

Running Head: Supporting and Promoting School Librarians

Supporting and Promoting School Librarians as Co-Teachers

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Supporting and Promoting School Librarians as Co-Teachers

Purpose

Project CATALYST (Collaboration among Librarians and Teachers Yields Successful Teaching) is a three-year professional development program for county public librarians and school librarians with the goal of increasing librarian capacity to collaborate with local educators and partner with other local libraries in order to address the needs of students with limited literacy proficiency and limited information literacy proficiency.

Theoretical Framework

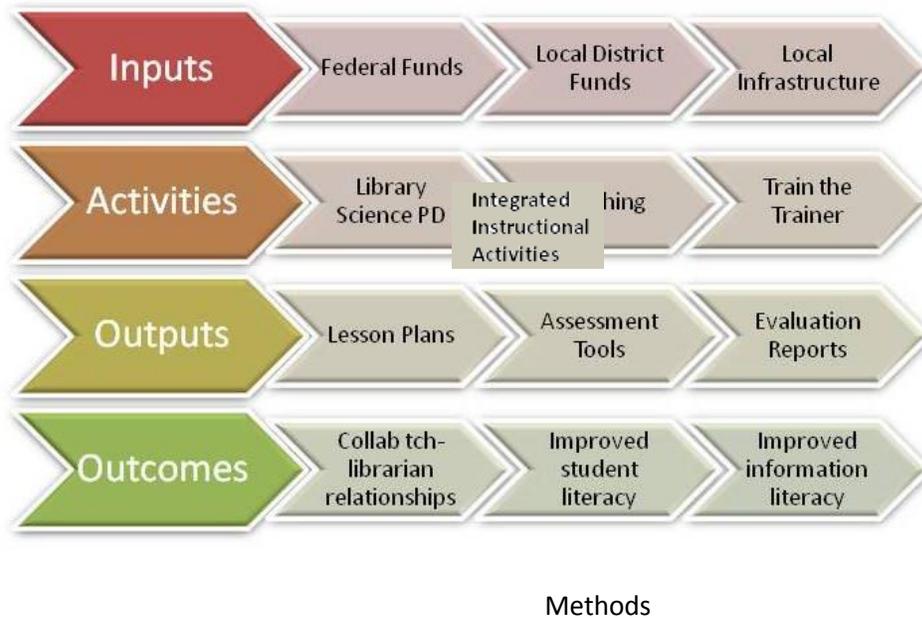
Project CATALYST's training, coaching, train-the-trainer, and product development components are effective and efficient approaches to accomplish the goals and objectives outlined in Section I. Assessment of Need. Leading researchers of professional development (Killion, 2008; Guskey, 2000; Sparks & Loucks-Horsley, 1989) have endorsed these methods of staff development. These methods ensure that professional development will be intensive, sustained, and job-embedded, characteristics which are referenced as best practices in staff development (Wayne, Yoon, Zhu, Cronen, & Garet, 2008).

In addition to the project's adherence to best practices in professional development, the project relies on a substantial library science research base. Library science researchers have frequently noted the strong correlation between performance of an instructional role by librarians and increased student achievement (Lance, Welborn, & Hamilton-Pennell, 1993; Haycock, 1995; Church, 2008). Project CATALYST's emphasis on librarian and teacher collaboration builds upon the work of Montiel-Overall (2005), who prescribes the integrated instructional model, in which librarians and teachers co-plan, co-implement, and co-evaluate instructional activities. The project's train-the-trainer component stems from Haycock's recommendation (1995) that school librarians "need to organize more inservice training for colleagues." Training sessions for school principals have been proposed in light of the work of

Montiel-Overall (2005) and Church (2008): the former describes principals as either “inhibitors” or “enablers” of successful school libraries, while the latter notes the importance of principal advocacy in the development of a strong school library program. Furthermore, Church (2008) notes that principals often “hold the more traditional view of the library media specialist as one who selects, purchases, organizes, and circulates materials,” even though standards for school librarians have increasingly emphasized the instructional role of librarians. Alexander, Smith, and Carey (2003) demonstrate these trends among Kentucky’s principals and schools.

Project CATALYST is evaluated using an Outcome Based Evaluation Model, a holistic approach that has been widely supported and useful in library science research (Weil, 2003; Voelker-Morris, 2004). The project model itself has been defined in terms of inputs (resources), activities, outputs (products), and outcomes (see Figure 1). For each project objective, measureable indicators have been articulated and aligned with appropriate evaluation data sources. Most importantly, data sources incorporate measures to assess the fidelity of the program implementation as well as summative project outcomes (Dane & Schneider, 1998). The whole framework culminates in a triangulation of qualitative (observation & interview) as well as quantitative (extant data, surveys, tests) data to provide evidence of progress toward project goals.

Figure 1. Project CATALYST Logic Model



The Project CATALYST evaluation is a multi-method evaluation approach that combines surveys, extant data, student achievement data, student performance data, and interviews to evaluate progress toward project goals. Student data were not collected in Year 1 of the evaluation.

Data sources

Collaboration Survey. A survey for Public Library Media Specialists, School Library Media Specialists, Teachers, and Administrators was adapted from McKenzie, J. (1998).

Collaboration Profile Self-Reflection. A self-reflection survey based on Montiel-Overall (2005) theory of teacher-librarian collaboration

Implementation Log. LMS participants complete a log of collaboration activities annually.

Circulation Data. LMS participants submit circulation statistics for their libraries annually.

Focus Group Interview Protocol. LMS participants participate in a focus group interview with the external evaluator focusing on their collaboration activities, the effectiveness of grant resources and professional development for supporting collaborative, co-teaching activities, and barriers to effective collaboration.

Results

Circulation

Circulation data were collected for Fall 2010, Spring 2011, and Fall 2011 semesters. To date, there are no statistically significant changes in the circulation of the participating schools. The total circulation for each year was 209,061 (Fall 2010), 208,332 (Spring 2011), 216,760 (Fall 2011). Total enrollment is approximately 17,153 for the participating schools. The per pupil average circulation reported by LMS participants ranged from a low of 4 to a high of 42.

School LMS Collaboration with Teachers

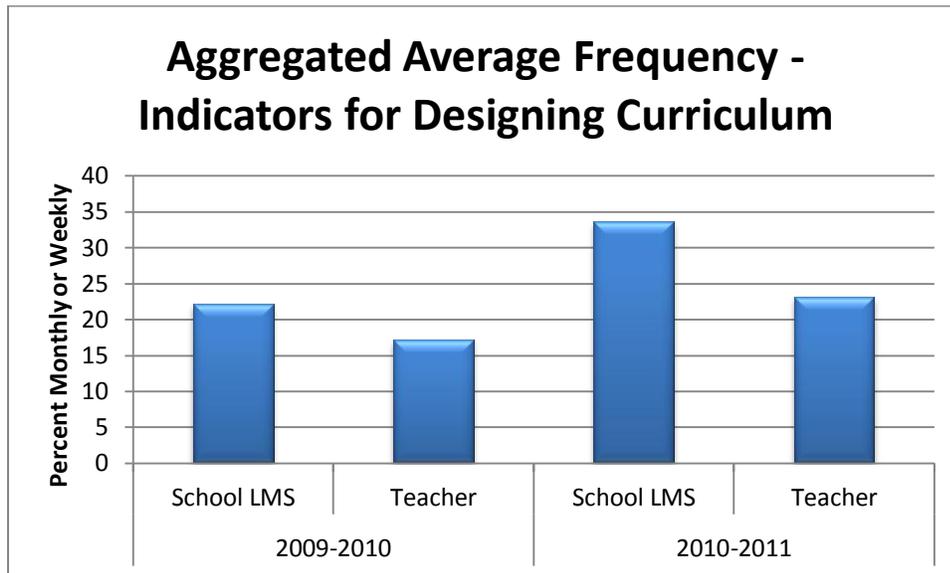
Survey data were collected at the beginning of Year 2 to address missing data issues for Year 1. Summaries reported below represent follow-up for non-response that occurred after the last reporting period for Year 1 for teachers, administrators, school library media specialists and public library media specialists. In Year 2 to date, 27 out of 31 LMS participants have co-developed and implemented a lesson with one or more teachers.

Survey - Designing Curriculum

School LMS participants and teachers described the frequency their library media center collaborated with the teachers in terms of designing curriculum and student research, student assessment, and discussing resource needs (see Figure 2 below and **Error! Reference source not found.** in Appendix). For 2010-2011, the trends were similar to 2009-2010 with both LMS participants and teachers reporting the least collaboration on the evaluation or assessment of student learning. There was a notable increase (about 20% to a total of 32%) in collaboration activities related to information

literacy skills reported by LMS participants, although responding teachers did not have a corresponding increase. Both LMS participants and teachers most frequently reported monthly or weekly collaboration in terms of discussing needed resources (LMS=45%; Teacher=34%).

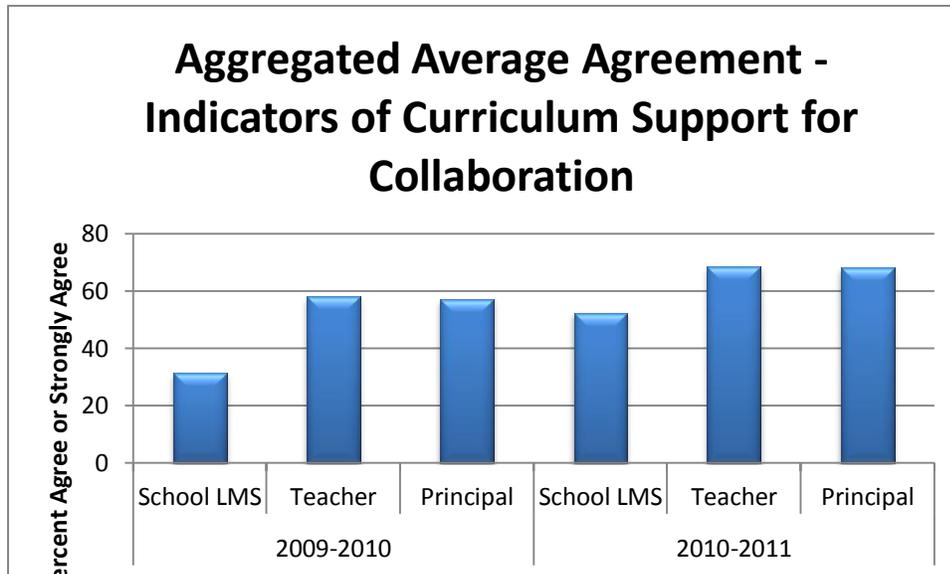
Figure 2. Average Frequency - Indicators for Designing Curriculum



Survey - Curriculum Support for Collaboration

In 2010-2011, there was clear positive progress for school LMS participants, teachers, and principals in their perceptions of the quality of the curriculum to support collaboration between the school LMS with teachers and students (see Figure 3 below and **Error! Reference source not found.** in Appendix) although there was still a gap between stakeholders in some perceptions. LMS participants increased in their strong agreement that school curriculum supported strong collaboration between the LMS, teachers, and students. A majority of respondents (71-76%) indicated that students would have lacked many critical research skills without them. About half of LMS participants and teachers also agreed or strongly agreed that their relationship with the classroom teachers was co-planning, co-implementing, and co-evaluating – an increase from 2009-2010 of about 35% for LMS participants and 20% for teachers.

Figure 3. Average Agreement - Indicators of Curriculum Support for Collaboration



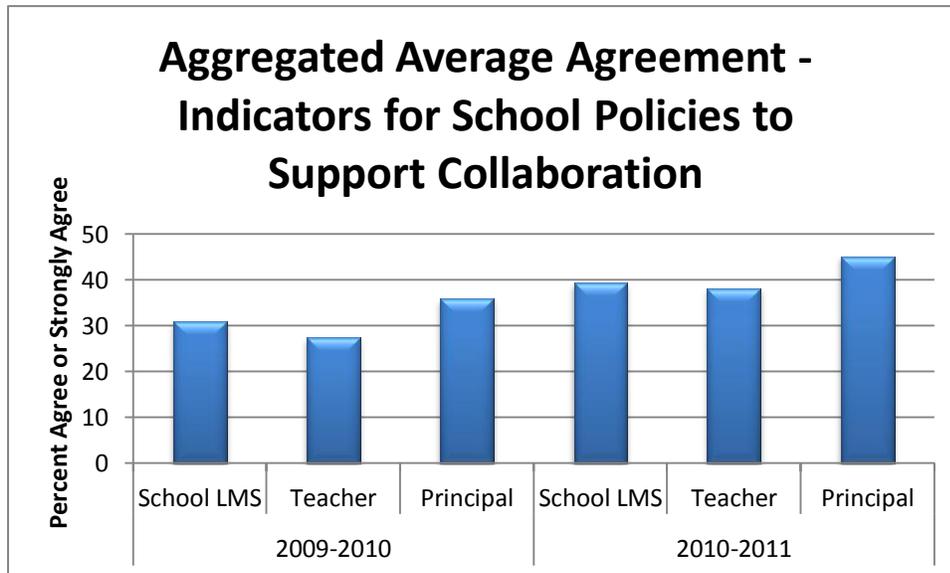
Teachers' and principals' perspectives were still generally more positive in 2010-2011 than the LMS participants on the elements of the curriculum this year that provided opportunities for student research. Teachers acknowledged the role of the LMS in supporting student research (76% reported students would lack critical research skills without the LMS). Interestingly, most responding teachers agreed that one role of the LMS is to help teach information literacy skills (81%) although only about half of LMS participants perceived that teachers would agree with this statement. Almost all principals (91%) perceived themselves as supportive of collaboration by providing opportunities, slightly higher than LMS and Teacher respondents' perceptions (52% and 68% respectively). This trend was higher for principals than 2009-2010 reports.

Survey - Policy Support for Collaboration

School LMS participants, teachers, and principals described the quality of the school policies to support collaboration between the school LMS with teachers and students (see Figure 4 and **Error! Reference source not found.** and **Error! Reference source not found.** in Appendix). In 2010-2011, responding LMS participants' perceptions of policy areas indicated an increase in LMS participants who perceived support through concerted efforts to promote the library (55%) and including the LMS in

curriculum activities (about 26%). More responding teachers and administrators perceived using the media center or the LMS for instructional purposes in 2010-2011 compared with 2009-2010. Although there were increases in stakeholders' favorable perceptions of policies to support collaboration, the majority of teachers and LMS participants still do not report these supports are in place.

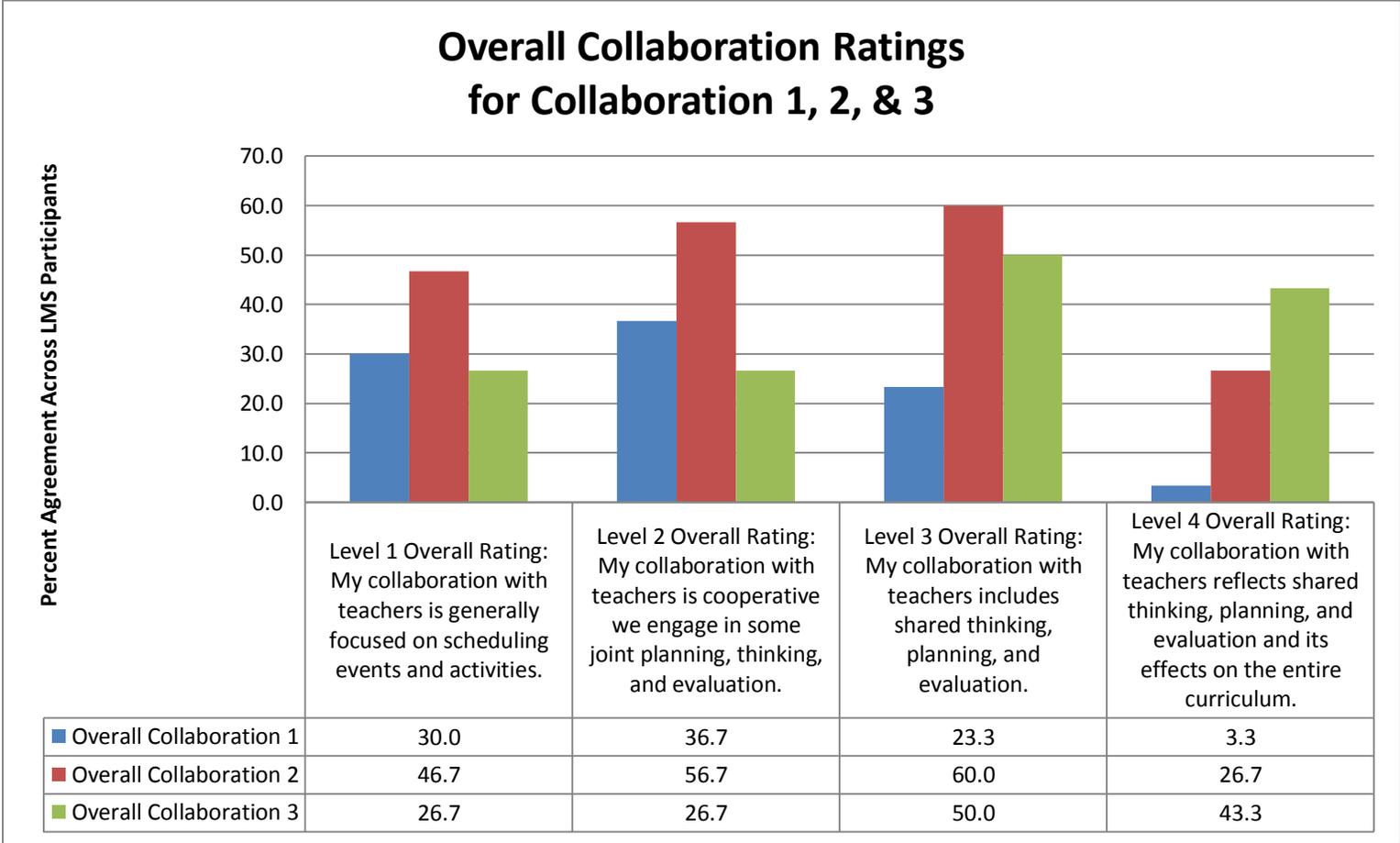
Figure 4. Average Agreement - Indicators for School Policies to Support Collaboration



Nature of the Collaborations

LMS Participants completed a reflection following each of three collaborations in Years 1 and 2 (see Figure 5). The reflections require participants to describe how well the descriptions apply to their collaboration. The descriptions are derived from Montiel-Overall's four models of collaboration (Montiel-Overall, 2005). Level 4 represents the co-teaching relationship that is the goal of the grant. Across the three collaborations, more LMS participants characterized their third collaboration as having elements from Level 4.

Figure 5. Overall Collaboration Ratings

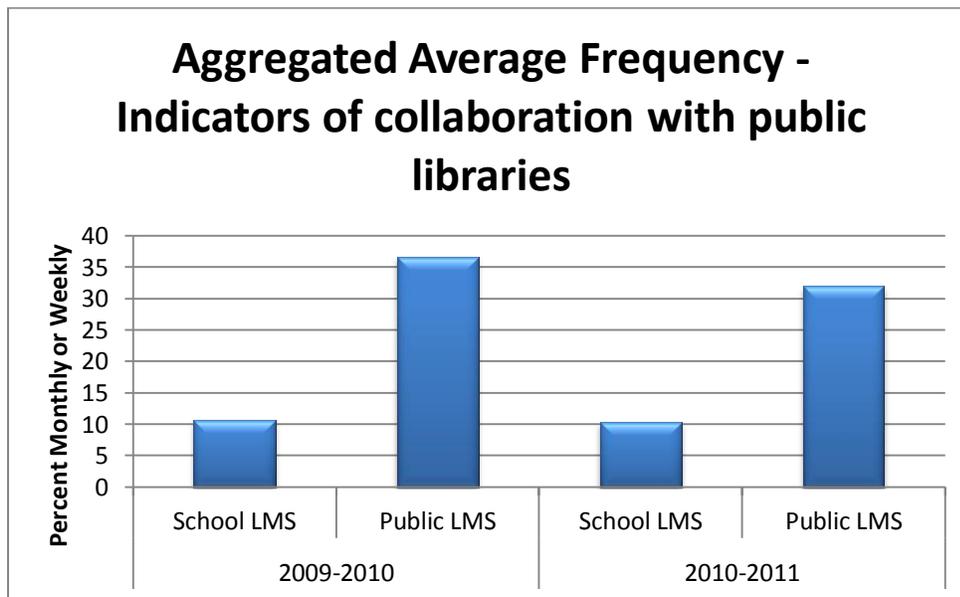


School LMS Collaboration with Public LMS

Survey data were collected in the fall and spring for school and public library media specialists to measure progress toward this indicator.

School LMS participants described the frequency they collaborated with the public library in terms of sharing resources, space, and co-delivering programs (see Figure 6 below).

Figure 6. Average Frequency - Indicators of Collaboration with Public Libraries



In 2010-2011, school LMS participants reported more frequently meeting with their public LMS for accessing resources and sharing information about their school programs. However, fewer school LMS respondents reported regular contact with the public library to discuss available resources. Comments from survey respondents suggest more development is needed to support consistent, effective collaboration between school and public LMS participants.

Mostly didn't think about it -- not in that mindset yet (School LMS Survey).

They had lost some employees so I couldn't collaborate as much as we had originally planned

(School LMS Survey).

Not enough hours in the day, and not making sure to pursue a working relationship (School LMS Survey).

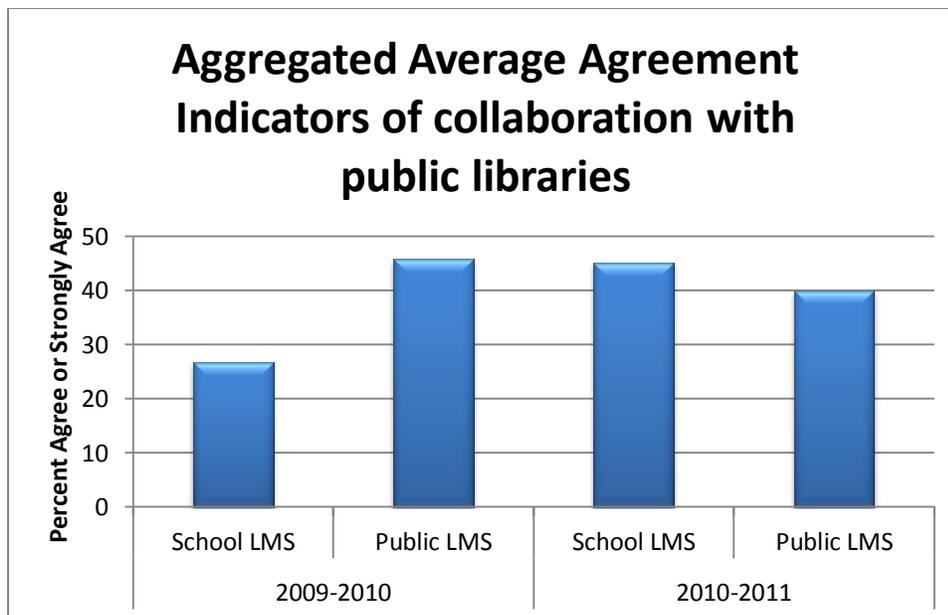
My biggest obstacle to using anything from the public library is that it's too far away from where my school is and where I need to be after school. They aren't able to deliver any materials I need, we have no money to ever take a field trip to the library (School LMS Survey).

There were not many opportunities to collaborate with the public schools in our district (Public LMS Survey).

School LMS participants described the quality of their collaboration with public libraries.

Although relatively few school or public LMS respondents reported a strong collaborative relationship, about 20% more school LMS respondents are expressing satisfaction with progress in 2010-2011 compared with 2009-2010 (see Figure 7 below). (NOTE: small sample size for Public LMS respondents; n=5).

Figure 7. Average Agreement - Indicators of Collaboration with Public Libraries



Frustration that our emails and calls are not responded to by some of the school librarians (Public LMS Survey).

Ensuring that the project was actually collaboration. We found that some library media specialists preferred to have the public library do all the work for a project rather than contribute to a true collaborative effort (Public LMS Survey).

I feel like both the Librarians at the public library and the Library Media Specialists just have so much on their plate, that adding another component really has to be supported by the administration (Public LMS Survey).

Contact information is sometimes difficult to find and then time for cooperation that will work for both parties is often problematic (Public LMS Survey).

Positive Collaboration Experience in Year 2

Many LMS participants shared positive experiences collaborating with teachers. LMS participants with flexible scheduling noted the advantage this format provided them to support their collaboration. Some teachers and administrators also shared similar comments.

My teachers are in the library with me quite a lot. LA teachers are the ones I collaborate with mostly (School LMS Collaboration Profile Survey).

We plan lessons and research techniques/activities together. We have developed research guidelines for research together and the entire staff is implementing it. I, the LMS, teach side by side with the classroom teachers. The principal backs this and other forms of collaboration between the LMS and teachers and aides. We work as a team to meet the needs of all students (School LMS Collaboration Profile Survey).

I am now collaborating regularly with four of the seven grade levels at my school. The principal has allowed the schedule to be adjusted so that I now have some flexible time on a daily basis, and teachers feel comfortable coming to me with ideas for collaborative lessons (School LMS Collaboration Profile Survey).

It was a great experience for myself, teachers, and students. In evaluating the pre- and post-assessment, it was clear that the students gained better understanding of the Super3 process (School LMS Collaboration Profile Survey).

Anytime I needed Ms. Nelson she always made herself available and offered help and materials (Teacher Implementation Survey).

I always find my collaboration with our school librarian to be very helpful (Teacher Implementation Survey).

Collaboration between LMS and classroom teachers increased quite a bit this year. Units were planned together more often, and not just materials/supplements/books gathered and shared (Administrator Implementation Survey).

Our media specialist is a great collaborator and the culture in our media center is WELCOMING! (Administrator Implementation Survey).

Teachers felt very comfortable approaching our librarian for assistance (Administrator Implementation Survey).

Barriers to Collaboration in Year 2

LMS participants indicated some resistance in terms of staff attitude about their roles in the schools as well as time for collaboration with the teacher. Teachers' and administrators' narrative comments on the implementation survey supported these perceptions.

While we have made great strides in my school, I feel it would be unfair to state that we, as a faculty, are at a distinguished level just yet. However, with the changes we have made, I feel like we, as a faculty, are improving on a constant level and are working together to benefit our students! (School LMS Collaboration Profile Survey).

I feel that I am consistently meeting Levels 1 & 2 and am seeing more progress for Level 3 since my Fall Collaboration with 3rd grade. We sat down and developed a pre and post assessment, along with 2 weeks of lesson plans that included my portion of the teaching and classroom activities (School LMS Collaboration Profile Survey).

Teachers still do not utilize me as much as I think they should. Unfortunately, I think it is because of time restraints. Teachers are on such a structured schedule that there is not a of time to stop instruction to come the library and collaborate. This is the first year for flexible scheduling and it is still taking some time for the teachers to get used to using me as a valuable resource. I chose well because the library is being used and is going in the right direction, but we aren't perfect yet! (School LMS Collaboration Profile Survey).

Given my total fixed schedule, I have not been able to collaborate with teachers to truly integrate instruction or the curriculum beyond the emails I send out. Even then, I come up with lessons that the teachers want me to focus on. Many respond vaguely, saying only that they are focusing on Thinking Strategies (School LMS Collaboration Profile Survey).

A lack of understanding of my role in the building. Not wanting to give up classroom instruction time (School LMS Implementation Survey).

Time and interest on the part of the teachers. In a lot of ways they see collaboration as more work for them (School LMS Implementation Survey).

No matter how much I try to convince and show people how effective collaboration can be, there would never be a time that a teacher would come into the library with their class. Library Class is one of the four Pillars of Related Arts. The collaborative vision of a teacher is more along the lines of 'pew, she can teach that and take it off my plate for me'. (had that said to me). I would also like to know more about teaching research and the skills that the 21st Century Learner needs to have. I have all this knowledge about great books and other things I teach, but what is the most effective way to teach research, etc to 27 5th graders using a laptop/projector, old fashioned screen on a stand, and 9 computers? (School LMS Implementation Survey).

Since I have taught for many years, I have a wide assortment of instructional materials in my classroom. Therefore, I tend to 'do my own thing in my classroom.' However, my librarian has encouraged me to allow her to be a co-planner and co-instructor. I have found these collaborative efforts to be most beneficial for my students (Teacher Implementation Survey).

There's not enough time and materials for everything she wants to do with our students (Teacher Implementation Survey).

She leaves right after school and the library is locked when I am planning (Teacher Implementation Survey).

Scheduling issues did not allow for collaboration with Media specialist (Teacher Implementation Survey).

Time to plan a collaborative unit that is truly a collaborative unit and not just a couple of collaborative lessons here and there (Administrator Implementation Survey).

Teachers thinking out of the box (Administrator Implementation Survey).

Funding for a flex schedule (Administrator Implementation Survey).

Summary and Discussion

Circulation in 2010-2011 was about the same as 2009-2010. In surveys of the frequency and quality of collaboration, there was clear positive progress for school LMS participants, teachers, and principals in their perceptions of the quality of the curriculum to support collaboration between the school LMS with teachers and students. A majority of responding teachers agreed that cooperative planning positively impacted academic achievement and agreed that one role of the LMS is to help teach information literacy skills. Although most responding principals perceived that opportunities for collaboration were available, LMS and teacher respondents' opinions were not as consistent. Staff did agree the principal provided critical support for collaboration. This reflects a considerable increase from perceptions of support in 2009-2010.

For some LMS participants, the lack of flexible scheduling proved to be a significant barrier to successfully working with their teachers in 2009-2010. In 2010-2011, grant staff continued to promote scheduling policies that are more conducive to collaboration activities. Already two schools have implemented flexible scheduling in 2011-2012, representing a big change for these two districts.

Transitioning to a co-teaching role requires not only an evolution of practices, but also changes in leaders, teachers, and library media specialists' attitudes. Finally, policies to support collaboration are the necessary foundation for supporting these new instructional practices. Work needs to be done to build LMS capacity to effectively support instruction as co-teachers, change leadership attitudes and policies, and provide support for stronger collaboration with teachers and local public library media specialists.

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Appendix
Evaluation Instruments

School Library Media Specialist Survey

Collaboration Frequency with Teachers

This year (2010-2011), how often did you...(Never, Once or Twice All Year, Once or Twice a Semester, Monthly, Weekly)

- collaborate with classroom teachers in the planning, designing, and teaching of curriculum during the school year?
- collaborate with classroom teachers in the evaluation or assessment of student learning during the school year?
- collaborate with classroom teachers to determine the information skills needed for research projects or units of study?
- design student research that incorporated information literacy skills?
- work with classroom teachers to discuss resources needed at school?

Collaboration Frequency with Your Public Library

This year (2010-2011), how often did you...(Never, Once or Twice All Year, Once or Twice a Semester, Monthly, Weekly)

- discuss available resources at your library with a public library media specialist?
- access resources at the public library for use in student projects or learning?
- share information with teacher or students about programs at your public library?
- share funds, space, or time with your public library?
- collaborate to deliver a program with your public library?

Collaboration Opportunities with Teachers

This year (2010-2011) in my school... (Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree)

- Cooperative planning with teachers enhanced the classroom curriculum and had a positive and significant effect on academic achievement.
- Without me, students would have lacked many of the critical skills they needed to conduct research.
- Teachers were aware of my role in helping students to access, evaluate, and use information from a variety of sources.
- My principal provided critical support to the success of my collaboration with teachers.
- The school administration provided opportunities for me to develop collaborative relationships with classroom teachers.
- When I collaborated with teachers to design student research, student performance improved.
- My relationship with the classroom teachers at my school was “co-planning, co-implementing, and co-evaluating.
- The most important role for me was to collaborate with teachers to enhance student learning.

- I played a critical role in my school's improvement plan.
- Teachers agreed that one of my roles in the 21st century is to form partnerships with teachers to help teach information literacy skills across the curriculum.
- Much of the school program was dedicated to problem-solving, decision-making, exploration and the creation of new ideas. Both teachers and students were increasingly engaged in the discovery and building of meaning.
- Teachers moved back and forth comfortably between an array of instructional roles and strategies, sometimes direct instruction and other times they facilitated more active student inquiry.
- The school provided ongoing support for all learners to develop thinking and information skills.
- Teachers and students developed efficient navigation and search skills. They could find their way through the new information landscape (as well as the old) with little lost time.
- Teachers and students employed different types of questions, to solve problems, make decisions, at different times in their search for information.
- Teachers and students effectively sorted, sifted and stored findings to enhance questioning using wise choices from a toolkit of research strategies and resources.
- Teachers and students effectively converted primary sources and raw data into information and insight. They were skilled at making new meanings.
- All curriculum documents included clear statements regarding the information literacy expectations developmentally appropriate for each grade level.
- Teachers accompanied students into the library on a flexible schedule (i.e., as needed for research, checking books, projects) as opposed to dropping students off during a teacher planning time.

Collaboration Opportunities with Your Public Library

This year (2010-2011)...(Strongly Disagree, Disagree, Not Sure, Agree, Strongly Agree)

- I had a strong, collaborative relationship with my local public library media specialist(s).
- There were few opportunities to collaborate with my local public library media specialist(s).
- I had a strong understanding of the available resources at my local public library.
- I had a strong understanding of the resource needs at my local public library.

Collaboration Levels

This year (2010-2011), what percent of your collaborations with teachers are best described by each level below? (Almost None (<25%), Few (25-49%), About Half (50%), A Majority (51-75%), Almost All (>75%)

- No involvement. Library media center was bypassed.
- Students accessed information when needed.
- Specific requests from teachers and students were addressed.
- Materials were gathered on the spur of the moment.

- Informal planning occurred in the hall or lunchroom.
- Received advanced notice for needed library materials.
- There was a concerted effort to promote the use of the library.
- There was formal planning with the teacher on a resource based project or unit.
- There was participation by the library media specialist in the development, execution, and evaluation of a resource-based teaching unit.
- There was participation by the library media specialist in resource-based teaching units where the entire unit content depended on the resources of the library media center program.
- There was participation and contribution by the library media specialist made along with teachers to the planning and structure of what was taught in school.

Comments about your collaboration with classroom teachers in your school this year (2010-2011):

What were your biggest obstacles to effective collaboration with classroom teachers in your school this year (2010-2011):

Comments about your collaboration with the local public library this year (2010-2011):

What were your biggest obstacles to effective collaboration with the local public school library this year (2010-2011):

Adapated from McKenzie, J. (1998). The Information Literate School Community. From Now On The Educational Technology Journal 8(1), downloaded at <http://fno.org/sept98/infolit.html>.

Project CATALYST

Collaboration among Teachers and Librarians Yields Successful Teaching

<http://wordle.net>

Collaboration Profile

Name: _____

Date: _____

Please take a moment to think about each level of partnership between Library Media Specialist (LMS) and teachers. Reflect on how well the descriptions apply to your school.

Level 1: Coordination Partnerships) Coordination requires one person to manage events, activities, schedules. In this model, teachers and the library media specialist work together to ensure efficiency and order. Either the teacher or the library media specialist is the coordinator of events, activities, and schedules for students. This scheduling may help students feel a sense of order but there is a not a strong focus on ensuring coordinated events lead to student academic gains.

How well does this describe your school?	Not at all	A little	Somewhat	Well	Extremely Well
Interactions between the LMS and teachers focus on coordination including shared resources, time, space, or students					
Interactions between the LMS and teachers focus on coordinating activities for teachers in order to accommodate a greater number of students using the library in order to improve the flow of activities, or reduce duplication of events.					
The focus of the LMS relationship with teachers is to improve efficiency in working together rather than one directly focused on student outcomes.					
Most events, projects, and activities that require scheduling are coordinated by the LMS in communication with others.					

Level 2: Cooperation/ Partnerships) Teachers and the library media specialist work together but do not are not always involved in joint planning, thinking or evaluation. When teachers and the library media specialist engage in joint planning, thinking, and evaluation it improves the learning experience for students. They may share objectives but do not necessarily have to create the learning opportunity jointly. Often cooperation involves dividing the work among themselves.

How well does this describe your school?	Not at all	A little	Somewhat	Well	Extremely Well
The LMS and teachers come together to share space, collections, time, and/or students for the benefit of students.					
The LMS provides resources like book collections for a classroom lesson. This is often considered cooperation but it does not necessarily involve deep commitment, intensity of communication, or depth of co-planning by participating members although movement in that direction could occur.					
The relationship between the LMS and teachers is a collegial and friendly environment conducive to teaching and learning.					
The relationship between the librarian and teachers includes setting goals and reflects a philosophy of teamwork, cooperation, and networking.					
I consider History to be factual content that students need to learn.					

Level 3: Integrated Instruction) Integrated Instruction involves teacher and the library media specialist in shared thinking, planning, and evaluation. As collaborators they come together as colleagues to create a learning experience for the students that will facilitate their learning. They are aware of factors such as individual differences, developmental level, and prior knowledge that might affect the sequencing of material taught. Each collaborator brings to the process their expertise in the subject content, knowledge of standards to be included in instruction, methodology, research process, writing process, etc. The library media specialist and teacher are able to create a more powerful learning experience together than they could create individually.

How well does this describe your school?	Not at all	A little	Somewhat	Well	Extremely Well
The LMS and teacher each contribute to the instruction. In many instances, the LMS also teaches.					
The teacher and LMS are experienced in developing subject content and library curricula.					
Information literacy from the library curriculum and subject content curriculum are integrated to provide students coherent instruction that may not be present when content and information literacy are introduced separately.					
The collective wisdom of the LMS and the teacher expands opportunities for learning.					
The LMS is knowledgeable about standards at a local, state, and national level and is able to teach information literacy and understand how information literacy should be integrated into content instruction to develop processes, including critical thinking, writing, and research.					
The LMS and teachers work side-by-side to plan activities, lessons, and units, creating a synergy that allows them to develop together what they could not develop alone.					

Level 4: Integrated Curriculum) Integrated Curriculum involves all the elements of collaboration that occurs in Level 3. However, collaboration affects the entire curriculum. Teachers and the library media specialist work to integrate subject content and information literacy in all grade levels. A key factor in ensuring collaboration throughout the school between librarian and teachers is the principal. The principal understands the impact collaboration can have on student academic achievement, encourages collaboration between classroom and library faculty, supports collaboration with resources and schedules designed to accommodate teacher and librarian time needs, provides professional development for faculty on collaboration, and establishes norms for shared thinking, shared planning and shared integrated instruction. To accomplish the enormous task of integrating instruction throughout the curriculum, library media specialists and teachers are creative in their use of time and resources through such innovation as integrated lessons planning and cross-age instruction. This model has the most potential for improving student learning because it supports conceptual development at all levels of the curriculum, creates a synergy among collaborators that transcends grade level and subject content, and provides multiple perspectives in designing and delivery of curriculum.

How well does this describe your school?	Not at all	A little	Somewhat	Well	Extremely Well
The principal has established a norm for the school environment in which people work together.					
The principal facilitates flexible scheduling, professional development, and distribution of resources that provides time for meeting and encourages classroom and library faculty to collaborate on instruction.					
The principal opens up opportunities for faculty to take an active role in decisions involving curricular planning through regularly convened discussions and meetings.					
The principal acquires needed resources for the library and the classroom.					
The principal uses data to provide evidence to those who allocate resources that collaboration is worth continued funding.					
The principal recognizes the LMS as a co-equal to teachers who is capable of developing and implementing curricula.					

Reflect on your overall level of collaboration with teachers. Using your responses above, describe your overall perception of the level of collaboration at your school.

How well does this describe your school?	Not at all	A little	Somewhat	Well	Extremely Well
Level 1) My collaboration with teachers is generally focused on scheduling events and activities to help create a sense of order but there is a not a strong focus on ensuring coordinated events lead to student academic gains.					
Level 2) My collaboration with teachers is cooperative we engage in some joint planning, thinking, and evaluation to improve the learning experience for students. We share objectives but do not create learning opportunities jointly. Rather, we divide the work among participants.					
Level 3) My collaboration with teachers includes shared thinking, planning, and evaluation. As collaborators we come together as colleagues to create a learning experience for the students that will facilitate their learning.					
Level 4) My collaboration with teachers reflects shared thinking, planning, and evaluation and it affects the entire curriculum. Teachers and librarian work to integrated subject content and information literacy in all grade levels. The principal encourages collaboration between classroom and library faculty, supports collaboration with resources and schedules designed to accommodate teacher and librarian time needs, provides professional development for faculty on collaboration, and establishes norms for shared thinking, shared planning and shared integrated instruction.					

1. What are the main characteristics of your collaboration with teachers that led you to classify yourself at the level you have chosen?

2. What are the main areas of need for your professional growth to move to a new level?

3. What goals do you have for this year to specifically address those needs listed in #2? What resources do you need to accomplish these goals?

4. What goals do you have for the rest of the grant period to reach a new level of collaboration? What resources do you need to accomplish these goals?

Collaboration Rating Tool

Name: _____

Date: _____

Describe your collaboration activities:

Please rate your first collaboration activities that you have completed for the CATALYST project.

How well does this describe your recent collaboration activities with your teachers?	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
I was not able to collaborate with teaching staff at all this period.					
Our collaboration focused mostly on scheduling events and activities.					
Our collaboration demonstrated trust, collegiality, and effective communication.					
Our collaboration was largely cooperative -- we engaged in some joint planning, thinking, and evaluation to improve the learning experience for students by dividing the work between us.					
We divided our work between content and information literacy with my contribution focused on information literacy components.					
Our collaboration included shared thinking, planning, and evaluation. As collaborators we came together as colleagues to jointly create a learning experience for the students that facilitated their learning (or potential if not yet implemented).					
Our collaboration provided students with improved conceptual development (or potential if not yet implemented).					
Our collaboration work was integrated into subject content and information literacy across multiple grade levels.					
The principal communicated a clear understanding of the goals of our collaboration.					
The principal provided important support in policies or resources to facilitate our collaboration.					

Comments: