# Will Minnesota Principals Continue to Hire School Librarians?

Jennifer Hill

Jane Prestebak

**Will Minnesota principals continue to hire school librarians?**

Jennifer C. Hill, Ed. D.

Work: St. Cloud State University

720 4th Ave South

St. Cloud, MN 56301

Home (Preferred) : 7736 Lachman Ave NE

Otsego, MN 55301

Phone (Work, voicemail) 320-308 4057

Phone (Cell, preferred) 763 913 7511

jchill@stcloudstate.edu


Jane Prestebak, MLS

Minnesota State University Mankato

K-12 & Secondary Programs – Library Media Specialist

College of Education

Armstrong Hall 318D

Minnesota State University, Mankato, MN  56001

Mankato, Voicemail: 507-389-5662

jane.prestebak@mnsu.edu

**Will Minnesota principals continue to hire school librarians?**

**Abstract**

The number of school librarian positions are declining across the nation.  In order to gain insight into this trend on a local level, two directors of school librarian preparation programs in Minnesota analyzed survey results of 251 Minnesota school leaders to determine what factors impact a principal's decision to eliminate the position in their school. In examining the results of this mixed-methods study, only 42% reported their intention to replace their school librarian with another school librarian when the position becomes vacant. Others reported that they will fill the position with a paraprofessional (25%), or to hire a technology integration specialist (12%).

**Author's Note**

This study begins with the redevelopment of the preparation program for school librarians at St. Cloud State University in central Minnesota. Dr. Jennifer Hill had recently been hired to lead the program as graduate director and was asked to survey K-12 school leaders to discover what they were looking for in school librarians. The questions were based upon the graduate director's experience as a school librarian for over a decade. The data was gathered for the purposes of program development.

In her survey, Dr. Hill included questions about the skills that the school librarians currently had and what the leaders were interested in. She also asked an important question--for the study described below: When your school librarian position becomes vacant, what will you do? Then she asked them to explain their answer to that question. Glancing at the data, Dr. Hill noticed a distressing pattern: many school leaders had no intention of rehiring their school librarian. Reviewing their explanations, it became clear that the information gathered from this survey should be studied further.

Institutional Review Board (IRB) approval was granted for an existing data set and all identifying information from the survey data was removed. An additional researcher, Ms. Jane Prestebak from Mankato State University, joined the research project. She also leads a graduate program to train school librarians. Both researchers were curious: Would they find that the school leaders had provided information that might be useful in explaining why jobs were being lost or redesigned in a way that no longer represented the standards of the profession?

**Literature review**

A literature review was not conducted before the survey was sent to administrators as the original purpose was for internal program development and not a formal research study. However, the creation of the survey was based upon three sources of information. Firstly, Dr. Hill had been employed for over a decade as a school librarian and used the job description from her former school district as a basis for many of the questions. A link to this job description can be found in Appendix B. The job description and survey questions were developed before the COVID-19 pandemic, therefore, questions about supporting online learning were not addressed.

Secondly, the Minnesota Department of Education was contacted to determine how many school librarians are currently employed in Minnesota in the past decade compared to the number of technology integrationists employed in Minnesota. Charts are found in Appendix C and D. The data showed that the number of school librarians has decreased by approximately 50% between the 2007-2017 school years. The role of a technology integration specialist with a teaching license became a category in Minnesota in 2013 and had more than doubled by the 2018-2019 school year.

Thirdly, Dr. Hill had recently completed a doctoral program in Education Leadership/K-12 Administration where literature was reviewed about building administrators, school librarians, and budgeting practices.

Beck (2020) of the National Association of Secondary School Principals (NASSP) writes, "What principals know and think about school libraries we have learned largely from our own past experiences and school librarians" (para. 1). This reality is problematic as the average age of the school principal in Minnesota is 48.8 years old (Hill, 2016). This places current practicing principals in schools during a time when the role of the school librarian was evolving and many

principals may not have experienced the direct involvement with instructional technology that school librarians hold today. Indeed, the Minnesota Department of Education did not start quantifying the function of the "educational technologist" as an instructional role until the 2013-2014 school year (personal communication, PELSB, February 12th, 2019).

Distressing guidance has been provided to pre-service building principals about the role of the school librarian. In the book *Improving Student Learning When Budgets are Tight*, Odden (2012) repeatedly shows examples of well-funded schools that have at least one librarian employed and sometimes more than one depending upon the student population. However, the author goes on to observe the following staffing decision happening in several schools. "We also found many elementary schools traded their certified library position for an instructional coach position, putting an aide in the library and automating the circulation system for library books" (p. 69). Curry Lance and Kachel (2021) documented this trend occurring nationwide from 2009-2010 to the 2018-2019 school year in the United States. The number of instructional coordinator positions has increased (-7.1% to 33.7%) while the number of school librarian positions has decreased (-4.3% to -19.5%).

` As part of our professional practice, both professors have read national studies on school librarians and are very familiar with Lance's (2018) seminal article on the crisis in school librarianship: *School Librarian, Where Art Thou*? This article was published in *School Library Journal* and sent reverberations across the professional and social media space.

Lance's (2018) finding that schools were hiring many other kinds of educational specialists was not news to the researchers. Instructional coaches were often the first choice for schools trying to increase test scores. Technology has been becoming the heart of managing school systems--if not instruction. Technology integration specialists, who are almost always

former classroom teachers, understand grading and using student management systems. The school librarian often has to fight for access to the attendance and grading systems, not to mention the learning management systems that have become the cornerstone of the modern school.

In the fall of 2019, Loertscher and others sponsored the *Symposium of the Greats* at the American Association of School Librarians (AASL) conference. School library leaders, including Lance, were asked to prepare essays for distribution to attendees. Lance ended his "last lecture" style piece with a call for action. He said, "My colleague and fellow luminary Debra Kachel and I have designed a major study to tackle the above questions" (para. 21) which addressed the need for data about school librarians reductions and the future of school libraries. This may have been our first introduction to the *Slide* study that is being conducted as this is written.

In light of this research, we felt that our unique data set might hold a preview of coming attractions to Lance and Kachel's Slide Study. We hope that our analysis of the responses from a group of Minnesota school leaders might shed some light on school leaders' thinking and experience across the nation. We hope that school librarians reading these findings and our discussion might get a jump on reacting to the crisis.

**Overall research questions**

In analyzing the data, we sought answers to the following two questions:

Why are principals eliminating the school librarian position in Minnesota?

What skills do Minnesota school leaders want to see current and future school librarians?

## Methods

We wanted to quantify the responses to multiple-choice questions and qualitatively analyze open-ended questions. Therefore, this is a mixed-methods study.

**The survey questions**

The questions were originally developed to provide input for continuous improvement of a library school librarian preparation program at a regional comprehensive university. Dr. Hill has conducted a mixed-methods study previously as a part of her dissertation research. As a former practitioner, she understands the experience of school librarians. She also understands the standards for the preparation of school librarians at the state and national levels. The survey instrument (included in Appendix A) is original to the project. Although it was not specifically designed to address the loss of school librarians, this question runs deep in the content of the questions. Dr. Hill was very aware of the staff reductions in the state and nation. The questions reflect that knowledge and seek to understand the issues.

**Participants**

The survey was sent to 2,550 Minnesota principals, assistant principals, and school directors on March 25th, 2019. Responses were received until April 18th, 2019. A total of 251 participants responded with an approximate response rate of 10%. The participants represented schools from all levels: elementary (45.4%), middle (13.9%), high schools (21.1%), and other (19.6%). This is proportional to the number of public schools in Minnesota counted on the Minnesota Department of Education website for the 2019-2020 school year: elementary (47.6%), middle (11.58%), high school (22.21%), and other (14.95%).

From experience and training, Dr. Hill knew that principals conduct teacher evaluations and make staffing decisions; district administrators set the targets but site leaders are key influencers. Thus, the survey was aimed at school building leaders.

**Quantitative methods**

To explore the questions with multiple-choice responses, we used a common tool to discover the percentages for each answer: the Explore function of Google Sheets. We examined the data using a variety of views and developed graphs that represent our findings.

Each researcher analyzed the data independently. We each developed a document that we call "musings". This document outlined the results that we each found to be supported by evidence in the data.

We reviewed our documents together, carefully repeating our explorations, percentages, and graphs. We considered various trails of evidence and discarded many as having insufficient support--even though we felt that our experience would support our conclusion.  Finally, we agreed on the most important findings in our data--that is what we are publishing here.

**Other statistical analysis**

We developed a relationship with the Research and Consulting Center at St. Cloud State University. The statisticians looked for significant relationships between variables; we found one of them to be significant and relevant to the study.

An independent-samples t-test was conducted by the statisticians to determine if there was a difference between the number of tasks desired by a principal and the decision of whether or not to hire a para in place of the school librarian.

A second independent samples t-test was also conducted to determine if there was a difference between the number of tasks desired by principals and the decision of whether or not to hire a school librarian when the school librarian position became vacant.

## Quantitative Research Questions

- Are principals hiring school librarians or replacing school librarians with other teachers, technology integration specialists, media paraprofessionals, or others?
- What skills are principals looking for in a library school librarian?
- How do the tasks assigned to school librarians compare to that of a media paraprofessional?

## Qualitative methods

In the description of qualitative research defined by Kottler and Sharp (2018) our qualitative research design is based on "narrative research". In short statements, school leaders told micro-stories of their experiences with school librarians. We looked for patterns in these statements to understand their experiences. Analyzing these responses helped us uncover insights as to why the leaders were retaining or replacing their school librarians.

We independently coded the statements for the open-ended questions. Each reviewed and consolidated categories. Then we reviewed the categories and compared each label. Not surprisingly, we shared similar training in accredited library programs and experience in Minnesota schools, the researchers were able to agree on the categories and drew similar conclusions on the findings. The researchers met on multiple occasions to share and discuss observations that we had arrived at independently. Although we found themes that we felt

compelled by our experience to include, we agreed that the data did not support some of our observations. Thus, we recognized our bias and focused on what we could defend as conscientious researchers.

**Reflection on researcher Bias**

In any study, especially qualitative research, the researcher brings life experiences that may influence their interpretations (Kottler & Sharp, 2018). We make inferences from the stories shared by the participants.

Both researchers are white women who were raised in Minnesota and were successful in our educational and professional experience. In collaboration with school principals, Ms. Prestebak supervised school librarians for 15 years before joining a preparation program. From this experience, she came to believe that cuts to school librarians may be coded as a budget cut to ease the pain of the reduction process. This perspective influenced our analysis. This perspective was complemented by Dr. Hill's experience as a successful elementary school librarian for over a decade. Dr. Hill holds her administrative license and studied administrators during her doctoral and dissertation work while employed as a school librarian.

**Emerging research questions**

Before conducting a deep analysis of our data, we raised questions that could be answered through a quantitative study. In our qualitative analysis, the questions emerged from our initial analysis. Then we put those questions to the test. Could we find reliable support for our emerging conclusions?

**Research questions that emerged during qualitative analysis:**

- Why do some principals see their school librarians as a champion and essential to their schools?

- What are key reasons that principals no longer support employing school librarians?

## Results

### Bad News about Hiring Decisions

Participants were asked, "When your school librarian position becomes vacant, what will you do?" Only 40% of respondents indicated that they would hire a school librarian when a position becomes vacant. Principals chose from the list of options below.

- Hire a school librarian (105 respondents)

- Hire a paraprofessional to oversee the media center instead (63 respondents)

- Hire a technology integrationist (30 respondents)

- Hire a reading specialist (0 respondents)

- Eliminate the position (14 respondents)

- Other (39 respondents)

Percentages are shown in Figure 1.

**Figure 1.** *When your school librarian position becomes vacant, what will you do?*



WHEN YOUR MEDIA SPECIALIST POSITION BECOMES VACANT, WHAT WILL YOU DO?

- Unsure 6%
- Staff with a volunteer 2%
- Combine with another position 2%
- Eliminate the position entirely 5%
- Hire a technology integrationist 12%
- Hire a teacher without a media license 1%
- Keep the position vacant 5%
- Hire a school librarian 42%
- Hire a paraprofessional to oversee the media center instead 25%
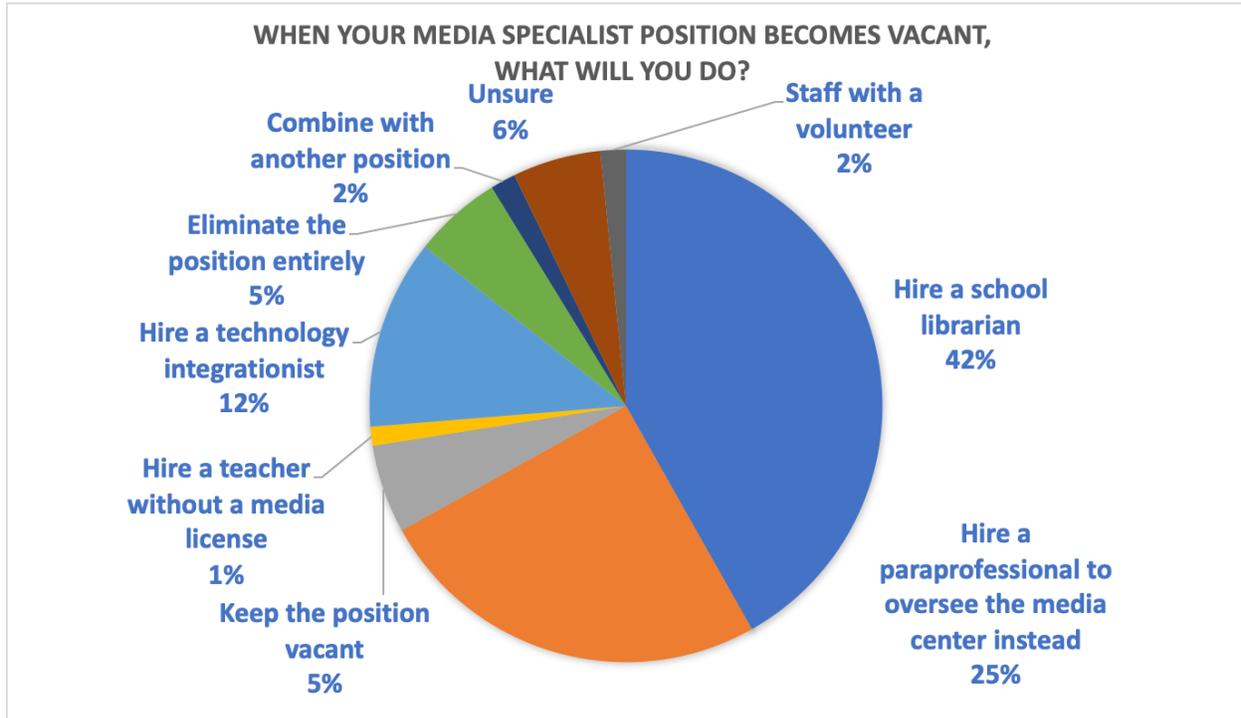
**Why are school leaders eliminating the school librarian position?**

To understand the reasoning behind these hiring decisions, school leaders had the opportunity to explain their answers in an open-ended question.

There were very negative comments. One comment is representative of common themes: "Other teachers serve as technology leaders and the paraprofessional can manage the library just fine."

"I cut my school librarian about 10 years ago and so I don't regret it. She was not load-bearing and we have a different teacher who teaches technology. My para and my teachers help with the 'library' side of things."

"The media landscape has changed; We need for more digital integration and more digital expertise that most folks with school librarian licenses don't currently possess."

"Hire a tech integrationist…" The job has changed to more than books."

"The skills of the traditional school librarian do not meet the needs of elementary

education and current learning practices."

"We don't have an instructional role for the school librarian para and did not when we

had a teacher in the role."

**Do principals understand the role of the school librarian?**

School leaders were asked an open-ended question: What is one thing you don't

understand about the role of the school librarian? Of the 251 respondents, 99 identified questions

they held while the remaining 152 either answered that they understood the role, had no

questions, or that the question was not applicable. Their answers were diverse.

In our analysis, nearly 10% overtly questioned the value of the role. One mentioned the

"perceptions of '*being busy*'" as a justification for the job. Others said,

"I don't understand why we paid someone to check books out to students or order books

for students when teachers were capable of doing both for so long."

"Is there a benefit to a school librarian over a para?"

"I am not sure they are thought of as essential to a building.  How can we reinvent their

role to make the position essential to a school/students/staff/community?"

"If we had an FTE school librarian AND kept the FTE para, what more could be

accomplished?  Would we be ok with just one FTE in the library?  What takes up most of

the workday OTHER THAN checking books in and out?"

**A few leaders understand the role**

The researchers agreed that only about eight percent generally understand the role of the school librarians as described by Minnesota teaching license and AASL standards. Some of their responses included:

"My school librarian is great with knowing books, and books students truly enjoy."

"How she does everything she already does - she is amazing!  Very fortunate to have her in my building."

"We have an outstanding school librarian and I understand her role in our school."

"Some media staff do not teach lessons, luckily mine does!!!!"

**Good News! Some Leaders are Cheerleaders!**

On the other hand, we discovered some good news. One-quarter of the school leaders not only wanted to hire a school librarian, but their comments also indicated enthusiastic support.

"The school librarian plays a key role in the total success of a school."

"A trained school librarian makes all the difference in making the media center a place for all students to learn, research, produce projects and expand their love of reading."

"In our building, a school librarian is important for K-3 learners."

"We are a high school and feel strongly about hiring a licensed school librarian."

Several comments cite reading promotion as an important part of their decision.

"School librarians are key to sharing the love of reading and the various connections about being a lifelong learner and making connections with kiddos with reading and real-life experiences that engage and foster a love of reading."

"A full-time specialist is better prepared to promote reading."

"I think having a licensed school librarian in the school is a huge piece in promoting literature."

"I feel this position is critical to any K-12 building. school librarians play a critical role in helping develop a love of reading at all ages."

Some recognize and appreciate the evolving role of the school librarian.

"I see the best school librarians are great teachers first and foremost. I have seen this position shift to more responsibilities of technology integration specialist than for the traditional role of the school librarian."

"Our position is a .5 school librarian .5 Technology Integrationist. The person in this position is absolutely amazing. If we had to rehire we would need someone that can do both positions."

**What do principals want?**

***In a word: Technology***

Principals were given a list of tasks, (see Appendix A) and asked: What job responsibilities does your school librarian currently perform? The top responses are shown in Table 1.

**TABLE 1.** *What job responsibilities does your school librarian perform?*

| Job Responsibility | # of Responses |
|---|---|
| Ordering books and subscribing to databases | 207 |
| Running the day to day operations of the media center | 201 |
| Promoting literature throughout the school | 158 |
| Managing library staff and volunteers | 144 |
| Delivering instruction to students | 125 |
| Collaborating with teachers to deliver instruction | 119 |

Respondents chose from a list. The top five did not include technology.

*What else do principals want?*

**Collaboration**

By comparison, principals were given the same list of tasks again and were asked: If you had to hire a school librarian tomorrow, what is one skill you wish they had to better serve your building? The top responses are shown in Table 2.

**TABLE 2.** *What job responsibilities do you wish your school librarian would perform but is not currently?*

| Job Responsibility | # of Responses |
|---|---|
| Training teachers on the best use of instructional technology | 77 |
| Collaborating with teachers to deliver instruction | 76 |
| Teaching STEM skills such as coding and robotics | 76 |
| Producing media for your school such as graphics and news announcements | 70 |
| Managing the school Website and social media platforms | 55 |
| Overseeing the use of MakerSpaces | 55 |

If respondents choose "other" as a task they wished their school librarian would perform, they had the opportunity to explain the skills they desired in a school librarian. One major theme that emerged was technology.

When we added all the comments that mention technology together from those who answered "other", we found that more than one-third (35%) of respondents want school librarians who are fluent in technology, including technology integration, technology expertise, and trouble-shooting.

**Where is reading?**

Only 11% of responses included reading instruction or reader's advisory as a desired skill for their school librarian. Information literacy skills were coded at just 3.6%. This included just one mention of teaching research and one of digital citizenship.

**Comparing variables**

This led the researchers to conduct further analysis to determine if there was a statistically significant relationship between the desire to hire a paraprofessional and the average number of tasks that principals wish their school librarian would perform outlined in Table 3.

**Table 3.** *The average number of tasks selected compared to hiring a paraprofessional*

| Hiring a Paraprofessional | Not hiring a paraprofessional |
|---|---|
| Average number of tasks given: 3.83 | Average number of tasks given: 2.75 |

An independent samples t-test was conducted by the statisticians to determine if there was a difference between the number of tasks desired by a principal and the decision of whether or not to hire a para in place of the school librarian. Those who indicated they would hire a para (*M*=3.83, *SD*=3.55) indicated more desired tasks than those who would not hire a para the difference between the two ranges between 0.13-2.0 with a 95% confidence interval. (*M*=2.75, *SD*=3.18) (*t*(93.13)= -2.13, *p*= .036). See Appendix E.

The researchers also wanted to know if there was a statistically significant relationship between the desire to hire a school librarian when the position becomes vacant and the average number of tasks that principals wish their school librarians would perform outlined in Table 4.

**Table 4**. *The average number of tasks selected compared to hiring a school librarian*

| Hiring a School Librarian | Not Hiring a School Librarian |
|---|---|
| Average number of tasks given: 2.58 | Average number of tasks given: 3.29 |

A second independent samples t-test was also conducted to determine if there was a difference between the number of tasks desired by principals and the decision of whether or not to hire a school librarian when the school librarian position became vacant. Those who indicated they would hire a para ($M$=2.58, $SD$=3.02) indicated more desired tasks than those who would not hire a school librarian ($M$=2.29, $SD$=3.45). However, the test statistic ($t$(228.69)= 1.72, $p$= .086) suggests that the differences are not significant. See Appendix F.

## Discussion

There is much to criticize in the winding road that led to these serendipitous findings. The survey was designed to provide input for one library media preparation program in the state of Minnesota. Although we understand that a response rate of 10% is not steller, we were thrilled that during a busy school spring an astounding 10% of school leaders had taken the time to answer a survey from one school librarian preparation program in the state.

Most of the respondents had added thoughtful responses to open-ended questions. We surmised that school leaders who held strong opinions, positive or negative, about school librarians were more likely to respond. We were aware that discussions about the value of the school librarians were occurring in districts large and small. School leaders may have wanted to justify their decisions in this survey. We believed that their justifications might be very interesting to our field. Therefore, the researchers dived into the data collected in Dr. Hill's survey to see what we could learn.

Our first discovery about decisions to fill vacant school librarians positions was hard to read: Only 40% of the respondents planned to hire a school librarian.

When considering other hiring options, we were not surprised by the trend to replace the school librarians with a technology integration specialist or a paraprofessional. Schools need classroom support for the technologies that increasingly drive all educational systems. They need kids to get books but do not think they need to pay a teacher's salary to accomplish this task. The classroom teachers instruct the young learners on how to read; school librarians are not often knowledgeable in systematic reading instruction or even how to collect books for developing readers. A course in content area reading has only been recently added to the licensure requirements in Minnesota.

**More tasks, less cost**

On average, more desired tasks were indicated by principals who are choosing to hire a paraprofessional to replace their school librarians. This raises a question as to whether the tasks listed are deemed clerical, giving a paraprofessional more time to complete them at a cost-savings than if a licensed educator were to fill the role.

*School leaders want technology*

School leaders want technology integration, expertise, and tech support. When asked to choose from a list of current tasks that the school librarian currently performs--that contained options for technology integration and services-- technology options were not in the top five. Many school leaders were not seeing technology services as a core function of their current library media program.

*School library champions*

We discovered another element in the responses that was not obvious at first glance. We were elated to find that of those who would rehire a library school librarian, almost a quarter were expressly enthusiastic!  We were both surprised and pleased to discover this trend in our independent categorization of the results. Together, we reviewed every statement to ensure that our basis toward our professional role would not influence our results. We are confident that there are principals in Minnesota who truly appreciate and support the  school librarian role and the school library program.  Despite all the obstacles, some school librarians are doing the job that is outlined in our standards. They are meeting their school's needs.

Those school librarians who garner the resources and support needed to accomplish the Herculean tasks described in our standards (while focusing on their school goals) become champions. Their principals and other school leaders take up our banner locally. How can we get these leaders to take up the banner across the country?

## Conclusion

All good research summaries include statements about the limitations of the study; this is a small sample of school leaders in a small (but bold) state. We are aware that some of the issues raised are being addressed in Lance and Kachel's Slide study. Will our results be a preview of coming attractions?

In the meantime, our results remind us that we must prepare champion school librarians who can keep the vision of our job description in mind when faced with some very tough realities in their job assignments.

# References

American Association of School Librarians & Association for Educational Communications and

Technology. (1975). *Media programs: District and school.*

American Association of School Librarians. (2018). *National school library standards for

learners, school librarians, and school libraries.* American Library Association.

Association for Educational Communications and Technology. (2012). *AECT standards, 2012

version.* https://www.aect.org/docs/AECTstandards2012.pdf

Beck, S. (2020, February 6). The nonnegotiable role of school librarians. *School of Thought

Blog National Association of Secondary School Principals.*

https://www.nassp.org/2020/02/06/the-nonnegotiable-role-of-school-librarians/

Committee on the Library Organization and Equipment, National Education Association, North

Central Association of Colleges and Secondary Schools, & Certain, C. C. (1920). *School

library organization and equipment for secondary schools of different sizes.* American

Library Association.

Curry Lance, K. (2018). *School librarian, where art thou?* School Library Journal.

https://www.slj.com/?detailStory=school-librarian-art-thou

Curry Lance, K. & Kachel, D. (2021). *Slide: The school librarian investigation decline

or evolution? Perspectives on school librarian employment in the United States 2009-

2010-2018-2019.* Antioch University Seattle. Institute of Museum and Library Services.

https://libslide.org/pubs/Perspectives.pdf

Eckstrand, T. (2009). *The librarian's book of quotes.* American Library Association.

Hill, J. C.  (2016). *Midwest elementary principals and the use of social media*. Unpublished

doctoral dissertation, Bethel University, St. Paul. Retrieved from

https://cdm16120.contentdm.oclc.org/digital/collection/p16120coll4/id/1042/rec/1

Illinois Public Library. (2020). *American Library Association archives.*

https://www.library.illinois.edu/ala/2019/11/01/publications-planning-for-libraries/

Kottler, J., & Sharp, L. (2018). *Understanding research: Becoming a critical and competent*

*consumer* (2nd ed.). Cognella Academic Publishing.

Loertscher, D. (2019, November 14-16).  *Symposium of the greats.* American Association of

School Librarians National Conference, Louisville, KY, United States.

Minnesota Department of Education. (2020).  *Schools, districts, and teachers at a glance.*

https://public.education.mn.gov/MDEAnalytics/Summary.jsp

Odden, A. R. (2012).  *Improving student learning when budgets are tight.*  Corwin.

Appendix A: Survey Questions

1. Which description best matches your school?

   Preschool and Kindergarten

   Elementary

   Middle

   High School

   Elementary and Middle

   Alternative Learning Center

   Other

2. How many students are in your school?

   499 or less

   500-699

   700-999

   1000-1999

   2000 or more students

3. How many school librarians do you have at your school based on FTE?

   0

   .1-.25

   .26-/5

   .6-.75

.76-1

1

More than 1 FTE

4.  How many media paras do you have at your school based on FTE?

    0

    .1-.25

    .26-/5

    .6-.75

    .76-1

    1

    More than 1 FTE

5.  What job responsibilities does your school librarian perform?

    Running the day to day operations of the media center

    Ordering books and subscribing to databases

    Promoting literature throughout the school

    Collaborating with teachers to deliver instruction

    Managing the school Website and social media platforms

    Assisting with the administration of standardized tests

    Troubleshooting technology issues

    Managing personal devices such as iPads

    Training teachers on the best use of technology

Delivering instruction to students

Overseeing the use of Makerspaces

Teaching STEM skills such as coding

Producing media such as graphics and school announcements

Managing library staff and volunteers

Reading interventions

Supervision

Other

6. If you selected other in the previous question, please describe.

7. Looking at this same list, what job responsibilities do you wish your school librarian would perform, but is not currently?

Running the day to day operations of the media center

Ordering books and subscribing to databases

Promoting literature throughout the school

Collaborating with teachers to deliver instruction

Managing the school Website and social media platforms

Assisting with the administration of standardized tests

Troubleshooting technology issues

Managing personal devices such as iPads

Training teachers on the best use of technology

Delivering instruction to students

Overseeing the use of Makerspaces

Teaching STEM skills such as coding

Producing media such as graphics and school announcements

Managing library staff and volunteers

Reading interventions

Supervision

Other

8. If you selected other in the previous question, please describe.

9. When your school librarian position becomes vacant, what will you do?

Hire a school librarian

Hire a media paraprofessional to oversee the library instead

Hire a technology integrationist

Hire a reading specialist

Eliminate the position completely

Other

10. Please explain your answer to the previous question.

11. If you had to hire a new school librarian tomorrow, what is at least one skill you wish

they had to better serve your building?

12. What is at least one thing you don't understand about the role of the school librarian?

Appendix B: Job Description

Link:

https://www.stma.k12.mn.us/cms/lib/MN50000079/Centricity/Domain/72/Media%20Specialist

%20Job%20Description.pdf

Appendix C

*Licensed Headcount of and FTE of school librarians in Minnesota by Assignment Code using assignment codes 941000 and 940400.*

| School Year | FTE of school librarian | Headcount |
|---|---|---|
| 2017-2018 | 537.42 | 590 |
| 2016-2017 | 567.05 | 622 |
| 2015-2016 | 588.51 | 646 |
| 2014-2015 | 622.42 | 687 |
| 2013-2014 | 632.58 | 706 |
| 2012-2013 | 665.34 | 735 |
| 2011-2012 | 675.49 | 752 |
| 2010-2011 | 709.29 | 790 |
| 2009-2010 | 766.89 | 849 |

| 2008-2009 | 811.92 | 902 |
|-----------|--------|-----|
| 2007-2008 | 842.29 | 920 |
| 2006-2007 | 879.83 | 963 |

Appendix D

*Headcount of and FTE  of technology integrationists with an educator license in Minnesota.*

*Notes about the license from the Professional Educator Licensing and Standards Board (PELSB)*

*are listed below:*

1.  Technology Integrationist with Educator License

    This position does not require a license unless the person is also teaching computer

    courses.  With that in mind, some districts fill this position with licensed educators, and

    oftentimes these positions are part time.  The FTE reported in this position would be a

    non-instructional position.

    This assignment code was created in 2013-2014, before that, this position was always

    considered non-licensed.

2.  Technology Coordinator or Non-Licensed Technology Integrationist

| Technology Integrationist with Educator License | | | |
|---|---|---|---|
| **Year** | **Submission** | **FTE** | **Headcount** |
| 2013-2014 | Fall | 94.64 | 116 |

| | | | |
|---|---|---|---|
| 2013-2014 | Spring | 107.19 | 132 |
| 2014-2015 | Fall | 152.86 | 186 |
| 2014-2015 | Spring | 163.9 | 195 |
| 2015-2016 | Fall | 175.89 | 219 |
| 2015-2016 | Spring | 181.86 | 227 |
| 2016-2017 | Fall | 214.34 | 281 |
| 2016-2017 | Spring | 217.07 | 281 |
| 2017-2018 | Fall | 237.99 | 301 |
| 2017-2018 | Spring | 240.88 | 309 |
| 2018-2019 | - | 229.36 | 294 |

| Technology Coordinator or Non-Licensed Technology Integrationist | | | |
|---|---|---|---|
| **Year** | **Submission** | **FTE** | **Headcount** |
| 2007-2008 | - | 609.09 | 690 |
| 2008-2009 | - | 588.32 | 674 |
| 2009-2010 | Fall | 613.97 | 692 |
| 2009-2010 | Spring | 615.32 | 694 |
| 2010-2011 | Fall | 640.51 | 717 |
| 2010-2011 | Spring | 658.09 | 736 |
| 2011-2012 | Fall | 648.32 | 724 |
| 2011-2012 | Spring | 646.97 | 721 |
| 2012-2013 | Fall | 672.4 | 750 |
| 2012-2013 | Spring | 679.16 | 756 |
| 2013-2014 | Fall | 663.56 | 730 |

| 2013-2014 | Spring | 683.47 | 749 |
|-----------|--------|--------|-----|
| 2014-2015 | Fall | 703.52 | 772 |
| 2014-2015 | Spring | 714.72 | 784 |
| 2015-2016 | Fall | 733.24 | 793 |
| 2015-2016 | Spring | 728.2 | 788 |
| 2016-2017 | Fall | 735.52 | 795 |
| 2016-2017 | Spring | 727.58 | 785 |
| 2017-2018 | Fall | 749.65 | 807 |
| 2017-2018 | Spring | 761.26 | 823 |
| 2018-2019 | - | 736.54 | 792 |

Appendix E

**Independent Samples Test**

t-test for Equality of Means

| | | df | Sig. (2-tailed) | Mean Difference |
|---|---|---|---|---|
| DesiredTasksNumber | Equal variances assumed | 249 | .025 | -1.08343 |
| | Equal variances not assumed | 93.129 | .036 | -1.08343 |

**Independent Samples Test**

t-test for Equality of Means

| | | Std. Error Difference | 95% Confidence Interval of the Difference | |
|---|---|---|---|---|
| | | | Lower | Upper |
| DesiredTasksNumber | Equal variances assumed | .48205 | -2.03285 | -.13402 |
| | Equal variances not assumed | .50941 | -2.09501 | -.07186 |

Appendix F.

**Independent Samples Test**

t-test for Equality of Means

|  |  | df | Sig. (2-tailed) | Mean Difference |
|---|---|---|---|---|
| DesiredTasksNumber | Equal variances assumed | 249 | .096 | .71019 |
|  | Equal variances not assumed | 228.690 | .087 | .71019 |

**Independent Samples Test**

t-test for Equality of Means

|  |  | Std. Error Difference | 95% Confidence Interval of the Difference Lower | 95% Confidence Interval of the Difference Upper |
|---|---|---|---|---|
| DesiredTasksNumber | Equal variances assumed | .42495 | -.12675 | 1.54714 |
|  | Equal variances not assumed | .41295 | -.10348 | 1.52386 |