October 5, 2000

Dear Colorado Educator,

This resource folder contains items relevant to the implementation of element 5.6 of the Performance-Based Standards for Colorado Teachers. This element pertains to the collaborative instruction that is essential between the classroom teacher and the school library media specialist. This collaboration is essential in helping improve student academic achievement by providing students with the requisite skills and knowledge to use ideas and information effectively.

The Performance-Based Standards for Colorado Teachers serve as a framework for all initial licensure teacher preparation programs in Colorado. The State Board of Education is developing an assessment system that will determine if teacher candidates can demonstrate proficiency in these standards. The assessment system will be available, as will various support documents explaining the standards and their application.

The library program in any school is a critical element in the education of students. The information needed by all K-12 students is growing exponentially. It is a responsibility of both teachers and library media specialists to assure that students are afforded the opportunity to learn how to efficiently use and apply their knowledge of the many available print and non-print resources in all classroom learning situations.

The supporting documents contained here are a small sample of the materials available through the Colorado State Library, the Regional Library Systems, plus other local and national agencies. Feel free to contact Eugene Hainer, Sr. Consultant for School Libraries at 303-866-6900 for more information on learning opportunities for classroom teachers and library media specialists to meet element 5.6 of the Professional Teacher Standards.

Sincerely,

Nancy Bolt   Bill Ottey
Assistant Commissioner for Libraries   Assistant Commissioner, CDE
Colorado State Library
201 E. Colfax, Suite 309
Denver, CO   80203

Colorado Department of Education

Guidelines and Examples for the Implementation of Performance-Based Standards for Colorado Teachers

Standard 5.6: Library Media

Standard Five: Knowledge of Classroom and Instructional Management: The teacher is knowledgeable about classroom practice in order to successfully manage time, communications, and record keeping procedures that will support and enhance student learning.

The teacher has demonstrated the ability to:

5.6   Work in cooperation with library media specialists in providing student instruction on
- how to access, retrieve, analyze, synthesize and evaluate information, and
- integrate these information literacy skills into the curriculum to accomplish standards-based learning activities.

Demonstrating knowledge of content is just one part of developing well-educated students. Being able to apply this knowledge in all content areas is equally important for ensuring life-long learning practices.

In order to provide students with the information necessary to demonstrate proficiency and understanding of standards, the teacher must effectively utilize the resources of the school library media center. The school library program is the main resource and repository for print, non-print, and electronic information in any school. The media specialist is the key for students and staff who need access to and expertise in using resources. It is essential that teachers work with the school library media specialist to teach students the process and procedures associated with becoming information literate students in an era of increasingly available information resources.

I. Teachers in all content areas need to:

A. Know how to plan and teach collaboratively with a library media specialist. Such activities are necessary for:

1) Practicing the steps for accessing, evaluating, retrieving, analyzing, and synthesizing information in all formats for use in standards-based instruction.
2) Integrating these information literacy skills into the classroom curriculum to accomplish standards-based learning activities.
3) Understanding the importance and use of print and non-print reference materials and research strategies appropriate to the grade level of the K-12 students.
4) Knowing how to develop and implement successful standards-based units or lessons that utilize the resources of the library media center.

    B.   Recognize and understand the importance of the school library media center in helping foster sound reading habits in all students.

    C.   Know that quality school libraries, when well staffed, well funded, and integrated with the classroom curricula contribute to an increase in standardized performance-based assessment scores.

    D.   Have sufficient knowledge of the expertise and resources provided by the library and library staff that they rely on the library program as an essential partner in K-12 education.

II.   TEACHER CANDIDATES COMPETENCIES

    A.   Teacher candidates will be able to:

1) Identify the national information literacy and technology standards and understand how they relate to the content standards.
2) Discuss the current research linking information literacy to improved student achievement.
3) Understand the advantages to K-12 students of authentic research projects based on the content standards over projects based on information from textbooks.
4) Understand the advantages to K-12 students when teachers and library media specialists collaborate to develop effective standards-based lessons.
5) Understand the advantages of collaboration for teachers.
6) Understand the responsibilities and roles of the library media specialist and how each of those roles supports teaching and learning.
7) Develop a collaboratively planned lesson with a school library media specialist.

III. CDE EVALUATION

    A. In evaluating a teacher preparation program in regard to Standard Five, and specifically element 5.6 of that Standard, CDE will look for answers to the following questions:

1) How does the institution provide the necessary skills and knowledge that enable a teacher candidate to gain an understanding of information literacy, use school library resources in the context of classroom instruction, and both develop and teach collaboratively-planned activities in conjunction with a library media specialist?
2) How will the institution assess the teacher candidate's skills and abilities to effectively integrate the resources of a school library media center with content standards?
3) What experiences in the teacher preparation program will enable a teacher candidate to gain the appropriate classroom management knowledge and skills required by Standard Five?
4) How will the institution provide opportunities for the teacher candidate to demonstrate competency in Standard Five, and the required elements in section 5.6?

B. All teacher candidates will graduate from academic institutions with at least one successful example of a standards-based unit or lesson that utilizes the resources of the library media center and is planned and implemented collaboratively with a library media specialist.

IV.   ONGOING ASSISTANCE FROM THE COLORADO STATE LIBRARY

A. To assist in the implementation of this standard, the Colorado State Library is prepared to offer the following assistance:

1) Provide a suggested learning module for instruction in collaborative research and information literacy as defined by standards 5.6.
2) Identify and share a list of school library media specialists who can work with student teachers.
3) Provide staff development to Colorado library media specialists about performance-based teacher standards.
4) Develop and offer workshops to teacher candidates that will allow them to efficiently meet this standard element 5.6, collaboration with school media specialists.

V.   ALIGNMENT WITH CDE CHARACTERISTICS OF COMPREHENSIVE SCHOOL REFORM

A. Understanding and practicing the elements described in element 5.6 provide important connections to the educational goals and commitments of the Colorado Department of Education.

B. Defining characteristics for comprehensive school reform identified by CDE include:
1) High standards for all children
2) Common focus on goals by faculty with an organized framework for school reform supported by board policy.
3) Comprehensive, able to address core subject areas and use of other resources.
4) Aligning all human, financial, and technological resources to focus on teaching and learning
5) Research-based and research tested instruction to assure staff schedules and resources are used effectively to produce high quality results.
6) Professional development that clearly relates instruction to academic improvement.
7) Parent and community involvement with the instructional efforts in the school that focus on academic accomplishments and non-academic needs.

DESCRIPTION OF THE LEARNING MODULE FOR STANDARD 5.6

The school library and library media specialist are essential resources for information in any school. It is important that teachers work efficiently with each to find and use information in many different formats. Students and teachers must be able to analyze, synthesize, and evaluate information in the context of classroom instruction, and work with the library media specialist to incorporate these skills into the curricula.

It is the responsibility of teachers and library media specialists to collaborate to provide students with effective information skills. The information-rich world in which students will learn and work will make the skills of retrieving, analyzing, synthesizing and evaluating information essential. Research shows student achievement improves in schools with good library programs (Lance 1999), and experience shows that students become more successful information users when teachers and library media specialists collaborate to develop effective standards-based lessons.

The following module will give teacher candidates the background needed to plan collaboratively with library media specialists and a lesson plan to use during their field experience. The information could be presented in one class session with reading, reflection, and lesson planning done individually; but is designed to be presented over several class sessions with time provided for class discussion and collaborative work on preparing a model lesson.

LEARNING MODULE OBJECTIVES

The module is designed to prepare teacher candidates for collaborative planning during their field experience. However, if they are assigned to a school without a library media specialist, Eugene Hainer can refer them to a library media specialist who will consult by phone or email to meet the collaboration requirement.

LEARNING MODULE OUTLINE:

DAY ONE: WHY TEACHERS AND LIBRARY MEDIA SPECIALISTS COLLABORATE

It is to the advantage of teachers, library media specialists, and their students to collaboratively plan and teach standards-based research lessons. The teacher is the content specialist and knows which content standards students have achieved and which still must be mastered. The teacher has evaluated students' abilities and interests and can relate a research assignment to interests and course content.

The library media specialist is trained to integrate the research process and information literacy into content areas, has hands-on experience using new

technology, and has knowledge of other research assignments and techniques going on through out the school.

The library media specialist has experience designing research assignments that are achievable, effective, and engaging (Johnson 1999). By taking advantage of the complementary strengths and training of the teacher and the library media specialist, students profit from a more effectively designed project, as well as from the increased attention and support provided by two teachers.

ADVANTAGES FOR K-12 STUDENTS
1. Content skills applied in authentic setting
2. Project individualization through variety of approaches and technologies
3. Help and ideas from two professionals with different perspectives
4. Access materials other than textbooks to practice evaluation and decision-making skills
5. Guidance in using advanced searching techniques and sophisticated online databases
6. Authentic research projects to include in college portfolio or to use to affect change
7. Standard vocabulary and common research model which can be applied in other courses

ADVANTAGES FOR THE TEACHER
1. Double the expertise and experience brought to planning
2. Gain knowledge of "best practices" and inquiry project ideas from other disciplines
3. Update knowledge of newest technology
4. Meet needs of wide variety of learning styles and interests
5. Opportunity for active learning, peer collaboration, and creative presentation
6. Engage students in problem-solving and synthesis skills
7. Improve student learning in the content area and increase test scores

ADVANTAGES FOR THE LIBRARY MEDIA SPECIALIST
1. Improve student success and lessen student / parent frustration with traditional
2. Meet increasing demands of district and community for information literacy
3. Reinforce literacy and technology skills taught in other content areas
4. Integrate newest technology into the classroom
5. Make cross-curricular connections
6. Model collaboration and life-long learning
7. Assess student achievement for use when planning other inquiry-based projects

REFLECTION AND DISCUSSION:

1. How will planning with a library media specialist impact my teaching style and the type of assignments I make?

2. Can I justify spending class time on research, rather than just assigning Internet research as homework?
3. Where do I stand on the need for information literacy versus curriculum content?

DAY TWO: HOW COLLABORATIVE PLANNING WORKS: ROLES AND RESPONSIBILITIES

Teachers and library media specialists work together on three levels: cooperation, coordination, and collaboration (Grover 1996). Each of these may be appropriate at different times and for different student outcomes, however the complex skills of information literacy are most effectively taught and learned at the collaborative planning level.

Cooperation . An informal and brief contact between a teacher and library media specialist which involves little or no planning, such as borrowing materials for the classroom or requesting recommendations for novels to accompany a topic. **Coordination**. Occurs when the teacher and library media specialist plan and teach a specific lesson with an understanding of each other's separate goals.

Collaboration. A partnership sustained over time to accomplish common goals developed together during planning. Responsibilities for communication, leadership, decision-making, and evaluation are shared, resulting in a strong teaching partnership and the ability to make significant impact on student learning (Lance 1999).

Most collaboration evolves from the coordination level as the teacher and the library media specialist commit to providing students ongoing opportunities to develop real information literacy and content skills. Collaboration results in well-planned projects with clear expectations, flexibility, a realistic timeline, sufficient resources, and comprehensive evaluation.

THE TEACHING ROLE OF THE LIBRARY MEDIA SPECIALIST

1. Professional preparation
    1.1. Information Literacy
    1.2. Reading expertise
    1.3. Knowledge of standards and curriculum
    1.4. Teaching experience
2. Knowledge of "best practices"
    2.1. Background reading
    2.2. Guided practice
    2.3. Application of technology
    2.4. School-wide research model
3. Classroom management
    3.1. Expectations
    3.2. Scheduling
    3.3. Interim accountability

    3.4. Assessment

4. Cross-curricular connections

RESPONSIBILITY FOR COLLABORATIVE PLANNING
1. Time
2. Content objectives
3. Student outcomes

ADDITIONAL ROLES OF THE LIBRARY MEDIA SPECIALIST THAT AFFECT TEACHING
1. Information specialist
2. Program administrator

PROFESSIONAL RESPONSIBILITIES OF LMS THAT AFFECT TEACHING
1. Collaboration
2. Leadership
3. Technology

DAY THREE: LOOKING AT STANDARDS AND MODEL LESSONS

The information literacy standards and the technology standards are designed to be integrated into curricular content. Experience shows that these skills are not easily learned when taught in isolation, but are readily mastered when used for course research and reinforced through out the curriculum.

To design a lesson that integrates information literacy skills into the curriculum, first, compare the content standards for your discipline with the *Information Literacy Standards for Student Learning* and identify standards that could be easily aligned. Next, browse some of the lesson plan web sites for research project ideas in your curricular area. Select an idea for a research project and plan an assignment to incorporate both content and information literacy standards.

Design a detailed assignment sheet including the standards to be met, the focus question to be investigated, tasks, timeline, expectations, outcomes, and assessment. (Kathy Shrock's site has useful samples of assessment rubrics.) Realize that this assignment will only become "collaborative" when you have the opportunity to work with a library media specialist during your field experience, however you now have information and ideas to bring to collaborative planning.

RELATED ELEMENTS IN OTHER TEACHER STANDARDS

The pre-service teacher who successfully meets Standard 5.6 may also gain experience in the following related elements of the performance-based standards.

    1.2   Develop phonological and linguistic skills related to reading including b) concepts about print.
    1.3   Support reading through oral and written language development.

3.2 Develop valid and reliable assessment tools for the classroom.

3.3 Develop and utilize a variety of informal and formal assessments, including rubrics.

3.6 Provide effective verbal and written feedback that shape improvement in student performance on content standards.

3.7 Prepare students for the Colorado Student Assessment Program (CSAP), Third Grade Literacy Assessment, and other assessments of educational achievement.

4.3 Apply expert content knowledge to enrich and extend student learning.

5.1 Create a learning environment characterized by acceptable student behavior, efficient use of time, and disciplined acquisition of knowledge, skills, and understanding.

5.5 Understand the cognitive processes associated with various kinds of learning (e.g. critical and creative thinking, problem structuring and problem solving, invention, memorization and recall) and ensure attention to these learning processes so that students can master content standards.

7.2 Use technology to increase student achievement.

7.4 Apply technology to data-driven assessments of learning.

RESOURCES

The bibliography is a list of recommended readings to give teacher candidates an overview of the current professional literature on information literacy and collaborative planning. Eugene Hainer, Colorado School Library Consultant (303-866-6730), can provide the names of school library media specialists across the state who are available to visit academic classes to serve as a resource for this discussion and for developing a sample collaborative lesson plan.

The electronic version of the Learning Module may be edited and reproduced by downloading the file from the Colorado Department of Education web site, along with more detailed notes for the "talking points" listed under each heading.

Selected Web Links for Standards

Information Literacy Standards for Student Learning	www.ala.org/aasl
Information Literacy Standards for Higher Education	www.ala.org/acrl
National Educational Technology Standards	www.cnets.iste.org
Content Standards	www.mcrel.org/standards/
"Equipped for the Future" Standards for Adult Literacy and Lifelong Learning	www.nifl.gov/nifl/programs_services.html

Selected Web Links for Research Project Ideas

Apple Learning Interchange	www.ali.apple.com
AskERIC	http://www.askeric.org/
Big6 Research Model	www.big6.com
Gateway to Ed. Materials	www.thegateway.org
Kathy Schrock's Guide	www.school.discovery.com
Knowledge Network	www.kn.pacbell.com
Library of Congress	www.loc.gov
Los Angeles County Schools	www.lacoe.edu/lacoeweb/orgs/97/index.cfm
OH! Teach	www.oplin.lib.oh.us/index.cfm?id=19
SCORE Cyberguides	www.sdcoe.k12.ca.us/score/cyberguide.html
Teachnet.Com	www.teachnet.com/lessons/index.html
Websites for Teachers	www.csun.edu/~vceed009/

Selected Web Links for Resource-based Instructional Design

Developing Powerful Questions	www.fno.org/snake/snake.htm
Designing Research Projects Students (and Teachers) Love	www.infotoday.com/MMSchools/nov99/johnson.htm

SELECTED BIBLIOGRAPHY FOR COLLABORATIVE PLANNING

Prepared by Fran Luther, Professor, UCD and Michele Nankervis, Student Researcher

American Association of School Librarians and the Association for Educational Communications and Technology (1998). *Information Power: Building Partnerships for Learning*. Chicago: American Library Association.

Freeman, J. (1998). Forging Productive Teacher Librarian Partnerships. *Instructor*, 108 (2), 88-90.

Gross, J. & Kientz, S. (1999). Collaborating for Authentic Learning. *Teacher Librarian*, 27 (1), 21.

Grover, R. (1996). *Lessons Learned: Collaboration*. Chicago: American Association of School Librarians, American Library Association.

Higgins, K., Jenner, F. & Goudvis, A. (1998). Studies and Research: Collaborating to Learn: Teachers and Librarians Become Instructional Partners. *Colorado Reading Council Journal*.

Johnson, D. (1999). Designing Research Projects Students (and Teachers) Love. *MultiMedia Schools*, (Nov.-Dec.) 37-42.

Lance, K.C., Rodney, M. J., & Hamilton-Pennell, C. (2000). *How School Librarians Help Kids Achieve Standards: The Second Colorado Study*. Santa Clara, CA: Hi Willow Research and Publishing.

McCarthy, C.A. (1997). A Reality Check: The Challenges of Implementing Library Power in School Library Media Programs. *School Library Media Quarterly*, 24 (4), 210-213.

Muronaga, K. & Harada, B. (1999). The Art of Collaboration. *Teacher Librarian*, 27 (1), 9.

Newman, D. (1994). Current Research. *School Library Media Quarterly*, 22 (3), 167-172.

Tallman, J.I & Donham van Deusen, J. (1994). Collaborative Unit Planning- Schedule, Time, and Participation: Part Three: The 1993-94 AASL/ Highsmith Research Award Study. *School Library Media Quarterly*, 22 (1), 33-37.

Turner, P. (1996). What Help Do Teachers Want and What Will They Do to Get It? *School Library Media Quarterly*, 24 (4), 208-211.

Wolcott, L. (1996). Planning with Teachers: Practical Approaches to Collaboration. *Emergency Librarian*, 23 (3), 9-14.

Wolcott, L. (1994). Understanding How Teachers Plan: Strategies for Successful Instructional Partnerships. *School Library Media Quarterly*, 22 (3), 1