Librarians in the current school atmosphere must constantly prove that they share, along with other educators, professional responsibilities for student learning and a world-class education system. One crucial criterion for meeting these responsibilities is leadership. Just as school librarians “must be present with other effective teachers to identify local learning targets, review data, and plan and deliver instruction that meets the unique needs of every student” (Dow 2010, 80), so must library school faculty be present and take leadership roles with other university faculty members to plan, implement, and evaluate both initial and advanced teacher licensure programs.

Misperceptions

University-based library school faculty, whether located in schools of education or library schools, are often faced with struggles similar to building-level school librarians working with students, teachers, and administrators. Too often, school librarians are perceived only as support staff rather than as highly qualified and effective teachers and curriculum leaders. Some school leadership (principals) faculty and content area faculty members do not recognize, or acknowledge, the expertise or role of the state-licensed school librarian in teaching reading and K-12 information and technology literacy. In the same way, it is rarely simple, or easy, for library school faculty members to have meaningful input in major literacy discussions.

There is a need for leadership at the college and university level to make sure that school librarians are not taken lightly. This leadership must also make sure that important issues on instruction and management of library resources as they relate to teacher education and licensure programs are seriously discussed. If these discussions do not occur, guidance on the roles of school librarians in integrating information and technology skills (AASL 2007) is likely to be missing in higher education curriculum and related learning experiences for both teachers and school administrators.

Transformational and Transactional Leadership

Today, university faculty members must recognize that to give all children a fair shot to thrive in a global, information-age economy, each school building must employ a state-licensed school librarian who is a necessary literacy leader. The leadership theory by James MacGregor Burns defines leadership as transformational, a focus on change, and transactional, a focus on process and people (1978). Library school faculty who see this long view of education reform can help to articulate a new direction and assist with enlisting others to jointly work to achieve it. Change is needed that will lead to a new university focus on interdisciplinary collaboration and cooperation.

Through university-based faculty collaboration, professors who instruct future school administrators, elementary, and secondary levels in curricular areas must work together with professors in the school library program. When this happens, library school faculty members can utilize four central themes identified by Kachel (2010) and Levitov (2009) as frequently missing from teacher and administrator education. These themes are: the roles of the school librarian according to national standards; what information literacy is and how it is connected to classroom curriculum; the principal’s role in providing support for the school librarian and the school library program; and the research base about school libraries and academic achievement (Kachel 2010; Levitov 2009). Library school leaders can pull faculty members together to inspire a new vision that compels educators to recognize information and technology literacy as a new content area with its own place beside language arts, math, science, and social studies with the school librarian as the well-prepared teacher.

University-based Education Model

Hellriegel and Slocum define leadership as the “ability to influence, motivate, and direct others in order to attain desired objectives” (1992, 467). At Eastern State University (ESU), these leadership opportunities abound through the common goal of all teacher licensure programs: to support programs designed to develop professional educators to instruct learners. A constructivist philosophy and vision for graduates is expressed in The Teachers College Conceptual Framework (required by
Proficiencies for Leadership

The ESU conceptual framework is comprised of six proficiencies that exemplify and define quality for graduates programs (see The Professional, Table 1). These proficiencies emerged from research by the Carnegie Foundation for the Advancement of Teaching that sponsored research in the fields of law, engineering, teaching, nursing, and the clergy to describe the "professional," and the work of Lee Shulman (1998, 516) who named "six commonplaces" shared by all professions. Used to shape curriculum and to guide assessment, these proficiencies can also be used to explain how leadership can be successfully achieved in the professional work of university faculty members. The following is an overview of each of the six proficiencies that comprise The Teachers College Conceptual Framework at this author's campus, Emporia State University, and how they can be applied to school librarian leaders:

1. Provides Service to Society

Library school faculty must have a leadership role in teaching about professional educators' responsibilities to provide services to society. Pre-service teachers must gain high ethical and moral commitment to seek diverse and global perspectives and to serve others by moving beyond their own personal knowledge and experiences to using a wide set of understandings of helping all students learn. A key to this success is the school librarian's specialized training to access information needs, design information instruction and services to meet those needs, implement the instruction and services, and evaluate and re-adjust as needed to better meet individual needs. School libraries are the places where discussion, debate, and argument based on as much data and information as possible is the best prevention of anarchy, an excellent step toward invention and creation of new ideas, and critical in keeping democracy alive for generations to come.

2. Applies Interdisciplinary Scholarly Knowledge

Library school faculty must have a leadership role in preparing professional educators to utilize a body of interdisciplinary scholarly knowledge. Educators must have a body of knowledge that forms the theoretical basis for best instructional practice and guides the judgments that educational practitioners must make. To be interdisciplinary is to cross traditional boundaries between academic disciplines as new information needs and professions emerge. This approach involves researchers, teachers, and students in connecting, integrating, and reshaping schools of thought, professions, and technologies. Library and Information Studies, the scholarly knowledge base of school librarians, is an interdisciplinary field. Library school curriculum is predominately user-centered (ALISE 2000), which is a highly useful and effective way to conceptualize individualized instruction.

3. Engages in Effective Practice

Library school faculty must have a leadership role in preparing professional educators to engage in effective practice. To reform today's schools, educators must be able to function as members of a common community of practitioners who share knowledge and commitments, work together to create curriculum and systems that support K-12 students, and collaborate in ways that advance their combined understandings and skills. At ESU, the course "The Elementary Teacher and the Library Media Specialist: Partners in Teaching Literature Appreciation and Information Literacy" was created to teach future elementary teachers the roles and responsibilities of the school librarian in teaching reading comprehension skills, as well as the responsibility to seek out classroom/library collaboration for reading and information literacy instruction. During four semesters from fall 2008 through spring 2010 and in all five sections of the course, pre-service teachers used Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact (Morcellon 2007) as their textbook. A pre- and post-survey of 359 enrolled students indicates that the course provides an impetus for participating pre-service elementary education teachers to change their perceptions of school librarians and library media programming.

4. Responds to Uncertainty and Change

Library school faculty must have a leadership role in preparing professional educators to effectively respond to uncertainty caused by a changing, global society with new technologies that appear at an unprecedented rate. Educators and school administrators need to know how to achieve educational goals for students...
in situations that are unpredictable and uncertain due to the current rapid pace of information growth. Too often, scholarly perceptions of information growth are expressed in metaphors that evoke images of fear such as information explosion, flood of information, information overload, and bombardment of information (Rubin 2010). Library school faculty have expertise to minimize the current state of information anxiety as they use and model effective communication techniques and make informed and appropriate judgments regarding the credibility and ethical use of information.

5. Relies on Self-reflection
Library school faculty must have a leadership role in preparing professional educators to recognize the importance of experience and the ability to reflect on one’s practice and its outcomes. Learning has long been described as a continuous process of reflective experience (Dewey 1910, 1933; Lampert 2001; McDonald 1992; Rodgers 2002; Schon 1982). Teacher candidates need opportunities to learn through practice, self-reflection and assessment of their own teaching. Rather than infer wrong ideas from early attempts to teach information and technology literacy in the context of classroom instruction, library school faculty members must lead by giving school librarian candidates feedback and support to interpret initial experiences and to expand their instructional repertoire.

6. Belongs to Professional Community
Library school faculty must have a leadership role in preparing professional educators to join professional communities. Schools that provide healthy environments for learning and teaching require the common efforts of their members through teamwork and effective communication techniques. Professional communities are essential to maintaining a positive and effective learning environment. School library faculty provide leadership in providing pre- and in-service educators opportunities for self-improvement, professional development in response to professional standards of practice, and opportunities to learn from other educators.

Conclusion
According to the 42nd Annual Phi Delta Kappa/Gallup “Poll of the Public’s Attitudes toward the Public Schools,” “Americans believe the most important national education program should be improving the quality of teaching” (Bushaw and Lopez 2010, 10). As much as policy is needed for education, standards are also needed as guidance, and curriculum is needed to inspire. Teachers, school administrators, and school librarians who recognize children and youth for their unique interests and abilities are needed. Extraordinary things can happen for K-12 students learning and achievement when university professors collaborate to create a new, university-based teacher education infrastructure. The result is capable teachers, including school librarians, and administrators who demonstrate knowledge, skills, and dispositions in action for participation in a culture of learning.

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