Mind the Gaps: School Librarians' Job Descriptions and the Professional Standards for School Librarians in the United States

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While previous studies have analyzed the contents of different librarians' job descriptions (Brewerton, 2011; Park, Lu, & Marion, 2009), school librarians' job descriptions have not received similar attention. The purpose of this study was to compare how well the performance responsibilities from Florida school librarians' job descriptions agreed with the performance responsibilities from the American Association of School Librarians' (AASL) professional standards outlined in their publication Empowering Learners: Guidelines for School Library Programs (AASL, 2009). Rates of agreement were calculated by using thematic qualitative content analysis to compare the subjects and actions of the respective performance responsibilities. Analysis showed the ages and origins of the job descriptions did not have a consistent influence on rates of agreement, though job descriptions within the range of 11-20 performance responsibilities tended to have higher average rates of agreement. The various aspects of school librarians' roles as described in Empowering Learners were present in their job descriptions to different extents, with some aspects more frequently represented than others. The differences between the performance responsibilities in school librarians' job descriptions and Empowering Learners may be a source of role ambiguity, conflict, erosion, and overload for school librarians.

Introduction

The research in this study presents a unique analysis: while previous studies have analyzed the contents of school librarians' job descriptions (Brewerton, 2011; Park et al., 2009), this study compares the performance responsibilities from the school librarian's job description for each of the school districts in Florida to the performance responsibilities in the national professional standards for school librarians presented by AASL in *Empowering Learners*. Roles are comprised of the duties employees are expected fulfill in their work for an organization and may change over time; employees' role perceptions may be informed by job descriptions, performance expectations, and organizational culture (Dierdorff & Rubin, 2007; Schuler, Aldag, & Brief, 1977). School librarians may be particularly susceptible to experiencing role ambiguity, conflict, erosion, and overload due to differences in role perceptions among school librarians, administrators, and teachers that may in part originate from the documentary sources that inform school librarians' perceptions of their roles. Role ambiguity, conflict, erosion, and overload contribute to employee stress (Hartenian, Hadaway, & Badovick, 1994; Kahn, Wolfe, Quinn, & Snoek, 1964; Koustelios, Theodorakis, & Goulimaris, 2004; Lauermann & Karabenick, 2011). Occupational stress affects employee performance, leading to decreased productivity, commitment, and satisfaction (Karimi, Binti Omar, Alipour, & Karimi, 2014). This research is designed to investigate to what extent the performance responsibilities that comprise Florida's school librarians' job descriptions agree with the performance responsibilities from Empowering Learners, the national professional standards for school librarians established by AASL, and what factors may affect those rates of agreement.

Research Questions

In an effort to understand the relationship between school librarian evaluation and role performance, this study, I investigated the following research questions:

1. What are the rates of agreement between the performance responsibilities from Empowering Learners and the performance responsibilities in Florida school librarians' job descriptions?
2. How does the age of the job descriptions affect the rates of agreement between Empowering Learners and Florida school librarians' job descriptions?
3. How does the number of performance responsibilities in the job descriptions affect the rates of agreement between Empowering Learners and Florida school librarians' job descriptions?
4. How does the source of the job description affect the rate of agreement between its performance responsibilities and those from Empowering Learners?
5. To what extent are the performance responsibilities from the roles as described in Empowering Learners represented in Florida school librarians' job descriptions?
6. To what extent are the performance responsibilities from the sets of actions described in Empowering Learners represented in Florida school librarians' job descriptions?

Literature Review

Roles and School Librarians

Roles are delineated by the tasks and responsibilities associated with filling a position in an organizational structure (Hartenian et al., 1994; Rizzo, House, & Lirtzman, 1970). Roles are also defined in relationship to the other roles an organization comprises (Ebbers & Wijnberg, 2017). School librarians have a specialized set of performance responsibilities in their schools, that differ from the responsibilities they may have experienced in their work as classroom teachers (Baker, 2016). The unique set of tasks and functions school librarians hold in relation to the other roles in the school comprise the roles of school librarians. Empowering Learners (AASL, 2009), describes five roles (Information Specialist, Instructional Partner, Leader, Program Administrator, and Teacher) and fourteen sets of actions (Addressing Multiple Literacies, Assessment in Teaching for Learning, Building Collaborative Partnerships, The Budget, Collection and Information Access, Effective Practices for Inquiry, Empowering Learning through Leadership, The Learning Space, Planning and Evaluating the School Library Program, Policies, Professional Development, Outreach, The Role of Reading, and Staffing) for school librarians.

Roles may change in response to organizational or environmental pressures, and/or as the employee assigned to the role performs it, changing the organization's perception of the role (Ebbers & Wijnberg, 2017; Yun, Takeuchi, & Liu, 2007). School librarians' roles have changed in response to environmental pressures like the increased presence of media and information communication technology in schools (AASL & American Library Association, 1960; AASL & Association for Educational Communications and Technology, 1975, 1988, 1998; AASL & Department of Audiovisual Instruction of the National Education Association, 1969). Educational institutions are often burdened with multiple and occasionally conflicting accountability demands (Metzl & Speckbacher, 2015). Schools are under increased pressure to demonstrate student achievement as measured by standardized tests (Halverson & Clifford, 2006; Kimball & Milanowski, 2009; Ravitch, 2010). While the intensity effects of such accountability mandates will vary across the individuals in an organization (Metzl & Speckbacher, 2015), school librarians likely experience organizational pressure on their roles as a result. The professional standards for school librarians have continued to evolve as the tasks and responsibilities comprising their roles have, which may represent another form of organizational pressure shaping school librarians' roles.

Perceptions of School Librarians' Roles

Role perceptions may be informed by assigned responsibilities, performance expectations, and/or organizational culture (Dierdorff & Rubin, 2007; Schuler et al., 1977). School librarians have had professional standards to inform their role perceptions for nearly a hundred years (National Education Association, Certain, North Central Association of Colleges and Secondary Schools, & American Library Association, 1920), and their perceptions of their roles may be based in part on documentary sources like the performance expectations in their job descriptions and/or professional standards. Additionally, school librarians' perceptions of their roles have been shaped by the organizational culture of their schools: other stakeholders in the school organization, like school administrators and teachers, have their own perceptions of the roles of school librarians (Church, 2008, 2010; Shannon, 2009). The perceptions that administrators and teachers have of school librarians' roles may arise from their academic training and personal experience (Hartzell, 2002).

Role Ambiguity, Conflict, Erosion, and Overload

Prezyna, Garrison, Lockte and Gold (2017) found that role ambiguity and conflict for reading specialists may occur when administrators' and teachers' perceptions of the reading specialists' roles do not align with their professional standards. The perceptions the administrators and teachers have regarding the roles of the school librarian may or may not align with the school librarians' perceptions of their roles (Church, 2008, 2010; Shannon, 2009) or their professional standards. When the role perceptions of the stakeholders and school librarians do not align, school librarians may experience role ambiguity, role conflict, role erosion, and/or role overload.

Role ambiguity occurs when employees do not have a clear understanding of what is expected of them (Ebbers & Wijnberg, 2017; Kahn et al., 1964). School librarians may experience role ambiguity if their stakeholders do not clearly express their expectations for the school librarian's role. School administrators may not have received proper training regarding what school librarians can or should be doing (Hartzell, 2002), and therefore may not be able to properly articulate their expectations for their school librarians (Church, 2008).

Role ambiguity often occurs coincident with role conflict (Ebbers & Wijnberg, 2017). Role conflict occurs when there are inconsistencies in expectations for role performance (Rizzo et al., 1970). There are several types of role conflict, based on the parties and conditions involved: intra-sender, between a supervisor and employee; inter-sender, involving an employee's supervisor and peers; inter-role conflict, where an employee is forced to choose some role aspects over others; and person-role conflict, when an employee's values conflict with the performance expectations for their role (Kahn et al., 1964). School librarians may experience intra-sender and/or inter-sender role conflict when they, their administrators, and the teachers they work with have differing expectations for the school librarians' role performance. Given enough conflicting performance expectations, school librarians may experience inter-role conflict as they struggle to prioritize the various aspects of their roles. School librarians may experience person-role conflict if an administrator has performance expectations for the role of the school librarian that do not align with the school librarian's professional values.

Role erosion occurs when an employee feels underutilized or that the importance of their role is reduced (Sayers, Salamonson, DiGiacomo, & Davidson, 2015). School librarians may experience role erosion if their administrators insist on a more 'traditional' conception of their roles such as focusing only on supporting reading (Shannon, 2009), rather than a modern conception of the role that includes supporting information, media, technology, and traditional literacy while working in close collaboration with other teachers.

Role overload occurs when the amount of performance expectations are too numerous to complete during regular working hours (Kahn et al., 1964; Sayers et al., 2015). School librarians with an administrator who supports a modern conception of the role may experience role overload as they strive to fulfill the myriad aspects of their roles. School librarians who have administrators that only expect traditional literacy support may also experience role overload as they strive to provide a level of services and programming beyond just traditional literacy.

Effects of Role Ambiguity, Conflict, Erosion, and Overload

Employees who experience role ambiguity may experience difficulty developing role identity (Koustelios et al., 2004), and a decrease in potential work rewards or work performance (Schuler et al., 1977). Employees who have poorly defined roles may not set performance goals or use that lack of focused expectation as a justification for minimal role performance (Yun et al., 2007). Role conflict negatively affects employees' performance evaluations, role performance, and job satisfaction (Hartenian et al., 1994). Role overload is often coincident with role ambiguity and role conflict (Conley & You, 2009) and while the effects may be difficult to parse out from those of role ambiguity and conflict, role overload also contributes to job stress, resulting in decreased productivity, commitment, and satisfaction (Karimi et al., 2014). The effects of role ambiguity are not always necessarily negative, though: nebulous performance expectations can encourage employees to define their roles their own way (Ebbers & Wijnberg, 2017; Yun et al., 2007). This greater level of autonomy can actually increase employees' levels of job satisfaction (Dierdorff, Rubin, & Bachrach, 2012).

School Librarians and Role Ambiguity, Conflict, Erosion, and Overload

Researchers have shown that some school administrators and teachers perceptions of school librarians' roles are more supportive of the school librarians' perceptions of their roles (Church, 2015), where other administrators and teachers have role perceptions for the school librarian that differ from school librarians' perceptions of their roles (Dorrell & Lawson, 1995; Hartzell, 2002), favoring a more 'traditional' vision of the role (Gavigan & Lance, 2015). If role perceptions are informed by organizational culture (Dierdorff & Rubin, 2007; Schuler et al., 1977), it is likely that school librarians experience role ambiguity, conflict, erosion, and/or overload because of the differences in their perceptions of their roles and the perceptions of the other stakeholders in the school organization. Another potential source of role ambiguity, conflict, erosion, and/or overload that has not been well examined are the differences in performance responsibilities between documentary sources like professional standards and job descriptions.

Method

Data Collection

The researcher contacted a human resources representative from each of the 67 school districts in Florida and requested a copy of the school librarian's job description for that district. Of the 67 districts, 57 had a job description specifically designed for the school librarian, one used a teacher job description for the school librarian position, eight had no job description for the school librarian position, and one had eliminated the school librarian position throughout the district. All of the job descriptions comprised a number of performance responsibilities outlining each districts' role performance expectations for school librarians. There were 38 job descriptions that included a date indicating when the job description was adopted, amended, approved, issued, or revised, and there

were 31 that either bore the Educational Management Consultant Services (EMCS) copyright or had identical language to those that did.

Performance responsibilities were also collected from Empowering Learners. The researcher used the performance responsibilities that appear in the narrative text on pages 17-18 in Empowering Learners that describes five roles (Information Specialist, Instructional Partner, Leader, Program Administrator, and Teacher) for school librarians and the performance responsibilities from the 14 sets of actions (Addressing Multiple Literacies, Assessment in Teaching for Learning, Building Collaborative Partnerships, The Budget, Collection and Information Access, Effective Practices for Inquiry, Empowering Learning through Leadership, The Learning Space, Planning and Evaluating the School Library Program, Policies, Professional Development, Outreach, The Role of Reading, and Staffing) associated with the guidelines that appear throughout the book.

Data Analysis

Qualitative content analysis can be used to look at the meanings or themes presented in documents and other media (Wildemuth, 2009), making it an ideal method for this research. Thematic qualitative content analysis was used to compare the performance responsibilities from Empowering Learners to the performance responsibilities in the job descriptions. All of the performance responsibilities, whether from Empowering Learners or the job descriptions, had at least one action (e.g. 'develop') and one subject (e.g. 'the collection'), and many had multiple actions and subjects. Performance responsibilities from the job descriptions were compared to those in Empowering Learners on the basis of their actions and subjects and were considered to agree if the actions and subjects were equivalent in meaning. For example, a performance responsibility that addressed 'facilitating access to the media center' would agree with a performance responsibility that addressed 'providing access to the library' because while the words are different, their meanings are similar. Adjectives and adverbs used to qualify the actions were not considered when determining agreement. For example, 'effectively manage the budget' and 'manage the budget' were considered to agree because the action (manage) and subject (budget) were the same. Once the researcher completed the analysis, a second party (who is a seasoned school librarian), reviewed a sample of the analysis. The second party had high rates of agreement with the researcher's assessment; in two instances where there was disagreement, the second party had more loosely interpreted the relationships between the performance responsibilities than the researcher, and after conversation, agreed with the researcher's analysis. The rate of agreement was calculated by taking the number of performance responsibilities from a job description that agreed with a performance responsibility from Empowering Learners and dividing that number by the total number of performance responsibilities in that job description. For example, if a job description had 25 performance responsibilities that agreed with those from Empowering Learners, and a total of 50 performance responsibilities, the rate of agreement for that job description was calculated to be 50%.

Findings

Q1: Rates of Agreement

As Table 1 shows, the rates of agreement ranged from 33.3% to 83.3%, with a mean rate of agreement of 61.02%

Table 1. Rates of agreement between the performance responsibilities in the job descriptions and those in Empowering Learners

Rate of agreement	Districts (N)
Less than 40%	2
40% to 49.9%	11
50% to 59.9%	19
60% to 69.9%	10
70% to 79.9%	11
80% to 89.9%	5

Q2. Relationships Between Age and Rates of Agreement

Of the 38 job descriptions that included dates, the dates ranged from 1974 to 2012, with a mean age of 2003, as shown in Table 2.

Table 2. Date of job description and average rate of agreement

Job Description Date	Job Descriptions (N)	Mean Agreement Rate (%)
2010 and later	9	59.91
2000-2009	20	60
1990-1999	7	59.08
1980-1989	1	63.64
1970-1979	1	53.33

Q3. Relationships Between the Number of Performance Responsibilities and Rates of Agreement

Each job description had a number of performance responsibilities, with a range from 9 to 81, and a mean of 36, as illustrated in Table 3.

Table 3. Performance responsibilities in the job description and mean rate of agreement

Performance Responsibilities (N)	Job Descriptions (N)	Mean Agreement Rate (%)
Fewer than 11	1	66.67
11-20	24	68.46
21-30	6	64.44
31-40	7	55.82
41-50	5	57.46
51-60	3	52.57
61-70	5	52.57
71 and up	7	49.38

Q4. Relationship Between Job Description Source and Rates of Agreement

As Table 4 shows, while 31 of the job descriptions either bore the EMCS copyright mark or had identical performance responsibilities to one that did, the other 28 job descriptions gave no indication of their provenance; the teacher job description that was used for the school librarian position was one of these 28.

Table 4. Job Description Source and Mean Agreement Rate

Job Description Source	Job Descriptions (N)	Mean Agreement Rate (%)
EMCS	31	58.44
Non-EMCS	27	64.58
Teacher	1	42.42

Q5: Representation of Performance Responsibilities Related to Roles in Empowering Learners

Out of 58 districts, only 21 addressed each of the five roles with at least one performance responsibility, as shown in Table 5.

Table 5. Districts that had at least one performance responsibility related to Empowering Learners roles

Role	Districts N (%)	Total instances
Instructional Partner	53 (91)	145
Program Administrator	48 (83)	93
Teacher	35 (60)	49
Information Specialist	32 (55)	41
Leader	29 (50)	32

Q6: Representation of performance responsibilities related to the sets of actions as described in Empowering Learners

No districts addressed each of the 14 sets of actions with at least one performance responsibility; five districts addressed each of the 13 other sets of actions besides Assessment in Teaching for Learning with at least one performance responsibility, as shown in Table 6.

Table 6. Districts that had at least one performance responsibility related to the sets of actions in *Empowering Learners*

Actions	Districts N (%)	Total instances
Collection and Information Access	58 (100)	197
Addressing Multiple Literacies	55 (95)	213
Building Collaborative Partnerships	53 (91)	59
The Learning Space	53 (91)	251
Staffing	53 (91)	59
Empowering Learning through Leadership	44 (76)	122
The Budget	43 (74)	43
Outreach	42 (72)	73
Planning and Evaluating the School Library Program	39 (67)	78
Professional Development	38 (66)	65
Policies	32 (55)	34
Effective Practices for Inquiry	31 (53)	101
The Role of Reading	26 (45)	31
Assessment in Teaching for Learning	3 (5)	7

Discussion

In answer to the first research question about the rates of agreement between the job descriptions and *Empowering Learners*, the rates of agreement were fairly variable, with a majority of districts having at least a 50% rate of agreement, as illustrated in Table 1. In answering the next three research questions about how the age, number of performance responsibilities, and origin of the job descriptions affect their rates of agreement, a consistent pattern of correlation between the rates of agreement and the other characteristics of the job descriptions was not evident. One might expect the job descriptions dated before the publication of *Empowering Learners* to have lower rates of agreement, but those 29 job descriptions have an average agreement rate of 59.67% compared to the 59.91% average rate of agreement for the nine dated after the publication of *Empowering Learners.* Looking at the median rate of agreement for the job descriptions dated before the publication of Empowering Learners yields a different result: the median rate of agreement for the 29 job descriptions that pre-date *Empowering Learners* was 58.70% as compared to a median rate of agreement of 52.63% for the job descriptions dated after the publication of *Empowering Learners.*

Without any consistent patterns of the numbers of performance responsibilities, job description origins, or representation of the roles and sets of actions, it is difficult to explain the relationship between the ages of the job descriptions and their rates of agreement.

Job descriptions with fewer performance responsibilities tended to have higher rates of agreement than those with more performance responsibilities, as illustrated in Table 3. This difference in rates of agreement may not necessarily be an effect of how well the job descriptions are written, but rather may be related to how the percentages were calculated: a job description with 10 performance responsibilities only needs 7 that agree to get a 70% agreement rate, where a job description with 100 performance responsibilities needs 70 that agree to get a 70% agreement rate. The five job descriptions with agreement rates of 80% and above have between 12 and 20 performance responsibilities. Yet, having fewer performance responsibilities did not always guarantee a high agreement rate: the two job descriptions with the lowest agreement rates had 12 and 18 performance responsibilities.

The EMCS-branded job descriptions had a lower average rate of agreement than their counterparts; EMCS appears to be a brand of human resources documents, providing job descriptions and performance evaluations for a variety of positions related to school district operations. The districts that did not have EMCS-branded job descriptions may have created their own job descriptions or used another corporate source: without any additional information, it is difficult to determine their origins. One district specified that the job description used for the school librarian position is the same as the one used for the regular classroom teacher position. The lower rates of agreement for the EMCS-branded job descriptions may not necessarily be commentary on how well those job descriptions were written, but rather may be a product of the fact that they tended to include more performance responsibilities, with an average of 52, as compared to the non-EMCS job descriptions that had an average of 18 performance responsibilities. When looking at the six EMCS job descriptions that had the fewest (19) performance responsibilities, they had some of the highest rates of agreement with all six at 78.95%; interestingly, five of these six job descriptions were identical to each other, and a number of other districts using the EMCS-branded job descriptions also had identical job descriptions.

In answering the fifth research question regarding how the roles from *Empowering Learners* are represented in the job descriptions, the Instructional Partner role was most frequently represented in the job descriptions, with 91% of districts having at least one performance responsibility related to the Instructional Partner role, as illustrated in Table 5. This finding aligns with the evolution of the standards over time, as *Information Power: Guidelines for School Library Media Programs* (AASL & Association for Educational Communications and Technology, 1988), or IP1, introduced a role of 'instructional consultant' which was refined a decade later to 'instructional partner' in *Information Power: Building Partnerships for Learning* (AASL & Association for Educational Communications and Technology, 1998), or IP2. The Program Administrator role was next most frequently represented, with 83% of districts having at least one performance responsibility related to the Program Administrator role. Again, program administration has long been an aspect of school librarians' roles, so this finding is consistent with the evolution of the roles over time. The Teacher and Information Specialist roles, first introduced in IP1, were the next most frequently represented, with 60% and 55% of districts having at least one performance responsibility related to those roles, respectively. This finding is interesting in that these two roles have not seen the same level of representation in the job descriptions as the instructional partner role, which was introduced at the same time. It may be that the districts' conceptualizations of the instructional role of the school librarian is more focused on collaborative rather than individual efforts. As to the relative underrepresentation of the information specialist role, perhaps these duties have for so long been intrinsic to the conceptualization of the function of school librarians that districts did not feel a need

to explicitly state these performance responsibilities. The least represented role was that of Leader, with just 50% of districts having at least one performance responsibility related to the Leader role. While school librarians' work has long been infused by leadership, *Empowering Learners* was the first time it was presented as a discrete role. Perhaps the relative underrepresentation of this role in the job descriptions is due to differences between AASL's and school districts' conceptions of school librarian leadership.

In answering the sixth research question regarding how the performance responsibilities from the sets of actions from *Empowering Learners* were represented in the job descriptions, the set of actions related to Collection and Information Access was the most represented with 100% of the districts having at least one performance responsibility related to those actions, as illustrated in Table 6. This finding is unsurprising, as facilitating access to information has long been a part of school librarians' roles.   The sets of actions for Addressing Multiple Literacies, Building Collaborative Partnerships, The Learning Space, and Staffing were frequently represented with over 90% of districts having at least one performance responsibility for each.   These findings are representative of school librarians' roles, as they have long been responsible for creating collaborative environments that foster the development of multiple literacies. With Instructional Partner being the most frequently represented role, it makes sense that Building Collaborative Partnerships was often represented in the job descriptions. The performance responsibilities related to Staffing may have been so frequently represented in relation to the frequent representation of the Program Administrator role in the job descriptions. The sets of actions The Budget and Planning and Evaluating the School Library Program were frequently present in the job descriptions and also speak to the Program Administrator role, though fewer districts had performance responsibilities related to these sets of actions.

While the Leader role was the least frequently represented in the job descriptions, the sets of actions Empowering Learning through Leadership, Outreach, and Professional Development speak to aspects of leadership and were frequently represented in the job descriptions. Perhaps the districts expect school librarians to engage in some forms of leadership activity without necessarily conceptualizing leadership as a discrete role for school librarians.

The sets of actions for Policies, Effective Practices for Inquiry, and The Role of Reading were not as well represented in the job descriptions. While Policies would seem to fall within the Program Administrator role, most districts may prefer to assume the bulk of the responsibility for developing policies related to the operations of school libraries to ensure consistency throughout the district. Effective Practices for Inquiry could speak to the Instructional Partner and Teacher roles, yet it may not have been as well represented in the job descriptions because inquiry-based learning is a more recent idea whose influence is slowly growing.   More surprising was the seeming underrepresentation of performance responsibilities related to The Role of Reading, with only 45% of districts having at least one related performance responsibility. The promotion of reading is a long-standing charge for school librarians, which might actually explain its relative absence in the job descriptions: with reading having been an integral focus of school librarians' roles from the beginning, some districts may not have felt the need to explicitly state that as a performance responsibility.

The set of actions for Assessment in Teaching for Learning was the least represented with only three districts having related performance responsibilities. While these actions could speak to the Instructional Partner and Teacher roles, the school districts' conceptualizations of school librarians' implementation of those roles may not have assessment as a focus.

Conclusion

While some aspects of AASL's vision for school librarians' roles were well represented in the job descriptions, other aspects were not. Even the aspects that were well represented did not capture

the complete breadth of associated performance responsibilities from Empowering Learners. School librarians who use Empowering Learners as a guide in developing their role conceptions may well feel role ambiguity, conflict, erosion, and overload as they try to reconcile the differences between the standards and what is required of them in their job descriptions and what is expected of them by their administrators and fellow teachers. As with reading specialists (Prezyna et al., 2017), administrators can help reduce school librarians' role ambiguity, conflict, erosion, and overload by learning more about school librarians' professional standards and communicating information about school librarians' roles to the other teachers. Districts that desire to ameliorate school librarians' role ambiguity, conflict, erosion, and overload may wish to consider establishing a periodic review cycle for their job descriptions, to provide regular opportunities to reflect on the evolving nature of the position and make revisions as needed. Districts may also consider using the professional standards to inform their creation and refinement of school librarians' job descriptions to make sure the duties they require are reflective of the evolving nature of the profession. Districts may also wish to focus their job descriptions on addressing the heart of school librarians' roles by moving performance responsibilities that address issues related to compliance and liability, which comprised a majority of the performance responsibilities that did not agree with those from Empowering Learners (Elkins, 2014), out of the job descriptions or into a special section dedicated to addressing such issues. The research conducted in this study is providing a foundation for further research that explores school librarians' affective state and how it effects their work performance, so as to provide further insights into the working lives of school librarians.

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