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Coteaching Reading Comprehension Strategies in Secondary School Libraries
Maximizing Your Impact

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Contents

Supplemental materials, including lesson plan graphic organizers, available online as web extras. See www.alaeditions.org/webextras/.

Introduction

Teacher isolation is so deeply ingrained in the traditional fabric of schools that leaders cannot simply invite teachers to create a collaborative culture. They must identify and implement specific, strategic interventions that help teachers to work together rather than alone.

—Richard DuFour

The goal of *Coteaching Reading Comprehension Strategies in Secondary School Libraries: Maximizing Your Impact* is to help educators develop coteaching strategies to ensure student achievement, particularly in reading, a skill that impacts student success in every content area. It is founded on the belief that two heads—or more—are better than one. Coteaching improves practice for educators at the point of need, at the point of instruction. Research has shown a positive correlation between increased student achievement and school librarians and classroom teachers who engage in coplanning and coteaching (Achterman 2008).

In a study of principals who participated in an online course called "School Library Advocacy for Administrators," one administrator said: "We need to help the classroom teaching staff change their philosophy of what the school librarian can be in our building. I would like to see a shift toward collaboration and toward a new thinking about the librarian's role as an instructional partner" (Levitov 2009). Classroom-library collaboration for instruction is one strategic intervention that leaders can implement in order to build a collaborative culture in schools. Working together, school librarians, classroom teachers, specialists, administrators, and families can create dynamic learning communities in which what is best for student learning is at the heart of every decision. In these communities everyone is invested in everyone else's success. Through coteaching and sharing responsibility for all students in the school, educators can strengthen their academic programs, and

school librarians can position the work of the school library program at the center of academic learning.

This book is about coteaching reading comprehension strategies. At the secondary level, content area textbooks, many trade books, classic literature, and other resources are particularly dense and can be challenging for many teen readers. These texts require educators to scaffold reading engagements by selecting shorter passages and modeling comprehension strategies using graphic organizers to support student learning. The online supplemental materials for this book facilitate modeling the strategies and include graphic organizing tools for students and completed teacher resources. When appropriate, sample writing pieces are available for reference. These web extra resources free up collaborators to focus on coteaching, monitoring, and assessing student learning. Once educators have read the strategy chapters, the web support makes these sample lessons ready to use on Monday morning. Find these supplements on the ALA Editions web extras site at www.alaeditions.org/webextras/.

While conducting research for this book and my previous book on this topic, which was targeted to an elementary and intermediate school readership, I have learned a great deal about literacy education that guides my teaching practices. The unfortunate, and somehow still surprising, aspect of this research is that the work of school librarians and the role of school library programs are rarely, if ever, mentioned outside of our own publications. National literacy research and initiatives such as *Reading Next—A Vision for Action and Research in Middle and High School Literacy: A Report to the Carnegie Corporation of New York* (Biancarosa and Snow 2006) do not address school library programs, resources, or professional staff. Educational publishers release new books that share case studies of how educators are using new texts and addressing new literacies—and school librarians are not mentioned. It is as though we are invisible to others. Sadly, this may be part of the reason many schools have eliminated professional school librarians from their indispensable list of faculty positions. How can we reverse this trend?

One way is to improve the practice of school librarians and maximize the impact of school library programs on student achievement. I wrote this book to support the collaborative work of middle and high school librarians who want to develop their understanding of teaching reading comprehension strategies. I wrote it for educators who want to increase their expertise in using currently recognized best practices in instruction. School librarians with whom I hope to share this work understand that, in order to make an impact on student achievement, they must teach what really matters in their schools. The most effective way to do that is to teach standards-based lessons every day in collaboration with classroom teacher and specialist colleagues. "Fundamentally, the school librarian's effectiveness as a literacy leader depends on a commitment to ongoing learning about literacy education" (Achterman 2010, 41). Through coteaching and other forms of professional development, school librarians can achieve a leadership role on their literacy teams.

I have targeted preservice school librarians as a readership for this book. As students in school librarianship prepare for their careers, I hope they embrace the mission of the school library program as a hub of learning. The coteaching strategies offered in this book can help them make their instructional partnership role a top priority. This book can help preservice librarians learn the vocabulary and practices that guide the work of their classroom teacher colleagues. This can help them be better prepared to enter the profession, ready to create partnerships that will impact student learning.

Preservice classroom teachers are another readership for this book. All elementary education majors at Emporia State University were required to successfully complete a course titled "The Elementary Teacher and the Library Media Specialist: Partners in Teaching Literature Appreciation and Information Literacy." For four semesters from fall 2008 through spring 2010 and in all five sections of the course, preservice teachers read my previous book, *Collaborative Strategies for Teaching Reading Comprehension: Maximizing Your Impact* (Moreillon 2007). The goal of the course was to teach future elementary teachers the roles and responsibilities of the school librarian in teaching reading comprehension skills, as well as the

responsibility to seek out classroom-library collaboration for reading and information literacy instruction (Dow 2010). In "Library Materials for Children," a Texas Woman's University course for undergraduate preservice classroom teachers, I use that book to illuminate the invaluable instructional partnerships that classroom teachers and school librarians can build.

I hope classroom teachers, literacy coaches, specialists, and principals find this book useful in their work. The collaborative strategies presented in this book can be applied in many coteaching situations. The book can support lesson study, professional reading study groups, and site-level or district-level staff development efforts. School librarians can share this book with their administrators and colleagues as a seed that can contribute to growing a culture of collaboration in their schools.

From my experience as a teacher educator, I learned that beginning classroom teachers need help locating appropriate and effective resources. They need a great deal of support to learn curriculum design. They need to know how to integrate performance objectives from more than one content area into each of their lessons. They benefit from explicit modeling and from specific feedback about their teaching. With more novices entering the profession, there is a real need to provide support for new teachers so they can be successful—so they are motivated to remain in the profession and continue to develop as educators.

From my experience as a school librarian, most recently in a seventh- to twelfth-grade combined middle and high school facility, veteran teachers also want and need instructional partnerships. They need coteachers who will take risks with them in learning and integrating new technology tools. They need partners who will help them step outside of the comfort zone of the units they have taught in the past, from lessons that have grown stale and generate little enthusiasm from students. They want to be lifelong learners in the company of their peers. School librarians, whose schedules are variable, who have developed effective interpersonal skills, and who create a welcoming, rigorous learning environment in the library are positioned to serve as instructional partners with each and every member of the school learning community.

This book is my way of sharing the "library story" from my own experience as a practitioner. "The most powerful forms of professional learning are embedded in teachers' daily work, address the core tasks of teaching, and support teachers in forming productive relationships with colleagues and students" (Sparks 2007, 169). The strategies presented in this book describe the high-level coteaching exemplified in the most effective school library programs. The complexity of 21st-century literacy learning requires educators to collaborate to ensure that all students, regardless of their background and prior achievement, develop 21st-century skills for success.

With members of an undergraduate teacher preparation cohort, I conducted a longitudinal study titled "Two Heads Are Better Than One: The Factors Influencing the Understanding and Practice of Classroom-Library Collaboration" (Moreillon 2008). This is a summary of what I learned. When these K–8 preservice teachers stepped into the building where they conducted their student teaching experience or first year of classroom teaching, little of what we had done in the university classroom made a significant difference. If their cooperating teacher or colleagues had a value for classroom-library collaboration and worked with the school librarian, so did the student teacher or first-year teacher. If the school librarian was someone who reached out to support the work of new educators in the building, then the student teacher or new teacher collaborated with the library program. If there was a paraprofessional or an incompetent school librarian serving in the library, or if a rigid library schedule did not provide opportunities for classroom teachers to have their curriculum needs met, then new educators did not collaborate with the library staff. If the library staff was unwelcoming, these teachers and the students in their care simply did not use the library at all.

The bottom line is this: Our profession is only as strong as each individual who serves in the role of school librarian. Each school librarian is the representative of the profession for the stakeholders in her school community. School librarians must take responsibility for developing the necessary skills and professional dispositions required for teaching in

21st-century libraries (Fontichiaro, Moreillon, and Abilock 2009). This book will provide you with background knowledge in literacy instruction based on research and writing in the fields of education and librarianship and sample lessons to adapt with educators with whom you serve for the students in your collective care. Will you apply this information to make a ripple or to make a wave in the literacy program in your school? It's up to you.

Finally, I have used the term *school librarian* in this book because it was adopted in 2010 by the American Association of School Librarians as the official term for professionals who serve in this role. I personally prefer the term *teacher-librarian* and have used that term to describe myself during the twenty years I have served in the profession. However, because school librarians in some states are not required to have classroom teacher preparation, certification, or experience, teacher-librarian is not appropriate for everyone practicing our profession. Just as I believe that all educators who call themselves school librarians should have graduate-level library science education and be state certified, I would suggest that people who lack teacher preparation and certification not call themselves teacher-librarians. I believe that preparation and certification really do matter.

Collaborative Teaching in the Age of Accountability

People learn by watching one another, seeing various ways to solve a single problem, sharing their different "takes" on a concept or struggle, and developing a common language with which to talk about their goals, their work, and their ways of monitoring their progress or diagnosing their difficulties. When teachers publicly display what they are thinking, they learn from one another, but they also learn through articulating their ideas, justifying their views, and making valid arguments.

—Alison Zmuda and Violet H. Harada

Today's young adults need increasingly sophisticated literacy skills in order to be successful students, effective workers, and involved citizens. In our knowledge-based society, 21st-century youth will read and write and use technology tools more than any other generation in human history. They will engage with and produce texts in more formats than most of their grandparents can imagine. As the literacy bar is being raised for all of us, too many young people are not adequately prepared to participate in this complex new world. "In October 2005, approximately 3.5 million 16- through 24-year-olds were not enrolled in high school and had not earned a high school diploma or alternative credential such as a GED" (Laird, Kienzl, DeBell, and Chapman 2007, 6). This is approaching 10 percent of all youth in that age bracket. But dropouts are not the only challenge today. Both dropouts and high school graduates are demonstrating less proficient reading skills than they did ten years ago (NCES 2005). As life becomes more complex, too many young adults are underprepared to be informed, productive members of our nation and the global society.

In this environment, the demands on middle and high school educators are at an all-time peak. Although there are many variables that affect student achievement, including socioeconomic factors, motivation, curriculum relevance, quality and quantity of print and digital resources, and quality of instruction, society has primarily focused on teacher proficiency as the target for improvement. The pressure on

individual educators to measure learning in terms of student achievement on standardized tests has never been more intense and competitive.

Fortunately, many leaders and decision makers within the education community have come to value the potential impact of *teaching partnerships* for improving instruction and student learning. While complying with government regulations such as Response to Intervention or engaging in site-based initiatives such as professional learning communities and lesson study, individual schools and entire districts are raising the bar for collaboration among faculty members. Working within collaborative structures, curriculum planning, joint lesson design, coteaching, and coassessment are becoming more valued, more widely practiced—and more effective. In this culture of collaboration, coteaching among classroom teachers, reading and literacy specialists, special education teachers, and school librarians can contribute to improvements in educator proficiency and student learning.

How can school librarians maximize the potential of this trend? Will serving on teaching teams as essential educators have an impact on student achievement, particularly in literacy instruction? The American Association of School Librarians (AASL) adopted a Position Statement on the School Librarian's Role in Reading (AASL 2009b). The rationale for the statement also appears in *Empowering Learners: Guidelines for School Library Media Programs* (AASL 2009a). These are some of the reasons why and how school librarians can be key contributors to achievement in reading in their schools:

1. Reading is a foundational skill for 21st-century learners.

2. Guiding learners to become engaged and effective users of ideas and information and to appreciate literature requires that they develop as strategic readers who can comprehend, analyze, and evaluate text in both print and digital formats.

3. The extent to which young people use information depends on their ability to under-

stand what they read, to integrate that understanding with what they already know, and to form their unanswered questions.

4. Twenty-first-century learners must become adept at determining authority and accuracy of information and analyzing and evaluating that information to synthesize new knowledge from multiple resources.

5. The school librarian has a key role in supporting print and online reading comprehension strategy instruction in collaboration with classroom teachers and reading specialists.

6. School librarians codesign, coimplement, and coevaluate interdisciplinary lessons and units of instruction that result in increased student learning (AASL 2009a, 22–23).

As the position statement notes: "School librarians are in a critical and unique position to partner with other educators to elevate the reading development of our nation's youth" (AASL 2009a, 22).

This statement appears in the *Standards for the 21st-Century Learner* under the common belief related to reading: "The degree to which students can read and understand text in all formats (e.g., picture, video, print) and in all contexts is a key indicator of success in school and in life" (AASL 2007). In short, students must be proficient readers in order to become information literate, but far too many are not. In fact, at the secondary level where reading classic literature and difficult textbooks in the content areas requires sophisticated vocabulary and content-specific reading strategies, all adolescents are challenged to a greater or lesser extent to comprehend these texts and to master the expected content area knowledge (Brozo and Simpson 2007). It is important to note that the Common Core Standards (http://corestandards.org) emphasize reading in social studies and science classes as well as language arts. This presents a timely opportunity for school librarians to support content area teachers through coteaching reading strategies using subject-specific texts.

The most recent report of the Carnegie Council on Advancing Adolescent Literacy, "Time to Act: An

Agenda for Advancing Adolescent Literacy for College and Career Success" (2010), posits that adolescent literacy should be a national priority and the overarching focus of school reform efforts. According to the report, successful adolescent literacy initiatives focus on professional development for teachers and the effective use of data. Unfortunately for our profession, the words *librarian* and *school library* do not appear anywhere in this report. (Students conducting research in libraries is mentioned once; classroom libraries is mentioned twice.) Still, secondary school libraries with their wide array of resources and effective programs headed by professional school librarians are positioned to serve as hubs for adolescent literacy initiatives within school learning communities.

Biancarosa and Snow (2006) suggest fifteen key elements of effective adolescent literacy programs. Figure 1-1 aligns AASL's *Position Statement on the School Librarian's Role in Reading* with most of these key elements.

There are several elements of effective adolescent literacy programs such as strategic tutoring and intensive writing that are not addressed in AASL's position statement. However, several other elements not noted above can be implied as components of effective instruction, namely, extended time for literacy and ongoing formative assessment of students and ongoing summative assessment of students and programs. All types of assessments are aspects of the evidence-based practice included in AASL's position statement.

SCHOOL LIBRARIANS AS LITERACY LEADERS

In *Empowering Learners: Guidelines for School Library Media Programs* (AASL 2009a), the critical role of "leader" has been added to the school librarian's roles of instructional partner, information specialist, teacher, and program administrator. These new guidelines charge school librarians with positioning the library at the center of the academic program and taking a leadership position in order to impact teaching and learning throughout the school community. With access to a variety of resources in every discipline and

in various formats at a wide range of reading levels, what is the best way for school librarians to maximize their influence as coleaders in adolescent literacy initiatives? School librarians must effectively integrate literacy instruction into library instruction.

Although research has consistently shown that ready access to a wide variety of reading materials increases the chances that students will become readers and choose to read (Krashen 2004), serving as recreational reading motivators and nurturers is not enough. If all educators are literacy teachers as "Time to Act" (2010) asserts, then school librarians must join with teachers in every content area to support student achievement in reading through systematic instruction. Forming partnerships with classroom teachers and specialists to teach students how to employ their decoding skills and make meaning from text is natural work for school librarians and school library programs.

Classroom-library collaborative instruction can include how-to reading comprehension strategy lessons in order to reach all students while they are engaged with library resources and content across disciplines. These lessons and units of instruction can become the "assured" learning experiences in which every student in the school participates during a particular course or at a specific grade level. Some possible examples include a health and wellness unit in which all eighth-grade students engage, a junior research paper in history, or a senior project in science and technology. The school librarian can play a key role in codeveloping these units, coteaching to the targeted learning objectives, and coassessing students' mastery of literacy skills and the effectiveness of instruction. Librarians can participate in collecting data, analyzing it, reporting on it, and modifying instruction in order to ensure that students are learning through these assured experiences.

The practices put forward in this book move school librarians up the taxonomy to the highest instructional design levels, where they serve as full partners with classroom teachers in coteaching lessons supported by the resources of the school library and beyond (Loertscher 2000). In the age of accountability, this level of involvement in the school's academic

Fig. 1-1	Alignment of Selected Bullet Points from the *Position Statement on the School Librarian's Role in Reading* (AASL 2009b) and the Fifteen Key Elements for Effective Adolescent Literacy Programs (Biancarosa and Snow 2006)	

*Position Statement on the School Librarian's Role in Reading**	Selections from the Fifteen Key Elements for Effective Adolescent Literacy Programs
Library media centers provide students, staff, and families with open, nonrestricted access to a varied high-quality collection of reading materials in multiple formats that reflect academic needs and personal interests.	• Diverse texts • A technology component
School librarians practice responsive collection development and support print-rich environments that reflect the curriculum and diverse learning needs of the school community.	• Diverse texts
School librarians take a leadership role in organizing and promoting literacy projects and events that engage learners and motivate them to become lifelong readers.	• Motivation and self-directed learning
Classroom teachers, reading specialists, and school librarians select materials, promote the curricular and independent use of resources (including traditional and alternative materials), and plan learning experiences that offer whole classes, small groups, and individual learners an interdisciplinary approach to literacy learning.	• Effective instructional principles embedded in content • A technology component • Teacher teams
Classroom and library collaborative instruction is evidence-based, using research in librarianship, reading, English-language arts, and educational technology in order to maximize student learning. School librarians partner with classroom teachers, specialists, and other literacy colleagues to make decisions about reading initiatives and reading comprehension instruction, and to develop all learners' curiosity in and intellectual access to appropriate resources in all formats and media.	• Direct, explicit comprehension instruction • Text-based collaborative learning • Motivation and self-directed learning • Teacher teams • A comprehensive and coordinated literacy program
When learners follow an inquiry process they assess and use reading comprehension strategies. The skills identified in the *Standards for the 21st-Century Learner* align with the reading process.	• Direct, explicit comprehension instruction
Opportunities for planned and spontaneous library use best serve learners as they identify, analyze, and synthesize ideas and information by using a wide range of materials in a variety of formats and media. Availability of library resources and professional staff at point of need encourages intellectual behaviors that transfer to future academic pursuits and lifelong academic and public library use.	• Motivation and self-directed learning • Diverse texts • A technology component
Along with classroom and reading specialist colleagues, school librarians provide and participate in continual professional development in reading that reflects current research in the area of reading instruction and promotion.	• Professional development • Teacher teams • Leadership • A comprehensive and coordinated literacy program

program is a necessity. Students, classroom teacher and specialist colleagues, and administrators should understand through firsthand experience and be able to cite examples of the central role of the school librarian in the school's literacy program. Throughout the school day, school librarians serve in various capacities, depending on the needs of students, classroom teachers, and specialists, but the goal should always be to spend the majority of time and energy at the top of the taxonomy, as full-fledged collaborating members of their school's instructional teams.

STRATEGIES FOR COLLABORATIVE TEACHING

What does it mean to collaborate? Friend and Cook explain interpersonal collaboration as "a style for direct interaction between at least two coequal parties voluntarily engaged in shared decision making as they work toward a common goal" (2010, 7). Collaboration describes *how* people work together rather than *what* they do. It is a dynamic, interactive process between equal partners who strive together to reach excellence.

Collaborative teaching involves an ongoing, engaging relationship. On the other hand, coteaching can occur in limited form with minimal collaboration. Although the title of the book contains the word *coteaching*, the goal of team teaching the sample lesson plans is to plant seeds from which coteaching can blossom into true collaborative instructional partnerships.

Collaboration can happen in the planning, implementation, and assessment stages of teaching. Ideally, it happens at all three. In the planning process, educators establish shared goals and specific learning outcomes for students as well as codevelop assessment tools to evaluate student outcomes. They discuss students' background knowledge, prior learning experiences, and skill development, and determine what resources will best meet learners' needs (see www.alaeditions.org/webextras/ for sample Collaborative Planning Forms).

Educators decide on one or more coteaching approaches, assign responsibilities for particular aspects of the lesson, and schedule teaching time based on the needs of students and the requirements of the learning tasks. Figure 1-2 shows possible coteaching configurations (Friend and Cook 2010, 120–28). Depending on the lesson, students' prior knowledge and skill development, areas of expertise of educators, and the level of trust with one another, collaborators can assume one or more of these roles during a lesson or unit of instruction.

Of these five approaches, team teaching requires the most collaboration and is the approach needed to most effectively teach the sample lessons offered in this book. Team teaching requires careful planning, respect for each educator's style, and ultimately a shared belief in the value that this level of risk taking can offer students and educators. Collaborative work can be supported or hindered by school culture. In order to be most effective, principals must set expectations and educators must welcome coteaching and use shared planning time for collaborative work. They must value the investment in time and effort. A shared spirit of experimentation and the commitment to developing trust are essential when adult learners form instructional partnerships. Respect for each other's areas of expertise and willingness by all to continue learning are critical to successful collaboration. School librarians, working within a supportive learning community, must develop interpersonal skills as well as teaching expertise that can allow team teaching to flourish.

After coplanning and coimplementing lessons and units of instruction, it is logical that evaluating student learning products is part of a shared responsibility for coteaching. Checklists, rating scales, rubrics, and self-reflections, developed with colleagues or with students in advance of the lesson or early in the unit, establish the criteria for formative assessments during the lesson or summative assessment at the end of a unit. Students should use these tools to guide, revise, and self-assess their work. Educators can use the same criteria to inform their teaching and to assess students' learning processes and their final products.

Educators may decide to divide assessment on the basis of components of the lesson for which each

one took primary responsibility. For example, school librarians may take the lead in teaching notemaking skills and may then take responsibility for assessing students' notes with a rubric. Joint assessment can happen before designing a lesson when educators administer pretests to determine the students' level of skill development or prior knowledge of a particular topic or concept. Even if they did not coteach a lesson, educators might ask one another to provide another set of eyes to evaluate the effectiveness of instruction based on students' learning products. In *Assessing Learning: Librarians and Teachers as Partners,* Harada and Yoshina (2005) provide a comprehensive guide to best practices in assessment.

Coassessing the lesson or unit of instruction is too often overlooked. After coplanning, coteaching, and coassessing students' work, instructional partners must make time to debrief in order to determine which aspects of the lesson helped students meet the learning objectives and which components need revision. If educators are team teaching, then some of this evaluation occurs as they share responsibility for monitoring learning and adjusting teaching while the lesson or unit is in progress. Returning to diagnostic data, such as a content-specific pretest or information literacy pretest like TRAILS: Tool for Real-time Assessment of Information Literacy Skills (www.trails-9 .org), provides educators with information they need to analyze summative achievement data. Evaluating these data and reflecting on the lesson or unit after it has been taught are important for instructional improvement and for educators' professional growth. These best practices help educators clearly articulate the relationships between their goals and objectives for student learning and student outcomes. Reflective practitioners focus on students' learning to improve their own practice and revise instruction.

COLLABORATION AND SCHOOL REFORM

Why is collaboration necessary in our schools? What could happen if classroom teachers and school

Fig. 1-2 Coteaching Approaches	
One Teaching, One Supporting	One educator is responsible for teaching the lesson while the other observes the lesson, monitors particular students, and/or provides assistance as needed.
Station or Center Teaching	After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers while in other centers students work independently of adult support.
Parallel Teaching	After collaborative planning, each educator works with half the class to teach the same or similar content. Groups may switch and/or reconvene as a whole class to share, debrief, and/or reflect.
Alternative Teaching	One educator preteaches or reteaches concepts to a small group while the other educator teaches a different lesson to the larger group. (Preteaching vocabulary or other lesson components can be especially valuable for English-language learners or special needs students.)
Team Teaching	Educators teach together by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role-playing or debating, and more.

Adapted from Friend and Cook (2010)

librarians combined their expertise and talents to share responsibility for teaching students? Barth observes that collegial relationships in schools are both "highly prized" and "highly elusive" preconditions for school reform, and in a collegial school he would expect to see educators

- talking about practice,
- sharing craft knowledge,
- observing one another while they are engaged in practice, and
- rooting for one another's success (2006, 11).

Classroom-library collaboration meets all four of these criteria. When educators coplan, coimplement, and coassess lessons and units of instruction, they cannot help but talk about practice, share craft knowledge, observe one another teaching, and root for one another's success. Through coteaching, educators develop a common language, a common set of practices, and channels for communication that can increase student learning and help the entire school community better serve the academic and social needs of students and families.

In *What Works in Schools: Translating Research into Action,* Marzano (2003) shares thirty-five years of research related to improving student achievement as measured by standardized tests. He delineates school-level, teacher-level, and student-level factors that affect student achievement. At the school level, a guaranteed and viable curriculum, challenging goals and feedback, parent and community involvement, a safe and orderly environment, and collegiality and professionalism all had positive impacts on student outcomes. At the teacher level, instructional strategies, classroom management, and classroom curriculum design improved student achievement. At the student level, the home atmosphere, learned intelligence and background knowledge, and motivation all affected students' learning. Many of these factors including collegiality, instructional strategies, and curriculum design are directly addressed in this book.

Students come to school with varying background knowledge, learning styles, linguistic and cultural heritages, values and beliefs about learning, and prior experiences with schooling. The resulting diversity among students requires that schools continuously adapt and step up to meet each individual learner's needs. Today's school reform movements are based in large part on the challenge of making sure all students have the opportunities they need to reach their potential. Collaborative teaching between classroom teachers, specialists, and school librarians using the strategies suggested in this book benefits students because it puts the focus on learning outcomes. Coteaching also positively impacts adult learning as well. Figure 1-3 outlines the benefits of collaborative teaching to both students and educators.

In school restructuring, teacher isolation is a powerful impediment to reform. "Teachers must become 21st century learners themselves, learning from inquiry, design, and collaborative approaches that build a strong community of professional educators" (Trilling and Fadel 2009, 124). Just as learning is social for students, it is also social for adults. Innovations in teaching cannot spread throughout a learning community if educators remain isolated, separated in their classrooms or libraries. As figure 1-3 clearly shows, educators who teach collaboratively not only improve student learning but also create learning opportunities for themselves and for each other. This model for practicing job-embedded professional development should be of interest to school site and district-level administrators.

PROFESSIONAL DEVELOPMENT AT THE POINT OF PRACTICE

Adult learning in schools is best implemented at the point of practice. My experience as both a literacy coach and a school librarian confirms Zmuda and Harada's assertion: "Informal leaders are better suited to coaching the work at the classroom level based on identified learning principles and practices, whereas formal leaders are better suited to the enforcement of such principles and practices" (2008, 31). School librarians, who wisely create a shared professional development space in the library and

Fig. 1-3 Benefits of Classroom-Library Collaboration Based on Coteaching

For Students . . .	For Educators . . .
More individualized attention	More opportunities to work one-on-one with students
Better designed lessons	Clarification of goals and objectives through joint planning; coassessment of lesson effectiveness
Increased opportunity for differentiated instruction	Improved facilitation of differentiated instruction
Access to information at the point of need	Literature and information literacy skills integrated in a meaningful way into the classroom curriculum
Access to multiple resources, including technology	Shared responsibility for gathering engaging, effective resources
More engagement due to fewer distractions	Fewer classroom management issues
More material or deeper investigations into concepts and topics	More teaching time (due to fewer management issues and scheduling to achieve student learning objectives)
Expanded opportunities for creativity	Expanded opportunities for creativity
Acquiring of skills for lifelong learning	Personal and professional growth opportunities through coteaching and coassessment of student learning
Integrated learning	Integrated teaching

its accompanying computer labs, offer colleagues an opportunity to model and practice lifelong learning alongside them in a nonthreatening environment. Some have called this model the "Information Commons," where student learning and curriculum and professional development are focused in the physical and virtual space of the school library (Loertscher, Koechlin, and Zwaan 2008).

Rather than being a formal one-day or separate event, effective professional development should be more informal, a regular part of an educator's everyday work. It should occur in real time, with real students and real curriculum, and within the real support and constraints in which students learn and teachers teach. Ongoing, continuous improvement in teaching practices is necessary if educators are to ensure that diverse learners have the maximum opportunity for achievement. Classroom-library collaboration for instruction can succeed if educators approach this model as reciprocal mentorship between two coequal

partners whose goal is to engage students in learning and to improve their own teaching practices.

"The single most effective way in which principals can function as staff development leaders is providing a school context that fosters job-embedded professional development" (DuFour 2001, 14–15). School principals are central figures in building a culture of collaboration within the school learning community. They must provide educators with time to coplan during contract hours. They can support coteaching by endorsing collaborative teaching for performance evaluations and by spotlighting effective collaborative teaching in faculty meetings and in newsletters to families. As instructional leaders, principals are pivotal in establishing value for collaborative teaching.

Using resources as an entrée, school librarians have natural opportunities to begin curriculum conversations. These conversations provide doors through which school librarians can invite and initiate classroom-library collaboration for instruction.

The model for collaborative teaching offered in this book is founded on parity and shared risk taking. The resulting coteaching fosters job-embedded professional development for classroom teachers, specialists, and school librarians that will impact the literacy learning in their schools.

If educators hope to prepare young people for living and working in the 21st century, and they target 21st-century skill objectives in their lessons, then they should be mindful of the ways they do or do not model these behaviors for students. What is the covert curriculum in our schools? What attitudes and behaviors are educators modeling as they teach a standards-based curriculum? *Empowering Learners: Guidelines for School Library Media Programs* (AASL 2009a) and organizations such as the Partnership for 21st Century Skills (P21 2006) charge educators with teaching learning and thinking skills such as critical thinking, problem solving, collaboration, communication, and information and media literacy. Coteaching is one way for educators to model and practice these behaviors. "The idea of making classrooms into learning communities for students will remain more rhetoric than real unless schools become learning communities for teachers, too" (Wald and Castleberry 2000, 136).

The organic nature of the classroom-library collaboration model offers on-site, job-embedded professional development integrated into the daily practice of educators. Through shared responsibility, collaborators create opportunities for reciprocal mentoring and ongoing shared reflection. Collaboration for instruction lowers student-to-teacher ratios. More students have opportunities for individualized attention, and groups of students can be better supported as they learn essential skills and content in different ways. Two or more educators can monitor and adjust teaching and assess students' learning processes and products as well as evaluate the lessons themselves. The opportunity to learn alongside a colleague as an equal improves teaching practices for novice as well as veteran educators.

School librarians' effectiveness as educators may hinge on being considered a peer by classroom teacher colleagues and coequals with classroom teachers by administrators. As Zmuda and Harada attest: "Effective partnerships help teachers to meet their existing priorities, which include the implementation of a standards-based curriculum" (2008, 38). With the current emphasis on accountability, school librarians must meet the imperative to foster student achievement through effective instruction. But until school librarians serve as full members of instructional teams, their true value as educators cannot be measured.

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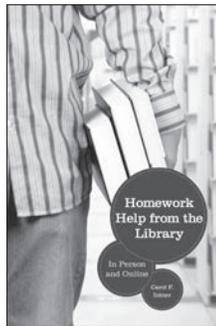
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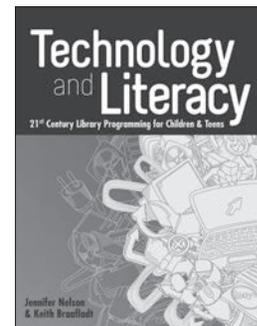
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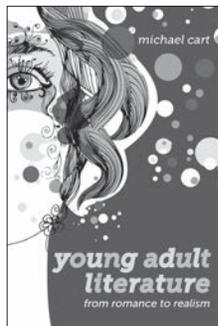
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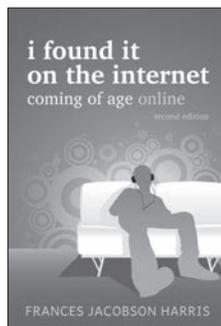
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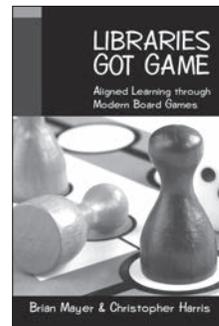
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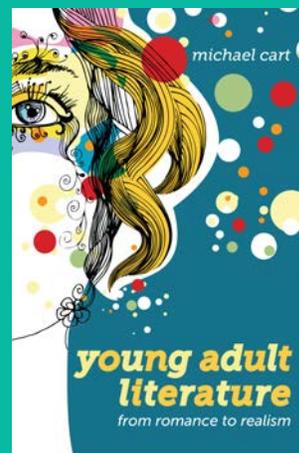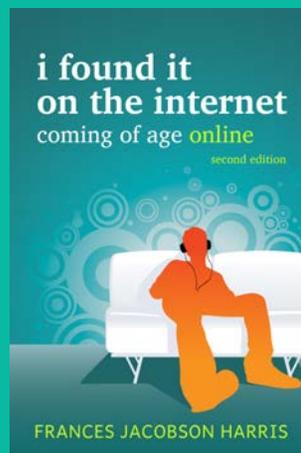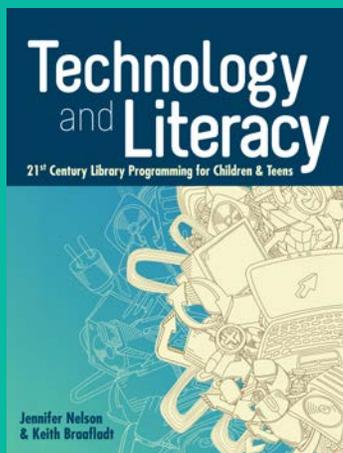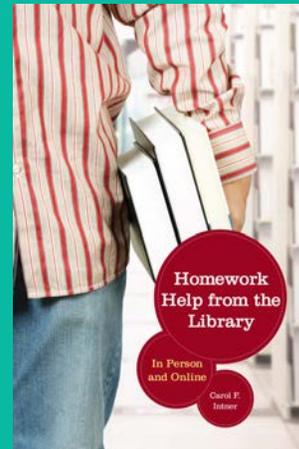**ISBN-13: 978-0-8389-1009-2**

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