University of Northern Iowa

UNI ScholarWorks

2008

School library orientation: Introducing teachers to the roles and services of teacher librarians

Allison Emery
University of Northern Iowa

Let us know how access to this document benefits you

Recommended Citation

School library orientation: Introducing teachers to the roles and services of teacher librarians

Find Additional Related Research in UNI ScholarWorks

To find related research in UNI ScholarWorks, go to the collection of School Library Studies Graduate Research Papers written by students in the Division of School Library Studies, Department of Curriculum and Instruction, College of Education, at the University of Northern Iowa.

Abstract

The purpose of this research project was to develop materials that could be used to orient teachers new to a school building to the roles and services of the teacher librarian, the resources he or she can provide, and the culture of collaboration. Research questions seeking resolution were the following: (1) What do teachers new to a school need to know in order to be able to collaborate with a teacher librarian and to be able to use the school library and all of its resources to effectively meet the academic needs of their students? (2) What practices are best for teacher librarians to employ when educating new teachers about the roles of teacher librarians and the resources available to the learning community? (3) How does a teacher librarian evaluate the effectiveness of instruction and training of teachers new to a school? Anecdotal data was collected from new teachers regarding the use of the school library and requests for services made to the teacher librarian. This data was used to determine the content of the inservice materials. A teacher survey was used to collect information from resident teachers to inform the content. The format of this research project, consisting of the inservice and the materials used during that inservice, was the result of the application of research findings reviewed in the literature review regarding effective inservice practices. The materials developed include a DVD, an anticipation guide, and a curriculum resource scavenger hunt to be used as part of the inservice training. Evaluation of the inservice's effectiveness was based on a second set of anecdotal data collected from new teachers about the nature of requests made to the school librarian and use of the school library.

School Library Orientation:

Introducing Teachers to the Roles and Services

of Teacher Librarians

This Graduate Research Paper

Submitted to the

Department of Curriculum and Instruction

Division of School Library Studies

In Partial Fulfillment of the Requirements for the Degree

Master of Arts

University of Northern Iowa

By

Allison Emery

December 2008

This Research Paper by: Allison Emery

Titled: School Library Orientation: Introducing Teachers
           to the Roles and Services of Teacher Librarians

has been approved as meeting the research paper requirements
for the degree of Master of Arts

_____   _____
Date Approved   Graduate Faculty Reader

_____   _____
Date Approved   Graduate Faculty Reader

_____   _____
Date Approved   Head, Department of
                                                     Curriculum and Instruction

Abstract

The purpose of this research project was to develop materials that could be used to orient teachers new to a school building to the roles and services of the teacher librarian, the resources he or she can provide, and the culture of collaboration. Research questions seeking resolution were the following: (1) What do teachers new to a school need to know in order to be able to collaborate with a teacher librarian and to be able to use the school library and all of its resources to effectively meet the academic needs of their students? (2) What practices are best for teacher librarians to employ when educating new teachers about the roles of teacher librarians and the resources available to the learning community? (3) How does a teacher librarian evaluate the effectiveness of instruction and training of teachers new to a school? Anecdotal data was collected from new teachers regarding the use of the school library and requests for services made to the teacher librarian. This data was used to determine the content of the inservice materials. A teacher survey was used to collect information from resident teachers to inform the content. The format of this research project, consisting of the inservice and the materials used during that inservice, was the result of the application of research findings reviewed in the literature review regarding effective inservice practices. The materials developed include a DVD, an anticipation guide, and a curriculum resource scavenger hunt to be used as part of the inservice training. Evaluation of the inservice's effectiveness was based on a second set of anecdotal data collected from new teachers about the nature of requests made to the school librarian and use of the school library.

Table of Contents

Chapters

Chapter One

Introduction

Background

According to the Iowa Department of Education, 32% of Iowa's 1,477 public schools failed to meet annual achievement targets for math and reading (Hupp, 2008, para. 3). Many schools are searching for ways to increase student achievement, and one answer may already exist within their school libraries. Research in 19 states and one Canadian province has demonstrated that quality school library media programs positively impact student achievement (Scholastic Research Foundation, 2008, p. 10). This research project will investigate ways teachers can be made aware of how school library programs can impact student achievement and enhance learning.

Iowa is just one U.S. state that is responding to the 2001 *No Child Left Behind* legislation. Under the law, Iowa school districts must set yearly goals for student progress. Failure to meet these goals for two consecutive years creates a need for the district to develop a plan for improvement, to offer students the choice to attend other schools, and to receive technical assistance from the state. Each additional year that a district fails to make progress, more severe sanctions are imposed by the state (Hupp, 2008, para. 8).

Iowa school districts are under pressure to meet goals for student achievement, so there is definitely a reason to pay attention to the results of the 2002 Iowa study of the impact of school libraries on student achievement. The

researchers involved in this study found that there were only two variables that outweighed the impact of quality school libraries on student achievement: poverty, race, or ethnicity (Rodney, Lance, & Hamilton-Pennell, 2002, p.123). In 2007, another study was conducted in Indiana to evaluate the impact of school libraries on student achievement. One of the key findings in this study was that at the elementary level, schools that averaged better standardized test scores had teachers who reported collaborating with library media specialists to design and deliver instruction (Lance, Rodney, & Russell, 2007, p. 159). While poverty, race, or ethnicity are beyond a school district's realm of control, school districts have the power to create and maintain quality school library programs that promote collaboration.

Teacher librarians are the professional educators who are responsible for developing the library programs that will enhance the academic achievement of all students within their buildings. When developing quality library programs, teacher librarians have four main areas of responsibility as outlined in the American Association of School Librarians (AASL) and Association for Educational Communications and Technology (AECT) document entitled *Information Power: Building Partnerships for Learning*. The four roles of the *school library media specialist*, a title used by AASL and AECT that is synonymous with *teacher librarian*, include the following: teacher, instructional partner, information specialist, and program administrator (AASL & AECT, 1998, p. 4).

Teacher librarians are information specialists who know, select, organize, and recommend materials. They are leaders who share their expertise in helping all members of the learning community locate and evaluate information in a variety of formats (AASL & AECT, 1998, p. 5). Teacher librarians are program administrators who work with the learning community to create policies that guide the program and provide quality services and resources. They are responsible for budgeting the time, the money, and the human resources essential to meeting the needs of the school community. They are also responsible for creating policies that direct daily operations and future planning. Teacher librarians make decisions as to the nature and subject of materials, the possible formats of those materials, and whether those materials are housed within the collection or accessible to patrons through new technologies (AASL & AECT, 1998, p. 5).

As a teacher and instructional partner, the teacher librarian is a curricular leader who demonstrates the best practices for teaching. Teacher librarians are instrumental in teaching students as well as faculty how to locate and use information sources available to the learning community. They help teachers incorporate information skills into the curriculum and share the responsibility of curriculum design, planning, teaching, and evaluation with other professionals in the building. They also support over-reaching goals for student achievement (AASL & AECT, 1998, p. 4).

With the broad goal of student learning and achievement at the heart of every school, *Information Power* identifies a principle to guide the use of school library resources in the learning community. "The library media program is essential to learning and teaching and must be fully integrated into the curriculum to promote students' achievement of learning goals" (AASL & AECT, 1998, p. 58). Classroom teachers and librarians must collaborate in order to fully integrate the library's resources into the curriculum.

Teacher librarians, planning collaboratively with teachers, create learning experiences that integrate information skills with other learning activities (Najaka, 1993, para. 5). The teacher and the teacher librarian complement one another's strengths and weaknesses when they work together, and they fill instructional gaps to create a solid, balanced approach to instruction (Urbanik, 1989, p. 77).

As professionals, teacher librarians should be fully aware of their roles and responsibilities within the educational community. Likewise, teachers should be aware of their responsibilities in the dynamic learning environments of today's schools. The Iowa State Board of Education adopted the Iowa Teaching Standards and Model Criteria in May of 2002 that includes a list of eight standards quality teachers must demonstrate (Iowa State Board of Education, 2002, para. 4). Specific criteria are listed for each standard to further identify specific behaviors indicative of quality teachers. Although none of the criteria specifically address the use of school libraries or collaboration with teacher

librarians, some criteria do address use of resources and technologies (Standard 4f) and the collaboration with colleagues (Standard 8e).

The American Association of School Librarians (AASL), a division of the American Library Association (ALA) states that, "Teachers and administrators, as well as library media specialists, must understand and support the concept of information literacy and resource-based learning" (AASL, 1995). The AASL has developed competencies for beginning teachers to help identify the knowledge and skills teachers should possess to make them effective collaborative partners. The AASL document "Competencies for Prospective Teachers and Administrators" also includes suggestions for teacher and administrator education programs that can help develop the information skills and collaborative paradigm that will be vital to creating effective learning communities (AASL, 1995).

Wilson, Blake, and Lyders' (1993) research demonstrated that administrators and teachers often do not demonstrate the competencies outlined in "Competencies for Prospective Teachers and Administrators." Wilson, Blake, and Lyders reported that 68% of administrators responding to their survey felt they were not adequately trained in regard to the management and function of school libraries (p.19). Seventy-eight percent (78%) of the respondents also felt that more training in that area should have been provided (p. 19). The school librarian may need to instruct new faculty in the expectations they should have of

the librarian, so that together they can improve instruction and increase student achievement.

Problem Statement

Teachers new to a school are often unaware of the integral roles teacher librarians assume in a school and the invaluable services they provide.

Research Questions

This study will seek to answer some fundamental questions that relate to the awareness teachers have of roles of teacher librarians:

1. What do teachers new to a school need to know in order to be able to collaborate with a teacher librarian and to be able to use the school library and all of its resources to effectively meet the academic needs of their students?

2. What practices are best for teacher librarians to employ when educating new teachers about the roles of teacher librarians and the resources available to the learning community?

3. How does a teacher librarian evaluate the effectiveness of instruction and training of new teachers to a school?

Purpose

The purpose of this research is to develop materials that can be used to orient new teachers to the roles of the teacher librarian, the resources he or she can provide, and the culture of collaboration.

Definitions

For the purpose of mutual understanding between the writer and the reader, the following terms are defined:

Academic achievement – knowledge attained or skills developed in the school subjects, usually designated by test scores or by marks assigned by teachers, or both (Good, 1973, p. 7).

Collaboration – may involve teachers and librarians working together throughout the planning and implementation process, or it may necessitate the division of responsibilities [for teaching a lesson] once learning goals and basic strategies have been identified (AASL & AECT, 1998, p. 65).

Collection development – the process of planning a stock acquisition program not simply to cater for immediate needs, but to build a coherent and reliable collection over a number of years, to meet the objectives of the service. The term demands a depth and quality of stock, and includes associated activity towards exploitation of the collection through publicity and staff development (Prytherch, 1995, p. 146).

Database – any grouping of data for a particular purpose or for the use of a particular set of end users. Normally stored on computer files, or on CD-ROM, a database might contain bibliographic data, or numerical or statistical material, and may be assembled and marketed commercially, or by an organization, library, or individual. Access to an online database may be obtained via a host (Prytherch, 1995, p. 190). In this paper the terms *online database* and *subscription database*

refer to groupings of stored information marketed to the library to meet information needs of patrons. These databases require libraries to purchase rights to use the databases, which are then accessed online (see the definition for *online information retrieval*).

Information literacy – the ability to find and use information, which is the key to lifelong learning (AASL & AECT, 1998, p. 1).

Media specialist – a person who holds a master's degree in librarianship from a program accredited by the American Library Association, or a master's degree with a specialty in school library media from an educational unit accredited by the National Council for the Accreditation of Teacher Education (ALA, 1996, p. 45). In this paper the terms *media specialist, school library media specialist, teacher librarian* and *school librarian* are synonymous and used interchangeably.

Online information retrieval – a means whereby a searcher at a remote terminal can access and interrogate databases containing bibliographical or other data. Such databases, produced by commercial firms, government departments, professional bodies, and research organizations, are usually made available via a host. The searcher accesses the database using a telecommunications link and quoting a password to establish authenticity (Prytherch, 1995, p. 465).

Resource-based learning – teacher librarians work with teachers to coordinate learning units and to integrate the learning of research skills within the classroom activities. Such an approach has been called *curriculum-based*, *integrated*, or, as used here, *resource-based* (Thompson, 1991, p. 25).

School library -- an organized collection of books placed in a school for the use of teachers or pupils, but usually for pupils. It may comprise books of reference and books for home reading, and be in the care of a professional librarian, teacher, or teacher-librarian. This place in a school can be variously called an *instructional materials center, learning resources center, library media center, media center* (Prytherch, 1995, p. 568). In this paper, these terms along with *school library media center*, can be used interchangeably to mean the same thing.

Assumptions

The author assumes that teachers and administrators will be open to the ideas of resource based learning and teacher-librarian collaboration as a means for improving instruction. It is also assumed that time will be made available by the school administrator to implement the initial training of teachers new to the school building (both practicing educators and those new to the profession). It is also assumed that there will be administrative support for providing time during which the librarian and teacher can plan collaboratively.

Limitations

Materials will be created for this approach and will be based on the needs and requirements, as well as the resources and services, of one particular library program. The plan may not transfer in its exact details to other schools.

Significance

At the rate at which our society produces knowledge and information, it is impossible for teachers to teach students all they will need to know. Teachers can

engage students in classroom inquiry that requires higher order thinking and problem solving. When teachers create such opportunities, students have the situational need to become critical thinkers and users of information. Teachers and librarians can then provide modeling and instruction for their students showing them how to be informed consumers, users, and evaluators of information. Students in this kind of learning environment develop the knowledge and skills to be valuable members of the work force and society.

In order for teachers to be able to encourage the development of these kinds of citizens, they will first need to recognize the importance themselves. When teachers recognize information literacy as important to all disciplines, they can begin to make a difference in the futures of our students. Perpetuating the cycle of information illiteracy is an unfortunate reality is schools today as teachers who were never taught information literacy skills don't have the knowledge base to impart these skills to their students. It will become the duty of teacher librarians to break the cycle.

Teacher librarians can start by communicating their roles with their colleagues. Teachers will begin to understand that librarians are teachers as well as collaborative partners, information specialists, and program administrators. Teacher librarians can then open the door to planning instruction collaboratively with teachers so that instruction integrates the use of library resources and information literacy skills. Students in such classrooms will be required to search

for, retrieve, evaluate, and apply information, creating knowledgeable consumers and users of information.

The key result of this learning process is the fact that students will engage higher order thinking skills to fully learn, apply, and synthesize concepts related to specific disciplines and make connections across disciplines. This is the kind of teaching that will lead teachers to be successful in creating world-class schools that produce students who achieve in the classroom and beyond the school walls.

Chapter Two

Literature Review

Introduction

The review of the literature is intended to demonstrate the influence of information literacy on the academic environment, in order to establish the framework for teacher orientation materials. The first section is concerned with the use of resource-based learning environments in schools, the infusion of information literacy skills in these environments, and the implications they have for student achievement. The second section explores the preparation administrators and teachers have in using libraries and information skills, and in creating and using resource-based instructional design. The final section addresses the ways in which librarians can best facilitate the use of resource-based learning and collaboration within schools through teacher inservice training.

Resource-Based Learning

In 1999, Yamzon sought to gain a better understanding of the effects that student choice in project-based learning (PBL) had on student achievement (Yamzon, 1999, p. 6). Yamzon used an ethnographic methodology to collect data by means of interviews. The interviews consisted of five open-ended, in-depth questions (p. 18).

Yamzon conducted interviews with ten teachers, nine of whom were female (Yamzon, 1999, p. 18). All of these teachers had at least two years teaching experience, and five of the teachers were PBL coordinators who were

leaders in their schools for the integration of PBL in the curriculum. The teachers

sampled came from four different schools in two different school districts (p. 19).

Teachers reported in the interviews that student choice in PBL affected

achievement (p. 28). Student choice was reported to affect students' levels of

enthusiasm, involvement, and overall success in creating quality work (p. 29).

Yamzon (1999) concluded that learning experiences can be greatly enhanced by

incorporating choice through PBL, and recommended replicating the study using

a larger population (p. 29).

It would be logical for teachers to employ the use of choice through

project-based assessments, given Yamzon's conclusions (Yamzon, 1999, p. 29).

Teachers may find that they need a variety of informational resources in order to

provide student choices and implement use of project-learning to meet learning

objectives. The need for a variety of informational resources is shared by the

concept of resource-based learning.

Schools can provide resources students may need in order to engage in

such learning by investing in library materials for students to use. Bruning's

(1994) study demonstrated that such investments are justified. Bruning conducted

a correlational study that sought to identify relationships between achievement

and the percent of instructional expenditures for school library collections (p. 8).

Bruning felt it was unfair and inaccurate to compare overall per pupil

expenditures on library materials from districts with radically different budget

amounts. He found it was more accurate to compare school districts' percentages

of budgets spent on library materials (p. 7). Regardless of the overall amount of the budget, the percentages of those budgets allocated to library programs, could be compared (p. 8).

Bruning measured achievement levels by students' performance on standardized tests (Bruning, 1994, p. 9). The standardized tests evaluated were the Ohio 9th Grade Proficiency Examination in the areas of reading, writing, mathematics, and citizenship. Bruning chose to focus on the top 50 and bottom 50 Ohio school districts in terms of their per pupil expenditures. He chose these districts by using the Ohio Department of Education's statistics that were reported to the department by individual school districts from the 1990-1991 school years (pp. 42-43). They were chosen because their data represented the extremes of the expenditure distribution from the total of 612 school districts in the state that enrolled students during that school year (pp. 44-45).

Bruning concluded that positive relationships tend to exist between commitment to the library (as measured by the percent of the budget allocated for library materials) and the achievement measures of cumulative passing rates on the four specified areas of the proficiency examination (Bruning, 1994, p. 90). Bruning recommended that more money should be spent on schools and the reallocation of funds to distribute wealth amongst districts in order to reduce the disparities in school budgets (p. 91). Bruning also recommended that further studies be conducted to better determine which spending patterns are positively

related to student achievement, as the library expenditures were only one part of the overall picture of student achievement (p. 92).

Bruning's (1994) research addressed the fact that there is a relationship between library expenditures and student achievement. Additional research was consulted to investigate what library services, beyond collection development, impacted student achievement. The Iowa Area Education Association media directors were concerned with the declining condition of library media programs in Iowa, which prompted them to contract with Rodney, Lance, and Hamilton-Pennell to replicate earlier studies on the impacts of school library media centers on academic achievement (Rodney, Lance, & Hamilton-Pennell, 2002, p. 1). Similar studies had already been successfully completed in Colorado, Alaska, Pennsylvania, and Oregon (p. 1). The Iowa study sought to investigate four main areas:

1. Identify the impacts of school library media centers on student achievement.
2. Identify characteristics of library media (LM) specialists and programs that affect academic achievement.
3. Assess the contributions of collaboration between teachers and LM specialists to the effectiveness of LM programs.
4. Examine the growing role of information technology in LM programs, particularly licensed databases and the Internet (p.1).

Rodney, Lance, and Hamilton-Pennell developed a survey that asked for information pertaining to several sets of potential predictors of academic achievement such as library media center (LMC) hours, LM staff and their activities, technology, LMC usage, LM resource collections, and finances

(Rodney, Lance, & Hamilton-Pennell, 2002, p. 29). Area Education Association

media directors distributed the surveys to all schools in Iowa (p. 32). This

survey's data included all responding schools that included in their populations

students in grades 4, 8 and 11. The researchers used those three grades as the

sample population to be studied because the academic achievement scores for

those grades were reported to the state each year by all schools (p. 33). Iowa

schools reported scores for grades 4 and 8 using the Iowa Tests for Basic Skills

(ITBS) and reported scores for grade 11 using the Iowa Tests of Educational

Development (ITED), which made the data readily available (p. 33).

The research team used correlation statistical techniques to describe and

measure the degrees of association or relationship amongst the information taken

from the surveys, test score data, census information and other community

resources (Rodney, Lance, & Hamilton-Pennell, 2002, p. 34). They concluded

that Iowa reading test scores rise with the development of LM programs (p. 39).

They reported specific attributes of LM programs that tend to be correlated with

rises in test scores including library media staff hours per 100 students, total staff

hours per 100 students, print volumes per student, and periodical subscriptions per

100 students (p. 63). The only variable that seemed to be greater than the impact

of the school library media center on academic achievement was the race,

ethnicity, and poverty factors that affect the community (p. 73).

Based on the results of the study the authors recommended five actions for

consideration by Iowa school decision-makers (Rodney, Lance, & Hamilton-

Pennell, 2002, p. 91). The first recommendation was for adequate funding for professional LM staff and for support staff, information resources, and information technology (p. 91). Second, the authors recommended that LM specialists take on leadership roles in their schools to ensure information literacy. They should also participate in the planning and implementation of standards and curriculum (p. 91). Third, it was recommended that principals set the tone in their schools by adopting the policies and practices that lead to teachers and LM specialists being collaborative teaching professionals (p. 91). It was also recommended that information technology be used to make information resources accessible beyond the walls of the LM center (p. 91). Lastly, it was recommended that LM specialists ensure access to high-quality subscription databases and provide students and teachers with training so they are able to make use of those databases (p. 91).

Knowledge base of teachers and administrators

Research findings from Yamzon (1999), Brunning (1994), and Rodney, Lance, and Hamilton-Pennel (2002) indicate school librarians are to provide the materials and environment conducive to resource-rich, authentic learning. Critical responsibilities for this type of learning environment's success would be the development of the school library collection and the development of collaborative relationships with teachers. The following research was reviewed to identify what teachers and administrators may already know about school libraries and resource-rich, collaborative instructional practices.

Principals set the tone in their school buildings for how their school(s) will operate. Wilson and Blake surveyed 423 school administrators in 1993 to determine if administrators felt they had been adequately prepared concerning the management and function of school library media programs. They reported that 68% of the respondents admitted not being adequately prepared, and that 78% of the administrators recognized that the management and function of school libraries should be part of a principal's training (Wilson & Blake, 1993, p. 67).

Given the responses to the survey, Wilson and MacNeil (1999-2000) conducted another survey to determine if and to what extent principal preparation programs were addressing school library issues. By means of a survey, Wilson and MacNeil hoped to determine whether principal preparation programs were providing information about school libraries. They also wanted to know whether the programs did include information about school libraries and the amount and type of information that was being included in the course work (Wilson & MacNeil, 1999-2000, p. 19).

Wilson and MacNeil distributed surveys to the deans of the 519 universities that were accredited by the National Council for the Accreditation of Teacher Education (Wilson & MacNeil, 1999-2000, p. 19). They asked if the universities had principal preparation programs. They requested that the surveys be sent to the chair of the principal preparation program, or to a professor in the program if there were no program chair (p. 19). If the university had no principal preparation program, they asked that the surveys be marked as such and returned.

Wilson and MacNeil received 426 of the 519 surveys, with a total of 250

respondents reporting to have principal preparation programs (p. 19).

Wilson and MacNeil noted that of the 250 universities with principal

preparation programs, only 47 universities reported integrating school library

information into their courses (Wilson & MacNeil, 1999-2000, p. 19). The

majority identified one or two courses in which school library information was

included, and identified the specific topics of library personnel and state

requirements for school libraries (p. 19). The survey respondents made

suggestions as to how information about school libraries might be incorporated

into a principal preparation program, which included inviting media specialists

and other library resource people to classes, visiting schools with exemplary

school library programs to speak with the teacher librarian, and integrating school

library components into each course rather than creating a separate, additional

course addressing school libraries (pp. 19-20).

Wilson and MacNeil made four general recommendations for change

based on the findings from their survey (Wilson & MacNeil, 1999-2000, p. 21).

It was recommended that at least one 45-60 minute component of school library

information should be integrated into each course and that the content should be

tied to the objectives of that course (p. 21). Second, principal preparation

programs should team up with school library programs if one is available at the

same university (p. 21). Third, a variety of experiences should be added to

complement the short lectures within the university classroom, such as guest

speakers, school library visits, field-based observations, and interviews with school librarians (p. 21). Last, it was recommended that current NCATE standards be revised to include at least one subcategory that would relate to school library programs (pp. 21-22).

Wilson and MacNeil used their findings to construct a model for the integration of school library information into the principal preparation course work at the University of Houston-Clear Lake (Wilson & MacNeil, 1999-2000, p. 20). The researcher of this current project recognized an opportunity for further research in the comparison of principals who did and did not receive information or training in the principal preparation programs and the way in which the libraries in their schools are managed and function.

Having investigated the preparation (or lack thereof) that principals are receiving (Wilson & MacNeil, 1999-2000), it also seemed pertinent to investigate research conducted as to how teachers are being prepared to use libraries. Research was found that addressed how teachers are being prepared to access and use information and the importance information literacy plays in the preparation of teachers. In 1999, Nero published a study of the extent of information literacy skills among graduating teacher education majors of four Pennsylvania universities (Nero, 1999, p. 5). Nero used the descriptive survey method to collect the needed data (p. 22). This was done by distributing Information Literacy Assessment (ILA) instruments to seniors enrolled in teacher education programs offered at four Pennsylvania State Universities (pp. 23-24). In all, 519

ILAs were distributed during the 1998 spring and fall semesters to select classes

of student teachers from the education programs of the four universities (p. 30).

Of the 519 ILAs distributed, 508 were returned completed and in usable form (p.

30). Some of the returned ILAs were returned blank or only partially completed,

so were not used (p. 30).

Nero concluded that the data indicated most student teachers had minimal

understanding of the information environment in which they were likely to study

or work (Nero, 1999, p. 45). Nero noted that, while student teachers would likely

be able to discriminate among information sources and apply information from

sources, the study also showed gaps where some student teachers did not possess

proficiency with basic and traditional library resources (p. 45). Nero also noted

that another gap was identified with some students being proficient with basic and

traditional library sources, but lacking proficiency with more recent, technology-

based resources (p. 45).

Nero summarized implications for change that included the recognition of

the importance of information literacy skills for students of all ages, especially for

college students and students in teacher education programs (Nero, 1999, p. 50).

Nero recommended further research to explore the causal relationships between

the way information literacy instruction is presented and the effectiveness of that

instruction (p. 52). Specifically, Nero suggested that effectiveness of course-

integrated instruction be studied (p. 52). He also stated that this study

"demonstrates a need for better communication and interaction between librarians

and classroom faculty" (p. 52), and that more work should be done to better understand the perceptions of teachers and librarians regarding their views of the importance of information literacy and how it should be addressed in the context of schools (p. 52).

Nero's (1999) work brought to attention the necessity of looking at how teachers and administrators are being prepared to be users of information skills and libraries. If some teachers are unprepared to use libraries, it raises questions as to the importance placed on information literacy and library use in teacher education programs. O'Hanlon set out to address the implications of teachers not developing their own information literacy skills. In O'Hanlon's study, the problem set forth was that if library skills are important in the development of higher-level intellectual skills and knowledge, teachers must first be information literate if they are to teach their students to be (O'Hanlon, 1987, p. 18).

O'Hanlon (1987) used a survey to measure the attitudes of the faculty in elementary-education teacher-training programs in Ohio. O'Hanlon limited survey participants to full-time, permanent faculty active in teaching elementary-education courses (p. 19). During January of 1985, O'Hanlon mailed survey forms to 328 faculty identified as meeting the criteria. At least one faculty member at 38 of the 43 schools with elementary-education teacher-training programs completed the questionnaire. In all, 175 questionnaires out of the 328 were returned (p. 19).

O'Hanlon (1987) found that respondents strongly indicated that independent-learning skills should be the first priority of the teacher-training curriculum, but were split when asked whether utilizing information presented by instructors was more important than being able to find information independently in the library (p. 24). O'Hanlon concluded that while most librarians are able to recognize the connection between information-finding skills and lifelong learning skills, many of the faculty members surveyed did not recognize this relationship (p. 25). The survey also indicated that respondents felt library research skills enhanced both the teacher's ability to solve job-related problems and to teach effectively, yet half of the respondents also viewed current graduates of Ohio teacher-training programs as inadequately prepared to teach these skills to their students (p. 25). O'Hanlon recommended that "further study of faculty and teacher attitudes toward the research process and toward the relationship of library skills to critical thinking skills would contribute in an important way to effective reform of teacher-education programs" (p. 26).

If pre-service teachers are not being taught to use libraries to further their own learning and professional growth (O'Hanlon, 1987), it leads one to question whether or not they are being instructed on how to use libraries as an integral part of their teaching. Isebrand (2002) conducted a study to determine whether teacher-training programs at the secondary level in Northwest Iowa instructed students in their methods courses about the uses of the library and its resources and the collaborative role of the school librarian (p. 6).

Isebrand's methodology was a descriptive study using a response-type survey (Isebrand, 2002, p. 18). Isebrand surveyed faculty teaching methods classes in secondary education teacher-training programs in Northwest Iowa private colleges. These colleges included Briar Cliff College of Sioux City, Buena Vista University of Storm Lake, Dordt College of Sioux Center, Morningside College of Sioux City, and Northwestern College of Orange City (p. 18). Thirty-seven surveys were mailed to professors identified as teaching secondary education methods courses (p. 18). Of the 37 surveys mailed, 25 were returned. Of the 25 surveys returned, 18 were considered useful for the study and met the requirements that the respondents teach secondary education methods courses (p. 18).

Isebrand (2002) reported that the majority of the methods instructors surveyed indicated that they do instruct students on the use of reference materials and the college library, and do instruct students on the use of CD-ROMs, videos, Internet, and web sites (p. 26). However, secondary methods instructors in Northwest Iowa private colleges may not be preparing their students to work collaboratively with school librarians. Twenty-three percent of the instructors reported teaching the roles of the school librarian (p 27). Fifty percent instruct students as to the benefits of collaborating with the school librarian in designing instructional units, yet only thirty percent included methods on doing so (p. 27).

Isebrand (2002) recommended that knowledge of the library and school librarian should be included within the teaching standards for pre-service and

practicing teachers (p. 31). Isebrand also recommended that further research be conducted to continue and expand the study to include other private colleges and state universities in Iowa, as well as other states (p. 31). The study could also be replicated to study the instruction about the roles of the librarian and library program in elementary education methods courses (p. 32). Also recommended was a descriptive study of practicing school librarians to identify their experiences with collaborating with colleagues, and a study of practicing secondary teachers to identify their experiences with collaborating with school librarians (p. 37). Although the Isebrand study was very limited in scope, the population studied is of significant importance to the researcher of this current project, because many teachers attending colleges identified in the survey population are placed for student teaching assignments or are hired by the school district in which this researcher is employed and in which this new research project takes place.

If teacher education programs are not devoted to the promotion of libraries and the importance of information literacy skills (Isebrand 2002), it leads me to question what attitudes new teachers have toward those subjects, and whether or not new teachers are aware of collaborative possibilities with teacher librarians. In 1991, Getz conducted a study to determine if attitudes toward working cooperatively with school librarians in the instructional process differed between preservice education students and practicing teachers (Getz, 1991, p. 9).

The methodology Getz (1991) used included using a survey to compare the attitudes of the two groups (p. 53). The sample population was chosen

exclusively from current students and alumni of the University of Pittsburg School of Education, Department of Curriculum and Instruction (pp. 53-54). Seventy-four professional year education students (those completing methods courses or student teaching) participated in the study, along with 73 students pursuing their Master of Arts in Teaching (p. 55). In all, 291 alumni were surveyed (p. 56). All alumni had either attained a Bachelor of Arts (BA), Bachelor of Science (BS), or Master of Arts in Teaching (MAT), had gained teacher certification, and had at least one year of teaching experience (p. 54).

Getz concluded from the findings of the survey that there appeared to be no differences in attitudes between the preservice and practicing teachers (p. 93). Getz noted that while positive feelings toward librarians were reported, very little cooperative work with librarians was reported (Getz, 1991, p. 94). Getz explored the possibility that there was a lack of professionally trained librarians in the school (p. 93). Getz also reported that many of the preservice and practicing teachers were unaware of the roles of the school librarian and the potential for collaboration therein (p. 95). They were also unaware of the education and training school librarians possessed (p. 95).

Getz (1991) recommended change in teacher education program curricula (p. 96). Roles of school librarians should be taught to emphasize cooperative planning and teaching, and to emphasize the implications for student achievement (p. 96). Getz also believed that the educational background of librarians be taught so that there is an awareness of school librarians' teaching background as well as

their library background (p. 96). To better examine relationships and factors

involved, Getz recommended a four-step study be conducted for the same purpose

and should include case studies, surveys, comparative studies, and the

development and testing of a teacher education program based on the results of

the findings (p. 97).

Effective Inservice Instruction

If information literacy skills are not being taught and integrated into

teacher and administrator preparation programs (O'Hanlon, 1987; Isebrand, 2002;

Wilson & MacNeil, 1999-2000), school librarians will need to become leaders in

change within their schools so that teachers and administrators will possess the

knowledge and skills to be users and teachers of information skills and resources.

To do this effectively, librarians will need to identify the practices which will best

accommodate the teaching of information literacy skills, and will need to

introduce teachers and administrators to the idea of collaborative teaching

between teachers and librarians to integrate information literacy into the

curriculum.

Korinek and Schmid (1985) explored the idea that due to the structure of

teacher inservice programs, there was often a discrepancy between inservice

expectations and outcomes (p. 33). Korinek and Schmid set out to identify and

describe the kinds of inservice education most frequently used with classroom

teachers and the most commonly stated guidelines for producing effective

inservice programs (p. 33). The methodology used to determine these objectives

was a content analysis of a variety of documents obtained from Current Index of Journals in Education, textbooks, reference lists in journals, published literature reviews, and an annotated bibliography from the National Council of States on Inservice Education (p. 33). In total, over 100 reports were reviewed that had met four criteria: work must be conducted in the United States, published after 1957, published in a refereed journal with comparisons and test procedures described, and recommendations, endorsements, and conclusions about inservice practices were included (p. 33).

Korinek &Schmid derived fourteen "best practice" statements by noting characteristics and tallying their occurrences (Korinek & Schmid, 1985, p. 34). Three inservice types emerged as most common and each had individual purposes (p. 34). Type I inservices were used for the purpose of increasing the knowledge of a group (p. 34). Type II inservices were for the purpose of teaching new skills or improving existing ones (p. 34). Type III inservices were for the purpose of changing behaviors (pp. 35-36). The various types of inservices are used differently and have unique time requirements (pp. 34-35). Korinek and Schmid suggested that the inservice type, time requirements, and best practices be matched for best results (p. 38). No recommendations for further study were made, but it would be logical to test the recommendations of Korinek and Schmid to see if these practices would, in fact, improve the quality of inservice programs.

In a similar study, Kramer and Betz (1987) sought to identify the elements of effective teacher inservice education, to measure the degree to which those

elements actually exist in inservice educations programs as reported by Texas teachers, and to develop a strategy for effective teacher inservice (p. 2). They used the Delphi method to identify the elements of effective teacher inservice programs, by soliciting the responses of a panel of experts to qualitatively evaluate their responses and find a consensus amongst the group (p. 19).

In this particular study, a modification of the Delphi technique involved surveying experts through the mail (Kramer & Betz, 1987, p. 19). Kramer and Betz compiled an initial list of elements by reviewing background literature (p. 19). A panel of 60 recognized experts in the field of teacher inservice education was then selected. The experts on the panel were nominated by The National Council of States on Inservice Education and were selected from nationwide groups of educational administration professors specializing in inservice education, directors of inservice education, and authors with substantial contributions to literature of this subject (p. 19). Kramer and Betz mailed surveys to the experts on the panel who then made recommendations and provided input by ranking priorities and adding, deleting, or changing the list of elements as they saw necessary (p. 20). Kramer and Betz used the Delphi technique to find consensus amongst the experts. Several rounds of mail surveys, revisions, and rankings led to a final list of 29 elements of effective inservice education programs (pp. 20-21). Kramer and Betz concluded that these 29 elements of effective inservice education should be used when planning teacher inservice

activities (pp. 31-32). The 29 elements identified by Kramer and Betz in this study are Appendix (A).

Kramer and Betz (1987) used the 29 elements to develop questionnaires (p. 21). They sent questionnaires to the principals of the first elementary and first secondary schools listed for each of the $1,071$ school districts in Texas (p. 21). They asked principals to pass the questionnaire on to a teacher in that building. Of the 2,142 surveys distributed, 720 teachers responded (p. 22). Teachers responding to the questionnaires indicated overall dissatisfaction with teacher inservice education programs (p. 30). Teacher responses also produced a ranked list of the extent of the existence of the identified 29 elements of effective teacher inservice programs (pp. 28-29).

Kramer and Betz (1987) recommended planners of teacher inservice programs be knowledgeable of the elements of effective inservice education. They also recommended the use of the 29 elements as a strategy for planning and delivering inservice education (p. 31). Kramer and Betz had many recommendations for further study, one being the development of an evaluation tool for inservice education programs and the effectiveness of their methods (p. 34). As this study focused on teacher inservice education, another recommendation included the identification of the elements of effective inservice education for school administrators (p. 34).

Summary

This review sought to explore the value the school library has in the overall achievement of students. The literature reviewed supported the idea that there are correlations among three components: the financial support districts allocate to libraries, the roles of libraries in resource-based instruction, and overall student achievement (Bruning, 1994, p. 90). Funding for libraries can best be used to provide professional library staffing and instructional resources and technology. When funding is used in this way, library professionals can provide access to materials for students and staff, and they can assist in designing instruction that will promote the effective use of information and information technology (Rodney, Lance, & Hamilton-Pennell, 2002, p. 91). It was also suggested that as a result of proper staffing, instructional design, and supporting resources, students are provided the opportunities to have choices related to resource-based learning projects. These projects, in some cases, lead to increased student motivation, involvement, and achievement (Yamzon, 1999, pp. 28-29).

The literature demonstrated a need for school librarians to be leaders in their schools in instructing teachers how to effectively use library resources and technology in instruction (Nero, 1999, p. 45). Administrator and teacher preparation programs may not be providing the kinds of experiences and information necessary to prepare education professionals to teach in an information-rich environment where collaboration with school librarians is expected (O'Hanlon, 1987, p. 25). It is possible that due to a lack of background

experience, teacher attitudes and knowledge about school libraries and collaborative opportunities may not change with time and experience (Getz, 1991, pp. 93-95).

School librarians are going to need assume the role of educating the teachers in their buildings about the positive impact teacher-librarian collaboration can have on student achievement (Rodney, Lance, & Hamilton-Pennell, 2002, p. 91). The literature reviewed did offer suggestions for time allotments for different types and purposes of inservice education (Korinek & Schmid, 1985, pp. 34-36). Elements of effective inservice programs were identified by researchers through the use of content analysis (p. 33), as well as by using the Delphi technique to employ the consensus of a panel of experts in the field of inservice education programs (Kramer & Betz, 1987, p. 19). Through the use of the collected data, inservice programs can be created to deliver the best results.

Chapter Three

Procedures

Teachers new to a school are often unaware of the roles teacher librarians play in an educational setting and the invaluable services and resources they provide. The purpose of this research project was to develop an instructional video and accompanying materials that could be used to orient new teachers in a school to the roles of the school librarian and the collaborative efforts that can affect student achievement.

Creating and producing the teacher orientation video included other participants, therefore permissions were obtained from all necessary sources. A Protection of Human Subjects form was completed and filed with the Graduate College at the University of Northern Iowa. Dr. William Kruse, Superintendent of the Storm Lake Community School District, and Mr. Ronald Bryan, Principal of Storm Lake Middle School, granted permission to videotape students and teachers for the purposes of creating a video. Parents consented to the use of student photographs and work by the Storm Lake Community School District and its staff by not filing non-consent forms. Parents who signed non-consent forms at registration indicated their child's photographs and work could not be used. Photographs used in the video included only students whose parents did not file non-consent forms during the 2003-2004 school year. Teachers in the video gave verbal consent to the author to include their photographs.

The first step in creating the video was to observe the ways in which three teachers new to Storm Lake Middle School used the media center and its services during the fall of 2003. The teacher librarian kept anecdotal notes in a journal. No names were

attached to the anecdotal journal. She included the nature of questions or requests related to all uses of the media center and its resources in the journal. Examples of uses and services documented included scheduling time to use print or electronic resources, computer labs, use of any audio or visual equipment, assignments teachers made that involved use of library materials (with or without first coordinating or collaborating with the teacher librarian), and all other library media related requests. The resulting journal is Appendix B.

In addition to the anecdotal journal, the teacher librarian used a questionnaire to survey seven teachers who had been new to the school in the previous two years. She placed the questionnaire in teacher mailboxes and participation was voluntary. All seven teachers responded and the questionnaires provided information about what teachers thought would have been beneficial knowledge or training in regard to using the school library or collaborating with the teacher librarian. It also provided information as to the extent those teachers had used school library resources or collaborated with the teacher librarian. No names were attached to the questionnaires. The teacher librarian found the questionnaire helpful in identifying background knowledge and experiences teachers may have had, and how the video to be created might build on that background knowledge. The teacher librarian noted that one of the areas in which teachers reported the greatest need for more information was regarding materials available to support the curriculum and planning for how to best use those materials with their students. A copy of the questionnaire is provided in Appendix C.

The teacher librarian then identified the content of the video using the information collected in the anecdotal journal and teacher questionnaires by comparing that information to standards for teachers, librarians, and school library programs as found in found in various documents: *Competencies for Beginning Teachers* (AASL, 1995), *Information Power: Building Partnerships for Learning* (AASL & AECT, 1998), and *Make the Connection: Quality School Library Media Programs Impact Academic Achievement in Iowa* (Rodney, Lance, & Hamilton-Pennell, 2002). The teacher librarian was able to compare actual knowledge and practice to desired knowledge and practice, and the materials created for this project could attempt to bridge the gap.

The teacher librarian viewed a video that focused on libraries and library skills instruction to decide content and presentation. She critically viewed and evaluated the video using an evaluation guide that she created so that her viewing purpose would focus on what types of presentation techniques and informative content were presented and the effectiveness of that presentation. The teacher librarian found viewing of the video assisted in the technical planning of her own video, and led to the inclusion of chapters, video titles, and viewer activities in order that topics within the video be highlighted and personalized. The evaluation guide is Appendix D.

The teacher librarian developed a plan for presenting the content of her own video using storyboards and scripts (see Appendix E). The librarian enlisted the help of teachers who had collaborated with her in the past to appear in the video within a teaching context.

The teacher librarian took the course number 240:150g, entitled "Educational Television Production" at the University of Northern Iowa. This class provided practical experiences in planning, producing, and editing digital video. This experience assisted in the selection of equipment used, practical aspects of recording and editing video and sound tracks, and options for the use of still photography to create digital video.

After permissions were granted, storyboards finalized, and the course in video production was completed, production commenced. Once the video was complete, the librarian created supplemental materials to make the video a holistically useful and meaningful experience for the viewers. The materials included an anticipation guide and scavenger hunt activity and were added based on The 29 Elements of Effective Teacher Inservice Education as researched by Kramer and Betz (1987). These 29 Elements of Effective Teacher Inservice are found in Appendix A.

The teacher librarian planned with the building principal to present the orientation video and materials to three teachers in their first year of teaching at Storm Lake Middle School. The teacher librarian presented these materials during an inservice day in October of 2003. At the beginning of the three-hour inservice, three teachers new to the building completed the anticipation guide. The three participants then shared, with the librarian and with each other, their reactions to the statements on the anticipation guide. They were told they would be returning to those statements throughout the day. Participants then viewed the library orientation video together as a group and were able to discuss statements from the anticipation guide as well as other questions or thoughts they may have had. Next, the three teachers participated in the library scavenger hunt, which

provided an opportunity for the teacher librarian to demonstrate how to access and use a variety of library resources. The library scavenger hunt also provided concrete, hands-on activities directly related to each of the teachers' subject matter. The rationale for this activity was to engage teachers in the kind of collaborative work demonstrated in the video, to search for resources relevant to their teaching positions, and to discuss possible uses for those resources, so that they would be more likely to apply their learning to their teaching practices.

Finally, the afternoon concluded by returning to the anticipation guide through discussion to revisit each of the statements. This final activity was done as a group to talk about why teachers' opinions or beliefs may or may not have changed. The anticipation guide served as pre-assessment and post-assessment and provided opportunities for discussion around the four roles of a teacher librarian. Revisiting the anticipation guide at the end of the presentation also served as a measure of how the inservice may have influenced teachers' attitudes, knowledge, or behavior. The teacher librarian modeled effective teaching practices by incorporating the anticipation guide to personalize learning and stimulate discussion, the project video for viewing information and related examples, and the scavenger hunt to find relevant resources.

The final step was to evaluate the inservice and its effectiveness. The effectiveness of the presentation was evaluated using a second anecdotal journal during the remainder of that semester. Again, the teacher librarian recorded information regarding the nature of all requests made by teachers, without the attachment of names to the requests. The teacher librarian determined effectiveness by assessing whether or not

there was a change in teacher practice in regard to use of the media center and its services by those who saw the video. The anecdotal journal is included as Appendix B.

Chapter 4

Project

The accompanying DVD and handouts on the following pages were used to introduce new teachers to the school library and its many resources. The first handout, "School Library Orientation: Anticipation Guide," activated the participants' background knowledge by asking them to agree or disagree with statements based on their past knowledge and experiences. The teacher librarian also used the anticipation guide as a discussion tool during and after the inservice to identify changes in opinion or reflections on new learning. The librarian showed a DVD to participants showing examples of how library resources might be used in the context of classroom instruction and how collaborative planning and teaching with the school librarian can benefit teachers and students. The librarian used the second handout, "School Library Orientation: A Scavenger Hunt," as a structured way to guide teachers through some of the available library resources in order to indentify materials useful in the teaching of upcoming units. Through the use of the handouts and DVD, participants were able to activate background knowledge, observe and personalize the learning of new knowledge and practices, and were able to reflect upon their learning using self-evaluation and group discussion. The learning was easily transferable because the activities could be personalized and teachers could search out resources that would relate to their content areas.

School Library Orientation:
Anticipation Guide

Please read each of the statements below. In the "Before" column, mark whether you Agree (A) or Disagree (D) with each statement.

Statement	Before A = Agree D = Disagree	After A = Agree D = Disagree
1. School library collections mainly cater to students' independent reading interests.		
2. The main role of the school librarian is to manage the circulation and shelving/display of materials.		
3. Students learn information literacy skills best through taking library classes.		
4. The way in which I create assignments can reduce plagiarism.		
5. Students need modeling and practice in order to find information in books, on the Internet, etc.		
6. The librarian often plans units or activities with teachers.		
7. The library has materials to support teachers' continued professional learning.		
8. Librarians like to know if/when students have projects or assignments in their classes.		
9. Quality school library programs are linked to increased student achievement.		

School Library Orientation:
(See enclosed DVD)

School Library Orientation:
A Library Scavenger Hunt

Content Concept: _____

Related Topics, People, Events, & Ideas:

<u>Resources for Teaching & Learning</u>

1. **Find at least 5 books related to your conceptual theme.**

    Challenge: See if you can find a picture book, a fiction book, a reference book/set,

    and two nonfiction books

2. **Find 4 resources from EBSCO that would support your concept & related**

    sub-topics. (Ex: full-text articles, maps, etc.)

3. **Find at least 3 other on-line databases you might use & name one item from**

    each database that would be useful.

    (Ex: "Traces of the Past," a video clip from DE Streaming)

4. **Find 2 items from the AEA Lending Library.**

5. **Find one website.**

Chapter 5

Summary, Conclusions and Recommendations

This research project sought to explore the relationship of the school library program to student achievement, and how a school librarian might use this knowledge at a local level to impact teacher practice, and as a result, student learning and achievement.

Summary

Quality school library programs run by certified teacher librarians do make a difference in student achievement (Rodney, Lance, & Hamilton-Pinnell, 2002); however, teachers new to a school are often unaware of the roles teacher librarians assume in a school and the invaluable services they provide (O'Hanlon, 1987). The researcher sought to answer three questions in regard to educating teachers about the roles of teacher librarians:

1. What do teachers new to a school need to know in order to be able to collaborate with a teacher librarian and to be able to use the school library and all of its resources to effectively meet the academic needs of their students?

2. What practices are best for teacher librarians to employ when educating new teachers about the roles of teacher librarians and the resources available to the learning community?

3. How does a teacher librarian evaluate the effectiveness of instruction and training of new teachers to a school?

Answering the first two questions led to the development of materials to be used in one school to provide training and education to teachers during a staff development day.

The purpose of these materials was to orient teachers new to a school building to the teacher librarian's various roles, and to broaden the opportunities for collaboration in designing curriculum, teaching information literacy skills, and guiding and motivating readers. Collecting anecdotal data and surveying teachers prior to working on the development of the video and accompanying materials helped the researcher identify current practices and perceived needs so that training materials could build and extend current knowledge and practices. The librarian used the research recommendations for inservice practices gained from the literature to develop the components and presentation of the inservice materials. The purpose of professional learning or inservice training is to change teacher behavior, and the librarian chose the use of self-assessments, video examples, and hands-on experiences to engage teachers in collaborative learning activities. The librarian continued to use the anecdotal journal to record the nature of library use by teachers, and it was the instrument used to evaluate the effectiveness of the inservice training. The anecdotal journal helped to answer the third research question.

Conclusions

Having an opportunity to provide teachers with examples and interactive experiences in the library environment changed the way new teachers in one school used the school library. Prior to the orientation session, teacher use of the school library and interactions with the teacher librarian could be categorized as secretarial requests or technological trouble-shooting. For example, requests were often related to the use of copy machines or the use of audiovisual equipment.

After the orientation session, the librarian noticed shifts in teacher requests that included the use of the school library collection for teaching, learning, and independent reading. Teachers asked the teacher librarian to make presentations to students, or to be involved in planning projects and assignments where information resources would be required. The teacher librarian was also asked to be involved in teaching information literacy skills such as searching for information and note taking.

The teacher librarian found the use of a video to provide examples to be helpful in illustrating what collaboration might look like, how library resources might be used, and the results that can be produced. The librarian learned not only how to create video projects, but also learned the importance of considering background knowledge, experiences, and perspective of the viewer when creating a presentation. While the librarian's goal was to make teachers aware of the roles of the school librarian, it was important to address those roles through the eyes of the classroom teacher.

The librarian also learned that quality inservice programs include common planning, presentation, and evaluation elements, therefore included these elements in the inservice. The personalization and application were made possible by showing the video examples and then using the self-assessment and library scavenger hunt activity to assess beliefs, provide a structured opportunity to collaborate with the teacher librarian, and find library resources related to teachers' content concepts. The librarian does not believe that any one part of the inservice would be as effective on its own, as it was when used together.

Recommendations for Further Studies

The researcher recognizes the uniqueness of the video to the school in which it was produced and that use of the inservice materials created for this project may not transfer to other school buildings. Teacher librarians in other schools could adapt the materials and then evaluate their effectiveness in those settings. Librarians could also adapt these materials for use with an entire staff versus targeting teachers new to a school building.

A teacher librarian could also use these inservice materials over a period of time instead of a one-day training. Each inservice meeting could focus on a specific role or one aspect of collaboration. The librarian could tailor the use of the anecdotal journal to gather data about a specific role or aspect of collaboration that had been addressed. Over time, the categories of the data collected would continue to grow and might provide formative data to the librarian regarding effectiveness and needs or topics for future training.

The researcher will continue to use the resources created for this project with teachers new to the school building, but will continue to do so in a less formal manner. It is recommended that the video be updated over time to include additional examples and to reflect current building conditions to include teaching staff, technology, books selections, and other resources.

The use of these materials over time can lead to a collaborative environment with student achievement being the ultimate goal. Teachers and the school librarian can work together to plan instruction that includes information literacy skills and quality resources.

They can then evaluate students' abilities to use these skills and resources to meet content area learning goals. In such an environment, student learning and teacher practice can be continuously monitored and used to determine areas of future professional learning.

Reference List

American Association of School Librarians. (1995). *Competencies for prospective teachers and administrators*. Chicago: American Library Association.

American Association of School Librarians and Association for Educational Communications and Technology. (1998). *Information power: Building partnerships for learning*. Chicago: American Library Association.

American Library Association. (1996). *ALA Policy Manual*. Chicago: American Library Association.

Bruning, M. J. (1994). *A statistical analysis of the relationship between student achievement and spending for libraries in Ohio public schools* (Doctoral dissertation, Ohio University, 1994).

Getz, I. (1991). *Inservice and preservice teachers' attitudes towards working cooperatively with school librarians* (Doctoral dissertation, University of Pittsburgh, 1991).

Good, C. V. (Ed.). (1973). *Dictionary of Education* (3rd ed.). New York: McGraw Hill.

Hupp, S. (2008, September 19). Fewer Iowa schools meet education law's targets. *The Des Moines Register*, p. 6A. Retrieved October 16, 2008, from America's Newspapers database.

Iowa State Board of Education. (May 10, 2002). *Iowa teaching standards and model criteria*. Retrieved October 24, 2008, from http://www.iowa.gov/educate/index .php?option=com_content&task=view&id=542&Itemid=1283

Isebrand, N. (2002). *Assessing Northwest Iowa's secondary education preparatory programs about the instructional partner role of the library media specialist*. (Unpublished Masters paper, University of Northern Iowa, 2002).

Korinek, L. & Schmid, R. (1985). Inservice types and best practices. *Journal of Research and Development in Education*, *18*(2), 33-38.

Kramer, P. J. & Betz, L.E. (1987). *Effective inservice education in Texas public schools* (Research Monograph). (ED No. 290205). Commerce, Texas: East Texas State University, East Texas School Study Council.

Lance, K. C., Rodney, M.J. & Russell, B. (2007). *How students, teachers, and principals benefit from strong school libraries: The Indiana study—2007*. Indianapolis, IN: Association for Indiana Media Educators. http://www.ilfonline.org/AIME/ INfinalreportNextSteps.pdf

Najaka, S.M. (Winter 1993). Cooperative communication and planning interaction: The role of the library media program in curriculum development. *Education*, *114*, 227-229. Retrieved June 19, 2002, from Expanded Academic Index database.

Nero, L. R. (1999). *An assessment of information literacy among graduating teacher education majors of four Pennsylvania State System of Higher Education (SSHE)* Universities (Doctoral dissertation, University of Pittsburgh, 1999). (UMI No. 9957769).

O'Hanlon, N. (1987, January). Library skills, critical thinking, and the teacher-training curriculum. *College & Research Libraries*, *48*,17-26.

Prytherch, R. (Ed.). (1995). *Harrod's librarians' glossary* (8th ed.). Ashgate, VT: Ashgate Publishing.

Rodney, M.J., Lance, K.C., & Hamilton-Pennell, C. (2002*). Make the connection: Quality school library media programs impact academic achievement in Iowa*. IA: Iowa Area Education Agencies.

Scholastic Research Foundation. (2008). *School libraries work*! (3rd ed.). Danbury, CT: Scholastic Library Publishing.

Thompson, J. C. (1991, May). Resource-based learning can be the backbone of reform, improvement. *NASSP Bulletin*, *75*, 24-28.

Urbanik, M.K. (1989). *Curriculum planning and teaching: Using the library media center*. Metuchen, NJ: The Scarecrow Press.

Wilson, P., & Blake, M. (1993). The missing piece: A school library media center component in principal preparation programs. *The Record in Educational Administration and Supervision*, *13*(2), 65-68.

Wilson, P., Blake, M. & Lyders J. (1993, October). A study and a plan for partnership. *Emergency Librarian*, *21*,19-24.

Wilson, P., & MacNeil, A.J. (1999-2000). What do principals really learn about school library media centers in university principal preparation programs? A national study and plan for reform. *National Forum of Teacher Education Journal*, *9*(2), 18-23.

Yamzon, A. (1999). *An examination of the relationship between student choice in project-based learning and achievement* (Dominican College School of Education, 1999). (ED No. 430940).

Appendix A:
The 29 Elements of Effective Teacher Inservice Education

Planning for Inservice Education
1. Teachers and administrators cooperatively plan the design, coordination, and continuity of the teacher inservice education program.
2. Generally, inservice education programs respond to the strengths, weaknesses, and interests of the participants.
3. Needs for inservice education are determined from a variety of data sources including self-perception, evaluation documents, student achievement data, legal mandates, school and district goals, as well as participant interests.
4. The teacher appraisal process is one of the processes used to determine the strengths, weaknesses, and interests of the participants.
5. Teachers and administrators use information from a needs assessment as one source to formulate clearly stated goals and objectives for professional growth.
6. Each teacher sets individual goals and objectives for professional growth.
7. Individual inservice education plans project 3-5 years in advance.

Presentation of Inservice Education
8. Concrete, hands-on learning experiences are incorporated into inservice education programs.
9. A variety of delivery modes are used in inservice education programs.
10. More active, rather than passive, techniques are used in inservice education programs.
11. The content of inservice education programs is aimed at changing teachers' behaviors as a preliminary step to changing pupils' behaviors.
12. Inservice education programs combine subject matter content with modeling desirable teaching methodologies.
13. The primary focus of inservice education programs is to improve the instructional program and to support the professional growth of teachers.
14. Inservice education programs model effective teaching strategies.
15. When appropriate, peer teaching is used to some degree in inservice education programs.
16. Administrative support, leadership, "coaching", and participation are part of inservice education programs.
17. Immediate applicability if inservice education programs is planned and implemented.
18. Follow-up and continuity of inservice education programs are long-term.
19. Generally, most inservice education programs are long-term.
20. Whenever practical, inservice education programs are school-based, but also provide for district-wide awareness programs.
21. Whenever possible and desirable to participants, inservice education programs are conducted during participants' normal working hours.

22. Extrinsic incentives such as stipends, salary, or college credits provided for teachers to attend inservice education activities outside of the normal contract time.

Evaluation of Inservice

23. The evaluation of inservice education addresses planning, implementation, and maintenance.
24. If appropriate, a preassessment and a postassessment of the inservice program content are administered to participants.
25. The evaluation of inservice education programs is planned cooperatively with teachers, administrators, and all other involved personnel.
26. The evaluation is conducted immediately following the inservice program and then again after a period of time in order to measure the long-term effects.
27. The evaluation measures the degree to which the inservice education program has had an effect on student learning.
28. The evaluation measures the effect that the inservice education program has had on teacher attitudes, knowledge, and behavior.
29. One purpose of the evaluation is to reassess a need for the inservice education program presented.

Kramer, P. J. & Betz, L.E. (1987). Effective inservice education in Texas public schools (Research Monograph). (ED No. 290205). Commerce, Texas: East Texas State University, East Texas School Study Council.

Appendix B:
Anecdotal Journal of Teacher Use and Requests
August 25, 2003 – October 1, 2003

Date	Teacher	Request
8/25/03	2	Copy machine – how to do duplex printing
8/25/03	1	Overhead projector replacement bulb
8/27/03	2	Copy machine – how fix paper jam
8/28/03	3	Suggestions for a class read-aloud
9/3/03	2	Check out TV/VCR
9/10/03	1	Replace copy machine toner
9/15/03	3	How to order materials from the AEA lending library
9/19/03	3	Borrow white-out and stapler
9/22/03	3	Check out digital camera
9/23/03	3	How to download & print digital pictures
9/23/03	3	Assigned students to search for information using the Internet. Modeling/Instruction not provided to students, students had varied degrees of success, assistance was provided once details of the assignment were clarified with the teacher.
9/25/03	3	Repair textbook
9/29/03	2	Copy machine – how to empty disposal tray

Anecdotal Journal of Teacher Use and Requests
October 17, 2003 – December 19, 2003

Date	Teacher	Requests
10/17/03	1	Checked out books
10/17/03	2	Checked out books
10/17/03	3	Checked out books
10/17/03	3	Booked date for ICCA book talks
10/20/03	3	Check out TV/VCR
10/23/03	2	Help selecting class read-aloud
10/24/03	1	Bookmark web site for class to use Help making graphic organizer to use with web site
10/30/03	3	Planning for author research project (all researching the same author in small groups) Brainstorming ideas for independent author research (materials needed, logistics)
10/31/03	1	Arrange for students to visit library to find independent rdg. materials
11/4/03	3	Help with copy machine jam
11/6/03	3	Help using scanner List of authors for independent research to align materials/resources
11/7/03	3	Reserve computers for class research (site bookmarked)
11/10/03	3	Help selecting class read-aloud
11/14/03	2	Help using AEA Online to find lexiled articles
11/15/03	2	Replace ink cartridge in copier
11/21/03	1	Help with using AEA Online to get clipart for vocabulary words
11/24/03	3	Reserve Central VCR
12/5/03	3	Order materials for book clubs/author research Plan unit Teaching responsibilities: using Authors & Illustrators, taking notes, internet searches
12/15/03	1	Book talks

Appendix C:

Teacher Questionnaire

1. What information about our library would have been helpful to you as a new teacher to the building (please mark all that apply):

    _____ how to schedule use of computer labs and laptop labs

    _____ how to schedule use of A/V equipment (TVs, LCD projectors, digital cameras, etc.)

    _____ how to use the on-line library catalog and locate materials in the library

    _____ professional materials available to teachers (books, videos, journals, on-line databases)

    _____ materials available to support your curriculum (books, reference materials, videos, software, on-line databases)

    _____ planning lessons using resources beyond the textbook to increase student engagement, time spent reading, and the use of information

    _____ reader guidance (recommendations for independent reading or classroom read-alouds)

    _____ other (please explain) _____

2. Please list the library resources you have found most useful for your teaching.

3. Please list the library resources you have found most useful for student learning.

4. Please list the resources students in your class(es) are required or encouraged to use to meet course requirements.

5. Please list curricular projects or activities that you have collaboratively planned and/or taught with the school librarian.

Appendix D:
Video Evaluation Guide

Video
Title:_____

Produced by:_____ Copyright:_____

Running Time:_____

Topic Covered:_____

Purpose/Audience:_____

Key Concept   **Presentation (method)**   **Critical Comments**

Overall Organization

In which order were concepts or ideas presented and introduced?
(chronologically, by topic, topic-subtopic, etc.)

Effectiveness

What elements of the video were successful? Why?

Did the video keep the viewers attention?

What could have been done better?

Appendix E:
Story Board and Script