Integration of evidence-based library and information practice into school library education: A case study

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Evidence-based library and information practice (EBLIP) provides an avenue toward success for school library programs. This case study explored school library certification students' understandings of, experiences with, and potential applications of EBLIP within the context of a school library management course. Findings suggest students had limited experiences with EBLIP in school library settings. Study of EBLIP over the course of a semester increased students' understanding of the concept. Students recognized the importance of EBLIP for the development, improvement, and sustainability of school library programs. Students also expressed intentions to implement EBLIP in actual practice. However, application of EBLIP into an assignment reflected a disconnect between their stated understandings and their actual use. A more widespread integration of EBLIP into the entire LIS curriculum will strengthen student understanding and ability to apply EBLIP to school library programs.

Introduction

The relevancy of libraries and librarians in the future has been and continues to be the subject of much debate throughout the popular press and library literature. Coupled with the current and projected climate of severe educational budget cuts, including reduction in funds to school libraries and the removal of certified library personnel (Kramer & Diekman, 2010; Lance & Hofschire, 2011), it is clear that school librarians must take action to improve practice and make their contributions more obvious. Evidence-based library and information practice (EBLIP) offers a practical avenue for school librarians to improve programming and service, provides a means for publicizing library program contributions to student learning, and serves to secure school librarians' positions in the educational landscape. School library programs will not exist solely because librarians themselves believe they contribute to student learning. Rather, school librarians need to provide evidence to justify the library as an educational citadel.

Since the popularization of the Web in the 1990s, libraries have been battling the assertion that they are no longer relevant (Herring, 2001). The current reduction in library funds and certified library staff as a result of the recession has exacerbated the need for school librarians to justify their existence. Evidence justifies practice when used as a foundation and validates the continuation or revision of such practice when used as a measurement tool. Hence, EBLIP offers an opportunity for librarians to demonstrate how their programs support students' academic success and positions them as leaders within their schools (Ballard, March, & Sand, 2009; DiScala & Subramaniam, 2011; Gordon, 2009; Martin, 2011). In enacting EBLIP school librarians will build programs based on empirical research. As they implement those programs, they can collect

evidence to guide continued practice and steer necessary modifications. Finally, as they synthesize their data, they can share it with all stakeholders to communicate their contributions to student learning (Todd, 2006).

In order for school librarians to incorporate EBLIP into their practice, however, they must have a full understanding of what the process entails (Yutzey, 2010). As previous research suggests, the LIS curriculum impacts school librarians' practice (Smith, 2010). Thus, integration of EBLIP into library education is a first step in establishing it as a process in school librarianship (Crumley & Koufogiannakis, 2002).

This paper will discuss our efforts toward integrating EBLIP into the school library management course in an ALA accredited MLS program. The cases described in this article are the consequence of our own interest in EBLIP and the desire to incorporate evidence-based practices into our own teaching, as well as further the use of EBLIP in the practices of our students who are currently practicing or future school librarians. As Dyson and Genishi (2005) explain, "Everyday teaching and learning are complex social happenings, and understanding them as such is the grand purpose of qualitative case studies" (p.9); thus, we hope that sharing our cases might further the discussion on the complexities of EBLIP integration into the LIS curriculum generally and into the school librarianship curriculum specifically.

In incorporating EBLIP into the course, we employed a gradual release model in which we first introduced the concept of EBLIP through course readings and discussions. We then modeled, through exemplars, ways to employ EBLIP in practice. We guided students in selecting sources of evidence for suggested practice. Finally, we provided feedback on products which reflect evidence-based practices that students created collaboratively. These summative products, steeped in evidence-based information, can then serve as models for products that students will create in their own library programs. Multiple sources of data collected for this project provided a set of materials to examine one approach to the incorporation of EBLIP into coursework for the preparation of school librarians.

Related Literature

EBLIP

EBLIP, sometimes called evidence-based librarianship (EBL), first took hold in the medical library field and grew out of the evidence-based medicine movement (Eldredge, 2000). The earliest definitions of evidence-based librarianship called for employing existing evidence, either in the form of empirical research or librarian experience, to drive programming and services; collecting data during the implementation phase; and analyzing data to improve practice. Implicit, too, in the definitions was the notion of cost-efficient practice (Booth, 2002). Eldredge (2006) has since defined evidence-based librarianship as "a process for integrating the best available scientifically-generated evidence into making important decisions. EBL seeks to combine the use of the best available research evidence with a pragmatic perspective developed from working experiences in librarianship. EBL actively supports increasing the proportion of more rigorous applied research studies so the results can be available for making informed decisions" (p. 342).

Though EBLIP began as a movement in the medical library field, it has since expanded into all areas of librarianship. Articles touting the benefits of EBLIP have been found across LIS journals (e.g. Derven & Kendlin, 2011; Greenwood & Cleeve, 2008; Savard & Alcock, 2007; Smith, 2009). Additionally, presentations at conferences across all areas of librarianship have supported EBLIP (e.g. Mackenzie, 2009; Oakleaf, 2011; Stephenson, 2011), and since 2001, one annual conference has been devoted exclusively to EBLIP (Booth, 2010). Finally, librarians and scholars have written monographs supporting integration of EBLIP into various library settings (Booth & Brice, 2004; Connor, 2007; Loertscher & Todd, 2003; Welsch & Wright, 2010).

EBLIP in school libraries and evidence-based practice in education

At about the same time that evidence-based practices were introduced in library science, they also began to surface in the broader education arena as mandates of No Child Left Behind (NCLB) called for the use of evidence-based programs (United States Department of Education, 2001;

Whitehurst, 2001) and the collection of data for the purpose of measuring student outcomes. Evidence-based practices will continue to be part of the education system in the United States as the newly implemented American Recovery and Reinvestment Act (ARRA) continues the evidence based tradition of NCLB (The White House, 2009). Evidence-based education has been applied to all facets of public education in the U.S. including preschool programs (DeRousie, & Bierman, 2012), physical education (Hernandez, 2012), and behavior modification and counseling (Chitiyo & May, 2012). Further, the U.S. Department of Education's Institute of Education Science (n.d.) created a "What Works Clearinghouse" in 2002 to guide teachers and other educators in the implementation of evidence-based practices.

Ross Todd (2001) was one of the first scholars in the field of school librarianship to call for integration of evidence-based practices. Todd (2006) contends that EBLIP in school libraries entails three dimensions: evidence for practice in which actual practice is based upon empirical research, evidence in practice which encompasses the professional expertise that practitioners call on day to day, and evidence of practice which involves the measurement and evaluation of practice in terms of outcomes. He explains EBLIP in school libraries as "…more than getting research into practice to guide day-by-day decision-making and actions. It is also about focusing on the delivery of services based on stated goals and objectives, systematically demonstrating outcomes and endpoints in tangible ways, and critically reflecting on inputs and processes to build an evidence-based cycle of continuous improvement. It plays an important role in learner-centered services to show that rhetoric about those services are real, that expectations are met, and that promised outcomes are actually delivered" (Todd, 2007, p. 63).

EBLIP can be viewed as a cyclical. Oakleaf (2011) contends that the process involves formulating a question about an existing need, finding evidence regarding best methods for addressing the need, appraising the existing evidence, applying that evidence in the form of a program or service, evaluating the impact of the program/service based on collected evidence, and then repeating the cycle. As applied to the school library, the cycle involves knowing stakeholders' needs, finding existing evidence to address those needs, applying best practices based on evidence, collecting data to evaluate the practice as applied to the local situation, analyzing, communicating, and planning based on the local evidence and stakeholders' needs (Meeks & Cahill, 2011).

Calls for EBLIP abound in professional literature and the standards and guidelines for school librarians. Though integration of EBLIP in the school library field began much earlier, the 2006 evidence based practice themed issue of School Libraries Worldwide (Oberg, 2006) was the first major endorsement in the school library literature. This was followed shortly by the School Library Journal Leadership Summit in 2007 which served to push the EBLIP agenda into the conversations of school library leaders in the United States (Todd, 2008a). Since then, the push for EBLIP has intensified with the guidelines of the American Association of School Librarians (2009) endorsing evidence-based practice as a means for strategic planning, and the National Board for Professional Teaching Standards' Library Media Standards (2010) calling for school librarians to "use informed, evidence-based practices to identify strengths and weaknesses in library media programs and build knowledge to make informed decisions and modifications which result in stronger library media programs," and to "use current technologies to gather, analyze, and share the results of evidence." (p. 17) EBLIP in school libraries also took the attention of the larger library community in 2009 when an issue of Evidence Based Library and Information Practice Journal featured school libraries (Koufogiannakis, 2009).

In addition to calls for EBLIP from school library leaders, school library research also points to the value of EBLIP in high quality practice. Greenwood, Creaser, and Maynard (2009) found the intentional evaluation of school library programs using local evidence to be one of the critical factors of successful primary school libraries. Gordon (2009) explains, "When applied to instruction, evidence based practice is a function of best practice: Evidence based practice elicits documentation that demonstrates how school libraries, which can be considered agents of educational reform not yet integrated with mainstream education, make a difference in teaching and learning" (p. 23). To support this integration of EBLIP, Pappas (2008) developed a Designing Learning for Evidence-based Practice matrix to illustrate and facilitate the strategic planning of data collection within the design process of lesson planning.

Nonetheless, widespread integration of evidence to improve practice or to suggest the legitimacy of school library contributions has not been documented. Though communication with

stakeholders as a means for gathering support for programs and services has been a tenet of school librarianship for decades, few of these communication tools have included evidence linking the school library with student learning. For example, many school librarians have created annual reports to share information and statistics about their programs with stakeholders (Farmer, 1990); however, these documents typically fail to provide actual evidence of student learning (Logan, 2010; Yutzey, 2010).

EBLIP in LIS education

Integration of EBLIP into the LIS curriculum is still in its infancy, though leading figures in the EBLIP movement recognize the critical role that LIS educators and curriculum play in advancing EBLIP as standard practice (Crumley & Koufogiannakis, 2002). Further, researchers suggest that knowledge of EBLIP and development of the skills in implementing it are essential for librarians of the future (Partridge, Lee, & Munro, 2010). In fact, the recently developed American Library Association/American Association of School Librarians Standards for Initial Preparation of School Librarians (2010) specifically identifies utilization of evidence-based practice as a component of leadership and connects the "effective use of data and information to assess how the library program addresses the needs of their diverse communities" (p. 17) to quality program management and administration. Thus, it is necessary that the principles of EBLIP be part of the LIS curriculum for school librarians and that coursework aim to fine-tune skills associated with implementation of EBLIP.

Nonetheless, there are few studies or reports of LIS educators' attempts to introduce and integrate EBLIP into the curriculum. Partridge and Hallam (2006) incorporated EBLIP into a master's level information services course, and Perryman and Marshall (2007) developed an LIS course focused exclusively on evidence-based practices in library science. Additionally, Savard and Alcock (2007) have reported that coursework in their own LIS program was the catalyst for integration of EBLIP into practice, but that it was insufficient. This case study moves this line of inquiry further by exploring LIS students' current understandings of, experiences with, and potential applications of EBLIP within the context of a school library management course.

Methodology

Course structure

This case study was conducted within LS5333 School Library Media Center (SLMC) in the School of Library and Information Studies at Texas Woman's University. SLMC is one of twelve courses required to earn the MLS with school librarian certification and one of eight courses for students with a Master's degree in another field seeking school library certification only. SLMC serves as the primary management course for students seeking school librarian certification.

Two faculty members delivered instruction in four course sections over two semesters utilizing an online, asynchronous environment. Courses were conducted through a 15-week semester, each week serving as a unit of study with notes, readings, discussions, and personal journal reflections. Students completed additional major assignments throughout the semesters.

Sixty-five students enrolled in SLMC served as participants of this study. Texas State Board of Educator Certification (2009) standards require school librarians to have a minimum of two years classroom teaching experience in addition to an MLS with school librarianship certification. All but one participant held teacher certification in a field outside of school librarianship. Participants primarily consisted of former classroom teachers, current classroom teachers, and practicing school librarians who were holding emergency or probationary certifications. The majority of students resided in Texas.

Readings, reflections, and discussions.
To support an evidence base, students began the semester reading, reflecting upon, and discussing research reports and research summaries pertaining to how school libraries and certified school librarians contribute to student learning. Next, to facilitate the understanding of EBLIP, students

read and discussed selected articles and chapters related to the evolution of evidence-based practice across librarianship and education and the application of EBLIP to school libraries.

Through weekly journals, students reflected on the information gathered from the readings as well as their own experiences in libraries, school libraries, and classrooms. Students integrated the readings and experiential information in their written reflections and in their weekly online discussions with each other. Koufogiannakis (2011) advocates this reflection and critical thinking as a means for making evidence-based practice more applicable.

Mid-term surveys.
Students completed a brief survey mid-semester reporting their understandings of EBLIP prior to participating in the course, elements of the course contributing to their understandings of EBLIP, and their intent to incorporate EBLIP into their library practices. To encourage honest, non-biased responses, students did not provide identifying information with their surveys, and students did not receive a grade for survey participation.

Evidence-based school library annual reports.
Students applied the evidence-based framework to create their own evidence-based annual reports. The course objective for the Evidence-based Annual Report assignment was for students to apply and synthesize their knowledge of EBLIP into a tool that could be easily adapted for use in practice in their own school library programs. If used in actual practice, the multi-purposes of the student-created, Evidence-based Annual Reports would be to inform school library stakeholders of the empirical base of existing school library practice; reflect the inquiry-based nature of school library instruction; demonstrate the collection and use of local data to evaluate and support the contribution of the school library program to student learning and the accomplishment of school goals; and report the use of local evidence in strategically planning for future improvements in library operations and programming.

Findings

We analysed data collected through the mid-term survey, reflection journals, students' self-reflections following the Evidence-based School Library Annual Report, and the Evidence-based School Library Annual Report rubric to identify trends related to participants' understanding and use of EBLIP.

Reflection journals

Students regularly reflected on course content and personal and professional experiences with school libraries and student learning through weekly journal entries. We analysed the journals using open coding (Strauss & Cobin, 1990). Subsequent to reading materials related to EBLIP, students' reflection journals pointed to their levels of understanding of EBLIP concepts as well as the infrequency with which the practice had been implemented in libraries with which the students were familiar. Students focused on four major themes in their synthesis of experiences and EBLIP literature: prior experience, connecting the library program to the school, collecting data, and sharing evidence.

Prior experience.
- Prior to participating in the MLS program, students were not familiar with existing research linking school libraries to positive student academic outcomes beyond promoting reading;
- Student experiences with evidence-based practice in the library were varied. Most students indicated they had witnessed and practiced EBP on the campus- and classroom-levels, but they had not witnessed the principles applied to school libraries. In instances when librarians shared evidence, the data typically did not focus on student outcomes.

Connecting the library program to the school.
- After engaging with course readings and discussing with classmates, students recognized the existing empirical research base supporting the contributions of school libraries and certified school librarians;
- School librarians should connect the school library program to student learning;
- School librarians should develop school library goals to support larger school goals.

Collecting data.
- School librarians should target students' needs using multiple assessment measures;
- School librarians should use local data to support the connection between the school library program and student learning;
- School librarians should use local data to strategically plan for continuous improvement and sustainability of the school library program.

Sharing evidence.
- Students stated that most school library stakeholders do not know the potential value of school libraries nor the existing research supporting that value. Although the research exists, the results are not being shared with stakeholder groups;
- School librarians have a responsibility to advocate on behalf of their libraries using both local data and scholarly research and to communicate goals, plans, and successes with all stakeholder groups on a consistent basis;
- Conversely, students expressed concerns that stakeholders will perceive advocating and sharing evidence as being boastful;
- School librarians should report data connecting the school library program with student learning in order to secure support and funding;
- School librarians have a responsibility to stay informed of current research to implement best practices, educate stakeholder groups, and ensure academic success of students;
- School librarians should strategically collect evidence that is meaningful stakeholder groups.

Mid-term surveys

In an effort to gauge students' understanding and intended use of EBLIP principles, the instructors each asked students to respond to one voluntary and anonymous survey. Sixty-two students participated. The survey revealed the following trends in students' understanding of EBLIP prior to the course, contributions the course made in developing or improving student understanding, and students' intent to use EBLIP as practitioners.
- The majority of students did not have a strong conceptual base of evidence-based practice before taking the course:
    - 53.2% of students (N=33) had never heard of or did not understand evidence-based practice before taking this course;
    - 24.2% of students (N=15) had engaged in evidence-based practice on a regular basis;
    - 37.1% of students (N=23) had been exposed to EBLIP in at least one other SLIS course.
- Elements of the course contribute to students' understanding and application of EBLIP
    - 88.7% of students (N=55) stated that course readings contributed to the understanding and implementation of EBLIP;
    - 62.9% of students (N=39) stated that online discussions contributed to the understanding and implementation of EBLIP.
- Students intend to implement EBLIP into their library practice.
    - 98.3% of students (N=61) intend to seek out and read school library related research;
    - 93.5% of students (N=58) intend to base their practices on research-based findings;
    - 96.7% of students (N=60) intend to collect and analyse local data to inform practice; and
    - 95.1% of students (N=59) intend to share findings of published research and local data analysis with library stakeholders.

Evidence-based school library annual report assignment

Students worked in groups of two and three to complete an Evidence-Based School Library Annual Report, the culminating assignment for the course. As mentioned previously, the overarching purpose of the assignment was for students to apply and synthesize the principles of EBLIP to a tool that could be adapted for use in students' actual practice as school librarians. Following the completion of the assignment, students submitted written reflections of their learning that occurred as a result of engaging in the collaborative process and creating the final assignment product.

Assessment Rubric

At the start of the assignment, students received the objectives, the instructions, and the summative assessment rubric explaining how each objective would be graded. Students were asked to self-assess their assignments prior to submission to ensure they met the objectives. Analysis of the summative assessment rubric of the projects suggests that while the students addressed a number of the intended objectives, students collectively did not adequately meet all expectations.
- Evidence base:
  o 36.9 % of students (N=24) cited research supporting the contribution of the school librarian and school library programs and collections.
- Mission of the library:
  o 100.0% of students (N=65) clearly stated the mission of the school library program.
- Program components:
  o 63.1% of students (N=41) detailed four or more program components and their connections to student learning and/or school goals, supported with local data.
  o 13.8% of students (N=9) detailed four or more program components but did not adequately connect one of them to student learning and/or school goals and/or with local data.
  o 23.1% of students (N=15) did not adequately connect any program components to student learning and/or school goals and/or with local data.

Reflections on the Assignment.

A qualitative content analysis of the reflections revealed a number of themes:
- Students gained a deeper understanding of EBLIP through the process of creating the annual report.
  o Several students revealed that they had had no exposure to evidence-based practice before this course;
  o The EBLIP cycle is complex, requiring time, resources, and cooperation to collect and evaluate data and evidence, but the benefits justify the means;
  o Data collection should be continuous throughout the school year;
  o Evidence should be a by-product of actual practice rather than an extra step;
  o Local data and evidence can come from a variety of sources.
- Creating an evidence-based annual report facilitates strategic planning and evaluation.
  o The EBLIP cycle establishes and/or strengthens program credibility.
  o School librarians should apply to EBLIP to all components of the school library program;
  o It is important to align library goals with broader school and/or district goals;
  o The annual report provided an avenue for applying EBLIP to library programs and services;
  o The annual report clearly identified areas of strengths and weaknesses in the program, thereby improving the library program and increasing student learning.
- An evidence-based annual report can be used as an advocacy tool serving the following purposes:
  o Demonstrating the value of the library program;

- o Demonstrating the library program's contribution in accomplishing broader school and/or district goals;
- o Demonstrating the library program's contribution to student learning;
- o Demonstrating the library program's contribution to improved teaching;
- o Demonstrating participation in accountability measures;
- o Justifying requests for additional funding;
- o Acknowledging stakeholders' interests.
- The evidence-based annual report created for this assignment can be easily adapted for use in actual practice and better prepare students for managing a successful school library program.
- Students recognized that they still did not fully understand EBLIP and planned to learn more.

Discussion

Through this case study, we sought to explore school library certification students' understandings of, experiences with, and intended implementations of EBLIP in the school library setting. Students demonstrated a greater understanding of EBLIP as the course progressed and they read more, discussed more, reflected more, and attempted to apply the concept to an assignment replicating the creation of an evidence-based report from actual practice. In the beginning of the semester, students expressed confusion about the EBLIP cycle and a lack of familiarity with using EBLIP in the school library context. Through both the reflection journals and the mid-semester surveys, students generally reported a stronger understanding about EBLIP and its significance to successful school library programs as the semester progressed. When applying EBLIP to the summative assessment for the course, however, they more often than not failed to apply the complete EBLIP cycle. Students were more likely to focus on evidence of practice instead of evidence for practice (Todd, 2006). Despite readings, reflections, discussion, and additional explanation through emails and on assessment rubrics, a disconnect existed between their stated understandings of and intentions to use EBLIP and their applications of EBLIP into an assignment.

The students' inability to apply the EBLIP cycle to the summative assignment suggests possible limitations to the study and hurdles to the application of EBLIP in school libraries. It is possible that additional reading selections and/or modification to the assignment objectives, instructions, and rubric might have clarified the concept and thus improved student application of the complete cycle. Clearly understanding the concept will increase its implementation (Yutzey, 2010). However, the findings of this case study are consistent with previous research and assessments of EBLIP which suggest that implementation can be challenging for practitioners (e.g. Ballard, March, & Sand, 2009; Booth, 2002; Kramer & Diekman, 2010; Todd, 2008a, 2008b). Students overall could clearly explain the EBLIP cycle and their intent to use it, but they demonstrated difficulty implementing their understanding into the evidence-based annual report. Difficulty fully implementing the EBLIP cycle into an assignment may suggest difficulty fully implementing EBLIP into actual practice, but additional research will be necessary to arrive at valid conclusions.

After being exposed to EBLIP over the course of one semester, over 90.0% of students indicated a willingness to seek out and read research-based information to inform their school library practice. Prior research (Mardis, 2011; Oberg, 2006) suggests that school librarians do have published research upon which to build their practices; however, those in non-English speaking or less-developed countries have limited resources. According to Todd (2007), though, librarians typically do not read scholarly research as it reflects theory and not practice, and Clyde (2006) contends many do not have the skills to assess the quality of research. Nevertheless, as the body of literature grows and new research emerges, practicing librarians will need to take it upon themselves to stay abreast of current research. Emerging research serving as evidence for practice needs to be written for practicing librarians and delivered via avenues through which they seek information to encourage implementation and continuing practice of the EBLIP cycle (Todd, 2009).

Over 95.0% of students stated intent to collect local data, to share local data, and to share research with stakeholder groups. Students acknowledged the additional demands EBLIP may require but suggested that the benefits will outweigh the efforts. How practicing school librarians implement evidence-based decision making in school libraries warrants further exploration as well (Little, 2012), as thorough examination of data does not necessarily lead to improved practice

(Goren, 2012). Still, students' expressed willingness to implement and continue learning as practitioners offers hope for the future of EBLIP in school libraries.

Conclusion

The Federal Government set a precedent for use of EBP in the classroom setting with NCLB and ARRA. The school library, being an extension of the classroom, should thus participate in EBLIP for advocacy, continuous improvement, and sustainability. In an age of data for justification of existence, librarians should support their decisions, develop programs that align with district/campus goals and objectives, have clear outcome measurements, provide data showing strengths and weaknesses of programs, and make necessary adjustments accordingly. EBLIP offers a process by which successful and sustainable school library programs can exist. But for EBLIP to be implemented, it must occur at multiple levels and in multiple stages.

Researchers have investigated the integration of EBLIP into the LIS curriculum, as addressed earlier in this paper. However, none of those published reports focuses on the impact curriculum integration has on practicing school librarians. As integration of EBLIP is now a required component of LIS education for school librarians (ALA & AASL, 2010), more LIS educators may consider researching the effects of EBLIP integration on school library practice and ultimately student, both LIS and K-12, outcomes.

Successful negotiation from current practice to that espousing EBLIP requires support and coordinated efforts from professional associations, LIS educators, LIS scholars and researchers, school library leaders, and school library practitioners. First, school librarians, school library educators, and school library leaders must adopt the EBLIP structure. Next, associations, leaders, and educators should emphasize the empirical foundation supporting strong school library programs. Professional associations and library supervisors can coordinate efforts of seasoned EBLIP librarians to serve as models for novice practitioners, and LIS scholars' practical examples can further serve to scaffold implementation of EBLIP for beginners. A focus on research methodology in the LIS curriculum and in continuing education will provide essential skills for designing action research models, the collection of evidence, and the analysis of data. Library supervisors' and leaders' long-range strategic planning expectations will further institutionalize EBLIP as expected practice. Ultimately, school librarians themselves must commit to the implementation of envisioned plans.

Full realization of EBLIP across all school library programs will not come without some figurative blood and probably literal sweat and tears; however, a future of successful and valued school library programs, fully contributing to the success of students in their academic and life-long journeys, is worth the struggle. Further, EBLIP will negate the need for supplemental advocacy measures, as communication of results is a natural step in the EBLIP cycle. Hence, school librarians, school library leaders, and LIS scholars will devote their energies to further establishing the research base of best practices and positively affecting student achievement. Ultimately, we will know that EBLIP is attained when all school librarians are able to articulate the answer to the question, "What difference does my school library make to students and their learning?" (Todd, 2003, p. 13).

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