

2.4

COLLABORATIVE PLANNING

2.4.1 COLLABORATIVE PLANNING (Excerpt from Library Learning Walk)

Focus Area	Examples	Wondering / Observations	Next Steps
Collaborative planning	<ul style="list-style-type: none"> • Scheduled planning time for library media specialist and teachers to meet • Planned units of study in content areas • Library media specialist involvement in curriculum committees and development of school plan (CEP) • Library media specialist participation in school, department and grade-level curriculum design and assessment projects • Instructional activities planned collaboratively by teachers and library media specialist • Curriculum needs translated into library media program goals and objectives 		

2.4.2 COLLABORATION

A definition of collaboration is two or more people working toward a common goal. In this case, the library teacher and the subject teacher meet, plan and execute one or more lessons or an entire unit. Research shows that collaboration between subject teacher and library teacher creates the basis for quality education and student achievement.

COLLABORATIVE PLANNING

Planning is the first step of this process. Each teacher contributes the standards and educational objectives from his or her area of expertise. Together, the teachers determine the scope and framework of the learning, the assessment product that the students will create, and the timeline and division of responsibilities.

One of the more difficult aspects to collaboration is finding the time to plan the lessons/unit. Librarians have devised a number of creative ways to plan collaboratively when face-to-face meetings are not possible:

- Curriculum mapping for the year or month so that the librarian always knows the content being taught in the classrooms and connections can be made through the library
- Planning template that is passed back and forth until both are satisfied with the flow of the unit or lesson
- Development of a unit framework by the librarian or teacher and then feedback for revision by the collaborative partner
- Infusion of information fluency skills and library resources into an existing classroom unit
- Use of e-mail for communication during brief moments of respite.

COLLABORATIVE TEACHING

Although the instructional unit is planned together, the teaching of individual lessons may occur either within the library or within the classroom. The classroom teacher and librarian may co-teach or divide the teaching between them.

The librarian plays a very complex role during collaborative teaching situations. A conversation between the librarian and classroom teacher about classroom protocols, student needs, and previous classroom learning experiences will lead to more successful collaborative teaching.

RESOURCES TO SUPPORT COLLABORATION

Two pages in the *Library Learning Walk* are dedicated to collaboration, followed by a page on curriculum. All three are important to collaboration.

The following links will help expand the concept of collaboration and provide guidelines and examples of how these important relationships can be forged.

http://wblrd.sk.ca/%7Eteachlib_dev/coll/role/collrole.htm

This website provides the characteristic roles of various levels of teacher/librarian collaboration.

<http://www.emsc.nysed.gov/nyc/Library/Documents/S-Collaboration%20new%20program%20Fall%2099.ppt>

This website provides a PowerPoint presentation prepared by the NYS Education Department. This PowerPoint presentation can be shared with faculty to help facilitate collaboration in the school building.

http://www.oslis.k12.or.us/docs/steps_collab.pdf

This website provides an overview of teacher/librarian collaboration and steps in accomplishing quality collaboration.

<http://www.accessola.com/ola/toolkit/Resources/Collaboration%20Log-Template.pdf>

This website provides a log to use when collaborating with teachers.

2.4.3 COLLABORATIVE PLANNING: ROLE OF LIBRARIAN

Role of librarian with teachers:

- Assesses student and teacher needs
- Collaborates in planning assignments in alignment with the New York State Standards in the content areas and with classroom expectations of individual teachers
- Partners with classroom teachers to develop curriculum units and lessons
- Facilitates curriculum planning across the school
- Assists in integrating the use of instructional technology to enhance learning throughout the curriculum
- Provides access to resources to support teaching and learning

Role of librarian with administrators / coaches / technology liaisons:

- Assesses needs for classroom and library resources with coaches
- Aligns library curriculum with current school goals
- Builds communication with technology personnel on a building, regional, and citywide level

Role of librarian with parents /volunteers:

- Works with the Parent Coordinator to assess the needs of parents and caregivers
- Communicates and collaborates with the Parent Coordinator to articulate the library's role within the school and community
- Encourages parent involvement in the library media program and parent use of library resources
- Actively participates in PTA, Leadership Teams, and other activities involving parents
- Assists in the implementation of Book Fairs and other fundraising activities
- Plans parent workshops and community literacy programs such as "Family Reading Night" in collaboration with the Parent Coordinator

Role of librarian with the public library:

- Serves as liaison between the school, its teachers, and the public library
- Collaborates with public librarians to coordinate research assignments, homework help, and implementation of reading programs
- Organizes visits to the public library and visits to the school by public librarians for book talks and outreach activities
- Initiates the process for students to obtain library cards

Role of librarian with the community:

- Assesses the needs and opportunities available through the community surrounding the school
- Aligns library programs with community strengths and needs
- Connects teachers with community resources
- Advocates for literacy and student learning through the library with the community

2.4.4 LEVELS OF COLLABORATION

At any one time, a library media specialist may be engaged in many levels of collaboration with classroom teachers, from limited involvement to development of full instructional units and curriculum plans. The appropriate level of collaboration is determined by teacher and student needs and the conditions that make collaboration possible – time for planning, a culture of collaboration in the school, and administrative support. The greater the involvement of the library media specialist in teaching and learning throughout the school, the more likely that academic achievement of students will be positively affected by the library media program.

The Library Media Specialist's Collaboration Taxonomy

Adapted from *Taxonomies of the School Library Media Program* by David Loertscher. Used with permission.

1. NO INVOLVEMENT

The library media center is bypassed entirely.

2. SELF-HELP WAREHOUSE

Facilities and materials are available for the self-starter.

3. INDIVIDUAL REFERENCE ASSISTANCE

Students or teachers retrieve requested information or materials for specific needs.

4. SPONTANEOUS INTERACTION AND GATHERING

Spur-of-the-moment activities and gathering of materials occur with no advance notice.

5. CURSORY PLANNING

Informal and brief planning between the library media specialist and teachers for library media center involvement -- usually done in the hall, the teachers' lounge, the lunchroom, etc. (Here's an idea for an activity and new materials to use. Have you seen...? Can I get you a film?)

6. PLANNED GATHERING

Gathering of materials is done in advance of class project upon teacher request.

7. FIRST-STAGE INSTRUCTIONAL DESIGN

The library media specialist participates in every step of the development, execution, and evaluation of a resource-based teaching unit that involves the teaching of information fluency skills. Library media center involvement is considered as enrichment or as supplementary.

8. FULL INSTRUCTIONAL DESIGN

The library media center staff participates fully in designing collaborative instructional units throughout the curriculum that integrate the use of library resources and the teaching of information fluency skills.

9. CURRICULUM DEVELOPMENT

Along with other educators, the library media specialist contributes to the planning and structure of what will actually be taught in the school or district.

Source:

Loertscher, David V. (2000). *Taxonomies of the School Library Media Program, 2nd Edition*. San Jose, CA: Hi Willow Research & Publishing.

2.4.5 LEVELS OF COLLABORATION IN ACTION

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
No Involvement	You are not involved with this teacher at all. You do not know what the teacher is teaching or what resource needs the teacher has.	
Self-Help Warehouse	You occasionally see the teacher come in to the library to look at some resources. You note that the teacher cites a Wikipedia article in the bibliography she gives to her students, rather than an authoritative source.	Clear signage of areas of library Charts of Dewey areas; Inquiry Process
Individual Reference Assistance	A student asks for help in finding the answer to a question about mummies. You didn't know that's what his class was studying, but you help him find the answer to his question.	
Spontaneous Interaction And Gathering	A second-grade class comes in for a story. The teacher asks you to help them find information about communities around the world instead of hearing a story. You pull out the bibliography you have already done for another teacher and start pulling the books, grouping them by continents, and putting them on the tables. Students sit at the different tables and look through the books you have pulled.	Bibliography on Communities
Cursory Planning	You overhear the 8 th grade science teacher talking about his struggle in getting his students to care about the effect of humans on the environment. You let him know about a wonderful Website that takes students through some "What if?" scenarios about the environment. You offer to show the students how to determine the authoritativeness of a Website in a brief lesson.	Website name, URL, annotation Evaluation of Internet Information handout
Planned Gathering	The sixth grade social studies teachers are getting ready for a major unit on Ancient Egypt. You have known from their curriculum map that this unit is coming, so you have already prepared a Pathfinder that leads the students through their inquiry -- subject headings and key words, books in	Inquiry Process Model Pathfinder on Ancient Egypt

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
	the library, relevant magazine articles, and notable Web sites.	
First-Stage Instructional Design	You have been involved in a series of planning meetings with the 5 th grade teachers to prepare for their final unit of the year -- Human Impact on the Environment. You have been able to help the teachers use the inquiry process as a framework for their unit and have suggested activities and lessons at the various phases (e.g., the students will go on a neighborhood walk at the Connect phase to observe the ways that humans have impacted the environment around their school). Although the students will be gathering much of their information from the science textbook, the teachers have agreed to a final assessment Ecofair in the library. Students will build on their classroom learning to research a particular environmental problem in depth in the library and present the results of their research as scientists at an Ecofair.	<p>Inquiry Process Model</p> <p>Information Fluency Continuum</p> <p>Collaborative Curriculum Unit Plan Template</p>
Full Instructional Design	Your 7 th grade teachers are planning for their major unit on Revolutions. They are adapting the unit posted on the Social Studies Website and using the same essential question: What leads to revolution? You participate in all planning meetings, co-developing the activities at each stage of the unit. You are able to help the teachers use the inquiry process as a planning framework and work with the teachers to develop instructional activities or scaffolding at each phase. Together, you and the teachers have determined that you will teach two main skills during the unit - using primary sources to generate questions for inquiry; determining point of view and researching from a Patriot or Loyalist point of view. You will download two United Streaming videos about the colonies during the beginning stages of the American Revolution for the teachers to use in the classroom. You will	<p>Inquiry Process Model</p> <p>Information Fluency Continuum</p> <p>Collaborative Curriculum Unit Plan Template</p> <p>Lesson: Using Primary Sources to Generate Questions for Inquiry</p> <p>Lesson: Determining Point of View /Researching from a Point of View</p> <p>United Streaming videos on American Revolution</p>

LEVEL OF COLLABORATION	WHAT DOES IT LOOK LIKE IN ACTION?	WHAT TOOLS WILL I USE?
	<p>also compile a bibliography of valuable sources, including print, videos, and electronic/Internet URLs. The final assessment, the Town Hall Meeting, will be held in the library and videotaped for the library collection.</p>	<p>downloaded to CD</p> <p>Bibliography of Sources on American Revolution</p>
Curriculum Development	<p>You participate in all sessions in which teachers are developing curriculum, including the writing of essential and focus questions, defining content and process skills, and developing lessons within each curriculum unit. You integrate information fluency skills from the Continuum across the curriculum. You facilitate school-wide curriculum mapping conversations in which teachers from various grades and content areas look for connections and coherence in the student experience.</p>	<p>Curriculum Mapping sources</p> <p>Information Fluency Continuum</p> <p>Curriculum Maps from Social Studies, Science, and ELA available on the Web</p>

2.4.6 COLLABORATION: FREQUENTLY ASKED QUESTIONS

How do I encourage teachers to plan with me?

- Offer to help with what teachers need the most – help with a curriculum unit, teaching the skills students need for testing, resources for various reading levels.
- Meet teachers where they are. If they are ready for the lowest level of collaboration, start there. If they have already planned a unit, offer to supplement it with resources or teaching embedded lessons.
- Help teachers develop essential questions and authentic assessments to lift assignments to high levels of thinking and student engagement.

How do I make sure that I am planning with all my teachers?

- Make a checklist of all teachers in the building. Chart the collaborations according to the month and focus area.
- Go to grade-level or subject-area meetings to plan units for entire grade levels or courses.
- Maintain a collaboration log that can be analyzed to determine gaps and inequities in collaborative planning.

How do I integrate my collaborative framework of inquiry with units that the teachers have already planned?

- Use the “Collaborative Curriculum Unit Plan” to guide your collaborative planning. Insert the essential questions, focus questions, goals for learning, and instructional activities that the teachers have planned and look for gaps in the outline of the unit. Is there an activity planned to connect students to the topic in a meaningful way? If not, help the teachers plan such an activity using any relevant library resources.
- Work with the teachers to consider what information and thinking skills the students need in order to learn the content. If the students do not already have those skills, offer to teach the necessary skills or provide scaffolding for the students (e.g., students need to gather facts from Web sites, but they don’t know how to find facts to answer their questions).

How do I keep track of the collaborative units I have planned and taught?

- Keep a notebook of units by teacher or grade level or maintain a file of each unit with all handouts and lesson plans.

How do I use the Information Fluency Continuum to leverage collaborative planning and teaching?

- With your principal, conduct a series of professional development sessions in which teachers identify the priority information fluency skills to be learned by students at each grade level by analyzing student performance and content-area curriculum standards.

- Develop a chart of the priority skills and show connections to skills embedded in content-area standards.
- Use the correlated chart of skills in your planning sessions with teachers.

How do I keep track of the information fluency skills I have taught to different classes?

- Use the chart of prioritized information fluency skills for each phase of inquiry to track the teaching by unit and date.
- Compare student performance on classroom assessments and standardized tests to documentation of collaboration and teaching.

2.4.7 COLLABORATIVE CURRICULUM UNIT PLAN TEMPLATE

Librarian's Name _____

Teacher's Name _____ Class/Grade _____

Content Area/Unit Title _____

Essential Question/Focusing Questions:

At the end of the unit, students will know. . .

and be able to. . .

To demonstrate their new understandings and skills, students will produce. . .

of Lessons in Unit _____ Lesson Time/Periods _____

Lesson Dates _____

Planning the Lessons:

Inquiry Process	Learning / Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
CONNECT				
WONDER				

Inquiry Process	Learning/Teaching Activities CT = Classroom Teacher L = Librarian	Information Literacy, Critical Thinking, Literacy, and Technology Skills	Scaffolding	Resources
INVESTIGATE				
CONSTRUCT				
EXPRESS				
REFLECT				
RESOURCES FOR TEACHER AND LIBRARIAN				

