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**PROFESSIONAL/PERSONAL
GROWTH AND EVALUATION MODEL
FOR TEACHER-LIBRARIANS**

BY

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Abstract

Two obstacles impede quality evaluation of teacher-librarians: misconceptions surrounding the role of the teacher-librarian and the administration of standard teaching evaluation forms. After examining current evaluation practices, an initial conception phase was undertaken towards the development of a comprehensive teacher-librarian specific growth and evaluation model. This proposed model, consisting of checklists, rubrics, and portfolio development, will provide teacher-librarians and administrators with instruments to set realistic, pertinent, and attainable goals and the means to facilitate the attainment of these goals.

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Personal Context

I was caught off-guard when I was notified of my new placement as one of 35 teacher-librarians in my school division. As a neophyte to the school library, without any formal training or perception of current views on teacher-librarianship, I needed to quickly understand my new role. I sought advice from other teacher-librarians on acquisition procedures, depended on my library assistant and volunteers for clerical support, and drew upon my personal classroom teaching experience for my interactions with staff members and students.

Further compounding my immediate concerns was the need to produce a professional growth plan. As a classroom teacher, I could draw upon my school system's Professional Development/Performance Evaluation (PD/PE) Teacher's Professional binder and its rubrics to set goals. As a teacher-librarian, however, few resources contained within the PD/PE binder were applicable to the specifics of my new role. Goal setting during my two years as teacher-librarian was difficult.

In 2003, I began Master's level studies in the University of Alberta's Teacher-librarianship Distance Learning program. Through my studies in the areas of Resource-based Learning, School Library Media Centre Management, Leadership in Information Literacy, and Information Technologies, I have a more complete picture of the diverse role of the teacher-librarian. This capping paper synthesizes my body of coursework into a model that guides and evaluates teacher-librarian professional/personal growth.

Introduction

Two major obstacles to quality teacher-librarian evaluation are misconceptions surrounding the role of the teacher-librarian (Hartzell, 2002; Haycock, 2003) and the administration of standard teaching evaluation forms (Bryant, 2002; Hartzell, 2002; Lau, 2002; Sylva, 1989; Williamson, 1989).

The first obstacle to quality evaluation is the definition of the role of the teacher-librarian. Several factors continue to contribute to the confusion. Hartzell (2002) attributes this lack of clarity to two factors: occupational invisibility of most teacher-librarians and the occupational socialization of principals. Haycock (2003) proposes a third factor, that of the mismatch between educational policy and educational practice. Ever-aging education ministry policies have defined the role of teacher-librarians, but these policies are not reflected “in the education, recruitment, selection and evaluation of teacher-librarians” (p. 34). Due to these three factors, stereotypical views of the librarian continue to be held at all levels in school systems, rather than the current view on the role of the teacher-librarian, that is, as instructional leader in the areas of curriculum development and implementation, educational technology, and collaborative program planning and teaching (Asselin, Branch, & Oberg, 2003).

The literature illustrates a second obstacle to quality evaluation, that many teacher-librarians are not evaluated with specific teacher-librarian forms, but rather with standard teachers’ forms (Bryant, 2002; Hartzell, 2002; Lau, 2002; Sylva, 1989; Williamson, 1989). Although the majority of teacher-librarians place particular emphasis on their teaching role, they have many additional specialized roles. In limiting teacher-

librarians to this narrow view of their role and in using evaluation instruments ill suited for the specifics of their responsibilities, many areas of their work are overlooked.

In order to address these two obstacles, this capping paper proposes a comprehensive model specific to teacher-librarian growth and evaluation.

Overview of Evaluation Instruments

What models currently exist for the evaluation of the teacher-librarians and the particulars of their role? Models of teacher-librarian evaluation include checklists, rubrics, personality inventories, and discussion guides. These models can be categorized into professional, personal, and professional/personal evaluations.

Professional Evaluation

Checklists for evaluating the teacher-librarian are numerous and varied (Asselin, Branch, & Oberg, 2003; Collins, 1989; Everhart, 1998; Shannon, 2002; Sylva, 1989; Taylor & Bryant, 1996). Checklists typically categorize multiple responsibilities, providing a snapshot of the status quo. This form of evaluation can be conducted by a supervisor (principal), by the teacher-librarian independently as a self-assessment, or ideally, by the supervisor and the teacher-librarian collaboratively. Descriptors in checklists can be succinct or generalized, thus there are variations in the need for interpretation. The number of descriptors can vary widely from one instrument to the next, addressing the roles and responsibilities of the teacher-librarian in minute detail or in vague generalities. Measurement of the level of attainment also varies in the

checklists, e.g., from a “yes”, “no”, or “somewhat” response (Asselin, Branch, & Oberg, 2003) to a numeric 5-point scale (Sylva, 1989).

Checklists are important tools to use for periodic evaluations, in order to ensure that the teacher-librarian fulfills all considerations of the role. The checklist descriptors can lead to productive discussions between the principal and the teacher-librarian. Some descriptors contained in the checklists can be used to set individual teacher-librarian goals; however, many of the descriptors address factors that are often out of the direct control of the teacher-librarian, i.e., budget and district technical support. Furthermore, Bryant (2002) argues that descriptors within checklists used to evaluate the teacher-librarian can become rapidly obsolete, as the teacher-librarian works in a continually changing context.

Rafuse and Law (1993) developed a rubric for the implementation of cooperative program planning and teaching. The rubric’s descriptors are categorized into six categories: advocacy and philosophy, curriculum, selection of resources, consultation, management, and instruction. Highlighted are multiple key elements to the implementation of successful information literacy programs: curriculum development, flexible timetabling, and media selection.

This rubric improves upon the concept of checklists in two aspects: 1) the descriptors are centred on the teacher-librarian behaviours, rather than the evaluation of the global library program; and 2) the continua of the rubrics assist teacher-librarian growth by providing a progressive scaffold from one level of attainment to the next.

Personal Evaluation

The literature emphasizes the need for teacher-librarians to become more aware of their own personal qualities. Despite this emphasis, there are few evaluations for personal qualities available for teacher-librarians.

Studies by Christiansen (1991) and by Herrin, Pointon, and Russell (1986) aimed to specify characteristics of successful teacher-librarians through multiple instruments, e.g. personality inventories and interviews. Both studies found that the qualities of successful teacher-librarians did not match the typical stereotypical traits associated with the role. Carson (1993) developed and field-tested a self-efficacy scale for school library media specialists. Carson argued that self-concept often affects performance, but he found that scales used to measure teacher self-efficacy were unable to account for the wide range of responsibilities that compose the role of the school library media specialist. All three studies recommended further development of self-evaluation instruments for both practicing and prospective teacher-librarians.

Teacher-librarians are encouraged to use online self-diagnostic tools, in order to understand their individual predispositions to certain teaching and learning styles (Barron, 1997). Barron suggests the use of two suggested online personality inventories: Fleming's *VARK: A guide to learning styles* and AdvisorTeam's *Keirsey Temperament Sorter II*. The *VARK* test requires the individual to answer thirteen multiple-choice questions. These results are translated into a breakdown of the individual's learning style according to the four categories, visual, aural, read/write, and kinesthetic. The *Keirsey Temperament Sorter II*, an instrument based on the Jung-Myers dimensions of personality, requires the individual to answer 70 two-choice questions. The results are

then translated to sort the individual into one of sixteen personality types, which illustrate the individual's tendencies towards certain actions and attitudes.

The Myers-Briggs Type Indicator (MBTI), based on the work of C.G. Jung and Isabel Myers, is a frequently employed personality inventory instrument created from decades of clinical experience and research (McCaulley, 1990). The MBTI is a self-administered questionnaire of a forced-choice format. McCaulley lists several Forms (C, F, and J) currently in use, some used only for specialized research purposes. These forms range in length from 96 to 290 questions. The results derived from completing the MBTI indicate the subject's tendencies towards one of 16 personality types. Data gathered through the administration of the MBTI is used to assist in career planning and to indicate individual interests and talents. This instrument is used in the education community to better understand individual differences in learning and teaching styles, aptitude, achievement, and motivation. Published studies involving the MBTI in educational settings have shed light on the effects of personality types and teachers' use of technology (Chambers, Hardy, Smith, & Sienty, 2003), the tendencies of certain personality types to gravitate towards either elementary or secondary teaching (Sears & Kennedy, 1997), and the relationship between personality preferences, leadership styles, and effective teacher consultation (Savelsbergh & Staebler, 1995).

Each of the three aforementioned tests provides the teacher-librarian with a greater awareness of personal tendencies, which can be subsequently applied to interpersonal relationships as colleague and teacher.

Professional and Personal Evaluation

Haycock (1999) strongly advocates the use of a specific teacher-librarian evaluation, separate from the global library program evaluation. His model, based on the ATLC/CSLA's document, *Students' information literacy needs in the 21st century: Competencies for teacher-librarians*, provides a discussion guide for collaborative evaluation by principal and the teacher-librarians. For each of the ten professional and eleven personal competencies, descriptors are provided for illustrative purposes. These competencies correspond to current views of the role of the teacher-librarian. Multiple aspects of the role are addressed, i.e., collaborative program planning and teaching, educational leadership, partnerships, curriculum, and technology. This model emphasizes a collaborative effort, in which the principal and the teacher-librarian comment on each area and set goals by establishing areas of priority and implementation.

The use of portfolios is often associated with student assessment and evaluation; however, the literature suggests that a portfolio is an excellent means for supporting teacher-librarian growth and evaluation. Lally and Trejo (1998) focused on the development of a professional portfolio, which could be used for three purposes: to assess growth, to provide a mechanism for reflection, and to indicate areas for improvement. Included in the portfolio were the following items: curriculum vitae, teaching philosophy, statement of teaching responsibilities, teaching artifacts, and written reflections. Heath advocates the development of an electronic portfolio, incorporating the advantages of multimedia. The electronic portfolio serves as a showcase for technological skills, which is an integral part of the role of the teacher-librarian.

Creation of a Teacher-Librarian Specific Evaluation

Future developments of teacher-librarian evaluation and growth models must address the definition, or lack thereof, of the teacher-librarian and must facilitate the setting of realistic, pertinent, and attainable goals. The literature suggests that the role of the teacher-librarian must emphasize a strong teaching ability in addition to specialization in many other skills (Asselin, Branch, & Oberg, 2003; Brown & Sheppard, 1998; Haycock, 1997; Yucht, 2004). The specialized library training emphasizes collaborative planning and teaching, educational leadership, library management, and technology integration skills. These specializations are not often addressed within current evaluation practices.

A systematic process to developing a teacher-librarian specific evaluation will ensure that appropriate goals and structure are in place. Sivak and Pfister (1989) highlight the need to build support for change in their proposed eight-step plan for developing a teacher-librarian specific instrument. Steps are outlined in a linear progression from the initial conception phase (from a single individual) to committee work (gaining support) to the final phase, policy adoption (system-wide approval). The following presents the initial conception phase, that is, my model of teacher-librarian evaluation.

Proposed Model

The goals of this proposed model are to provide teacher-librarians with:

- 1) An overview of current views of the role of the teacher-librarian;
- 2) A means to set realistic, pertinent, and attainable goals;
- 3) A scaffold to facilitate the attainment of these goals; and,

- 4) A means to reflect upon past practices, to demonstrate current successes, and to promote future goal setting.

Three formats will be employed in the proposed model: checklists, rubrics, and portfolios.

Checklists

The use of checklists for evaluating the teacher-librarian is common. Checklists provide an overview of responsibilities and are useful for identifying broad areas of concern. Obsolescence is a weakness of checklists; updated descriptors are critical to usefulness. The teacher-librarian can complete the checklist as a self-evaluation, but collaborative completion of checklists by the teacher-librarian and the principal can lead to productive discussions.

The proposed checklist (Appendix A) is based on recent and current views on the role of the teacher-librarian. The four roles and subsequent indicators were derived from the Cooperative Planning & Teaching Rubric (Rafuse & Law, 1993), from *Students' Information Literacy Needs in the 21st Century: Competencies for Teacher-librarians* (Association for Teacher-Librarianship in Canada & Canadian School Library Association, 1997), and from *Achieving Information Literacy: Standards for School Library Programs* (Asselin, Branch, & Oberg, 2003). Structure for the checklist was based on the *Library Media Specialists' Self-Assessment of their Role on the Instructional Design Team* checklist created by the State of Minnesota, Department of Education (1991).

Checklists provide an overview of areas for potential professional development and growth. Appendix A is intended to provide teacher-librarians with a self-assessment tool for personal knowledge and current practice. Indicators are used to elucidate each of four roles: collaborative program planning and teaching, educational leadership, library management, and technology integration. The teacher-librarian chooses one or more indicators for growth. The subsequent growth continuum is contained in the form of rubrics (Appendix B).

Rubrics

Rubrics are the second format for proposed additions to teacher-librarian evaluation. Rafuse and Law (1993) developed a rubric for the implementation of cooperative program planning and teaching. Two program evaluation rubrics were developed based on the American Association of School Librarians *Information Power* standards (Adcock, 1999; Johnson, 2001). Using rubrics in evaluation offers two advantages: descriptions of behaviours and scaffolding from one level of attainment to the next. According to Brudnak (1998), one disadvantage is that the construction of rubrics is very time consuming. Descriptors in rubrics must be precise, while maintaining the balance between vagueness and complexity.

Appendix B is intended as the second part of the growth and evaluation model, to work in conjunction with Appendix A to provide the teacher-librarian with guidance from one level of attainment to the next. Descriptors for the proposed rubrics were derived from the current library research sources cited for Appendix A, as well as the three aforementioned rubrics.

Portfolios

The third format is that of portfolios. Snavely and Wright (2003) found that meaningful and concrete goal setting could be achieved through the use of portfolios. The processes of reflection and revision are particularly important in portfolio development, enabling the developer to transfer knowledge, to understand personal progress in a more complete way, and to better organize completed work. As the evaluation of the teacher-librarian is arguably more complex than are evaluations of other teaching staff within the school, portfolios are a means for providing more visible and demonstrative insight into the role.

Appendix C is based on the four areas of expertise required from applicants for the U.S. National Board Certification™ in Library Media: instructional collaboration, literature appreciation, instructional technologies, and documented accomplishments. Teacher-librarians develop their portfolios by selective inclusion of artifacts (evidence) that demonstrate proficiency in the aforementioned four categories. Choice of type and format is the personal choice of the teacher-librarian. Information contained in Appendix C is derived from studies conducted by Brown and Boltz (2002) and by Milam (2003).

Use of the Model

The following is a suggested method for using the proposed model in a comprehensive way.

Locating Areas of Concern

The initial step consists of completing sections of the checklist as well as referring to the accompanying rubrics. Teacher-librarians complete the entire checklist to gain a broader overview of their strengths and needs, or they can selectively complete one or more of the four sections of the checklist, if that seems more appropriate. Through working through the checklist and referring to the corresponding rubrics, areas of concern will become evident. On an individual basis or collaboratively with the principal, the teacher-librarian can select one or more areas of concern for professional growth.

Specifying Goals

After selecting areas for personal/professional growth, the next step focuses upon the corresponding specific rubric category. In this step, the teacher-librarian locates and identifies the current level of attainment in the targeted areas contained within the rubric descriptors. Reflection on the adjacent higher level of attainment outlined in the rubric category assists in specifying goals. The teacher-librarian should select one to three specific goals for inclusion in the professional/personal growth plan.

Creating the Growth Plan

At this stage, the teacher-librarian will select strategies, identify needed resources, and execute a professional/personal growth plan. Discussions with administration, consultants, classroom teachers, and other teacher-librarians will facilitate planning and execution. Appendix D, based on the professional growth plan form contained in Regina

Public Schools' *Professional development and performance evaluation of teachers: Teacher professional binder* (2001), is a rudimentary scaffold for structuring the growth plan.

Developing the Portfolio

Demonstration of progress is achieved through the final step of portfolio creation. The teacher-librarian collects artifacts that illustrate professional/personal growth from start to finish. Through the portfolio, the teacher-librarian can reflect upon and visibly demonstrate successes and challenges encountered during the entire process. Sharing of the portfolio with administration, classroom teachers, and/or other teacher-librarians can lead to improved professional/personal development or opportunities to advance the school library program.

Implications

Branch and Oberg (2001) call for focus on two key challenges facing teacher-librarians: 1) leadership in the school organization and 2) information literacy instruction. Leadership requires the teacher-librarian to maintain strong communication with administration, to participate in curriculum development, to network with teacher-librarians beyond the district, to embrace change, and to model life-long learning through professional development. Teacher-librarians become leaders in information literacy by familiarizing themselves with research models, possessing awareness of the cognitive, metacognitive, and affective processes occurring in students during their inquiries, and understanding the information-seeking process in electronic environments as well as in print and non-print resources.

Unfortunately, the number of teacher-librarian university programs has diminished, and increasingly, teacher-librarians enter the role without training (Haycock, 2003). Evaluations must address the status quo, facilitate the setting of goals congruent to current views on the role of the teacher-librarian, and then provide guidance as to meeting the established goals. Evaluation models such as the rubric proposed by Rafuse and Law (1993) and the discussion model by Haycock (1999) address the current leadership and information literacy skills required by teacher-librarians. The rubric addresses curriculum leadership, and, by its design, provides scaffolding for professional growth for inexperienced and experienced teacher-librarians alike. Haycock's discussion model addresses both educational leadership and information literacy issues and is designed to provide an opportunity for professional growth for both the teacher-librarian and the principal. However, it should be noted that 'one size does not fit all'; teacher-librarians must be prepared to create a suitable evaluation for the particulars of their context.

A comprehensive evaluation process could be used to select qualified applicants for teacher-librarian positions. In many school districts, there are few checks in place to establish qualifications for the role. The process should not only include evidence of successful classroom experience, but also of knowledge in the areas of curriculum, technology, and information literacy. The candidate should possess personal and interpersonal skills demonstrating leadership potential, lifelong learning, and adaptability. The use of a portfolio would serve prospective teacher-librarians well in these circumstances.

Conclusion

Through appropriate evaluation, opportunities for professional growth become not only available for the teacher-librarian, but also for the principal. Research demonstrates that personality traits of successful teacher-librarians do not fit typical stereotypes of the role; evaluation is one way to promote the current views of the role and eventually dispel perpetuating misconceptions of the role.

Although obstacles continue to hamper the use and quality of the evaluation process, teacher-librarians must strive to actively engage in their professional growth. Specific teacher-librarian evaluation models are rarely employed by school administration. It is therefore incumbent on the teacher-librarian to find or design appropriate models and to encourage the principal to engage in an evaluative process conducive to teacher-librarian professional and personal growth.

This study represents only the initial step towards the development of teacher-librarian specific evaluation tools. Two future directions are possible. Individual teacher-librarians can adapt the structure and descriptors of these tools as needed for specific school contexts and situations. The second possibility, system-wide adoption as proposed by Sivak and Pfister (1989), requires further consultation and scrutiny by teacher-librarians and administrators.

Quality evaluation and growth can only occur with the proper tools in place. The creation, addition, and application of specialized tools will address the specifics of teacher-librarianship lacking in many current professional development and performance evaluation models. Moreover, reflection and revision within the creation process will create the additional benefits of self-awareness and awareness in other educators of the

complex role of the teacher-librarian. This enhanced awareness by all stakeholders leads to quality and effective school library programs.

Personal Reflection and Acknowledgements

I have endeavored to synthesize my body of coursework from the University of Alberta into a usable and practical tool for teacher-librarians. It is my hope that others examine this professional/personal growth and evaluation model, adapt it for their personal needs, and improve upon its current form and content.

Thanks to this graduate coursework, I re-enter the school library program with a greater understanding and confidence as to my role as teacher-librarian. I look forward to applying my newly acquired skills to benefit the learning/teaching of students in my school. I will also continue to seek out opportunities to share ideas and knowledge with fellow educators and to encourage the growth and expansion of school library programs.

I wish to thank the faculty members of the University of Alberta's Teacher-Librarianship by Distance Learning program for their contributions to my studies. I would like to particularly acknowledge the support of Dr. Jennifer Branch, who encouraged me throughout the year to complete this model, and Dr. Dianne Oberg, for her guidance in seeing this paper to fruition.

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Appendix A: Checklists

Role: COLLABORATIVE PROGRAM PLANNING AND TEACHING	What I KNOW about...				What I DO about...			
	Very Little			Very Much	Very Little			Very Much
a. Promoting collaborative program planning and teaching	1	2	3	4	1	2	3	4
b. Integration of information skills with the classroom program	1	2	3	4	1	2	3	4
c. Expertise in multiple learning strategies to effectively support implementation of curricula	1	2	3	4	1	2	3	4
d. Assessment and reporting of student achievement for varying grades and subjects	1	2	3	4	1	2	3	4
e. Designing inquiry and problem-based learning opportunities	1	2	3	4	1	2	3	4
f. Adapting the curriculum and programs for students with special needs	1	2	3	4	1	2	3	4

Role: EDUCATIONAL LEADERSHIP	What I KNOW about...				What I DO about...			
	Very Little			Very Much	Very Little			Very Much
a. Establishing rapport with students, staff, and community	1	2	3	4	1	2	3	4
b. Recent developments in curriculum, instructional strategies, and information technologies	1	2	3	4	1	2	3	4
c. Integration of resources and technologies with specific curriculum areas	1	2	3	4	1	2	3	4
d. Leadership opportunities within the school and the division	1	2	3	4	1	2	3	4
e. Professional/personal growth opportunities (lifelong learning)	1	2	3	4	1	2	3	4
f. Development, implementation, and evaluation of schoolwide curricula	1	2	3	4	1	2	3	4
g. Expertise in the effective use of resources	1	2	3	4	1	2	3	4

Role: LIBRARY MANAGEMENT	What I KNOW about...				What I DO about...			
	Very Little			Very Much	Very Little			Very Much
a. Personnel management	1	2	3	4	1	2	3	4
b. Providing physical access to information	1	2	3	4	1	2	3	4
c. Providing intellectual access to information	1	2	3	4	1	2	3	4
d. Recent developments in library research	1	2	3	4	1	2	3	4
e. Selection procedures and policies	1	2	3	4	1	2	3	4
f. Collection development	1	2	3	4	1	2	3	4
g. Budgeting considerations	1	2	3	4	1	2	3	4

Role: TECHNOLOGY INTEGRATION	What I KNOW about...				What I DO about...			
	Very Little			Very Much	Very Little			Very Much
a. Evaluating electronic resources	1	2	3	4	1	2	3	4
b. Ethical use of the Internet and electronic databases	1	2	3	4	1	2	3	4
c. Authoring tools	1	2	3	4	1	2	3	4
d. Effective use of information and communication technologies	1	2	3	4	1	2	3	4
e. Instructing staff and students in the use of the online catalogue (OPAC)	1	2	3	4	1	2	3	4
f. Participating in the planning of future information networks	1	2	3	4	1	2	3	4

Appendix B: Rubrics

COLLABORATIVE PROGRAM PLANNING AND TEACHING				
Indicator	Not evident	Developing	Integrating	Innovating
a. Promotion of collaborative program planning and teaching.	No consultation occurs between classroom teacher and teacher-librarian.	The teacher-librarian and the classroom teacher discuss unit planning. General research projects are conceptualized.	The teacher-librarian and classroom teacher collaboratively plan and teach units. Research projects are individualized. Students are encouraged to use a variety of information sources.	The teacher-librarian and classroom teacher collaboratively plan, teach, and evaluate units. Research projects are inquiry or problem-based. Students present their findings using various formats, such as multimedia or oral presentation.
b. Integration of information literacy with classroom program	Classroom projects do not reflect the use of research skills.	Library materials supplement classroom content. The teacher-librarian teaches students locating skills.	The library is an extension of classroom activity. The teacher-librarian teaches information literacy skills, extending beyond location skills to critical thinking and evaluation.	Through collaborative planning and team teaching, information literacy skills are integrated into students' daily work, especially in the areas of inquiry and problem-based learning.
c. Expertise in multiple learning strategies to effectively support implementation of curricula	Strategies are not varied in the delivery of curricula.	Teacher-librarian has a basic understanding of learning styles and considers different strategies in unit planning.	Teacher-librarian is knowledgeable about multiple learning strategies. Lessons contain two or more strategies to address varying needs.	Teacher-librarian is well versed in learning strategies, such as multiple intelligences and brain-based theories. Individualized strategies are inherent in all facets of teaching/learning.
d. Assessment and reporting of student achievement for varying grades and subjects	The teacher-librarian is not involved in the assessment and reporting of student achievement.	The teacher-librarian is consulted for alternative means of assessing and reporting student achievement.	The teacher-librarian employs appropriate means for assessing and reporting results when working with students of varying grades.	With the classroom teacher, the teacher-librarian collaboratively creates authentic assessment and reporting tools such as rubrics to effectively reach learners.

<p>e. Designing inquiry and problem-based learning opportunities</p>	<p>Inquiry and problem-based learning opportunities are not discussed or planned.</p>	<p>Open-ended questions are presented for students to research.</p> <p>The classroom teacher, with assistance from teacher-librarian, chooses student resources for the study.</p>	<p>With classroom teacher and teacher-librarian guidance, students develop their own questions to research.</p> <p>Graphic organizers are used to classify and organize information.</p> <p>Students choose materials for their unique project needs or research using the Internet.</p>	<p>Students independently develop their own questions to research.</p> <p>Research extends beyond the school to access primary source information, such as interviewing experts.</p> <p>Reflection and authentic assessment are built into the project.</p>
<p>f. Adapting the curriculum and programs for students with special needs</p>	<p>Curriculum is delivered without consideration for individual needs.</p>	<p>Awareness of the principles of the Adaptive Dimension. Some instruction is adapted for individual students.</p>	<p>The teacher-librarian assists teachers and students to recognize their strengths and uses varied strategies and resources to meet their needs. Units are designed with the needs of individuals in mind.</p>	<p>Students follow individualized approaches to projects, so as to maximize success in learning/teaching. Varied teaching approaches are present in every lesson.</p>

EDUCATIONAL LEADERSHIP				
Indicator	Not evident	Developing	Integrating	Innovating
a. Establishing rapport with students, staff, and community	Teacher-librarian is aloof and reserved with staff, students, and community.	Teacher-librarian is enthusiastic, encouraging student use of the school library and its resources. Reports to the principal are created monthly on school library programs and issues. Some collaborative activities take place with teachers and classrooms.	Teacher-librarian provides a warm, inviting atmosphere. School staff is informed of school library news at staff meetings and through newsletters. Most classrooms and teachers collaborate regularly with the teacher-librarian.	Teacher-librarian communicates regularly with the community through newsletters, web pages, and at parent-teacher association meetings. Promotional activities encourage students, staff, and community to use the school library. Focus groups create greater awareness of the library needs of staff and students. All classrooms and teachers collaborate with the teacher-librarian.
b. Recent developments in curriculum, instructional strategies, and information technologies	Teacher-librarian does not participate in professional development sessions.	Teacher-librarian attends local Curriculum Representative meetings/local PD sessions to obtain updated knowledge, and then reports findings to colleagues at staff meetings.	After attending Curriculum Representative meetings/ local PD sessions/conferences, teacher-librarian applies acquired knowledge to improve school and library practices.	Teacher-librarian conducts action research to set goals. Attends specific workshops to acquire specialized knowledge. Assists others in implementing new initiatives in curriculum, instructional strategies, and information technologies.
c. Integration of resources and technologies with specific curriculum areas.	No integration of multiple resources is applied to delivery of the curriculum.	Classroom teacher consults with teacher-librarian on the choice and use of resources in unit planning.	Teacher-librarian and classroom teacher collaboratively select resources and technology to enhance the delivery of curriculum objectives.	Teacher-librarian and classroom teacher design authentic learning opportunities. Students use resources and technologies to acquire information, analyze knowledge, and present findings.
d. Leadership	The teacher-librarian does not	Teacher-librarian is involved	Teacher-librarian is involved	Teacher-librarian is involved

opportunities within the school and the division.	seek out leadership opportunities.	on committees at the school and community levels.	on committees at the division level.	on policy committees at the division level.
e. Professional/personal growth opportunities (lifelong learning)	The teacher-librarian does not engage in growth opportunities.	The teacher librarian attends training on resources and materials purchased for the library program.	The teacher-librarian pursues graduate-level learning and attends local, provincial, or national conferences and workshops.	The teacher-librarian is involved in graduate-level teaching and publishing or is a presenter at local, provincial, or national conferences and workshops.
f. Development, implementation, and evaluation of schoolwide curricula	The teacher-librarian is not involved in the development, implementation, or evaluation of schoolwide curricula.	The teacher-librarian is aware of schoolwide initiatives and contributes to implementation.	The teacher-librarian is part of the planning process of school initiatives. Acquires materials to promote and support schoolwide needs.	The teacher-librarian is an integral member of the school professional development team, contributing to the development of school-based initiatives.
g. Expertise in the effective use of resources	The teacher-librarian is unaware of the potential use of print, non-print, or electronic resources.	The teacher-librarian and classroom teacher develop units around particular resources.	The teacher-librarian and classroom teacher collaboratively design activities that incorporate multiple resources.	The teacher-librarian is versed in the principles of multiple intelligences, collaborating with the classroom teacher to design units incorporating all appropriate resources in order to maximize learning for all students.

LIBRARY MANAGEMENT				
Indicator	Not evident	Developing	Integrating	Innovating
a. Personnel management	Clerical duties, such as shelving, repairs, and processing, are completed exclusively by the teacher-librarian.	Teacher-librarian works with assistant and volunteers to complete clerical library duties.	Teacher-librarian collaborates with the library assistant and volunteers to support the learning/teaching functions of the school library.	Teacher-librarian draws upon the unique talents of the library assistant and volunteers to enhance the learning/teaching function of the school library.
b. Provides physical access to information	The teacher-librarian lacks basic knowledge of library organization.	The teacher-librarian is aware of the basics of library organization, such as Dewey Decimal System. Shelving is labeled by broad categories, such as Fiction, Non-fiction.	The teacher-librarian assists staff to acquire materials through interlibrary loan. Shelving is labeled with Dewey numbers and Subject headings.	The teacher-librarian provides access to resources from both inside and outside the school system. Shelving labels visually highlight subject or interest areas.
c. Provides intellectual access to information	No assistance is provided to locate relevant and current material.	The teacher-librarian assists students and staff with basic reference and location questions.	The teacher-librarian helps students and staff with research questions using specialized tools such as databases and search engines. Reference interviews are conducted to assist patrons' searches.	The teacher-librarian integrates information literacy curriculum into the learning process. Subject bibliographies and lists of Web resources are created for staff and students.
d. Recent developments in library research	The teacher-librarian is unaware of developments in library research.	The teacher-librarian subscribes to professional and research journals.	The teacher-librarian continues studies at university level, and applies latest research to current practices.	The teacher-librarian conducts action research and publishes in professional and research journals.
e. Selection procedures and policies.	Teacher-librarian is unaware of the local and provincial selection procedures.	Teacher-librarian is aware of local and selection policies. Teacher-librarian applies the criteria of local and provincial policies when selecting resources	Resources are chosen to meet curricular and recreational needs. Specialized aids, such as journal or online reviews, are integral tools in the selection process.	Teacher-librarian develops a written collection development policy that clearly outlines goals for collection development, based on the school's educational needs.
f. Collection development	Collection is dated, disorganized, or in disarray.	Collection is up to date and weeded.	Collection is balanced and meets curricular and recreational needs.	Selection is based on the best format and best materials available to develop the collection to meet the needs of all students.

g. Budgeting considerations	Teacher-librarian is not involved in the budgeting process.	Principal and teacher librarian informally plan the school library's goals and budget.	A formal goalsetting and budgeting procedure is cooperatively completed by the teacher librarian and the principal.	Based on research conducted on future student, staff, and community needs, school library goals and budget are established by the teacher-librarian and the principal.
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TECHNOLOGY INTEGRATION

Indicator	Not evident	Developing	Integrating	Innovating
a. Evaluating electronic resources	No selection aids are employed for acquisition of electronic resources.	The teacher-librarian consults Saskatchewan Education bibliographies or asks retailers for advice.	The teacher-librarian consults on-line reviews and reads reviewing journals.	The teacher-librarian contributes reviews for videos, computer software, and online databases.
b. Ethical use of the Internet and electronic databases	The teacher-librarian is unaware of the ethical implications surrounding the Internet.	The teacher-librarian communicates Board policy regarding acceptable Internet usage to students and staff.	The teacher-librarian teaches students about ethical issues such as plagiarism and copyright. The teacher-librarian assists teachers in designing activities that generate original student outcomes.	Workshops are conducted to discuss strategies to combat plagiarism and other ethical issues. Teacher-librarian promotes access to information sources, while providing students, teachers, and parents with skills to critically evaluate information.
c. Authoring tools, such as word processing, presentation, and multimedia applications.	The teacher-librarian is unaware of the use of computer-based authoring tools.	The teacher-librarian is versed in the use of word processing tools.	The teacher-librarian is versed in the use of presentation tools such as PowerPoint.	The teacher-librarian is versed in the use of various multimedia tools such as Hyperstudio, eZedia, iPhoto, and iMovie.
d. Effective use of information and communication technologies	The teacher-librarian is unaware of the potential uses of information and communication technologies	The teacher-librarian and classroom teacher develop units integrating web content.	The teacher-librarian and classroom teacher collaboratively design activities leading to multimedia presentations of student findings.	The teacher-librarian is versed in educational technology applications such as WebQuests, digital editing, and virtual communities. Classroom teacher and teacher-librarian design authentic learning opportunities. Students present findings in varied and original formats.
e. Use of the online catalogue (OPAC)	The teacher-librarian does not instruct the use of the school's OPAC.	The teacher-librarian is familiar with the basics of the OPAC, and can assist students and staff in basic searches.	The teacher-librarian is well versed in the functions of the OPAC, and instructs students and staff with advanced features such as Boolean	The teacher-librarian is well versed in OPAC design, and is able to effectively communicate design ideas and concerns to the Library

			searches.	Technical Services Department.
f. Participating in the planning of future information networks	The teacher-librarian is not involved in the process of acquiring technology.	The teacher-librarian submits input for the school's technology plan.	The teacher-librarian is a member of the school's technology committee and contributes to the school's technology plan.	The teacher-librarian conducts research on future student, staff, and community technological needs. These findings are presented to the principal, staff, and the community to gain support.

Appendix C: Portfolio Development

Teacher-Librarian Portfolio

Why are portfolios important to my personal/professional growth?

Portfolios are particularly effective in answering the three following questions:

What do I know?

What do I do?

How do I grow?

What should I include in my portfolio?

Collect artifacts (or evidence) that demonstrate your proficiency in the following categories:

- Instructional collaboration
- Fostering an appreciation of literature
- Integration of instructional technologies
- Documented accomplishments.

Some examples of artifacts include lesson/unit plans, bibliographies, photos, certificates, web sites, letters of recommendation, samples of student work, and videotaped activities.

What types of portfolios are there?

Your portfolio can be classified into one of the three types: process, product, or presentation.

Process portfolios are a collection of artifacts that represent an ongoing project taking place in your school library. If a teacher-librarian were working on a “Boys and Literacy” initiative, artifacts such as videotaped meetings of response groups, photos of the students at work, and interest and reading surveys are examples of what could be included in a process portfolio. As this format discusses ongoing practices, reflection and future goals should be emphasized in this type of portfolio.

Product portfolios are a collection of evidences showing mastery of specific competencies. If a teacher-librarian were demonstrating her competency in technology, the library web site, PowerPoint presentations, or WebQuests may be examples of products showing mastery. Particular emphasis should be placed on demonstrating how your practices improve student learning.

Presentation portfolios are a selective collection of best practices and products for a specific purpose or audience. One example would be a portfolio created for budgetary

purposes. The teacher-librarian could create a portfolio around a specific library or school-wide initiative, highlighting its educational objectives, student benefits, and itemizing needed resources. This portfolio can be presented to the principal or the professional development committee in order to justify expenditures.

What will my portfolio look like?

Your portfolio can take shape in any number of formats. Some portfolios are nicely developed within a three-ring binder; others require a scrapbook. You may wish to keep artifacts within a portable tote bag.

Multimedia authoring tools such as PowerPoint and eZedia and user-friendly web development tools have made the conversion of portfolios from print to digital much more accessible and effective. E-portfolios have advantages over print portfolios in that they are more easily presented before large audiences, are portable and flexible. Much of the work that teacher-librarians currently do is already produced on computers, and is easily transferred into an e-portfolio. This body of work can be created into the form of a web site or transferred onto CD-ROM or DVD for portability.

Creation of your portfolio will require reflection and selectivity. Don't be afraid to be creative. Select the artifacts, type, and format you feel will best represent you and your professional needs.

Appendix D: Teacher-Librarian Professional/Personal Growth Plan

Name: _____ School: _____

Goals	Proposed strategies	Resources required	Target date