School Librarians as Leaders

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With the publication of *Empowering Learners: Guidelines for School Library Media Programs* in 2009, the American Association of School Librarians articulated a role that school librarians had not been expected to take on before: that of leader. Earlier guidelines documents had embedded a variety of leadership activities within the roles of information specialist, instructional consultant or partner, teacher, and program administrator (American Association of School Librarians, 1988, 1998). Without the expectation of leadership clearly articulated in their guidelines, however, school librarians did not perceive themselves as leaders (Ishizuka, Minkel, & Lifer, 2002; McCracken, 2001; Shannon, 2004, 2008; Vansickle, 2000) and neither did the principals who supervised them (Hartzell, 2002). Since the release of *Empowering Learners*, some states have begun to require school librarians to demonstrate leadership to obtain or maintain their teacher certification and to retain their positions (Public Schools of North Carolina, 2013). The empirical literature surrounding school library leadership reflects this shift; in the era before the publication of *Empowering Learners*, few studies were published focusing on leadership in the school library, but since its release, several studies have been published. The literature surrounding school library leadership relies on leadership theories grounded in the concept of shared leadership. It address preservice leadership education for school librarians, their ability to implement professional guidelines and standards related to leadership, and their leadership capacity in specific facets of leadership such as collaboration, evidence-based practice, and technology integration.

Defining Leadership

Rarely does the school library leadership literature define leadership as a construct. According to Long (2007), leaders use “steady, visionary, and proactive strategies... in order to develop a strong relationship with and transform the perceptions of the stakeholders with whom they worked.” Smith (2009) describes leadership as “the ability to create changes within an organization that benefit everyone within the organization” (p. 10). Dotson and Jones cite Maxwell (2007) saying, “Leadership is influence” (2011, p. 79). Drawing on a variety of definitions, Hirsh (2011) states, “leadership involves one person actively exerting influence over others as they work towards a common goal or objective” (p. 5).

These types of abstract definitions are difficult to observe and measure. Fortunately, professional and accreditation standards offer specific, measurable indicators of leadership practices. In addition to the guidelines in *Empowering Learners* (AASL, 2009), the *ALA/AASL Standards for Initial Preparation of School Librarians* (National Council for Accreditation of Teacher Education, 2010) and the *Library Media Standards, Second Edition* published by the National Board for Professional Teaching Standards (NBPTS), an organization that offers an advanced teaching credential, provide insight into what leadership in a school library should look like (2012). Finally, the *North Carolina School Library Media Coordinator Evaluation Process: User's Guide* (Public Schools of North Carolina, 2013) offers an example not only of professional standards related to leadership, but of an evaluation instrument that includes leadership as a key component.

There are some features of school library leadership frequently mentioned in these documents. *Empowering Learners* (AASL, 2009) calls for a connected, collaborative form of leadership. School library leaders exhibit collaboration with peers, administrators, and community members (AASL, 2009; NBPTS, 2012; Public Schools of North Carolina, 2013). They communicate effectively with members of the school community. They are active in the life of the school, participating in the school improvement process, on committees, in professional learning communities, and throughout the budget and hiring processes. They are

instructional leaders, collaborating with teachers to develop research-based curriculum and instruction. They are committed to equity and accessibility in the school library. They model ethical behavior with respect to professional ethics, intellectual property, and digital citizenship. School library leaders share their expertise through professional development at their own school and in the wider school library profession, as well as pursuing their own continuous improvement. *Empowering Learners* (AASL, 2009) provides a list of twelve observable actions taken by school library leaders (Figure 1), while the *North Carolina School Library Media Coordinator Evaluation Process: User's Guide* (Public Schools of North Carolina, 2013) offers a rubric that includes four areas in which school library leaders demonstrate leadership: within the school library program, within their schools, advocacy, and ethics (Appendix A).

GUIDELINE: The school library media program is built by professionals who model leadership and best practice for the school community.

ACTIONS: The school library media specialist:

- is a visible and active leader within the school community
- is an early adopter of changes in current educational and technology trends
- serves on the decision-making team of the school
- benchmarks program to school, state, and national educational program standards
- participates in local, regional, state, and national professional associations for education and librarianship
- shares knowledge about libraries and learning by publishing articles in the school newsletter or other community news sources
- shares expertise by presenting information at faculty meetings, parent meetings, and school board meetings
- shares best practices and research by publishing articles in state and national professional journals
- uses research to inform practice and makes evidence-based decisions
- takes responsibility for professional growth through continuous program improvement
- fosters an atmosphere of respect and rapport between the SLMS and all members of the learning community to encourage student learning and to promote teacher enthusiasm and participation
- creates an environment that is conducive to active and participatory learning, resource-based learning, and collaboration with teaching staff

Figure 1. Twelve observable actions of school library leaders. American Association of School Librarians. (2009). *Empowering Learners: Guidelines for School Library Media Programs*. Chicago, Ill.: American Association of School Librarians.

Theories of Leadership

Guidelines and standards provide observable actions for administrators and others to use to evaluate school librarians' leadership activity, but they do not offer a theoretical framework in which to ground research about school librarians' leadership practices. Leadership theory as a field has a rich history; there are a variety of leadership theories, frameworks, and models available for grounding research. The school library leadership research uses three of these: formative leadership, distributed leadership, and transformational leadership.

Formative Leadership

Everhart, Mardis, & Johnston (2011) ground their study of National Board Certified school librarians' leadership in technology integration in the theory of formative leadership. This theory, developed by Ash and Persall (2001), is explicitly designed for application in the school

environment. Ash and Persall describe the school principal as a “Chief Learning Officer.” A leader’s job, they assert, is to create opportunities for others to learn. A leader facilitates, rather than directs. Leadership “is not role-specific.” Rather, the principal is a “leader of leaders,” facilitating the growth of teachers and other professionals, including school librarians, into school leaders themselves. Formative leadership is trust-based, people-focused, change-driven, and interactive. Formative leaders trust their colleagues to do good work, prioritizes people and processes over paperwork, enables leaders to respond to rapid and unpredictable systemic change, and requires leaders to maintain close proximity to their colleagues. “Imagining future possibilities; examining shared beliefs; asking questions; collecting, analyzing, and interpreting data; and engaging the faculty in meaningful conversation about teaching and learning are all formative leadership behaviors.” Everhart, Mardis, and Johnston argue that this leadership theory is appropriate for examining the leadership practices of school librarians because they are part of the body of leaders that a principal leads; additionally, they have both the opportunity and expertise to successfully facilitate their colleagues’ learning and growth as leaders.

Distributed Leadership

Johnston (2012b, 2015) uses distributed leadership theory to study the enablers of and barriers to school librarians’ technology leadership. Like formative leadership, distributive leadership centers on the idea that leadership is not restricted to those in certain roles. Leadership itself is not a quality one can observe in an individual, but instead refers to “activities tied to the core work of the organization that are designed by organizational members to influence motivation, knowledge, affect or practices of other organizational members or that are understood by organizational members as intended to influence their motivation, knowledge, affect, or practices” (Spillane, 2006). One individual does not exert influence over others in distributed leadership; rather, a group of individuals pool their expertise in order to achieve an outcome that no one of them could achieve alone. This type of leadership emerges from the interactions of the members of the group. Different members of the group may take on the role of leader at different times, based on when their particular expertise is most needed.

Johnston relies in particular on Spillane’s theory of distributed leadership (2006), which is based on three propositions: “leadership practice is the central concern; leadership practice is distributed over leaders, followers, and the school’s situation or context; and the situation defines leadership practice and is defined through leadership practice” (Johnston, 2015, p. 41). “Leadership practice” refers to specific tasks leaders enact to bring about change. A variety of individuals might engage in leadership practice, regardless of their formal leadership status. The situation in which leadership is enacted determines who is acting as a leader at any given moment, dependent on the expertise required. Johnston (2015) argues that distributed leadership is an appropriate framework for researching school library leaders especially because of this focus on expertise. As information literacy and technology specialists, school librarians have unique expertise that they can leverage in collaboration with their colleagues to improve student learning.

Transformational Leadership

The leadership theory used most often to study school library leadership is transformational leadership (DiScala & Subramaniam, 2011; Hirsh, 2011; Long, 2007; Smith, 2009, 2010, 2011, 2013, 2014, 2015; Underwood, 2003). Transformational leadership is “rooted in organizational change” (Smith, 2009, p. 11); transformational leaders empower others to

collaborate toward a shared vision by engaging in unselfish acts. The focus of transformational leadership is growth, not control. Like formative leadership and distributed leadership, transformational leadership emphasizes the idea that leadership is a behavior that can be exhibited by a variety of individuals in an organization, not just those who have been assigned a traditional leadership role. Also like formative leadership and distributed leadership, it focuses on facilitating the growth and learning of others.

Kouzes and Posner (2007) identify five practices of exemplary transformational leaders: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. In modeling the way, leaders demonstrate their expectations of others by enacting the expected behaviors themselves. In inspiring a shared vision, they motivate others in their organization to work toward a common goal. They challenge the process by taking risks and engaging in new behaviors to facilitate change. They enable others to act by empowering them to become leaders themselves. Finally, they encourage the heart by recognizing the contributions of others and expressing appreciation for them.

Long (2007) argues that transformational leadership is an appropriate leadership theory to use when studying school library leaders because school librarians themselves need to transform “from passive support members of their learning communities to active contributing leaders on their curriculum and instructional teams” (p. 7). According to Long, school librarians are uniquely positioned to “promote opportunities throughout the learning community” (p. 7), setting them up to engage in transformational leadership by encouraging the growth of their colleagues. According to Smith (2009), transformational leadership is a useful framework for studying school library leadership because schools in general and school libraries in particular are frequently in a state of flux, and it is a leadership theory designed to describe the type of leadership that needs to take place in the midst of organizational change.

Leadership Education for Preservice School Librarians

A major theme in the school library leadership literature is the extent to which school librarian preparation programs prepare preservice school librarians to enact their leadership role. Vansickle (2000) surveyed 93 preservice school librarians at five universities in the Southeastern United States about their perceptions of the leadership role of school librarians. About 61% of respondents indicated that they felt the school librarian operated in a role of support more than leadership. About 10% felt the school librarian’s responsibilities should be equally split between leadership and support, while approximately 30% felt the school librarian’s primary role was a leadership role. In spite of these discouraging numbers, about 91% of respondents felt that the school librarian, rather than the principal, was responsible for establishing the vision of the school library program, a key leadership task according to all three leadership theories identified in the school library literature.

Shannon (2008) conducted a survey to determine how well-prepared graduates of a combined MLIS/school library certification were for leadership, especially with respect to instructional partnership and collaboration. She surveyed both those who had completed the program and their internship supervisors. Of 11 dimensions of preparedness, program completers ranked “Preparation to be a leader in your profession” and “Preparation to be a leader in your school” in the bottom three. Of 8 tasks they expected to undertake as school librarians, program completers ranked “Form instructional partnerships and collaborate with teachers” the lowest, regardless of whether or not they had previous teaching experience. Internship supervisors, when

asked to rate program completers on a set of 10 personal, rated them lowest on “Exhibited potential as a curriculum and instructional leader within the school and beyond.” Shannon’s results suggest that preservice leadership education is an area of critical need.

Everhart and Dresang (2007) sought to determine whether there was a need for a leadership education program for preservice school librarians at Florida State University. In particular, they wanted to investigate whether school librarians were prepared to meet the rigorous demands of the leadership components of the National Board for Professional Teaching Standards portfolio assessment. As part of Project LEAD, an Institute of Museum and Library Services grant-funded project, they performed a needs assessment using a variety of data including existing research, content analysis of professional email lists immediately after the NBPTS pass/fail results were announced, a web-based survey of successful NBPTS candidates, interviews with five unsuccessful NBPTS candidates, and analysis of Project LEAD Advisory Board meeting notes.

Based on this data, they determined that learning communities, such as email lists, and mentoring relationships were helpful in developing leadership capacity in NBPTS candidates. They identified collaboration as an area where NBPTS candidates particularly needed assistance developing leadership, especially if the institutional culture at their school did not support teacher-librarian collaboration. With these results in mind, they developed a 12-credit leadership curriculum incorporating four courses: *Leadership in Reading*, *Leadership in Technology*, *Information Leadership*, and *the Instructional Role of the Information Professional*.

Working with a cohort of 30 Project LEAD graduates, Smith (2009, 2011, 2013, 2014, 2015) researched what factors impacted the level of self-perceived transformational leadership potential in preservice school librarians. She considered whether a leadership assessment prior to leadership education would correlate with high self-perceived transformational leadership after the completion of a leadership education program, the effects of leadership education, and the influence of social context on self-perceived transformational leadership. Smith used a mixed methods concurrent triangulation research design, drawing on data from an admissions assessment of leadership potential and both quantitative and qualitative survey data. The admissions assessment included a composite leadership potential score based on the score for a leadership rubric completed by Project LEAD candidates’ principals, their grade point averages, and their answers on the application questions and the leadership essays. The survey data consisted of two instruments: the *Leadership Practices Inventory, 3rd Edition* (Kouzes & Posner, 2001) and a survey about their Project LEAD experience, their interactions with mentors, and demographic data. Smith coded the responses to open-ended survey questions via a repetitive cycle of coding and recoding to identify key themes.

The *Leadership Practices Inventory, 3rd Edition* (LPI) measures self-perceived transformational leadership according to Kouzes and Posner’s five practices of exemplary leaders: modeling the way, inspiring a shared vision, challenging the process, enabling others to act, and encouraging the heart. Smith found that the study population perceived themselves as having a high level of transformational leadership as compared to the national norm overall. In particular, they scored themselves significantly higher on Modeling the Way and Encouraging Others to Act than the national norm. The assessment of leadership potential positively correlated to graduates’ overall LPI scores, especially Encouraging Others to Act. Graduates felt that they had learned a variety of leadership skills via the Project LEAD program; collaboration and technology skills were frequently mentioned. For a complete list of skills identified by graduates, see Figure 2.

Smith (2009) also found that social contextual variables had significant relationships with some dimensions of transformational leadership. The scores of graduates working in high-poverty schools tended to have a negative correlation with Challenging the Process; Smith speculates that the institutional culture in high-poverty schools might be risk-averse. GRE scores were negatively correlated with Encouraging the Heart, suggesting that candidates with high GRE scores might be more analytical and less people-focused. Finally, mentor support, mentor contact hours, and mentor selection were all positively correlated with transformational leadership overall and especially with Encouraging the Heart. Smith concludes both that the staff of Project LEAD successfully identified individuals with high leadership potential and that the program increased those individuals' transformational leadership.

Two studies followed up with school librarians after they had been working for a while to determine how well their programs had prepared them for leadership. Mardis (2013) interviewed five school library preparation program graduates five years after their graduation and found that they felt their coursework had prepared them well for leadership roles. Dotson and Jones (2011) surveyed graduates about their professional activities and perceptions of their preparation programs. They found that graduates undertook a wide variety of leadership activities, but that most of these tended to be traditional activities such as committee membership or club sponsorship, rather than applying a transformative approach to teaching and learning. They found that despite support in the literature for technology leadership role for school librarians, school librarians were rarely involved in their schools' Media and Technology Advisory committees. In spite of these disappointing results, they did find that school librarians were serving on school improvement teams and school leadership teams; about 70% of respondents indicated that they were on a team of this type. Dotson and Jones concluded that graduate education needed to emphasize that school librarians should be engaging in leadership that transformed teaching and learning and influenced the direction of technology integration in their schools.

LEADERSHIP SKILLS LEARNED BY PROJECT LEAD GRADUATES

Collaboration	Networking
Technology skills	Leading
Sharing knowledge	Using research
Promoting diversity	Building relationships
Modeling behaviors	Involving stakeholders
Recognizing and celebrating accomplishments	Volunteering
School library content domain skills	Promoting the big picture
Seeking new perspectives	Self-educating
Mentoring	Risk-taking

Figure 2.

Implementing Professional Guidelines

A few studies have investigated the extent to which practicing school librarians are able to successfully enact the leadership role as described in guidelines provided by the American Association of School Librarians (1988, 1998, 2009). Underwood (2003) investigated the daily activities of school librarians, their colleagues' perceptions of them, the connection of their daily activities with the AASL guidelines, and factors that enabled them to constrained them from implementing the guidelines. Using field notes, interviews, and document analysis, Underwood completed case studies of the work of four librarians at three schools in a Louisiana parish public

school system, an elementary school, a middle school, and a high school. The four librarians were recommended to Underwood by the school system's Library Media services supervisor as information rich sources. Underwood coded the qualitative data according to keywords from her initial research questions. Underwood found that school librarians employed their leadership skills to design and implement a successful school library program and to ensure equity and diversity of representation in their collections. The school system superintendent perceived school librarians as leaders, leading through the support of teachers' needs and through advocating for their programs. The library media supervisor added that they led by collaborating with teachers. Underwood concluded that school librarians were able to implement their roles as defined by the AASL guidelines (teacher, instructional partner, information specialist, program administrator, and instructional technologist) by serving as technology experts, planning collaboratively, promoting reading, and engaging in public relations.

Long (2007) studied whether school librarians preferred transformational leadership to other leadership styles and whether this preference has a relationship to their ability to lead in their curricular and instructional role. Long performed a cross-sectional survey on a simple random sample of school librarians selected from a national database. The survey instrument consisted of Bass and Avolio's Multi-factor Leadership Questionnaire (1995), which asks respondents to rate the frequency with which they perform leadership tasks on a Likert-type scale, and a supplement with multiple choice questions that asked respondents about the amount of time they spend on roles and responsibilities identified in *Information Power* (American Association of School Librarians, 1998). Out of 563 respondents, 414 preferred transformational leadership to other types of leadership. Two of the five roles in *Information Power* were highly significantly positively correlated with transformational leadership: instructional partner and program administrator. Long concluded that there was a high correlation between transformational leadership and school librarians' performance as educational and technological leaders.

Building on the work of Long (2007) and Smith (2009), Hirsh (2011) investigated school librarians' perceptions of their own transformational leadership and its relationship to their ability to carry out the twelve leadership actions identified in *Empowering Learners* (American Association of School Librarians, 2009). She administered a web-based survey questionnaire to National Board-certified school librarians in North Carolina. The questionnaire consisted of two instruments: the *Leadership Practices Inventory, 3rd Edition* (Kouzes & Posner, 2001) and an instrument that asked respondents to rate themselves on how frequently they carried out the actions identified in *Empowering Learners*. She selected National Board-certified school librarians using purposive sampling, expecting that they would be likely to have a high level of transformational leadership and thus be a good indicator of whether established leaders could carry out the AASL guidelines. She found that National Board-certified school librarians perceived themselves as having high levels of transformational leadership compared to the national norm in all five dimensions. They rated themselves strongest in Modeling the Way and Encouraging Others to Act; these two dimensions align with the supporting role of the school librarian. They rated themselves weakest in Inspiring a Shared Vision and Challenging the Process; these were, however, the two areas that were most highly correlated with successful implementation of the *Empowering Learners* guidelines. Hirsh concluded that to maximize success in implementing the AASL guidelines, school librarians needed professional development and institutional support for visioning and risk-taking activities.

Specific Areas of School Library Leadership

Collaboration, School Involvement, and Leadership

The guidelines and professional standards cited earlier in this review emphasize instructional collaboration and involvement in the life of the school as two of the key activities of a school library leader (American Association of School Librarians, 2009; National Board for Professional Teaching Standards, 2012; Public Schools of North Carolina, 2013). Focusing on these two aspects of leadership, Ash-Argyle and Shoham (2012) investigated the relationship between librarians' leadership self-efficacy and the sophistication of their participation in teacher-librarian collaboration. Ash-Argyle and Shoham administered a set of questionnaires to 291 educators in Israel including teachers, librarians, and principals, working at both the elementary and secondary levels. They examined both librarians' own perceptions of their leadership efficacy and teachers' and principals' perceptions of librarians' leadership efficacy. The questionnaires included surveys designed to measure teacher-librarian collaboration, leadership efficacy, a librarians' school involvement, and descriptive and demographic information. The leadership efficacy questionnaire was based on Paglis's (1999) three dimensions of leadership self-efficacy: giving direction, creating employee commitment, and overcoming obstacles. Collaboration was measured according to whether it was minimal, traditional, or advanced.

Ash-Argyle and Shoham found that there was a significant positive correlation between high leadership self-efficacy along all three dimensions and advanced teacher-librarian collaboration; this was reflected in the teachers' and principals' assessments of leadership efficacy as well. Principals' assessment of school librarians' leadership efficacy along the dimension of creating employee commitments correlated positively with advanced teacher-librarian collaboration, but there was no correlation between teacher-librarian collaboration and principals' perceptions of school librarian' leadership efficacy along the other two dimensions. There was no difference between school librarians' leadership self-efficacy regardless of whether they were librarians without a teaching certificate, librarians with a teaching certificate, or librarians who also taught classes (teacher-librarians). Teachers' perceptions did vary depending on training; they perceived teacher-librarians as having the highest self-efficacy and the most advanced teacher-librarian collaboration. Ash-Argyle and Shoham found that school librarians' involvement in the life of the school was perceived along three dimensions: social, pedagogical, and communications throughout the school. Teachers, librarians, and principals indicated that the more the school librarian was involved with the life of the school, the more advanced their teacher-librarian collaboration was. This study suggests that leadership efficacy is strongly tied to instructional collaboration and involvement in the life of the school, as the guidelines and standards indicate.

Evidence-Based Practice in the School Library

Professional guidelines and standards emphasize that school librarians should base their programs in research-based practices and engage in evidence-based practice (American Association of School Librarians, 2009; National Board for Professional Teaching Standards, 2012; National Council for Accreditation of Teacher Education, 2010; Public Schools of North Carolina, 2013). DiScala and Subramaniam (2011) emphasize that evidence-based practice can be used not only as part of the leadership in building and improving a school library program, but

also in demonstrating one's leadership to administrators and colleagues. They provide two case studies of how evidence *of* practice, data collected about one's own practice, can be used to demonstrate leadership. They distinguish this from evidence *for* practice, the research-based evidence used to support school library decision-making.

In the first case study, a school system administered information literacy assessments to students, looking for a relationship between the scores on those assessments and the scores on reading assessments. The results of these assessments demonstrated that information literacy instruction had an effect on the acquisition of information literacy skills and that there was a positive correlation between information literacy skills and reading scores. In the second case study, a school system used benchmark assessments to identify information literacy skills that needed more attention in their school library programs and provide evidence of collaboration between school librarians and social studies teachers. DiScala and Subramaniam point out that the evidence gathered in both of these cases can be used to improve the perception of school librarians as leaders and to gain support from administrators and teachers for school librarians to devote more of their time to leadership activities.

Technology Integration

Several studies have identified technology integration as an area in which school librarians are uniquely positioned to act as leaders, due to the fact that they work with all students and teachers within a school (Branch-Mueller & DeGroot, 2011; Johnston, 2012a, 2012b). Using the same data from her earlier study (Smith, 2009), Smith (2010) points out ways in which technology training enables school librarians to enact a variety of aspects of the leadership role. In environments where technology integration is not part of everyday practice, using technology allows librarians to Challenge the Process. As school librarians gain expertise with technology, they are motivated to share that expertise with colleagues, providing both formal and informal professional development. Incorporating technology into instruction improves school librarians' instructional leadership and gives them more reasons to collaborate with classroom teachers (Everhart et al., 2011). The use of technology such as blogs and wikis enhances school librarians' ability to communicate with colleagues, students, students' families, and the larger school community. Blogs, podcasts, and social media enable school librarians to build professional learning networks in which they can both give and receive professional development on-demand. Incorporating assistive technology in the school library affords school librarians an opportunity to ensure they are considering issues of equity and accessibility (Ennis-Cole & Smith, 2011).

In spite of the many opportunities for leadership that technology integration offers, there are still many ways in which school librarians are not taking advantage of these opportunities. In a national survey of National Board certified librarians, Everhart, Mardis, and Johnston (2011) found that few respondents were involved in providing technology training, seeking technology funding, participating in technology-related decision-making, and forging partnerships with outside organizations to enhance technology integration. Smith's study (2010) suggests that preservice technology training might be a way to mitigate these circumstances.

Conclusion

It is only in the last decade that professional guidelines and standards have explicitly articulated the expectation that school librarians should take on a leadership role. There is a slowly emerging body of literature that addresses what school library leadership looks like and how school librarians can be prepared to enact it. As the American Association of School Librarians pursues a revision of its guidelines (American Association of School Librarians, 2015), there will be a need for more research on the leadership practices of effective school librarians, the type of preservice education and professional development required to enable school librarians to act as leaders, and the kinds of support school librarians will need from their colleagues and administrators to fulfill their leadership role.

**Appendix A: Excerpt from
“Rubric for Evaluating North Carolina’s School Library Media Coordinators”**

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element a. School library media coordinators lead in the school library media center and media program to support student success. School library media coordinators provide leadership for the school library media program. They share responsibility for the progress of all students to ensure that they graduate from high school, are globally competitive for work and postsecondary education and are prepared for life in the 21st Century. They collaboratively create, align, and implement a program informed by state and national guidelines and research-based best practices. They transform the library media center into a 21st Century learning environment (both virtual and physical) and a shared space for knowledge construction, collaboration and inquiry-based learning, and they assist teachers with similar transformations. They coordinate the activities and training of library media support personnel including volunteers.</p>				
<p>Understands:</p> <ul style="list-style-type: none"> ☐ The significance of a collaborative media program and its impact on student learning. ☐ 21st Century skills and content. ☐ How to establish an open, equitable, accessible, and flexible learning environment. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Aligns all components of the school’s library media program with: <ul style="list-style-type: none"> ☐ 21st Century skills and content. ☐ State and local priorities and the North Carolina Standard Course of Study. ☐ Research-based practices. ☐ Provides leadership in collaboratively planning, promoting, and sustaining the school library media program, services, and resources. ☐ Establishes the library media center as both a physical and virtual shared learning space. ☐ Provides an open, equitable and accessible learning environment. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Provides leadership to the school community in creating a 21st Century learning environment. 	<p>... and</p> <ul style="list-style-type: none"> ☐ Provides leadership at district, state, and/or national level in creating 21st Century learning environments. 	

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
<p>Element b. School library media coordinators lead in their schools. School library media coordinators work collaboratively with school personnel to create a professional learning community. They analyze data to develop goals and strategies in the school improvement plan that enhance student learning. They provide input in determining the school budget and in the selection and provision of professional development that meets the needs of the students, the staff, and their own professional growth. They participate in the hiring process and collaborate with their colleagues to support teachers in the improvement of the effectiveness of their departments or grade levels. They establish positive working relationships and communicate with other educators to identify and select resources for curriculum support. They also partner with teachers to design instruction that seamlessly integrates 21st Century skills, information fluency, and digital literacy across the curriculum.</p>				
☐ Understands the goals of the school improvement plan. ☐ Participates in shared decision making within the school. ☐ Supports and participates in professional learning communities.	<p>... and</p> ☐ Participates in the development and implementation of the school improvement plan. ☐ Infuses multiple literacies and 21 st Century skills within content-area instruction. ☐ Provides technology-enabled one-on-one and group professional development for school-based educators. ☐ Participates in the recruitment hiring process and/or mentoring of school-based educators.	<p>... and</p> ☐ Assumes a leadership role in a Professional Learning Community and/or the school improvement team at the school level. ☐ Models and leads 21 st Century teaching and learning concepts and strategies. ☐ Collaborates with teachers to integrate information and instructional technology into all curricular areas.	<p>... and</p> ☐ Assumes a leadership role in developing and implementing the school improvement plan. ☐ Participates in a professional learning network (PLN) at the district, state, and/or national level. ☐ Provides professional development on integrating information and instructional technology into all curricular areas at the school, district, state, and/or national level.	

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element c. School library media coordinators advocate for effective media programs. School library media coordinators are proactive in communicating the vision, requirements and impact of an effective 21 st Century library media program to key stakeholders using relevant research, evidence of student learning, and other outcomes. They advocate for information fluency, inquiry-based learning, curriculum fidelity, creativity, planning, innovation and reading for enjoyment and lifelong learning to ensure that all students have access to proper learning resources and are prepared for the future.				
☐ Understands the need to advocate for the library media program and resources to support the learning community.	... and Advocates for: ☐ Equitable access to 21 st Century resources throughout the learning community. ☐ Integration of 21 st Century skills and resources throughout the school's instructional program. ☐ Appropriate staffing for the school library program. ☐ Policies and procedures to support effective school library media programs. ☐ Shares relevant research, evidence of student learning, and other outcomes to educate the school community about effective school library media programs.	... and ☐ Establishes internal and external partnerships to advocate for effective school library media program.	... and ☐ Provides leadership beyond the school level in communicating the impact of library media program on 21 st Century content and skills. ☐ Leverages partnerships to advocate at the local, district, state and/or national level for highly effective school library media programs.	

Standard 1. School library media coordinators demonstrate leadership.				
Developing	Proficient	Accomplished	Distinguished	Not Demonstrated (Comment Required)
Element d. School library media coordinators demonstrate high ethical standards. School library media coordinators demonstrate ethical principles including honesty, integrity, fair treatment, and respect for others. They uphold the Code of Ethics for North Carolina Educators (effective June 1, 1997) and the Standards for Professional Conduct adopted April 1, 1998.				
☐ Models ethical behavior as outlined in the Code of Ethics for NC Educators and the Standards for Professional Conduct. ☐ Models best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and ☐ Educates students, teachers, and other members of the school community to use best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and ☐ Partners with other libraries and community organizations to promote the use of best practices in copyright, ethical access and use of resources, intellectual property, and digital citizenship.	... and ☐ Participates in state and/or national conversations regarding ethical access and use of resources, intellectual property, and digital citizenship.	

Excerpt from:

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