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Librarian as teacher: Exploring elementary teachers’ perceptions of the role of the school librarian and the implementation of flexible scheduling and collaborative planning

Giorgis, Cynthia Ann, Ph.D.

The University of Arizona, 1994

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LIBRARIAN AS TEACHER: EXPLORING ELEMENTARY TEACHERS' PERCEPTIONS OF THE ROLE OF THE SCHOOL LIBRARIAN AND THE IMPLEMENTATION OF FLEXIBLE SCHEDULING AND COLLABORATIVE PLANNING

by

Cynthia Ann Giorgis

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A Dissertation Submitted to the Faculty of the DEPARTMENT OF LANGUAGE, READING AND CULTURE In Partial Fulfillment of the Requirements For the Degree of DOCTOR OF PHILOSOPHY In the Graduate College THE UNIVERSITY OF ARIZONA 1994
As members of the Final Examination Committee, we certify that we have read the dissertation prepared by Cynthia Ann Giornis entitled Librarian as Teacher: Exploring Elementary Teachers' Perceptions of the Role of the School Librarian and the Implementation of Flexible Scheduling and Collaborative Planning and recommend that it be accepted as fulfilling the dissertation requirement for the Degree of Doctor of Philosophy/Education.

Final approval and acceptance of this dissertation is contingent upon the candidate's submission of the final copy of the dissertation to the Graduate College.

I hereby certify that I have read this dissertation prepared under my direction and recommend that it be accepted as fulfilling the dissertation requirement.

[Signature]  12/7/93

Dissertation Director
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SIGNED: [Signature]

[Name]
DEDICATION

To my mother
Donna Roberts Zanetti

who never questions
the goals I have set for myself
and whose endless love and support

gives me the courage
to pursue my dreams.
ACKNOWLEDGEMENTS

Several years ago, I embarked on a journey to explore my own philosophy and beliefs about teaching and learning in regard to the role of the school librarian. Joining, guiding and often pushing me in this exploration was Dr. Kathy Short. I feel truly blessed that she became my advisor and dissertation chair. Kathy has helped me to take my own experiences and beliefs and relate them to the library and classroom setting. I will always be grateful to her for helping me to define and experience true collaboration.

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My gratitude also extends to my sister, Glenda, my niece, Dawn, and my nephew, Mike, who always let me know I was not alone in my journey, but acknowledged that I had selected a difficult road to travel.

Finally, I would like to thank the supportive network of fellow doctoral students in the Department of Language, Reading and Culture as well as my friends and family. I especially want to thank Jean Schroeder for her friendship and support as she listened to my endless experiences when the journey became long and difficult.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>LIST OF TABLES</th>
<th>PAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>15</td>
</tr>
<tr>
<td>ABSTRACT</td>
<td>17</td>
</tr>
<tr>
<td>1. INTRODUCTION TO THE STUDY</td>
<td>19</td>
</tr>
<tr>
<td>Background of the Study</td>
<td>24</td>
</tr>
<tr>
<td>Statement of the Problem</td>
<td>29</td>
</tr>
<tr>
<td>Current Trends in School Libraries</td>
<td>30</td>
</tr>
<tr>
<td>Flexible Scheduling</td>
<td>30</td>
</tr>
<tr>
<td>Cooperative Planning</td>
<td>33</td>
</tr>
<tr>
<td>Collaboration Between Classroom Teachers and the School Librarian</td>
<td>34</td>
</tr>
<tr>
<td>Approach to the Study</td>
<td>35</td>
</tr>
<tr>
<td>Summary</td>
<td>37</td>
</tr>
<tr>
<td>2. REVIEW OF RELATED LITERATURE</td>
<td>39</td>
</tr>
<tr>
<td>History of Library Service to Children in Public Schools</td>
<td>39</td>
</tr>
<tr>
<td>Literature Which Informs the Study</td>
<td>44</td>
</tr>
<tr>
<td>An Overview of Varied Approaches in the Use of the School Library</td>
<td>45</td>
</tr>
<tr>
<td>Literature-based Classrooms</td>
<td>50</td>
</tr>
<tr>
<td>Children’s Literature and the Role of the School Librarian</td>
<td>58</td>
</tr>
<tr>
<td>Teacher Change</td>
<td>61</td>
</tr>
<tr>
<td>Librarian Change</td>
<td>65</td>
</tr>
<tr>
<td>Theoretical Constructs Which Frame the Study</td>
<td>66</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS—Continued.

Teachers' Beliefs Impact Classroom Instruction ........................................... 67
Learning is a Social Process of Collaborating with Others ......................... 69
Communication Must Exist for Collaboration to Occur ................................ 71
Learning Does Not Occur in Isolation ......................................................... 73
Learning Occurs When We Make Connections to Our Own Experiences ............. 75
Summary ........................................................................................................... 76

3. METHODOLOGY ......................................................................................... 78
Design of the Research ...................................................................................... 78
The Setting ......................................................................................................... 82
Rationale for Site Selection ................................................................................ 85
Time Frame and Organization ........................................................................... 87
Data Collection .................................................................................................. 88
Primary Sources ................................................................................................ 89
Audiotaping of Initial and Final Interviews ....................................................... 89
Initial Interviews ................................................................................................. 92
Final Interviews ................................................................................................. 92
Questionnaire ...................................................................................................... 93
Secondary Sources .............................................................................................. 93
Audiotaping of Planning Sessions ..................................................................... 94
Field Notes ......................................................................................................... 94
Weekly Plan Book ............................................................................................... 95
Monthly Calendar ............................................................................................... 96
Collection of Student Work ............................................................................... 96
Data Analysis ...................................................................................................... 97
TABLE OF CONTENTS--Continued.

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Case Study of the School Year</td>
<td>98</td>
</tr>
<tr>
<td>Coding of the Interviews and Questionnaires</td>
<td>100</td>
</tr>
<tr>
<td>Creating Categories</td>
<td>101</td>
</tr>
<tr>
<td>Trustworthiness</td>
<td>103</td>
</tr>
<tr>
<td>Credibility</td>
<td>103</td>
</tr>
<tr>
<td>Prolonged Site Engagement</td>
<td>104</td>
</tr>
<tr>
<td>Triangulation</td>
<td>104</td>
</tr>
<tr>
<td>Peer Debriefing</td>
<td>105</td>
</tr>
<tr>
<td>Member Checks</td>
<td>105</td>
</tr>
<tr>
<td>Transferability</td>
<td>106</td>
</tr>
<tr>
<td>Dependability</td>
<td>107</td>
</tr>
<tr>
<td>Confirmability</td>
<td>107</td>
</tr>
<tr>
<td>Summary</td>
<td>108</td>
</tr>
</tbody>
</table>

4. OVERVIEW OF THE FIRST SEMESTER                              | 110  |
| Library Power Grant                                          | 112  |
| Beginning of the School Year                                 | 121  |
| Overview of the Categories                                   | 124  |
| School Librarian as Resource Person                          | 125  |
| Cheryl                                                       | 128  |
| Donna                                                        | 129  |
| Barbie                                                       | 130  |
| Sharon                                                       | 131  |
| Grace                                                        | 132  |
| Rick                                                         | 136  |
| Aaron                                                        | 138  |
TABLE OF CONTENTS--Continued.

Lori and Norma .................................. 139
Jessica ............................................ 140
Summary .......................................... 141
Cooperative Planning Between the School
Librarian and Classroom Teacher(s) .......... 143
Brenda ............................................. 149
Vicki ............................................... 150
Marcy ............................................... 151
Ken ................................................ 152
Margaret ......................................... 153
Tom ............................................... 154
Summary .......................................... 156

The Transition From Cooperative to
Collaborative Planning .......................... 156
Kristen ............................................ 160
Maryann .......................................... 162
Collaborative Planning Between the School
Librarian and Classroom Teacher(s) .......... 163
Julie ................................................ 165
Summary of the First Semester ................. 170

5. OVERVIEW OF THE SECOND SEMESTER ........... 172
School Librarian as Resource Person .......... 174
Donna ............................................. 174
Grace .............................................. 177
Marcy ............................................. 184
TABLE OF CONTENTS--Continued.

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Norma</td>
<td>187</td>
</tr>
<tr>
<td>Vicki</td>
<td>188</td>
</tr>
<tr>
<td>Jessica</td>
<td>189</td>
</tr>
<tr>
<td>Aaron</td>
<td>189</td>
</tr>
<tr>
<td>Ken</td>
<td>190</td>
</tr>
<tr>
<td>Summary</td>
<td>190</td>
</tr>
<tr>
<td>Cooperative Planning Between the School Librarian and Classroom Teacher(s)</td>
<td>192</td>
</tr>
<tr>
<td>Brenda</td>
<td>195</td>
</tr>
<tr>
<td>Sharon</td>
<td>197</td>
</tr>
<tr>
<td>Maryann</td>
<td>198</td>
</tr>
<tr>
<td>Rick</td>
<td>200</td>
</tr>
<tr>
<td>Lori</td>
<td>202</td>
</tr>
<tr>
<td>Margaret</td>
<td>204</td>
</tr>
<tr>
<td>Tom</td>
<td>206</td>
</tr>
<tr>
<td>Summary</td>
<td>210</td>
</tr>
<tr>
<td>The Transition From Cooperative to Collaborative Planning</td>
<td>214</td>
</tr>
<tr>
<td>Kristen</td>
<td>214</td>
</tr>
<tr>
<td>Collaborative Planning Between the School Librarian and Classroom Teacher(s)</td>
<td>217</td>
</tr>
<tr>
<td>Julie</td>
<td>217</td>
</tr>
<tr>
<td>Barbie</td>
<td>223</td>
</tr>
<tr>
<td>Cheryl</td>
<td>229</td>
</tr>
<tr>
<td>Summary</td>
<td>236</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS—Continued.

Summary of the Second Semester .......................... 237

The School Principal's Perception of the Implementation of Flexible Scheduling and Collaborative Planning as well as the Role of the School Librarian .......................... 240

Overview of the School Year ............................. 242

6. ANALYSIS OF FINAL INTERVIEWS AND QUESTIONNAIRES .......................... 258

Scheduling and Use of the School Library ............... 262

Classroom Management .................................. 263
Fixed Library Scheduling ............................... 264
Weekly Book Exchange for Students .................... 266
Teacher Use of "Fixed" Scheduled Time ................. 268
Use of the School Library ............................... 269
Summary ............................................... 271

Children's Attitudes Toward the School Librarian as Perceived by Classroom Teacher(s) ............... 272

The School Librarian in the Classroom Environment .......................... 274

Change in Children's Attitude Relating to the School Library .......................... 275
Summary ............................................... 277

Perception of Classroom Teachers Toward the School Librarian .......................... 279

Dual Role of the School Librarian ..................... 279
The School Librarian in a Teaching Role ............... 281
Teachers' Perceptions of Other Librarians in the District .......................... 282
TABLE OF CONTENTS--Continued.

<table>
<thead>
<tr>
<th>Topic</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perceived Lack of Change in the Library by Classroom Teacher(s)</td>
<td>284</td>
</tr>
<tr>
<td>Summary</td>
<td>285</td>
</tr>
<tr>
<td>Grouping Students</td>
<td>286</td>
</tr>
<tr>
<td>Impact of Grouping Students on Classroom Instruction</td>
<td>287</td>
</tr>
<tr>
<td>Class(es) Grouped in the Library</td>
<td>291</td>
</tr>
<tr>
<td>Summary</td>
<td>292</td>
</tr>
<tr>
<td>Teaching Library Skills</td>
<td>293</td>
</tr>
<tr>
<td>The Need for Library Resource Instruction</td>
<td>293</td>
</tr>
<tr>
<td>Independent Use Versus Skill Instruction</td>
<td>294</td>
</tr>
<tr>
<td>Summary</td>
<td>295</td>
</tr>
<tr>
<td>Connections Made Between the Classroom and School Library</td>
<td>296</td>
</tr>
<tr>
<td>Librarian as Teacher</td>
<td>296</td>
</tr>
<tr>
<td>Transfer of Student Learning</td>
<td>298</td>
</tr>
<tr>
<td>Summary</td>
<td>300</td>
</tr>
<tr>
<td>The Collaborative Process</td>
<td>301</td>
</tr>
<tr>
<td>Perceptions of the Collaborative Planning Process</td>
<td>302</td>
</tr>
<tr>
<td>Integration of the Library Into Classroom Curriculum</td>
<td>303</td>
</tr>
<tr>
<td>The Need for Administrative Support</td>
<td>305</td>
</tr>
<tr>
<td>The Emerging Role of the School Librarian</td>
<td>306</td>
</tr>
<tr>
<td>Summary</td>
<td>308</td>
</tr>
<tr>
<td>Chapter Summary</td>
<td>309</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>-----</td>
</tr>
<tr>
<td>7. DISCUSSION OF FINDINGS AND IMPLICATIONS</td>
<td>311</td>
</tr>
<tr>
<td>Purpose of the Study</td>
<td>311</td>
</tr>
<tr>
<td>Procedures</td>
<td>313</td>
</tr>
<tr>
<td>Findings</td>
<td>314</td>
</tr>
<tr>
<td>What Are Teachers' Perceptions of the Role of the School Librarian as Indicated by Their Responses and Actions</td>
<td>314</td>
</tr>
<tr>
<td>What Were the Changes in Teachers' Perceptions During the School Year</td>
<td>317</td>
</tr>
<tr>
<td>What Are Teachers' Issues and Concerns about the Implementation of Flexible Scheduling and Collaborative Planning?</td>
<td>319</td>
</tr>
<tr>
<td>Implications</td>
<td>321</td>
</tr>
<tr>
<td>Professional Education for School Librarians</td>
<td>321</td>
</tr>
<tr>
<td>Teacher Education</td>
<td>324</td>
</tr>
<tr>
<td>Professional Development</td>
<td>326</td>
</tr>
<tr>
<td>Teacher and Librarian Beliefs</td>
<td>329</td>
</tr>
<tr>
<td>Collaboration and Isolation</td>
<td>331</td>
</tr>
<tr>
<td>Skills Versus Strategies</td>
<td>334</td>
</tr>
<tr>
<td>Library as a Research Center</td>
<td>336</td>
</tr>
<tr>
<td>Research Methodology Used in Studies Focusing on School Libraries</td>
<td>337</td>
</tr>
<tr>
<td>Use of Literature in the Elementary School Library</td>
<td>338</td>
</tr>
<tr>
<td>Librarian as Researcher</td>
<td>339</td>
</tr>
</tbody>
</table>
TABLE OF CONTENTS--Continued.

Summary ............................................. 341

APPENDIX A. TEACHER INTERVIEW QUESTIONS ........ 345

APPENDIX B. TEACHER SURVEY ......................... 347

APPENDIX C. COLLABORATIVE PLANNING WORKSHEETS ... 350

APPENDIX D. DISTRICT REQUEST TO CONDUCT RESEARCH . 353

APPENDIX E. TEACHER PERMISSION FORM ............... 357

APPENDIX F. CHILDREN'S BOOKS MENTIONED IN STUDY . 359

REFERENCES ................................... 361
LIST OF TABLES

<table>
<thead>
<tr>
<th>Table</th>
<th>Description</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Table 1</td>
<td>Relationship Between Research Questions and Data Collection</td>
<td>90</td>
</tr>
<tr>
<td>Table 2</td>
<td>Teachers’ Perceptions of the Role of the School Librarian During the First Semester</td>
<td>126</td>
</tr>
<tr>
<td>Table 3</td>
<td>Teachers’ Perceptions of the School Librarian in a Resource Role During the First Semester</td>
<td>144</td>
</tr>
<tr>
<td>Table 4</td>
<td>Teachers’ Perceptions of the School Librarian in a Cooperative Role During the First Semester</td>
<td>157</td>
</tr>
<tr>
<td>Table 5</td>
<td>Teachers’ Perceptions of the School Librarian as Teachers Made the Transition from Cooperative to Collaborative Planning During the First Semester</td>
<td>164</td>
</tr>
<tr>
<td>Table 6</td>
<td>Julie’s Perception of the Collaborative Role of the School Librarian During the First Semester</td>
<td>169</td>
</tr>
<tr>
<td>Table 7</td>
<td>Changes in Teachers’ Perceptions of the Role of the School Librarian During the Second Semester</td>
<td>173</td>
</tr>
<tr>
<td>Table 8</td>
<td>Teachers’ Perceptions of the Role of the School Librarian: Resource Role—Characteristics and Relationships</td>
<td>193</td>
</tr>
<tr>
<td>Table 9</td>
<td>Cooperative Planning Between the School Librarian and Classroom Teachers</td>
<td>212</td>
</tr>
</tbody>
</table>
LIST OF TABLES—Continued.

Table 10. The Transition from Cooperative to Collaborative Planning Between the School Librarian and Classroom Teachers . . . . . 218

Table 11. Collaborative Planning Between the School Librarian and Classroom Teachers . . . . . 238

Table 12. Teachers' Perceptions of the Role of the School Librarian as Indicated by Actions and Interviews . . . . . . . 246

Table 13. Categories and Issues Emerging from the Written Responses to the Questionnaires . 261
ABSTRACT

This qualitative case study explored elementary teachers' perceptions of the role of the school librarian and the implementation of flexible scheduling and collaborative planning. Data collected consisted of field notes, audiotaping of formal interviews and planning sessions, weekly plan books, monthly calendars, questionnaires and the collection of student work.

During formal data analysis, new questions began to emerge. These three questions then guided the process of data analysis. These questions were:

1. What are teachers' perceptions of the role of the school librarian as indicated through responses and actions?

2. What changes occurred in teachers' perceptions during the school year? and

3. What are teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning?

Four roles of the school librarian emerged from data analysis. These were: the resource role of the school librarian; the cooperative role of the school librarian; the transition from a cooperative to a collaborative role; and the collaborative role of the school librarian. In
addition, seven categories were developed through the analysis of interviews and questionnaires. One category developed as several teachers expressed their concern in not having a regularly scheduled library time for students to check-out books. A few teachers also indicated the need for students to learn library skills. Within each of the seven categories, several issues also emerged.

The findings of the study indicate there were numerous changes during the school year in teachers’ perceptions related to the role of the school librarian. There were also ten implications which resulted from the study. One of these implications focused on professional development within schools and school districts. Professional development assists in the role of ownership and as Fullan (1991) states, ownership of something new is tantamount to real change. Through professional development, teachers and librarians can learn about the process of cooperative and collaborative planning together.
CHAPTER 1
INTRODUCTION TO THE STUDY

In the November 1990 issue of Language Arts on "Libraries and Language Arts," editor Bill Teale indicated his disappointment at the overall pool of manuscripts and stated that there were fewer submitted for this issue than for any other. Teale goes on to write:

But if the manuscripts were representative of the current state of affairs, perhaps the response suggests that there are relatively few collaborations going on that involve teachers and librarians in tackling the difficult issues of helping children develop as critically conscious users of language and literacy. Of course, another possibility is that the people who are really doing the work, classroom teachers and librarians, don’t have enough time to write about all the wonderful things they are doing. (p. 729)

Teale completes his comments by suggesting there is room for an increased role for librarians in the overall effort of language arts education in the 1990s.

The literature in library science and education also reflects the lack of actual examples of collaboration between librarians and teachers. Instead of examples, the literature provides suggestions for improvement in relationships. Lamme and Ledbetter (1990) state:

A librarian in a whole language school is primarily a resource person who works with teachers as they plan and teach units based on children's literature. The librarian's role is typically manifold--to help
brainstorm all aspects of the topic of study; supply information about what resources are available from every possible source; and provide good literature for reading aloud, sustained silent reading and reference work. (p. 737)

Mention is made of collaboration by Lamme and Ledbetter but it is in reference to providing resources for in-depth classroom studies of genre, authors, and themes.

Jenks and Roberts (1990) relate an isolated experience of collaborating with the school librarian in having children review books. The collaborative effort (which appeared to be more cooperative) in this situation consisted of the teacher and librarian meeting in the school hallway to sketch an outline for using a book list. This five minute discussion led to the collaborative experience described in the article. The authors stated they "were in daily contact and knew something about each other's places and ways of thinking" (p. 744) which made it possible to coordinate their programs without scheduling formal meeting times.

Some of the literature in education provides suggestions for schools who do not have a school librarian (Daniel, 1990). Even though Daniel states that, "not having a school librarian is certainly not something to boast about," she does "believe that competent teachers and self-sufficient learners are the powerful force behind the use of a library." Daniel views the librarian as the
individual who "cultivates and grows a library." What is disturbing about this article is the lack of understanding or knowledge about the role and contributions of a full-time professional librarian.

There is also frequent reference to "trained librarians" in education literature to make a distinction between someone who is a certified librarian and a library clerk. In their article on teacher change, Scharer and Detwiler (1992) include in their "wish list" the need for support staff such as a trained librarian who will select books for purchasing, collect books to support a classroom theme, and assist both teachers and students in using the library facilities. Their wish list, unfortunately is for a resource person rather than a professional teaching partner who will collaborate with classroom teachers in the change that is occurring within the context of the school.

I believe that the need today is for the school librarian to be a highly skilled teacher, able to function as a professional with competencies in teacher education and classroom experience as well as in school librarianship. The school library is becoming more than a resource center and the librarian therefore needs to be actively involved in program development and curriculum implementation.
The need also exists for school librarians to begin collaborating with classroom teachers. The term collaboration has recently being receiving wide use in the education and business communities. Many times it appears the term collaboration has become synonymous with or has completely replaced the term cooperation. The terminology has changed but the process has remained the same.

Sills (1988) suggests that collaborative learning is dependent on the positive interdependence of group members which contributes to the achievement of a common goal. Classroom teachers and the school librarian have attempted to share common goals in the past while working with students, however this goal has not always involved integrating the classroom curriculum with the school library. Sills also states that the collaborative skills students need to use include leadership, communication, trust building, and conflict management. These collaborative skills also pertain to classroom teachers and school librarians. Through these collaborative skills, collaborative community can be established (Short, 1986).

Collaboration does not magically happen. Conditions need to be set up carefully and time allowed for teachers (and librarians) to make mistakes (Whitworth, 1988). Gilles and VanDover (1988) agree that a collaborative environment grows slowly. There are risks to be taken and
mistakes to be made, but working through these problems is a part of collaboration that helps make the school a community. As Dewey (1938) states, schooling reflects real life and real life has problems and obstacles.

One area that collaboration reduces is the professional isolation of teachers and librarians (Fullan, 1991). Fullan indicates that working together has the potential of raising morale and enthusiasm, opening the door to experimentation and increased sense of efficacy (p. 135). Through constant communication and joint work, collaboration can occur.

Within the context of this study, collaboration involved the various components previously described. When the classroom teacher(s) and school librarian planned, implemented and evaluated lessons and/or units from the classroom curriculum, collaboration usually occurred. At times, plans would have to be revised and roles redefined, but through communication and cooperation, a collaborative environment began to be developed. This environment in turn provided for powerful learning experiences for the librarian, teacher(s) and students.

In this study, I used the term cooperation to mean that the role of the teacher is to decide the content of the learning, the instructional methods to be used and the means by which students will be evaluated. The librarian
then cooperates with the classroom teacher by providing knowledge of resources available to support a given topic as well as integrating the instruction of information skills into planned units of study. The librarian and classroom teacher communicate, but generally each has his/her own agenda and curriculum. Collaboration differs from cooperation in that the teaching of information skills is integrated into the classroom curriculum and both the teacher and librarian are responsible for planning, implementing and evaluating planned units of instruction. The teacher and librarian discuss the content of student learning and decide together how to facilitate that learning.

The literature indicates there is a need for research about implementing cooperative planning with teachers in order to integrate library skill instruction into the curriculum. I believe that these cooperative efforts will provide the move necessary for collaboration between classroom teachers and the school librarian.

Background of the Study

The impetus of this study comes from my own experiences as a classroom teacher and school librarian. The aforementioned issue of Language Arts as well as numerous discussions in graduate courses relating to the
role of the librarian in the elementary school has had a
direct impact on my own beliefs and philosophy. Other
documents such as Information Power: Guidelines for School
Library Media Programs published in 1988 by the American
Association of School Librarians, have also influenced my
thinking. Information Power opens with a succinct overview
of its message of the role of the school library:

The mission of the library media program is to ensure
that students and staff are effective users of ideas
and information. This mission is accomplished:

* by providing intellectual and physical access to
  material in all formats.

* by providing instruction to foster competence and
  stimulate interest in reading, viewing and using
  information and ideas.

* by working with other educators to design learning
  strategies to meet the needs of individual students.
  (p. 1)

These three methods of accomplishing the mission
correspond to the three roles of the school librarian as
envisioned by Information Power.

A fundamental responsibility of the school librarian
is to provide the leadership and expertise necessary to
ensure that the library media program is an integral part
of the instructional program of the school. To carry out
the mission of the program, the school librarian performs
the following separate but overlapping roles to link the
information resources and services of the library media
program to the information needs of the school’s students and staff:

information specialist
teacher
instructional consultant.

Through these roles, school librarian’s provide:

* access to information and ideas by assisting students and staff in identifying information resources and in interpreting and communicating intellectual content.

* formal and informal instruction in information skills, the production of materials, and the use of information and instructional technologies.

* recommendations for instructional planning to individual teachers as well as assistance in school-wide planning of curricular and instructional activities. (p. 26)

This cannot occur if teachers and librarians are working in isolation.

The basic premise of Information Power is that teachers, the principal and the librarian must form a partnership and plan together to design and implement the program that best matches the instructional needs of the school. This document also emphasizes the building-level school librarian’s responsibility to provide leadership in establishing partnerships and initiating the planning process. In accepting responsibility for an information teaching role, librarians position themselves and their programs for an expanded presence in the classrooms of the schools (Cleaver, 1989). What the Information Power
document does not provide is a model for librarians in how to provide leadership and to become active in the planning for the instructional needs of the school.

In reading articles for librarians and other interested individuals in the field as well as *Information Power*, I think back to my own experiences with the school librarian. When I was a first grade teacher, the children in my class went to the library once a week for a period of thirty minutes. The teachers were told by the school librarian that they were not to stay with their classes, only to drop their students off and come to pick them up at the designated time. It is interesting to note that I do not recall a time when the children were not lined up at the library door, waiting for me to take them back to the classroom. Our school librarian felt that teachers were responsible for their own classroom instruction and the development of lessons and units. She also believed the library had its' own curriculum and the librarian was responsible for teaching lessons that focused on students learning library skills such as the card catalog.

The library experience for my students was not a positive one. The children were read a story or viewed a video or filmstrip each time they went to the library. What was presented to the children had no relation to what was being taught in the classroom or to the district
curriculum. The librarian rarely seemed willing to assist teachers as a resource person in selecting books to use for classroom units. Also, the library collection for the most part did not support the curriculum. Most teachers went to the public library for materials and assistance.

After receiving my master’s degree in library science, I spent one year in Connecticut as a school librarian. The scheduled library time was part of the teachers’ planning time and was written into the teachers’ contract. The principal indicated if I wanted to go to a flexible schedule, the teachers would have to be willing to give up their planning time. A flexible schedule would provide access to the library based on students’ instructional needs. It would also eliminate the teacher’s weekly planning time. Few teachers were receptive to the idea. After several weeks of attempting to teach library skills in isolation, the children were frustrated and so was I. Visits to the classrooms on a weekly basis as well as discussions of classroom units with teachers during lunch in the teacher’s lounge, provided me with the information I needed to integrate library skills into the planned units of instruction originating from the classroom. There were a few teachers who were interested in cooperatively planning specific units with me. These cooperative
ventures went very well and continued throughout the school year. It was a beginning, but it was not enough.

This leads me to the last few years of thought, extensive reading and a tremendous amount of dialogue between myself, peers and colleagues. Classroom teachers enrolled in courses with me as well as librarians in the schools with whom I came in contact, were often unaware of or confused as to how to begin to collaborate with each other. The possibilities seemed to be exciting for the teachers and overwhelming for the librarians. Librarians were thinking and talking about where they wanted to be, but did not have a model of how to get there.

**Statement of the Problem**

A few recent studies have researched the role of the librarian in an elementary school. However, most of these studies have utilized a survey methodology for data collection that eliminates interaction between researcher and participants. Surveys are generally mailed to individuals who then respond to specific questions and return the questionnaire to the researcher. Occasionally, a follow-up phone interview is incorporated which assists in clarifying responses or pursuing particular ideas. The information from surveys will produce different findings
from those in which the researcher directly observes participants in the setting being studied.

Recent trends in education related to whole language, literature-based reading approaches and changes in the broader curriculum, have directly impacted the role of the school librarian in working with teachers and students. It seemed that a study which focused not only on the role of the school librarian, but also on the process of implementing flexible scheduling and cooperative and collaborative planning was needed. A study in which the researcher was either a participant-observer or full participant would also add to the field of knowledge in both education and library science. The present study was undertaken to achieve these goals.

Current Trends in School Libraries

Several current trends in library science are important within the context of the study. These trends include: flexible scheduling, cooperative planning, and collaboration between classroom teachers and the school librarian.

Flexible Scheduling

The term "flexible scheduling" as used in the literature refers to a library program in which
instructional and book exchange visits are scheduled based on student and teacher needs. Book exchange generally refers to students returning their library books in order to "exchange" them for different books. Frequency and duration of visits, the size of the group being instructed and the type of activity to be accomplished are determined by the objectives of the lesson. It is the instructional need rather than the clock that guides the use of the library (Coleman, 1989). This is in sharp contrast to the traditional approach of scheduling classes for a routine once-a-week visit for undifferentiated class/group instruction.

Flexible scheduling is based on the philosophy that students should have access to the library when a need arises. It is spontaneous, as well as planned use. Individuals and small groups of students go to the school library to locate information, work on projects or to enjoy reading or using the library materials. Educational need does not automatically coincide with predetermined weekly visits.

Opportunities to integrate library skills instruction with ongoing classroom content instruction is enhanced by having a flexible schedule. Success depends on cooperative and/or collaborative planning between teachers and the school librarian. Cooperative and/or collaborative
planning helps the librarian become better informed about current classroom instruction and assists teachers in becoming familiar with available resources.

There are numerous benefits of flexible scheduling. These may include:

* integration of library and/or information skills instruction with classroom curriculum.
* spontaneity of the "teachable moment."
* enhancement of instructional units planned and sometimes taught by both teacher and librarian.
* utilization of the library by more individuals and small groups.
* practice in searching for information using reading and location skills.
* guidance in book selection by the school librarian who is familiar with the student and the literature.
* repetition of successful experiences giving students confidence to become life-long library users (Browne & Burton, 1989).

The impetus of flexible scheduling is the ability to provide students and teachers greater access to the library while integrating the teaching of library skills into the curriculum. This integration helps students in learning and using these skills.
Cooperative Planning

Cooperative planning and teaching is a strategy for teaching and learning within the library context. The term does not constitute a set program of instruction, but rather a philosophical framework for the development and implementation of library skills programming (Haycock, 1990).

The role of the librarian as an equal teaching partner is clearly defined and understood in order to cooperatively plan with the classroom teacher. Each person brings specific expertise to the planning process. The librarian may initiate planning with classroom teachers rather than wait for teachers to come to them. I believe that if teachers do not know about or understand cooperative planning, they cannot be expected to seek it out. Determining a teacher's needs and offering specific suggestions about the options that might be pursued allows the teacher a greater, more positive opportunity to respond as a partner in the planning process.

There are many decisions to be made during the planning process. The teacher is the decision maker in relation to the major focus of the curriculum. Teachers must decide on the content of the learning, including how much or how little will be taught. The instructional
methods and how the student’s learning will be evaluated are also determined by the teacher.

The librarian’s role in cooperative planning is to provide knowledge about the availability of resources to support a given topic of study. The librarian also determines the suitability of those resources to support the learning objectives while meeting the students’ ability levels and learning styles. The librarian is responsible for knowing strategies for integrating library and/or information skills instruction into planned units of study.

Cooperative planning is a means of communication. The results of this process is the integration of information skills instruction into the curriculum in order to provide for successful learning experiences for students.

Collaboration Between Classroom Teachers and the School Librarian

Collaboration goes beyond cooperative planning in that the teacher and librarian are equal partners in the planning, teaching and evaluation of planned units of study. The librarian does not have the sole responsibility for initiating dialogue with the teacher. The classroom teachers are aware of the abilities and areas of expertise the librarian may provide in planning and teaching a
classroom unit because they have previously planned units of instruction with the school librarian.

In a collaborative relationship, teachers are responsible for deciding on the content of learning experiences in relation to the curriculum. The teacher has knowledge of students' backgrounds, abilities, interests and needs to help in defining the learning objectives. The teacher and librarian discuss the content of student learning and decide together how to facilitate this learning. The classroom teacher and school librarian also make decisions about the instructional methods as well as evaluation techniques to be employed that will promote student learning.

In collaboration, the role of the librarian is extended beyond that of a resource person with a knowledge of materials and their use. The librarian is central to the development and implementation of planned units of instruction that may take place in the library or classroom. The teacher and librarian work as a team with each bringing their own strengths to the educational process.

**Approach to the Study**

Qualitative methods were used to examine the process of developing and implementing flexible scheduling,
cooperative planning and collaboration between librarians and teachers in an elementary school. This study proposed to provide an in-depth, long term examination of the process for teachers and librarians that has not been examined in current research in education or library science. The following research questions guided the study:

* How is the librarian viewed within the school context and how does that perception change over the school year?
* How does the school librarian implement cooperative planning?
* How much collaboration between librarian(s) and teachers will occur in the teaching of planned units of instruction within the school?
* What is the effect on teachers and students in facilitating a flexible schedule?

These four questions provided the focus or direction during data collection. However, during data analysis new questions began to emerge. These three questions were:

* What are teachers' perceptions of the role of the school librarian as indicated by teachers' responses and actions?
What are the changes in teachers' perceptions about the role of the school librarian over the course of a school year?

What are teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning?

The initial research questions as well as those questions which emerged during data analysis, reflect the current trends in education and library science relating to the school librarian.

Summary

The present study was designed to examine the role of the school librarian in an elementary school setting. Also studied was the direct impact the implementation of a flexible schedule and collaborative planning had on teachers' perceptions relating to the role of the librarian. This process was examined over the course of seven months and was guided by questions which reflected the current trends in education and library science.

A discussion of the related literature is located in Chapter 2 while Chapter 3 focuses on the methods and procedures by which the research was conducted. Chapters 4 and 5 provide a history of the first and second semesters respectively and describes how each teacher perceived the
role of the school librarian. In Chapter 6, the analysis of comments made by teachers through the final interviews or questionnaires is presented. Chapter 7 summarizes the findings and proposes some resulting implications. These implications also provide suggestions for future research.
CHAPTER 2
REVIEW OF RELATED LITERATURE

The review of literature pertinent to this study of the perceptions of teachers toward the school librarian and the implementation of flexible scheduling and collaborative planning will begin with a history of library service to children in the public schools. This literature includes a discussion of current library services as well as recent studies which relate to the use of library. The literature describing characteristics of literature-based classroom and the librarian's role in children's literature provides insights into current practice in many school districts. The literature focusing on teacher and librarian change contributes perspectives on teacher and librarian beliefs. The last section of the chapter provides the theoretical constructs which I used to frame the study.

History of Library Service to Children in Public Schools

The school library has evolved from a simple book depository to a multifaceted media center with the potential for influencing curriculum and stimulating educational innovation and reform. The philosophy guiding
the "ideal" library is based on the premise that teachers team with the librarian in integrating library skills within the curriculum, teaching the skills necessary for locating and synthesizing information and developing an appreciation of literature as those skills are needed by students to explore a particular theme or topic (Karpisek, 1988).

The first school libraries in the United States were located in secondary schools. The collection frequently consisted of donated books with a teacher or school principal supervising the circulation of these materials. The library was housed wherever there was room: in an extra classroom, a spare bookcase, or an empty closet. Karpisek states, "Initially, the library was considered to be a repository of books used for supplementing the literature curriculum" (p. 2).

At the end of the nineteenth century, the National Education Association officially recognized the value of "classroom libraries" and made the recommendation that "a collection of fifty books in a room chosen with reference to the age and ability of the pupils in that room is the most satisfactory means of forming a taste for good literature" (Coleman, 1989). In 1900, the first library training graduate to work in a school was employed by Erasmus High School in Brooklyn, New York.
In 1920, the American Library Association adopted the first standards for school libraries. These standards specified that a school library should meet the reading interests of the students in the school. They further stated that the library must be conceived of in terms of service, in terms of housing, of equipment, and of appropriately selected books, magazines and visual materials of all kinds which relate to the working and recreational needs of pupils and teachers. It must be conceived of in terms of intelligent, skillful, and sympathetic librarianship (Certain, 1924).

Before these Certain Standards, so-called for the chair of the committee, C. C. Certain, school libraries had no universal standards. The Certain Standards established nationally recognized guidelines for school libraries. For the first time, school librarians in the 1920s and 1930s had a point of reference upon which to build philosophy, establish goals and implement practice.

Although the Certain Standards provided the first set of standards, they were limited in their impact. Library service was seen as a separate entity with the primary purpose viewed as providing appropriate materials to meet the student's reading interests rather than as a component of the school's curriculum. The library was generally included as part of the language arts and reading
curriculum of the school in that the books were readily available for student use. This concept of the library as an adjunct facility has been accepted over the decades with the integration of the library curriculum being a new concept.

The American Library Association revised the standards in 1945 to broaden the philosophy of the 1920 standards. The revised standards defined the library, "as an active service agency integrated with the learning program of the school, not as an adjunct to it" (Karpisek, 1989). School librarians were urged to provide materials and services to assist in the growth and development of the individual and to help the students acquire desirable social attitudes and cultural growth. However, the standards did not give directions for implementing these goals.

The 1945 standards expanded the concept of library services from simple reading enrichment to active curriculum involvement. Teacher/librarian planning was a new idea that involved the librarian peripherally with the curriculum. The emphasis was still on supplying necessary print materials rather than on working with students and teachers to utilize the materials. Instruction was directed at large groups rather than individuals.

Federal aid to school libraries began in 1958 with the National Defense Education Act. School libraries were to
assist in upgrading the educational system after the Soviet Union launched Sputnik. American education was deemed to be lacking in the areas of science, math and foreign languages. Later, grants were given for materials in other curricular areas and additional education for librarians and teachers.

The American Library Association's 1960 guidelines, Standards for School Library Programs, suggested fully integrating library materials into the curriculum, but retained the traditional concept of the library as an adjunct facility. This concept of integration was considered to be useful, but the idea was not developed. The publication of Media Programs: District and School in 1975, extended the direct involvement of the librarian into the school's instructional program. The librarian was seen as an integral component of the school's overall instructional program.

At the present time, state guidelines and standards for school library media programs vary from state to state (Kuhlthau and Kunzel, 1989). Requirements for school library media certification differ from eight to twelve credit hours in library media education in North Dakota to a required master's degree in library science in the District of Columbia (Perritt, 1992). Competencies have been articulated and numerous states require testing to
determine minimum knowledge or performance levels for school librarians.

Information Power: Guidelines for School Library Media Program, published in 1988, recognized that the success or failure of the library program was dependent on the school librarian. Rather than concentrate on quantitative measures of achievement, a narrative format is used to delineate quality of service. The role of the librarian is viewed as providing instructional design assistance to the teachers so that the library becomes an integral component of the school’s overall instructional program.

Literature Which Informs the Study

A search in the literature of education and library science provides an overview of various approaches to library service and how the library is being utilized by teachers and students. The use of children’s literature in the classroom has directly impacted the school library. The professional literature also discusses changes in how librarians and teachers view their role within the context of the classroom and library.
The literature suggests there are varied approaches to library services in elementary schools. David Loertscher (1988) has developed a taxonomy in relation to the librarian and his/her role in the school. This taxonomy begins with level 1 which indicates no involvement whereby the school library is bypassed entirely, to level 11 in which the librarian, along with other educators, contributes to the planning and structure of what will actually be taught in the school. Along this continuum, the librarian increases her role in promoting the philosophy of the school library program while providing an increase of direct services to teachers and students. In providing various models which focus on cooperative efforts, the roles of the librarian and teacher continue to be separate and diverse rather than similar in objective and purpose.

Throughout the nation, there exist librarians who characterize each of the eleven levels of Loerstcher’s taxonomy. Some provide a low level of service that reflects more of a clerical rather than professional role while other school librarians are taking an active part in planning and implementing school curriculum.
Flexible scheduling is often discussed in library science literature. Librarians relate their successes as well as frustrations in implementing a flexible schedule. Teachers express concerns about missing a scheduled planning time or having to stay with their classes while a library lesson is being taught (Ohlrich, 1992). Librarians and teachers also realize that it may take as long as three years to fully implement flexible scheduling which makes communication within the school environment essential to the process of implementation (Browne, 1989). Other concerns may also involve complaints from librarians in that the "fun" activities such as story time and booktalks are taking a "back seat." Librarians also become concerned with the day to day management activities necessary to keep the library running smoothly. For these reasons, Browne (1989) suggests discussing the changing role of the librarian with teachers before implementing a flexible schedule.

Further studies indicate other frustrations librarians experience in attempting to implement a flexible schedule. By utilizing a survey methodology, Hutchinson (1986) and Kroeker (1989) surveyed librarians in their states of Arizona and Texas, respectively, to determine how the library was utilized by teachers. Both surveys indicated the majority of the libraries maintained a fixed schedule.
which was often determined by the building principal. Teachers were usually not required to remain with their classes and the library time was considered planning time. Neither survey requested information on the interaction between the school librarian and classroom teachers as is the case with many articles which discuss flexible scheduling.

Donham van Deusen (1993) also used a survey methodology to determine the effect of fixed versus flexible scheduling. This six-week study focused on the effect of scheduling on the curriculum involvement of the school librarian as well as the integration of library skills into the curriculum. Donham van Deusen found that librarians in flexibly scheduled settings were more likely to evaluate instructional units with teachers. Scheduling and teachers' planning styles interacted significantly to produce more curriculum involvement when flexible scheduling and team planning were implemented together (p. 173).

In order to implement a flexible schedule, cooperative or collaborative planning must occur between the classroom teacher and school librarian. However, the process of cooperative planning and collaboration are relatively new areas of research in the field of library science. One published study focused on the interaction between
classroom teachers and the school librarian. Perritt and Heim (1990) observed that the school librarian is "effective when able to communicate well with peers and supervisors" (p. 73). They also advocate the use of various formats and innovative materials to promote increased use of the library.

At the Bank Street School for Children in New York, collaboration between teachers and librarians has strengthened the connections between the library media programs and the classrooms (Gold, 1992). Collaboration in this study focuses on the librarian as a resource person rather than as a teaching partner as shown through statements such as, "The children saw the library media specialist as someone with a vast knowledge of books and a good source of information" (p. 537). Research that indicates innovative use of the library often reflects nothing more than communication between librarian and teachers.

A few successful studies have appeared in recent literature. Daly (1992) reports a cooperative effort with the school librarian in the teaching of fifth-graders about biography. Daly found that, "When two professionals work cooperatively, wonderful things happen in schools" (p. 148). Additional published studies describing this type of cooperation are limited.
A continued use of the library is the introduction of technology to students. Numerous articles appear in library science journals which focus on technology and its importance in the library program. Some librarians contend that without knowledge of how to access information through technology, students will not develop the decision making skills necessary for our information rich society (Mancall, Lodish and Springer, 1992). Librarians are viewed as information specialists who serve as instructional consultants to students and teachers and as gatekeepers to new information technologies and resources. This new focus on information searching reaches "across the curriculum and give impetus to school restructuring and curricular reform" (p. 528).

School librarianship allows an individual to be as creative as their own capabilities, the curriculum and the faculty permit. The decision to implement flexible scheduling, cooperative planning or learning technology-based skills is often the decision of the school librarian. The support for such implementation is generated by the librarian. The success of an integrated library approach, however, is the responsibility of all individuals within the school.
**Literature-based Classrooms**

The use of literature in the classroom is gaining widespread popularity and acceptance. Over the last few decades, advocates of using children's literature in the reading program have repeatedly stated that it is better to highlight wide, interesting experiences, provide related reading and then combine instruction in reading skills with the free selections of children's literature (Koeller, 1981). Today, research indicates that literature-based instruction is boasts stunning levels of success with all types of students (Tunnell & Jacobs, 1989).

Literature-based has been defined by one researcher as, "instructional practices and student activities using novels, informational books, short stories, plays and poems" (Zarillo, 1989). Zarillo, in his study of five elementary teachers and their literature-based programs indicated that the reading material in a literature-based program had to meet two criteria: the literature had not been rewritten for instructional purposes and the literature supplanted, not supplemented the basal reading program. The successful implementation of a literature unit involves the teacher finding a balance of common activities and student-selected options.

Charlotte Huck (1992) states there are three types of literature-based reading programs. The first type uses
literature as the content of their readers. Huck found that in 80% of the basal readers, the stories were faithful to the original text and some included original illustrations. The majority of these stories she discovered were selections from well-known books rather than the entire story. Too often the ending of the book is selected for the reader, which does little to encourage children to seek out the original text. Basal readers also come with teachers' guides and workbooks to "test" children's knowledge of the story as well as to teach reading skills.

Another type of reading program which Huck describes is one that uses trade books as if they were basal readers. Many times, the whole class reads the same book in a round-robin style of reading. Guides for "real books" are also available and purchased by school districts and classroom teachers who are unsure of their ability to make the transition from basal readers to trade books. These guides may contain worksheets which teachers use as they "basalize" the literature (Goodman, 1988).

A third type of literature-based reading program is one which Huck calls, "a comprehensive literature program" (p. 377). Literature in this type of program permeates the curriculum and provides children with a choice of what they
want to read. Children who not only know how to read, but will in fact become readers, is the primary goal.

Yvonne Freeman (1989) distinguishes the differences between literature-based and literature classrooms. Freeman states that literature-based programs are organized into grade levels so that all children at a certain level will read the same books. There are usually commercially produced materials which provide supplementary materials to go with the literature. These materials include workbook exercises, vocabulary lists and comprehension questions. Freeman explains that these types of materials are produced with the assumption that all children should use the books in the same way and get the same meaning from the texts (p. 13). There is also the implicit assumption that all children have the same background knowledge and interests.

In a literature-based program, Freeman argues, neither the learners or the teachers have any real choice of what to read, when to read and how to read. Teachers follow the manuals and use prepared materials. Often the stories read in conjunction with the literature-based program include real, unabridged literature which are contained in single, separate books or sometimes in anthologies. Freeman states that the literature is graded, assigned a level of appropriate use and has not been selected by the students
and teacher who make up the unique community found in each individual classroom.

Freeman describes the teachers and students in a literature classroom as being able to choose what they will read, explore literature together, ask their own questions and create units based on their own questions. These literature classrooms support children as they derive their own meanings from text, provide choices for children in what they read, and take into account that children have varied interests and backgrounds. Teachers in literature classrooms allow the children to read real unabridged literature and produce materials while often participating in literature studies and the writing process. Freeman concludes her statements on literature-based and literature classrooms by arguing that we need to provide literature along with opportunities for children to choose and explore the literature they read. This in turn will capture students' interest, challenge them to explore new avenues and encourage them to read for pleasure (p. 15).

Teacher's have a great deal of power in how children react and respond to literature (Hickman, 1983). The selection of books for use by students in the classroom, the presentation and discussion of books, children's access to books, and the demonstration of types of responses all influence children's responses to literature.
The teacher’s role in the selection of the literature is highlighted in a study by Hiebert and Colt (1989). Two elements they found that were imperative in the design of effective literature-based reading instruction were the instructional format and the selection of literature. This selected literature should provide children with various opportunities to read high-quality literature. However, if the teacher is the only one selecting the literature, and students are not given the guidance or opportunity to select literature on their own, they will lack the skills needed to select literature that is appropriate to their interests and levels.

Hiebert and Colt illustrate their point using two ends of the literature continuum. At one end, is the selection of materials by teachers, individuals in the school district and/or state curriculum committees who identify literature to represent various themes and genres along with a diversity of opinions and cultures. On the other end of the continuum are materials selected by students from such sources as the school or classroom library. The researchers contend that children who are good readers usually know how to select literature that is appropriate to their interests and reading levels while poorer readers often do not. The middle point on the continuum is where the teacher and student share the process of selecting
literature. The teacher may give the student choices of literature from which to select, but the student ultimately makes the selection.

There are several characteristics shared by literature-based classrooms. Hade (1991) through his own research and observation has determined one of the characteristics is that teachers and children have choices in what they read. Literature-based classrooms are rich in the variety of opportunities they provide for children to read and respond to literature. These literary activities occur throughout the day enabling students to experience literature. The teacher’s own perspectives about literature has an impact on its use in the classroom.

Other elements of literature-based programs are highlighted by Tunnel and Jacobs (1989). The first is the premise of "natural readers." Natural readers are children who have been read to and had literary experiences from age two on. These children had parents who read to them and provided opportunities for them to handle books. The process is then continued with the teacher reading aloud and maintaining a classroom library with many books. Another element is that of using literature that is written in natural, uncontrolled language rather than the controlled vocabulary found in most basal readers. Teachers who read aloud to students daily also assist in
implementing literature-based classrooms. Along with the teacher reading aloud to students, there should be opportunities for students to read books and materials they have selected on their own and to read without interruption. This "sustained silent reading" time is associated with gains in reading achievement (Anderson, 1985).

In literature-based programs, teachers model reading behavior for their students. An effective approach to reading instruction is also a recurring element of literature-based programs. Students should have the opportunity to self-select reading materials. There are also instances for students to engage in activities related to their reading experiences (Tunnel & Jacobs, 1989).

Eldredge and Butterfield (1986) in their study of five experimental approaches to reading instruction found that using children's literature to teach children to read had a positive effect upon students' achievement and attitudes toward reading. The researchers compared the use of basals with traditional homogeneous grouping and 10-15 minutes of a special decoding program, basals with heterogeneous grouping, basal with heterogeneous grouping and 10-15 minutes of the special decoding program, a literature program and finally a literature program and the 10-15 minute special decoding program. The authors indicated
that the findings of this study would lend support to those teachers who want to use children's literature in teaching children to read.

Do classroom teachers have the knowledge and expertise in order to effectively use literature in the classroom with their students? Walmsley (1992) found that the elementary teachers he interviewed in a study did not have an instructional philosophy for the teaching of literature or a practical scheme for integrating it into the curriculum. Most teachers included literature into their teaching through read-aloud, independent reading and class reading of a single book. The teaching of reading skills through literature was also often stated as a use for literature. Walmsley was concerned that unless the role of literature is "properly articulated," the current interest in it will eventually pass. This appears to be extreme opinion, yet without support both educationally and financially from school boards and administrations as well as opportunities for teachers to receive practical ideas for incorporating literature into the curriculum, inclusion of literature in the classroom may be limited to the uses described.
Children's Literature and the Role of the School Librarian

The role of the school librarian in relation to the selection and use of literature in an elementary school has undergone changes in the past decade. Some school librarians teach library skills such as using the card catalog or learning research skills, while other librarians use the time spent with children in reading aloud literature as well as assisting students in book selection (Walmsley, 1992). A primary objective for most librarians is not to teach library and information skills in isolation, but to incorporate them into the classroom curriculum. As Walmsley also points out, school librarians are beginning to view themselves as having an instructional rather than bibliographic role in the school's language arts program.

Librarians working in a school where a literature-based reading approach or whole language has taken hold may find the requests from teachers and students for literature overwhelming. In 1989, Bernice Cullinan expressed concern over the lack of involvement on the part of the school librarian in the whole language movement. Cullinan stated three basic beliefs of the whole-language movement: that children learn to read by actually reading; that reading is a part of language learning; and that learning in any one
area of language helps learning in other areas. In order for this to occur, Cullinan argues that books must be available at all levels that provide unlimited opportunities for children to read suitable materials that support their desire to read. Through her survey, Cullinan concluded that it seemed only logical a program based on literature could require intense involvement from school librarians and that those librarians should be fully trained. Unfortunately, many school districts do not have certified librarians in their schools and must rely on a district ordering system and library clerk to provide book selection and check out.

Another recent study found that most librarians in elementary schools were not involved in whole language (Lamme & Ledbetter, 1990). This is disturbing considering that librarians are viewed as the literature specialists in most schools and curriculum based in whole language usually makes heavy use of literature. One of the goals of whole language is to help children become avid and capable readers. Children’s needs can only be met when they have access to a wide variety of children’s literature. The librarian is also the key person to guide teachers into a program centered on literature.

Sandra Hughes (1993) interviewed a teacher and librarian in each of four elementary schools to determine...
the impact of whole language on the school library. Both teachers and librarians expressed concerns about the effect whole language had on the library collection. Several library collections did not seem to meet the curricular needs of students. Teachers were also requesting that multiple copies of books be purchased with library funds without these funds being increased. Hughes noted that the librarians participating in the study were more aware of the need to tie their instruction to the classroom. However, the librarians were faced with teachers who were telling rather than planning with librarians on what and how the library could be integrated in regard to classroom curriculum. One trend that seems to be common in the professional literature written by librarians including Hughes, is synonymous use of the terms whole language and literature-based.

As more teachers move to literature-based reading approaches and whole language, the availability of a wide variety of trade books is essential. The use of these books extends beyond recreational or sustained silent reading, read aloud by teachers or weekly visits to the library for home reading (Hiebert, Mervar & Person, 1990). Some observers in libraries have found that librarians typically interact with students only if those individuals requested assistance in identifying books. The role of the
librarian also consists of assisting children to use the library as a source of information that relates specifically to classroom projects (Lashbrooke, 1983). As teachers and librarians become involved in literature-based classrooms and whole language, a variety of changes will occur. Fullan (1991) states that, "change depends on what teachers do and think--it's as simple as that" (p. 117). What teachers do and think in regard to whole language and literature-based has a direct impact on teacher change.

Teacher Change

Cuban (1986) argues that teachers are the gateways to change in education. Published research is limited in discussing the process of how teachers change their current teaching practices. One aspect that has been determined is that change takes time. Carnine (1988) maintains that "serious change takes over two years to implement and two to four years after that to institutionalize" (p. 86). However, when change becomes viewed as a process and not as an event, the necessity of a large time commitment and great effort on the part of the participants will not be as difficult. For a program to be implemented well, "it must become a natural part of the teacher's repertoire of
teaching skills and that it occurs over a period of time" (Guskey, 1986, p. 10).

In their study on teacher change, Hunsaker and Johnston (1990) determined that changes, "involved a comprehensive reconstructing of beliefs, attitudes and teaching strategies. Change is difficult, unpredictable and fraught with insecurities, but also exhilarating. Long term support and conversations are critical to change" (p. 55).

Gaskins (1988) contends that not all teachers want to change or see a need to change. Teachers are not always convinced that the merits of a new innovation are greater than those of the current program. Some teachers would like to participate in programs that foster change, but do not always feel they have the time to do so. Change can also be viewed as threatening and often it brings varying degrees of anxiety (Lortie, 1975). For teachers to change or even try something new, they must take risks and not all risks are met with success. Regie Routman (1991) has written about teacher change in becoming a whole language teacher. Routman states, "I recognize that change is difficult and risky for most of us" (p. 4). Routman suggests making a first attempt and then modifying.

Through his research conducted on new reading programs, Manning (1988) identified three obstacles to
educational change: inertia, fear and tradition. Manning suggested that schools contemplating the implementation of a new program investigate schools which already have implemented such a program and benefit from their experiences.

Teacher's beliefs also directly influence the rate and success of change. Beliefs are usually personally and individually determined. Rokeach (1975) defined beliefs as, "any simple proposition, conscious or unconscious, inferred from what a person says or does, capable of being proceeded by the phrase, "I believe that..." (p. 113).

As teachers become involved in change, the beliefs with which they enter the process are not abandoned, but are gradually replaced with beliefs which have been shaped by the experiences they are encountering in the process. Teachers also need to see that their changing beliefs and attitudes are having a positive effect on their students.

In their four-year study of the change in teachers' instructional beliefs and practices, Dwyer, Ringstaff and Sandholtz (1990) found that, "the more things change, the more teachers must confront their beliefs about learning and the efficacy of their instructional activities" (p. 2). As teachers see and understand the connection between beliefs and actions, a major role in defining teaching task
and organizing knowledge and information relevant to those tasks will occur (Nespor, 1987).

One recent study which assists in documenting the change as teachers move into a literature-based program focused on a sixth grade teacher and her increased use of literature for language arts instruction (Scharer and Detwiler, 1992). The teacher's transition from basal-driven instruction to that of a literature-based approach was difficult and caused her to redefine her role as a teacher. Detwiler states:

> With the basal, the skills were nicely chopped up and matched the course of study. But, with literature, you don't have those nice little packages of things to teach. It was easy to cover skills using the basal, but with literature, will they get what they need to go on to seventh grade? (p. 187)

The teacher had to deal with how to organize the literature-based approach while assessing the student's knowledge. The study concluded that changes in materials, classroom organization and planning are necessary in order to implement literature-based instruction. Changes occurred not only in the students and their response, but also in how the teachers viewed themselves as instructional decision makers.

How the librarian views him/herself within the context of the school is also undergoing change. The role of the school librarian has been examined in the literature along
with the changes occurring as librarians and teachers cooperate and collaborate within the school community.

Librarian Change

Michael Eisenberg and Robert Berkowitz (1988) discuss changes in the library program that are facilitated by the school librarian. They state,

In every setting, ways must be found to redirect and improve the library media program and the relationship to subject area curriculum. Initially, objectives may need to be limited and progress toward meeting objectives may be slow. But movement and change are still possible. (p. 6)

The authors advocate a positive, energetic attitude as well as a systematic, organized approach to planning, development and implementation to bring about change. In implementing such change, Eisenberg and Berkowitz indicate that it is the librarian who must take the initiative in reaching out to teachers and demonstrating what is possible. In doing so, librarians will illustrate how library services can make an impact on specific classes as well as on the overall school program.

Cleaver and Taylor (1989) suggest a one-to-one approach with teachers to assist in partnership building. They encourage librarians to move beyond the walls of the library and enter into partnerships that strengthen curriculum, instruction and learning for students. This goal can only be accomplished one planned step at a time.
Education for school librarianship should provide a catalyst for change (Haycock, 1990). Librarians are coming out of library science programs having been convinced that every component of the school library from curricular leadership to cataloging is equally important. School librarians are not provided with a context of "cooperative planning and teaching and they have not been provided with the important, specialized skills to set priorities within that context or to advocate strong support for the program" (p. 159). Haycock insists that those who persist in placing an emphasis on reading and telling stories to youngsters on a regularly scheduled basis, "will be the death of school librarianship." Change is essential to preserve and extend what is exciting and good in relation to what librarians are capable of contributing to schools.

Theoretical Constructs Which Frame the Study

In this study, various beliefs, assumptions and interpretations were made by me in the data collection and analysis process. Merriam (1988) argues that the primary instrument in qualitative case study research is human and the observations and analyses are filtered through one's own perspectives. The researcher is conscious of the context of the study and considers this total context in clarifying, summarizing and expanding as the study evolves
There were five major assumptions which guided me as I went into the study. These assumptions were that teachers' beliefs impact classroom instruction; learning is a social process of collaborating with others; communication must exist for collaboration to occur; learning does not occur in isolation; and learning occurs when we make connections to our own experiences.

**Teachers' Beliefs Impact Classroom Instruction**

I believe that teachers and librarians bring to students their own beliefs about the teaching and learning process. In teaching, it is important to stay true to those beliefs without imposing them on others. As I began this study, I assumed that teachers would possess their own beliefs about classroom instruction and curriculum. I also recognized that teachers may not believe as I do that students benefit from collaboration between teachers and librarians.

Barnes (1992) focuses on teachers' beliefs as they relate to curriculum. Barnes defines curriculum as, "the shaping of understanding beliefs and values which goes on under the aegis of a school" (p. 187). The teachers' objectives as well as their choice of content and method provide part of the teaching that occurs in the classroom.
However, students' own beliefs and values influence the effective curriculum. Students also bring their own objectives to the learning experience which contributes to the "shaping of understanding" or, as Barnes terms it, "the reshaping of existing knowledge" (p. 188).

Within the school, there are also many cultural and organizational characteristics which influence curriculum. Teachers bring to the classroom their own assumptions of the school's implicit values and goals. The need then becomes one of communication between teachers and students as well as with the total school community. Barnes argues that teachers will not make significant change if the school community does not also change. Real change depends on teachers being able and willing to monitor what goes on in their classrooms in order to match what they see against their own best values (p. 188). A culture in which students are passive receivers of knowledge may also produce teachers who are passive receivers of curricula. Barnes states that support should be given and encouragement provided so teachers begin to solve the own problems. Curricula that is ready-made does not provide opportunities for teachers to change or examine their own beliefs and assumptions.
Learning is a Social Process of Collaborating with Others

A primary focus of this study is the implementation of flexible scheduling and collaborative planning. In order to more fully understand the collaborative process and how it relates to this study, I sought out several theories.

Lester and Onore (1990) focused on collaboration in a recent study. They suggest that peer collaboration among teachers has shown some of the greatest benefits. Teachers no longer feel isolated from others and are moving beyond being afraid to ask for help because they may be viewed as weak (p. 148). Collaboration between teachers provides ideas for strategies in teaching but also for acknowledging what students need. When teachers collaborate, they contribute equally to identifying, understanding, analyzing and solving a common teaching and learning problem. Lester and Onore attempted to make it apparent to teachers how limiting and disempowering isolation and individualism truly are (p. 173). Their beliefs were that teachers could see collaboration as a natural way of operating, rather than necessary because a teacher is deficient, unsuccessful or in need of help.

There are several conditions which Wells and Wells (1992) consider to be necessary if collaboration is to occur. One condition is that the teachers' participation
must be voluntary. Often teachers must be convinced of the value of collaboration. Time is the second condition that exists where participants need to get to know one another and build a relationship of mutual respect and trust. Time also a consideration when meetings to plan an inquiry have to be scheduled within a teacher's busy day. Wells and Wells state that the most important condition to be met is the willingness to learn on the part of all those involved. Teachers need to be willing to open to new understandings about ways in which effective learning opportunities can be created. If this does not occur, Wells and Wells believe it is unlikely that a truly collaborative relationship can develop (p. 14).

In his focus on collaboration between children, Barnes (1992) looked at Piaget's "decentration" or the "development of more complex mental representations of the world which reconciles different viewpoints instead of being bound to one only" (p. 89), Barnes suggests that children need to collaborate in order for them to acknowledge other people's viewpoints. Collaboration provides opportunities for children to observe how their own knowledge differs from others. This decentration may be influenced by social processes. Through collaboration, children are able to receive what the teacher says and then articulate their own understandings. In challenging
children to communicate, they are verbalizing their own understandings, knowledge and assumptions.

As I prepared to enter Longview Elementary School, it was necessary that I possessed a knowledge of collaborative planning and how it would affect my relationship with teachers. With the implementation of the Library Power grant, I understood that many of the teachers were not voluntary participants in the process. In order to plan with them and hopefully collaborate, I would need to build their respect and trust which was one of the reasons why I undertook this study while being employed at Longview. I viewed collaboration as a process that would move both the teacher and librarian from isolated environments to shared experiences. This collaboration would involve teachers, librarians and students.

**Communication Must Exist for Collaboration to Occur**

I have always viewed communication as integral to the collaborative process. Collaboration cannot occur without dialogue between teacher and librarian. Both teacher and librarian need to articulate their expertise, knowledge, and limitations. The process becomes one where each participant learns from the other. In order for this to occur, successful communication must take place.
Collaborative talk, according to Wells and Wells (1992), occurs when the participants are of equal status and are able to take either the roles of principal actor or facilitator and to benefit accordingly (p. 58). The purposes of the collaboration are achieved when the task is completed or when one collaborator is able to move on to the next step. There may be times when one of the participants has greater expertise than the other. When this occurs, one teacher will facilitate, while empowering the other.

There are various characteristics of collaborative talk. First, the need of one participant must be clear to the other. This offered information assists in making the meaning clear while providing for extension, modification or correction. Wells and Wells contend that once this shared understanding of the task is achieved, participants can then offer opinions and alternative suggestions. As a result, participants learn from each other's differing knowledge bases.

Collaborative talk can also focus on terms each participants uses. When people refer to "the school curriculum," they often mean what teachers plan in advance for their pupils to learn. Barnes (1992) states that to become meaningful, a curriculum has to be enacted by pupils as well as teachers (p. 14). This process provides for
collaboration and communication within the classroom environment. Barnes indicates that curriculum is a form of communication.

In order for collaboration to occur, successful communication needs to take place. Wells and Wells (1992) and Barnes (1992) have both discussed the impact this communication has on the collaborative process and that collaboration may not succeed without these elements.

Learning Does Not Occur in Isolation

For many years, teachers and librarians have taught skills in isolation rather than integrating them into the curriculum. Basal reading programs often relied on "skill and drill" approaches to ensure that students mastered the sequence of skills designated by textbook publishers. In the library, librarians were teaching library skills, such as the card catalog, in isolation from the classroom curriculum. Many students were unable to make the connection between what they were being taught and applying that learning to specific situations. I believe that learning cannot take place in isolation, and only through integrated curricular experiences can children make sense of the whole rather than individual parts.

Ken Goodman (1987) supports this assumption through a holistic approach. Goodman states that one of the major
mistakes of teaching the so-called basics of reading, writing and arithmetic is the reduction of these to a series of abstract skills isolated for the processes in functional use (p. 139). It is long been the belief of many teachers that children need to master a sequence or set of skills which in turn simplifies the learning of complex processes. Goodman argues that children can learn more easily when the processes are made concrete and functional rather than having a more difficult time in learning isolated abstract skills. Ferreiro and Teberosky (1982) respond to Goodman by stating that children are asked to master phoneme-grapheme correspondences before moving on to comprehending written texts. For many teachers, this belief is teaching abstract skills in isolation is part of the reading process.

Literature should also be used throughout the curriculum rather than in isolation such as being used only for language arts and reading. Goodman et al. (1987) suggest teachers set up a lending library in their classroom in order for children to be exposed to a wide variety of books at all levels while having the opportunity to take this materials home as well. With the classroom library, a time needs to be set aside in order for children to do paired and individual reading as well as for sharing books. Teachers should also use literature across the
curriculum in order for children to see learning as a related whole rather than a "meaningless fragmentation of subjects and skills" (p. 324). This holistic approach expects learning to go from whole to part, from general to specific, from gross to fine, and from highly contextualized to more abstract. This type of learning can occur in the library and classroom.

Learning Occurs When We Make Connections to Our Own Experiences

Children come to school with knowledge of past experiences. Teachers and librarians need to recognize and build on these experiences. This belief has not always been shared by librarians. Often, the focus has been on the task at hand such as research or the acquisition of library skills. Librarians seldom discussed with children their prior experiences in libraries and with literature. Many children have shared literature with parents or other adults before coming to school. When librarians understand these prior experiences, they can then create new experiences for children.

Dewey (1938) contends it is the responsibility of the educator to determine the environment which will create the most potential for a specific learner to have a worthwhile experience. It is Dewey's belief that all genuine
education comes about through experience. The creation of this environment involves beginning with the learner's prior experience and building upon those. These past experiences provide the starting point for future learning.

Often we have focused on the experience in the classroom rather than in the broader school context. Through communication and collaboration between teachers and librarians, I believe that educators can create these worthwhile experiences for children.

**Summary**

Various approaches to the level of service provided by a school librarians exists. Librarians may view their position as clerical rather than professional. Attempting to meet the curricular as well as information needs of the students is a concern of school librarians as illustrated within current literature.

There are several issues within the school context that must be addressed by the librarian. The implementation of literature-based classrooms in the elementary school requires the purchase and knowledge of quality literature for use in the school. The transition from a basal reading program to the increased use of literature is a trend that provides for collaborative efforts between teachers and librarians. The beliefs of
the teachers in constructing knowledge needs to be recognized by the librarians in order to provide meaningful communication and collaboration for teachers and students.

There are several beliefs and assumptions which guided the study. Many of these beliefs focused on the collaborative process. Several researchers have discussed conditions which must be present in order for collaboration to occur. Collaboration also provides for integration of the classroom and the library in which students recognize that learning taking place in the classroom or library is related. By building on teachers, librarians and students beliefs and experiences an effective learning environment can be created.

The changes that are occurring in curriculum affect both classroom teachers and the school librarian. Often teachers are not encouraged or supported to go beyond the "set program" to develop more meaningful learning experiences for children. The process and impact of change on teachers and librarians will be expanded upon in the final chapter.
CHAPTER 3
METHODOLOGY

This study is a qualitative case study in which the investigator is the primary instrument for gathering and analyzing data. The "unit of analysis" was informed by Patton's (1980) advice that methodology be chosen by, "what it is you want to be able to say something about at the end of the study" (p. 100). What was to be studied in this research was the influence of implementing flexible scheduling and collaborative planning on the perceptions and use of the school library by elementary teachers. Once the study was identified as a case study, this perspective guided the subsequent design, data gathering procedures and choice of data analysis.

This chapter will focus on five aspects of the methodology: the design of the research; description of the setting; the time frame and organization of the study; the procedures used for data collection; and a description of the process utilized in the analysis of the data.

Design of the Research

The research questions guided the selection of qualitative case study methodologies. This conscious
choice guided the design of the study, the data collection methods and the analysis of the data.

Merriam (1988) defines a qualitative case study as, "an intensive, holistic description and analysis of a single instance, phenomenon, or social unit" (p. 21). Within case study research, several characteristics of qualitative research figure prominently. First, the researcher is primarily concerned with the process rather than the outcome or product (Bogdan & Biklen, 1982). Second, qualitative researchers are interested in meaning, such as how people make sense of their lives, what they experience, and how they interpret these experiences (Merriam, 1988). Third, the researcher in qualitative case study research is the primary instrument for data collection and analysis. In this role, the researcher is conscious of the context of the study and considers this total context in clarifying, summarizing and expanding as the study evolves and initial data analysis occurs (Guba & Lincoln, 1981). The last characteristic of qualitative research in relation to case study is that it usually involves fieldwork over an extended period of time (Merriam, 1988). The researcher must physically go to the site in order to observe behavior in a natural setting.

Merriam states that, "Case studies are particularistic in that they focus on a specific situation or phenomenon"
(p. 21). They are descriptive and offer insights into the phenomenon being studied. Case study research derives from qualitative inquiry in that it is inductive. Case studies focus on the process, understanding and interpretation.

In a case study, Merriam (1988) argues there are no set procedures for developing a case study step by step. Decisions need to be made as to what constitutes the case, how data will be collected, who will be interviewed or observed and what documents will be read. Merriam also suggests that the researcher must be sensitive to the biases inherent in this type of research. Goetz and LeCompte (1984) observe that case study research "is one of the few modes of scientific study that admit the subjective perceptions and biases of both participants and researcher in the research frame" (p. 95). As Merriam (1988) points out, "the primary instrument in qualitative case study research is human. All observations and analysis are filtered through one's worldview, one's values, one's perspective" (p. 39). All research has its biases, but there are ways in which to deal with biases in qualitative research. Guba and Lincoln (1981) write that the "best cure for biases is to be aware of how they slant and shape what we hear, how they interface with our reproduction of the speaker's reality, and how they transfigure truth into falsity" (p. 148).
Guba and Lincoln (1981) make the point that qualitative evaluators do not measure. Rather, "they do what anthropologists, social scientists, connoisseurs, critics, oral historians, novelists, essayists and poets throughout the years have done. They emphasize, describe, judge, compare, portray, evoke images, and create for the reader or listener, the sense of having been there" (p. 149). Yin (1984) argues that the "demands of a case study on a person's intellect, ego and emotions are far greater than those of any other research strategy" (p. 56).

This study also employed an ethnographic "participant observer" perceptive (Spradley, 1979). An ethnographic perspective provides a technique for looking at and interpreting social behavior. The ethnographic task is to describe the culture of a social group under study, identifying specific cultural patterns and structural regularities within the processes of continuity and change (Heath, 1982). To accomplish this task, the ethnographer identifies key incidents or "recurrent events," describes these events, positions them in relation to the wide social context and writes descriptions so others can see the generic with the particular (Erickson, 1977). The process enables the ethnographer to arrive at an understanding of events and how they relate to the social context of which they are a part (McClure, 1985).
Spradley (1979) states that the participant observer comes to a social situation with two purposes: (1) to engage in activities appropriate to the situation and (2) to observe the activities, people, and physical aspects of the situation. The highest level of involvement for ethnographers comes when they study a situation in which they are already ordinary participants. This level of involvement was employed in the research study.

The Setting

"Longview Elementary School" is one of 78 elementary schools in Tucson Unified School District. TUSD is the largest school district in Tucson with an enrollment of over 57,000 students. During the 1992-93 school year, there were approximately 460 students in grades K-6 at Longview. The following year, the sixth grades were to be moved to the middle school level.

The school is located on the east side of Tucson. The surrounding neighborhood is primarily middle class. Thirty percent of the school population reflect Asian, Native American, Hispanic and African-American backgrounds. Forty percent of the students are bused to the school from all parts of town. The large number of children riding the bus to school each day is due to the creation of a GATE (Gifted
and Talented Education) program several years ago as well as the presence of two special education classrooms.

There are nineteen classroom teachers at Longview. The range of teaching experience varies from one first year teacher to several individuals who have taught for more than twenty years. Most have taught a variety of grade levels during their careers. Each of these teachers will be described in greater depth in Chapter 4. The real names of these teachers will not be used, except for the five teachers with whom I most closely collaborated and who gave their permission to use their actual names. During the year of the study, there were three grade level combinations, 2/3, 3/4, and 5/6. These combinations are not static and change according to the student population. The special education program encompasses a self-contained classroom for learning disabled children and a classroom for emotionally handicapped children. There is also a GATE classroom at each grade level. The school exceeds the minimum enrollment figure of 430 students and is therefore able to employ a full-time librarian. This position has been full-time for the past three years.

This is the third year the current principal has been at Longview. Previously, a middle school principal, he has worked in the district for about 25 years in various
administrative capacities. The principal planned to retire at the end of the 1992-93 school year.

The school was built in 1957 and received extensive remodeling which was completed the previous year. Until the remodeling, the library was contained in an area that formerly housed two classrooms. The remodeling relocated the library in a new space at the front of the school. The current library includes a large room with bright yellow shelves containing picture, chapter and nonfiction books as well as reference materials and a professional collection. In addition to the collection, there is an area containing six tables for students, a writing center, a listening center, a filmstrip viewing area and a Compton's encyclopedia on CD ROM. A separate instructional area is created with a movable wall and houses the audiovisual materials. The library has many large windows, making the room bright and appealing. The entrance faces a "courtyard" area with several structures used by classrooms to plant and harvest vegetables and flowers.

Parents regularly volunteer to assist in the school library. Their duties range from shelving books to assisting students in locating books and materials. Parents are invited to check out library materials. Student volunteers are also recruited and primarily
check-out books for younger children along with assisting the librarian in shelving books which have been returned.

Longview has a strong Parent Teacher Organization which contributes at least $500 annually to the purchase of books and materials for the library. This money is raised through various fund raising efforts including a book sale which is held in the school library each fall.

The school district has adopted the Houghton Mifflin Literary Series. A new math curriculum was recently approved with a social studies and science curriculum to follow. The school hosts a science fair each spring which involves the entire student population.

After school activities range from chess club to an after school art program. An artist-in-residence was also at the school during the 1992 fall semester. Each year, the district sponsors a "Love of Reading Week" which focuses on reading activities, visits by authors, illustrators and storytellers, and other activities to promote the love of reading, such as contests. The librarian in the school usually takes the responsibility of planning these events.

Rationale for Site Selection

The site was selected primarily because of the librarian, Sarah. I had worked with Sarah during the
previous year on the International Reading Association's Teachers' Choices project. We occasionally had the opportunity to discuss our philosophy concerning the role of the library within the context of the school environment. It appeared Sarah and I shared many of the same basic beliefs about the integration of the library into the curriculum. We also discussed the need to cooperate and collaborate with teachers in order to change the traditional view of the librarian as providing weekly storytimes and book exchanges which had no connection to learning taking place in the classroom. I approached Sarah in the spring of 1992 and asked if I could gather the data for my dissertation at Longview. Sarah agreed and felt this would provide her with some new ideas to encourage her to try working with teachers in creative ways.

I also had an opportunity to work with several teachers on the Longview staff. The school was applying for Library Power status and asked me to visit their school and discuss the value of flexible scheduling and collaborative planning. At the time I spoke to the faculty on this topic, I had not approached Sarah about working together. Later, when I observed how willing the teachers were to implement flexible scheduling and collaborative planning whether or not they were to get the grant, I
thought the school provided a positive environment to work with the teachers.

During the summer, Sarah contacted me and was concerned about me gathering data for my dissertation at Longview. Her concern focused on her decision to work half-time rather than full-time during the 1992-93 school year. She suggested I apply for the other half-time position. Sarah also thought this would assist me in my study because the teachers would be more receptive to participating in the study if I were part of the school community. It seems several individuals had conducted research at Longview in the past and many of the teachers felt they had invited these individuals into their classroom and rarely received any feedback. Sarah believed with me being on staff, the teachers would be more willing to work with me.

Time Frame and Organization

A full school year was used to study the cooperative planning and collaborative efforts of the school librarian with classroom teachers. Initial contacts were made in the spring of the previous school year in order to gain entry to the school.

The first two months, August and September, were used to gain approval for the draft of the research proposal.
It was during this time that Sarah took a half-time leave of absence and the additional half-time position was advertised. I applied, was interviewed, and hired to begin working at Longview on September 24, 1992.

During August and September, I assumed an observer role and collected initial information through a concept known as "prior ethnography." This concept was originated by Corsaro (1981) and later used by Siegel (1984) in her research on reading. Prior ethnography allows the researcher to gather background data which provides information on the setting in which the study will take place. This observer role also assisted me in learning the library procedures which were already in place. My presence in the library allowed for an easier transition process once I was hired to become a staff member at Longview Elementary.

The major data collection was during the months of October through the end of April. During this time, I worked all day on Thursday and Friday. I also came to the school on Tuesdays to work with classroom teachers with whom I had cooperatively or collaboratively planned.

Data Collection

Data was collected through several methods. Primary sources included initial interviews, exit interviews and
questionnaires. As Merriam (1988) points out, some or all of the data in a case study may be collected through interviews, the most common form of interviews being the person-to-person encounter in which one person elicits information from another (p. 71). Secondary sources involved audiotaping of planning sessions, field notes, the librarians' weekly plan book, a monthly calendar, and the collection of student work.

Each data source will be described as to how the particular technique provided relevant data for the study. Table 1 illustrates how the data gathered through each method related to the research questions.

Primary Sources

Audiotaping of initial and final interviews. Spradley (1979) states that, "Language is more than a means of communication about reality: it is a tool for constructing reality" (p. 17). Through the interviews, teachers expressed their views of reality by sharing their thoughts, opinions and concerns relating to the planning sessions and initial and final interviews. The planning sessions were guided by a format devised by Carol-Ann Haycock and revised by me. The interviews were based on guidelines described by Spradley (1979) for ethnographic interviews. The ethnographic interview can be viewed as a series of
Table 1

**Relationship Between Research Questions and Data Collection**

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<td>How much collaboration between librarian(s) and teachers will occur in the teaching of planned units of instruction within the school?</td>
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<td>What is the effect on teachers and students in facilitating a flexible schedule?</td>
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<td>transcribed notes&lt;br&gt;planning notes by librarians&lt;br&gt;scheduled times for classes</td>
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friendly conversations in which information is exchanged. A total of eighteen tapes were made and transcribed. These tapes provided an accurate oral record of the planning sessions and interviews.

Audiotapes were transcribed by a professional as well as by me. Tapes transcribed by a professional were thoroughly reviewed in order to insert missing data or correct inaccuracies in statements made by either myself or the classroom teacher. These transcripts were filed with the related field notes by teacher name.

**Initial interviews.** These structured interviews were scheduled with all Longview teachers during the first semester of the school year. The questions focused on each teacher's perception of the school library, the role of the school librarian, the impact of flexible scheduling on their teaching, cooperative planning, the definition of collaborative planning, and the benefits of collaborating with the school librarian. The interview format can be found in Appendix A.

**Final interviews.** Five teachers and the school principal were interviewed at the end of the school year during the first two weeks in May. These teachers were selected to be interviewed because they had worked with me.
on a regular basis as opposed to those teachers I worked with intermittently throughout the year. These interviews concentrated on the teacher's perceptions of the role of the school librarian and any changes in those perceptions, the loss of the regularly scheduled library time, the impact of flexible scheduling and collaborative planning on students, the impact of flexible scheduling and collaborative planning on classroom instruction, and the changes made this year and suggestions for improvement next year in regard to the collaboration with the school librarian.

**Questionnaire.** A questionnaire was developed in order to determine teachers' perceptions of the school librarian as well as their opinions about the implementation of flexible scheduling and collaborative planning during the school year. This questionnaire was distributed to fourteen teachers who were not involved in the formal interview process at the end of the year. This questionnaire is included in Appendix B.

**Secondary Sources**

Secondary sources were used to corroborate the analysis of the primary sources, but were not the sources from which initial analysis was taken. These secondary
sources informed the study but did not constitute the study itself.

**Audiotaping of planning sessions.** Teachers who cooperatively or collaboratively planned with me were audiotaped during these sessions. In the early planning sessions, a format was followed in order to ascertain the teacher's objectives for the lesson or unit, the concepts or strategies to be taught, the instructional methods to be used, what the students were to produce from this instruction, the grouping of the students, and the criteria to be used for evaluation. In the collaborative planning session, these questions were addressed by both the teacher and librarian. An example of the planning session format is included in Appendix C.

**Field notes.** Corsaro (1981) describes four types of field notes: theoretical, descriptive, methodological and personal. Theoretical notes are those which refer back to the educational theory on which the study was based. Descriptive notes describe the events and usually describe rather than explain the observation. Methodological notes involve evaluation and consideration for improving the methods of data collection. Personal notes focus on the researcher's own reaction to the event which are occurring.
These notes are intended to provide a "thick description" of ongoing events as well as the context surrounding these events. All four types of notes were used in this study.

Notes were taken during cooperative and collaborative planning sessions. When working directly with teachers in students, rough notes were taken during and immediately after the event. These notes were transcribed at the end of the day on Tuesday, Thursday and Friday. Initially the notes were filed according to the date. Once relationships with the teachers emerged, these notes were filed by teacher name. Additional notes and details which were not recorded at the site were added. These notes were usually theoretical, methodological and personal.

Field notes were also taken during the teaching phase of the planning. As I worked with classes, small groups and individual students, notes were taken immediately following instruction. As with the planning session, these notes were transcribed at the end of the day and additional information and details were added.

**Weekly plan book.** In September, Sarah and I developed a plan book in order to write down the classes and the times they were scheduled to come to the library. The instructional activity or lesson that was planned was also noted. This book enabled us to make revisions in the plans
or make notes on what actually occurred with the classes or small groups. The plan book provided Sarah and me with a source for communication on the days we did not work together. This proved useful especially for those teachers with whom we had cooperatively planned and whose students may have needed our assistance.

**Monthly calendar.** A large, desk top calendar was used by Sarah and me to write down the schedule for each day. Teachers had access to this calendar, but were not to indicate their own dates and times for bringing their class to the library without first planning with Sarah or me. This calendar differed from the plan book in that nothing was written other than the schedule of times.

**Collection of student work.** Representative samples of students’ work was collected with the permission of the student. If it was not possible to receive a sample of work, photographs were taken and a brief description of the work was included. Books written and illustrated by classes were given to me by the classroom teachers to use for my dissertation and for future presentations on the topic of collaboration.
Data Analysis

Goetz and LeCompte (1984) suggest that one begin analysis by reviewing the research proposal. Even though this study deviated somewhat from the original questions, those initial questions shaped the inquiry. These questions also assisted in the beginning stages of data analysis as ongoing analysis was an integral part of the data collection (Spradley, 1980). I examined the data collected on each teacher on a daily basis. This was to ensure the large amount of data being collected was examined and integrated. This daily analysis also raised specific questions regarding individual teacher actions and comments. These questions assisted in subsequent data collection and analysis. During the formal data analysis, new questions began to emerge. These questions guided the process of data analysis: (1) what are teachers' perceptions of the role of the school librarian and indicated through responses and actions; (2) what changes occurred in teachers' perceptions about the role of the school librarian over the course of a school year; and (3) what are teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning?

As Merriam (1988) has argued that the primary instrument in qualitative case study research is human and
the observations and analyses are filtered through one's own perspectives, I believe my own perspectives guided me in the analysis of the data.

Case Study of the School Year

During the ongoing process of analysis, it appeared likely that the five teachers with whom I was working closely with during the school year would prove to be five individual case studies. However, it became apparent in the later stages of data analysis that without the voices of the other teachers and the context of the setting, the individual case studies would not be as meaningful. The five teachers were part of the total school community and it was not possible to isolate their experiences. The actions and opinions of the other teachers in the school directly or indirectly influenced their own perceptions.

After the decision was made to look at Longview Elementary as the unit of analysis, it seemed imperative to provide an overview of the school year. The initial writing of the history of the school year began by discussing each individual teacher and their relationship to the librarian as evidenced by the field notes and comments from the interviews. The first semester did not seem as significant in relation to changing teachers' perceptions as the second semester. The first semester
seemed to focus more on the process of beginning to implement flexible scheduling and collaborative planning. What was significant were the changes occurring in the relationships between teachers and librarians as they worked with each other during the second semester. For this reason, I separated the school year into the two semesters.

Again, I was faced with how to discuss the teachers and their perceptions in regard to the school librarian. As I read and reread the transcripts of the initial interviews and planning sessions as well as my field notes and additional data, it appeared that the perceptions of the teachers were displayed through the ways in which they utilized the library and school librarian. The teachers appeared to fall within four categories: school librarian as resource person, cooperative planning with the school librarian, transition between cooperative and collaborative planning, and collaborative planning with the school librarian.

Categories were developed to described the history of the school year in relation to teachers’ perceptions of the librarian and the relationships which developed. Additional data analysis was done of the final interviews and questionnaires in which categories and issues emerge.
Coding of the Interviews and Questionnaires

The final interviews of the five teachers and completed questionnaires from an additional eleven teachers were read through several times from beginning to end. The research question focused on, "What are teacher's issues and concerns about the implementation of flexible scheduling and collaborative planning?" While reading, notes, comments and observations were made in the margins to assist in the beginning stages of organizing, interpreting and synthesizing. Patterns and regularities were then transformed into categories.

At the beginning stages of analysis, Lincoln and Guba (1985, p. 344) suggest identifying "units of information that will serve as the basis for defining categories." The units I defined came from the final interviews and consisted of phrases, sentences and paragraphs. According to Lincoln and Guba, a unit must meet two criteria. First, the unit should reveal information relevant to the study and stimulate the reader to think beyond that piece of information. Second, the unit should be "the smallest unit of information about something that can stand by itself" (p. 345).

I then wrote each unit of information on a separate index card. These cards were coded according to the categories which represented themes and concepts which were
beginning to emerge (Merriam, 1988, p. 132). This process of constant comparison analysis (Glaser & Straus, 1967) involves reading and rereading the data until meaningful patterns emerge. These patterns became categories which were labeled and the data was identified as to the properties and subdivisions of the categories.

**Creating Categories**

Merriam (1988) argues that devising categories is largely an intuitive process. It is also systematic and informed by the study's purpose, the investigator's orientation and knowledge, and "the constructs made explicit by the participants of the study" (Goetz & LeCompte, 1984, p. 191). As I began to develop the categories, recurring regularities appeared in the data. I then needed to determine what information went together. In using an index card system, Lincoln and Guba (1985) suggest looking through the cards, one at a time and determining if the first and second card, look or feel-alike. If not the second card represents the second category. This continues with reading each card and determining if that phrase, sentence or paragraph can be placed in one of the provisional categories or if it represents a new category. As this process continues, new categories will emerge rapidly at first, but the rate of
emergence will diminish sharply after a number of cards have been read. This strategy was one which I utilized in developing my categories.

Devising categories involves both convergent and divergent thinking (Guba & Lincoln, 1981). Convergence is determining what items fit together or which pieces of data converge on a single category or theme. Divergence is the task of fleshing out the categories once they have been developed and seeing where data does not fit established categories. In deciding what things fit together, the research must consider the emerging categories. All items in a single category should be similar (Merriam, 1988).

The number of categories depends on the data. Guba and Lincoln (1981) suggest this may be influenced by the number of people who mention something or the frequency with which something arises, the uniqueness of some categories, and categories which may reveal "areas of inquiry not otherwise recognized" (p. 95).

Once I had determined the categories, they were "fleshed out and made more robust by searching through the data for more and better units of relevant information" (Merriam, 1988, p. 135). Within the categories which were developed from the data analysis, issues appeared which seemed to further clarify the content of the category. The subcategories containing the issues within each category
were developed through an analysis of the comments from the final interviews or questionnaires in each category.

**Trustworthiness**

Qualitative researchers must consider the validity or trustworthiness of their research and findings. They essentially work alone in the field in defining the problem, designing the framework in which the research will take shape, collecting and analyzing the data and then forming conclusions based on the data (Miles and Huberman, 1984). As a result, researchers use a variety of strategies in attempting to limit such problems. Lincoln and Guba (1985) have developed four criteria which focuses the characteristics of the data rather than on the investigator’s characteristics. These four terms and the techniques used were as follows: credibility, which involved prolonged site engagement, triangulation, member checks and peer debriefing; transferability; dependability; and confirmability (p. 300). Each will be discussed as it relates to the overall trustworthiness of the study.

**Credibility**

Three techniques were used to establish credibility. The first involved activities in the field that increased the probability of high credibility. These activities
included prolonged site engagement and triangulation. The other two techniques utilized in establishing credibility were peer debriefing and member checks.

**Prolonged site engagement.** The present study was conducted over an entire school year. Three days a week were spent working directly with students and teachers. This investment of time assisted in learning the "culture" of Longview Elementary. It also provided an opportunity to detect and take account of distortions that may influence the data. Unless the researcher can be accepted as a member of the group, distortions can never be overcome (Lincoln & Guba, 1985). The other intent of prolonged site engagement is to build trust. Trust became a matter of developing relationships with the teachers which in turn influenced the inquiry process.

**Triangulation.** Triangulation involves the use of different methods and different sources to corroborate a finding. The technique of triangulation improves the probability that findings and interpretations will be found credible (Lincoln & Guba, 1985). The different data collection methods which were utilized included interviews, questionnaires, and field notes. The data source as Lincoln and Guba suggest could be the multiple copies of
one type of source such as interview respondents. For example, when several teachers voiced their opinion concerning the role of the librarian as a resource person, this interpretation was found to be credible.

**Peer debriefing.** Peer debriefing enables researchers with the opportunity to share their emerging hypotheses with peers who are engaged in similar inquiry. This individual then critiques ideas, assists in refining aspects of the study and at times may possibly reshape features of the collection and analysis of the data (McClure, 1985).

Another doctoral student in the Department of Language, Reading and Culture, Barbara Thompson, met with me throughout the data collection period and later during the data analysis. These meetings occurred on a weekly basis and provided me with an opportunity to share the process and progress being made.

**Member checks.** The member check, whereby data, categories, interpretations and conclusions are tested with members of the group under study is critical for establishing credibility (Lincoln & Guba, 1985). Formal and informal member checks occurred frequently in order to correct errors of fact and eliminate wrong interpretations. Transcripts of interviews were also discussed for input and
to clarify any comments which were made. This assisted in agreeing to the "correctness" of the recorded interviews.

Transferability

Lincoln and Guba (1985) indicate that transferability involves providing a thick description which will enable someone interested in making a transfer to reach a conclusion about whether the transfer can be contemplated as a possibility. The researcher is responsible for providing the widest possible range of information for inclusion in the thick description. It is also the responsibility of the researcher to provide the data base that makes transferability judgements possible on the part of the reader.

The thick description provides the reader with what they need to know in order to understand the findings. The researcher supplies the information about the studied site that may make possible a judgement of transferability to some other site. However, Guba and Lincoln point out that the person seeking to make the transfer must be in possession of similar data for the receiving context (p. 217). These judgements of transferability depend upon a sufficient knowledge base for both sending and receiving contexts. It is the responsibility of the inquirer to provide a sufficient base to permit a person contemplating
application in another receiving setting to make the need comparisons of similarity (p. 359). The thick description for this study is contained in Chapter 4.

Dependability

Guba (1981) has provided several arguments which are useful in supporting dependability. One argument Guba makes is that there can be no credibility without dependability. A technique used to establish credibility is triangulation. Various data collection methods were utilized in this study including interviews, questionnaires and field notes. Triangulation represents a technique Guba refers to as an "overlap method" which is undertaken to establish validity.

Confirmability

The major technique for establishing confirmability is the confirmability audit (Lincoln & Guba, 1985). There are six "audit trail" categories which were developed by Edward S. Halpern and discussed by Lincoln and Guba. All six categories were used to establish confirmability. The categories included: (1) raw data which included written field notes and questionnaire results, (2) data reduction and analysis products with the write-ups of field notes and theoretical notes, (3) data reconstruction and synthesis
products which involved the findings and conclusions of the study, (4) process notes or methodological notes describing the procedures and strategies of the study, (5) materials relating to intentions and dispositions involving personal notes taken in conjunction with field notes, and (6) instrument development information such as the planning session format and questionnaires.

Summary

This study is a qualitative case study employing an ethnographic, participant-observer perspective. Once the methodology and unit of analysis were determined to fit the research questions, the research was designed accordingly. The setting selected was Longview Elementary School. The time frame consisted of gathering data from October through April with final interviews being conducted and questionnaires distributed during the first two weeks in May. Data was collected through field notes, audiotaping, weekly plan books, a monthly calendar, questionnaires and the collection of student work.

During the data analysis new questions emerged. The data analysis consisted of coding responses made in the final interviews and questionnaires of 16 of the 19 teachers at Longview. These responses were then placed in
categories. Within these categories, issues emerged which were further clarified by responses made by the teachers.

Four techniques were utilized to establish trustworthiness. Lincoln and Guba (1985) have termed these techniques as credibility, transferability, dependability and confirmability. Each was discussed in relation to the study.
CHAPTER 4
OVERVIEW OF THE FIRST SEMESTER

The staff at Longview Elementary School during the 1992-93 school year experienced many changes. Some of these changes were imposed, while others evolved through teacher's interests. One event which directly affected the school library program, was the funding of a Library Power grant proposal. Through the year, the implementation of the grant proposal would involve moving the library from a fixed to a flexible schedule. The focus would also be on collaboration between the classroom teachers and the school librarian. It was hoped that a "collaborative community" (Short, 1986) could be established between the school librarian and classroom teachers as well as with the students. Through the communication of a shared language developed through the collaborative process, both librarian and teacher would begin to share ownership of a common goal.

An overview of the first and second semesters (Chapter 5) provide the context for the study. These two chapters discuss the individual teachers and how they utilized the school library and librarian over the course of the year. During the school year, teachers possessed various
perceptions of the school librarian. Some of these perceptions changed, while others did not. A few of the changes occurred as the teachers and librarians moved toward collaboration. Several teachers' theoretical beliefs were not conducive to a collaborative environment in regard to working with the school librarian.

By examining various teachers' perceptions of the school librarian it becomes apparent that each teacher brings his/her own knowledge and beliefs of teaching and learning which may provide for successful collaboration or produce obstacles to prevent collaboration from occurring. Through the analysis of the initial interviews, final interviews and questionnaires, categories began to emerge which focused on the relationship between the school librarian and classroom teachers. The perceptions of the teachers about the school librarian directly influenced the type of relationship which occurred. The four categories that emerged were: school librarian as a resource person, cooperative planning between the school librarian and classroom teacher(s), the transition between cooperative to collaborative planning, and collaborative planning between the school librarian and classroom teacher(s). Two questions guided the data analysis process and directly related to the categories which had been created. These questions were: (1) what are teachers' perceptions of the
role of the school librarian and (2) what changes will occur in teachers' perceptions during the school year?

The first section of this chapter will focus on the provisions of the Library Power grant. This grant had a significant impact on the library program during the school year. The next section will provide an overview of the first semester as well as the four categories generated from an analysis of the data. Each teacher will be discussed in terms of how s/he utilized the school library. The last section of the chapter will discuss the second semester of the school year and the changes which occurred as collaborative planning and flexible scheduling continued to be implemented.

**Library Power Grant**

During the summer of 1991, the DeWitt Wallace-Reader’s Digest Fund made $20,000 planning grants available to local public education organizations. The Educational Enrichment Foundation applied for and was awarded one of these planning grants. A larger grant proposal was written and submitted to the DeWitt Wallace-Reader’s Digest Fund. The proposal focused on revitalizing and enhancing school libraries in Tucson Unified School District. This proposal was funded in November 1992 and provided $1.2 million dollars over a three-year period.
When the Educational Enrichment Foundation received the $20,000 planning grant, I was hired to assist in writing the larger grant proposal. I was paired with a woman who was a professional grant writer, but had no knowledge of school libraries. My experience as a classroom teacher and school librarian provided an education and library science perspective. Together, we spent two-and-a-half months writing the proposal which was approved for funding beginning January 1992. At this time, I was rehired as a consultant to the project. When the interim director of Library Power resigned two months into the project, I assumed the position of assistant director. In this part-time capacity, I was responsible for directly working with school personnel to assist in the implementation of all Library Power grant proposals. I held this position for the 1992-93 school year. During that year I also worked as a part-time librarian at Longview Elementary School.

Within the grant application, it was proposed that eight elementary and/or middle schools be selected for each of the three funding years. Each school interested in applying for one of these grants was to form a committee and write a proposal according to the guidelines. Longview's Library Power team consisting of the librarian, one primary grade teacher, two intermediate grade level
teachers and two parents, wrote and submitted a Library Power grant for funding. I was not a member of the Library Power team at Longview and did not take part in the writing of their grant proposal. Longview's proposal was funded by a Library Power selection committee with specific requirements of the grant to be implemented at the beginning of the 1992-93 school year.

The Library Power grant provided monies for minimal renovation for the library; hospitality funds to be used for providing food and small recognition gifts or achievement awards to students and parents; funds for staff development opportunities as well as programming activities for students such as author or storyteller visits; a match of current collection development funds to enhance and increase the school library collection; and an additional match of $1000 raised through private sources such as the Parent Teacher Organization.

In addition to the money received by Longview, a stipulation of the grant was the implementation of flexible scheduling and collaborative planning. At the end of the previous school year, when the grant was being written, I visited Longview and explained to the faculty what was involved in implementing flexible scheduling and collaborative planning and the impact it would have on library and classroom instruction as well as student
learning. The faculty of Longview, including the principal, agreed to try this approach whether or not the grant application was funded.

To facilitate the implementation of flexible scheduling and collaborative planning, a three-day workshop was held in June and conducted by library consultant Carol-Ann Haycock. This workshop was attended by teams from the eight schools selected for funding during the 1992-93 school year. Longview's team consisted of the six individuals who had contributed to the writing of the initial grant application. I attended the workshop only in my capacity as the Library Power assistant director because the part-time Longview librarian position had not yet become available. The principal was not able to attend the workshop as he was out of town.

During this workshop, Ms. Haycock provided a model for the collaborative planning and teaching process which has as one goal the integration of information skills into the curriculum. Information skills consist of selecting resources both physically and intellectually, extracting and recording information through skimming, scanning and note taking strategies, processing information, organizing information, producing the findings and evaluating student's work. These information skills incorporate some of the traditional library skills such as instruction in
the utilization of the card catalog or accessing reference materials, but is a needs based approach which integrates skills into the classroom curriculum. The practice of teaching isolated skills has often resulted in little to no transfer of learning on the part of the students. Using a collaborative planning model, the classroom teacher and school librarian meet to discuss the goal or rationale for teaching a lesson or unit of study. In this discussion, the teacher and librarian determine the skills from the curriculum and as well as the information skills students will be taught. Students gather information by physical as well as intellectual means. In this planning session, the teacher and librarian discuss how the students will record and organize their information as well as present their findings. The last item to be discussed focuses on how the students will be evaluated. Through the Haycock model, the classroom teacher and school librarian are responsible for planning all aspects of the lesson.

One area of concern raised by workshop participants was the primary emphasis on research skills with little to no mention made about using children’s literature with students. Strategies such as the use of children’s literature in research, literature discussion groups, author/illustrator studies, etc. was not discussed. Most of Ms. Haycock’s examples of using literature were examples
of learning centers she suggested should be used in the library. These examples included structured questions and worksheet activities. Most of the Library Power site librarians had difficulty throughout the school year in integrating literature into their collaboration with teachers.

One way used by the Haycock model to facilitate collaboration and foster communication is through "topic sheets." These topic sheets are divided into four sections: subject area (language arts, social studies, science, and math); topic to be covered; resources needed; and request for collaborative planning time. To facilitate the collaborative process at Longview, the topic sheets were to be distributed monthly to the teachers at Longview, with a request that they be returned within a few days. After the first month, teachers requested that the topic sheets be distributed on a quarterly rather than monthly basis to reflect how most of the teachers at Longview planned their units of study. Ten out of 19 teachers returned their topic sheets the first time. However, no teacher requested collaborative planning time with the librarian.

Once the topic sheets were returned, Sarah and I compiled them according to grade levels by listing the topics to be taught during month in chart form. This
compilation was then distributed to teachers and served several purposes: teachers could see what others in the building were teaching which might foster collaboration; and it communicated to the staff the units of study and the resources needed to support that instruction. The information from the topic sheets enabled me to approach a teacher with some ideas of how we might collaborate and also assisted in determining the units of study and resources to be utilized.

The Longview library had previously utilized a "fixed schedule" where each class visited the library once a week for a 30 minute period. During this time, the librarian read a story or conducted library skill lessons. Students also checked out library books during this weekly visit. During the school week, students were allowed to return books during the 15 minutes immediately after school started and the 15 minutes before the end of the school day. When classes were scheduled during the school day, students were not to come to the library except during their scheduled time.

Under the provisions of the Library Power grant, classes and groups were to be scheduled into the library following a collaborative planning session between the librarian and classroom teachers. When total classes come to the library, the librarian and teacher can provide the
instruction to the students. An essential piece of this instruction is the interaction between the school librarian and classroom teacher. Librarians are also encouraged to go to the classroom and work with the teacher and students. This enables students to view the librarian in various environments in addition to the library. A lesson or unit of instruction might be introduced to the total class by scheduling a time either in the library or classroom.

Another way the library can be utilized by students is through small groups. These small groups are scheduled to work with the librarian after a collaborative planning session with the classroom teacher. Classes may be divided into halves, thirds, or quarters depending upon the size of the class, the instruction that will be taking place and the resources available. Other small groups of students may come to the library as well. These groups are usually able to work independently. The classroom teacher communicates to the librarian the resources the students will need.

Individual students use the library at any time during the day with a flexible schedule. This "open access" to the library allows students to come for books for recreational reading or information needs. Weekly checking out of books by full classes is discouraged. The number of students from each classroom visiting the library at any
time is limited through the use of a library "tag" system. Each classroom receives four or five library tags to be used by individual students at any time. The teacher is responsible for seeing that the student has a time limit and specific task. This tag system provides students with an opportunity to come to the library at any time of the day to return books, check out new books, view a filmstrip, do research, or sit and read.

The Library Power grant stated that kindergarten and first grade classrooms would remain on a fixed schedule during the school year. All other classes were to be scheduled "flexibly" following a collaborative planning session between the classroom teacher and school librarian. At Longview, the kindergarten and one first grade class remained on a fixed schedule throughout the school year.

The teachers at Longview seemed willing to implement flexible scheduling and collaborative planning. As with any innovation, few of the teachers fully understood the implications of this change. In theory, it was a welcome change; in practice, it would require variation in how the library had been utilized in the past and the development of new relationships and understandings about the role of the librarian. The librarian would also be experiencing these changes and her own perceptions about her role as
well as teaching and learning could facilitate or hinder the change process.

**Beginning of the School Year**

At the beginning of the school year, the Library Power team provided an inservice in which it was explained to new faculty and reiterated to returning staff that the provisions of the grant included flexible scheduling and collaborative planning. This plan was met with varying degrees of acceptance.

Sarah had decided prior to the beginning of school to take a half-time leave of absence. She had injured her back and neck in an automobile accident a few years earlier and felt she needed to spend more time at physical therapy to ease the pain she was still experiencing. Sarah informed me of her decision and suggested I apply for the other two-fifths position. I was interviewed and hired to begin work on September 24, 1992.

In discussing how we would make our job sharing beneficial to all teachers and students, we decided Sarah would work on Monday, Tuesday, and Wednesday and I would work on Thursday and Friday. I also viewed this opportunity to collect data for my dissertation, so I included Tuesday in my schedule as well and worked with teachers and students in the library and classrooms.
Initially, Sarah and I planned on being a part of all collaborative planning sessions which occurred. After a month of trying to schedule these planning sessions during times we could both be in the library, we decided it would be easier if we scheduled our own collaborative planning sessions, but informed each other of the planned course of instruction. All notes were kept on file in our office for easy access. The teachers understood we were both available to work with them in all capacities. Several teachers commented to us that they felt Longview had two full-time librarians in the school. We did not receive any comments indicating teachers or students felt they were not receiving the assistance they desired when coming to the library.

It was evident early in the first semester in working with teachers that because of my background as a first grade teacher, I felt more confident working with the primary grade teachers. Sarah had very successful working relationships in the past with several of the intermediate grade level teachers and found herself collaborating with those teachers on a more frequent basis. Except for the kindergarten and first grades which were still on a fixed schedule, teachers could work with Sarah or me at any time and were not limited to working with either of us on a regular basis.
Part of the schedule was already in place before I arrived: the kindergarten was scheduled for Tuesday, the first grade Gifted and Talented (GATE) classroom on Wednesday and the other two first grades on Friday. All other classes were to be scheduled into the library following a collaborative planning session with Sarah or myself. During the first semester, very few teachers approached us to collaboratively plan. Several teachers continued to bring their whole class to the library despite explanations from us as to why this was no longer appropriate.

The majority of teachers continued to use the librarian as a resource person in asking for books and materials to be used in the classroom. Several teachers indicated to us, either through the topic sheet or through informal means such as discussion in the hallway or teacher's lounge, what they were currently teaching and requested that we either read their class a story on that particular theme or topic or provide students with an opportunity to come to the library to conduct research. This type of use required very little communication and no collaboration. We knew what the teachers were doing in their classrooms and were asked to provide a low level of service to students.
Teachers who served on the Library Power committee were more knowledgeable about the provisions of the grant and attempted to discuss it with us and other teachers. The four new teachers who were added to the Longview staff during the 1992-93 school year were not aware of the changes agreed upon by the rest of the faculty and the implications it would have on their own perceptions and utilization of the school library. Three of these teachers tried to incorporate the idea of flexible scheduling and collaborative planning into their teaching while one teacher viewed the library in a more traditional sense.

In October, a workshop was conducted at Longview by Carol-Ann Haycock on collaborative planning. After this workshop, several teachers approached us and asked more questions which seemed to indicate their interest in collaborating with us. Some of these teachers were attempting to make the transition from cooperative to collaborative planning. Only one teacher was collaborating with me by the end of the first semester.

**Overview of the Categories**

Four distinct categories emerged from the data analysis of the varied and changing perceptions of the librarian. These categories included: school librarian as a resource person; cooperative planning between the school
librarian and classroom teacher(s); the transition from cooperative to collaborative planning; and collaborative planning between the school librarian and classroom teacher(s). Field notes, transcripts from the initial and exit interviews, notes and transcripts from the collaborative planning sessions, topic sheets, end of the year questionnaires and the monthly calendar and plan book were used in developing the categories.

As the categories are described, the teachers who were working with me or Sarah at that level will be discussed to provide specific examples of the roles of the teacher and librarian in that category, the perceptions of teachers about the library and the librarian, and some of the reasons why those perceptions and relationships existed or were changing. The degree of involvement with the school librarian increases at each level. Table 2 indicates how each teacher viewed the role of the school librarian during the first semester.

**School Librarian as a Resource Person**

This category was defined by a relationship in which teachers requested materials and no curriculum support or involvement from the school librarian. The traditional role of the school librarian has been that of a resource person (Coleman, 1989). Teachers come to the librarian to
TABLE 2

Teachers' Perceptions of the Role of the School Librarian During the First Semester

<table>
<thead>
<tr>
<th>Perceived Role of the School Librarian</th>
<th>1st Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>RESOURCE ROLE</td>
<td>Donna, Grace, Jessica, Aaron, Norma, Cheryl, Barbie, Sharon, Lori, Rick</td>
</tr>
<tr>
<td>COOPERATIVE PLANNING WITH THE SCHOOL LIBRARIAN</td>
<td>Brenda, Margaret, Tom, Vicki, Marcy, Ken</td>
</tr>
<tr>
<td>TRANSITION BETWEEN COOPERATIVE AND COLLABORATIVE PLANNING</td>
<td>Kristen, Maryann</td>
</tr>
<tr>
<td>COLLABORATIVE PLANNING WITH THE SCHOOL LIBRARIAN</td>
<td>Julie</td>
</tr>
</tbody>
</table>

request books and materials to use in their classroom in support of a theme or unit of study. The school librarian locates these materials and makes them available to the classroom teacher. When the teacher is finished using the books and materials, he/she returns them to the library.
School librarians are also knowledgeable about books and materials available within a school district or the local community which might be borrowed for short or long term use as well as individuals who might be available to come to the school to speak about a particular topic. In this role as resource person, the school librarian provides books and materials for classroom use, but generally does not assist the teacher in planning or implementing units of study.

In an initial interview conducted with 90% of the Longview faculty, all indicated they viewed the librarian primarily as a resource person. Several teachers stated they believed the librarian could go beyond that capacity, but were not sure how to extend the role of the librarian. Many teachers said they were comfortable with the resource role of the librarian and would prefer to use the materials in their own classrooms. All teachers interviewed were unable to articulate how they could collaborate with the librarian. However, most teachers indicated they were willing to learn. Based on interviews and field notes, ten teachers held views of the librarian as a resource person during the first semester.
Cheryl

Two teachers who had taught at Longview the previous year continued to bring their entire class to the library to check out books on a weekly basis. One of these teachers was Cheryl. Cheryl had taught elementary school for 20 years and was currently one of three second grade teachers at Longview. Her experiences with school librarians was limited to the librarian checking out books each week and reading a story to her class. When asked if the librarian had a role in helping plan units of instruction, Cheryl said, "I don’t know if that is the primary role of the librarian. I think it is definitely useful, but the responsibility of the classroom is still mine. I’m the one who has to answer. I think the help is great, but it’s still my responsibility." Cheryl stated that some children were self-motivators and would frequently request to go to the library on their own. However, she said that many of her students would never get to the library if it were left up to them so this is why she took her students to the library once a week to check-out books.

During the first semester of the school year, working with Cheryl was limited to these unscheduled weekly check-out times and pulling resources for her classroom units. Cheryl returned her topic sheet the first month and
indicated units of study for the month of October. I did not know Cheryl well at the beginning of the school year, but I was told by Sarah that Cheryl was not willing to work with either librarian. For this reason, I hesitated approaching her about collaborating until the second semester.

**Donna**

Donna taught the second grade Gifted and Talented Education (GATE) students. She also brought her class into the library on a weekly basis to check out books. Donna submitted her topic sheet the first month indicating her units for the entire school year. On occasion, Donna would request certain books, but rarely asked for assistance in pulling resource materials. Donna usually came into the library at the end of the day after I had gone home and checked out the materials she needed. Each morning, Donna would send one of her students to the library to return several books she had checked out to be used in the classroom by students during free reading time. Numerous appointments were scheduled to interview Donna about the role of the librarian as well as collaborative planning and flexible scheduling. These interview times were always rescheduled, and the end of the school year came before an interview could be conducted.
Two of the three first grade classes came for a scheduled 30 minute time period each week. During the first semester, it was my understanding that the teacher, Barbie, preferred to have a fixed time each week and was very structured in her perception and use of the school library. Barbie seemed somewhat unapproachable and Sarah informed me she had experienced some difficulty in the past working with her. Barbie’s class was scheduled on Friday afternoons. Each week I would read one or two stories to Barbie’s class and then the children would check out books to take home. The stories read to the class related somewhat to classroom curriculum as I took what information I could from the topic sheet Barbie returned, but no collaboration occurred.

I delayed interviewing Barbie because I did not feel comfortable in approaching her and felt she would be unwilling to move away from the scheduled 30 minute story time each week. In the interview conducted in early December, Barbie expressed how important it was for her students to view the library as a place to locate information. She also suggested the children be introduced to concepts such as "fantasy and real." By having a scheduled time once a week, Barbie stated that it gives students "responsibility to remember their books, to
remember we have to return books and that we get a half hour in the library." Barbie indicated that if she taught second or third grade she would not have a scheduled time. Later in the interview when we discussed the term "collaborative planning," Barbie said that in collaboration, "we're both on equal grounds because we're both teachers." Barbie felt that by the classroom teacher and school librarian both sharing information and their areas of expertise, each would benefit. This would eliminate the need to do individual research on topics on which the other person may have knowledge. Barbie called herself a "very structured teacher" and provided her students with direction in the classroom and library. At the end of the interview, Barbie indicated she was willing to collaborate with me, but did not feel comfortable in approaching me to suggest scheduling a planning session. We discussed this further and decided to schedule a collaborative planning session in January.

Sharon

Sharon was a member of the Library Power team. She assisted in writing the proposal and attended the summer workshop. Sharon taught the first grade GATE classroom and appeared to be very creative in her teaching. Sharon’s class was scheduled with Sarah for a 30 minute period each
week. This continued throughout the school year. Even though Sharon implied a few times she would like to collaborate, Sarah seemed reluctant to change the regular schedule. Each Wednesday, Sharon’s class would come to the library where Sarah would read them a story. These stories did not necessarily relate to the curriculum. Sharon often came to the library and asked for books and materials. She had stated during the interview, "...the librarian knows the resources and I don’t."

When Sharon was asked about the role of the librarian, she said, "I would like her, even though my kids are first graders, to be a little bit more involved in teaching." When Sarah and I did an author study on James Marshall with Sharon’s class in November, she said during her interview she would like us to follow up on more authors. Sharon said her students were aware of authors and she wanted author studies continued. However, this was the only author study done with Sharon’s class in collaboration with the school library during the school year. Sharon told me, "I don’t know what the possibilities are," in relation to collaborative planning.

Grace

Grace was a second/third grade combination teacher who had taught for thirteen years. She viewed the librarian
entirely as a resource person. In her interview, Grace told me, "... Teachers get very possessive and they like their units in the classroom and want to do the units there. I tell you I need the materials, you get them and I will instruct. It's very hard for me to give up half of my kids and say, well here, you are responsible to instruct them. I feel that’s got to be my job. It’s just a personal kind of thing. But I feel the librarian is a resource person, and I guess I don’t see her as a fellow teacher. My idea of the librarian is where are the books, where are the films, where do I check them out? I just find it really hard to do (collaborate) because I don't see the librarian playing the role as a teacher. I’ve never connected those two." Grace did collaborate with a third grade teacher, but when asked why she didn’t want to collaborate with the librarian, she said, "I know that you are very capable, but I don’t see you as a co-worker across the hall from me. I feel you need to be next door to do that."

When asked during the interview about flexible scheduling, Grace commented that she felt, "... a little cheated because the children don’t get to listen to someone other than myself read books. I’m also never up on the latest books. We get into chapter books a lot with the children in third grade, but again, picture books would be
wonderful because I have the combination and the second graders still need to see those pictures." Grace also voiced a concern that somebody else was probably doing, ". . . a real important project and would need the use of the library."

Grace utilized the library as one of her learning centers each week. Her classroom was organized in that each day students would be assigned a center. The library was designated as one of these learning centers. The purpose for the students to come to the library was to seek out books for recreational reading and to spend the time reading the book that was selected. Grace also expressed in her interview, "... If they wanted to play a game in the library then they could do that during their center time. If they have a report that they haven’t finished, then they are encouraged to use the library time to finish it because the resources are there." However, the students would usually come to the library in small groups and sit and visit during their 45 minute center time. When these students came into the library on my scheduled days, I often had children in the library with whom I was scheduled to work in regard to a classroom unit. When this occurred, I was not able to spend much time with Grace’s second and third grade students. Near the end of the first semester, her students began coming in with laminated cards
containing two questions relating to something being studied in the classroom such as, "Name two kinds of horses." "Which is smarter, a horse or a dog?"

Unfortunately, neither Sarah nor I were informed the students would be looking for answers to these types of questions. It appeared the students had not been provided with strategies for locating and accessing information. The students were frustrated when I was not available to assist them in their search for answers. I approached Grace about these students and their purpose for coming to the library, and indicated the difficulties her students were having in completing their assignments. This resulted in Grace wanting her second and third graders to learn how to use the card catalog. I asked Grace if her students had been alphabetizing to the third and fourth letter and if they were fairly proficient readers, as these abilities were needed to access the card catalog. I also told her we were attempting to integrate library instruction with current classroom curriculum. Grace assured me this was not necessary and said she wanted her students to know how to access the card catalog. I told her I was not comfortable in teaching the card catalog in this manner and would be willing to sit down and collaborate with her in an effort to integrate library instruction with classroom curriculum. Grace did not approach me again, but when I
came in the following week, one group from her class was scheduled into the library for a card catalog lesson. Sarah informed me this is what the teacher wanted and that we should meet those needs. The small group I worked with were second graders who were unable to understand alphabetical order to the third letter and had difficulty understanding the Dewey decimal system. The lesson resulted in more frustration on the students' part and I regretted meeting the teacher's rather than the students' needs. The teacher continued using the library for centers during the first semester despite repeated requests to schedule collaborative planning time.

Rick

Rick was a fourth grade teacher who also served as a member of the Library Power team. Rick had taught for 12 years, the last two at Longview. The first semester, Rick was applying for an assistant principal position at a middle school. At the end of the first quarter during the middle of October, he left Longview to assume this new position. While he was gone, Rick became ill which resulted in his returning to Longview at the beginning of the second semester. While Rick was at Longview during the first quarter, he primarily used the librarian as a resource person. Rick would bring his class in several
times to check out books. He also enjoyed the booktalks the librarian would present to his class. Rick’s concern about sending children to the library independently was that they might not receive supervision and subsequently not accomplish what they were sent to the library to do. I interviewed Rick when he returned to Longview about his first semester experience and he told me, "My biggest thing this semester was applying for this job and so everything kind of took a back burner because I didn’t know whether or not I was going to walk, which I walked, but I didn’t know I was going to get sick. So now, I’m looking at it totally different and I’m going to be here and that kind of thing. So, it will be more positive."

When asked about the role of the librarian, Rick said, "... Here’s someone that has a vast knowledge of what resources are available and also has quality ideas of how to implement certain things. I look at this as something that’s going to make my teaching more effective because this person has this knowledge--not just, I can get 80 million books, but this is what I can relate to or this is what I can help the kids learn to do in the process."

Rick also viewed collaboration as a positive experience. How he utilized the library during the second semester would reflect this attitude.
Aaron

A sixth grade teacher, Aaron, came to the library in October in search of information about animals found in the desert. He wanted each of the 28 students in his class to research information and write a report about one particular animal. It was Sarah and my responsibility to locate the names and information on 28 desert animals. Aaron had also heard other teachers discussing the note taking strategy we were teaching to several of the classes. He indicated he wanted his students to learn this skill. This was the only time during the first semester Aaron spoke to either librarian concerning a unit of study. Aaron also did not return any topic sheets during the school year. His sixth grade students occasionally came to the library to check out books and often returned them when the list of overdue books was distributed to classes. Several times during the school year, Aaron would bring his class to the library to view videos in a separate instructional room located in the library. Even though Aaron spoke with us about current units of instruction, the request was for gathering materials for his students to use rather than working together to assist students in locating information and writing a research report. Aaron did ask for ideas for novels to read aloud to his class and
generally selected those books which contained humorous story lines.

Lori and Norma

There were several teachers who seldom came into the library. Lori and Norma both taught in GATE classrooms; Lori in fourth grade and Norma in third. They frequently sent children on their own to the library to check-out books. Lori was a GATE teacher and indicated to me early in the semester that she preferred planning and implementing her own classroom units. She occasionally requested materials which we provided for her. Lori was pregnant during the first semester and seemed to focus on covering as much of the fourth grade curriculum as possible before the baby came.

Norma's classroom was directly across the courtyard from the library, so her students were frequent visitors. Many times her students were in the library because they had been awarded "free time." Several of her students were asked to return to their classroom when their behavior was disruptive to those students working independently or with the librarian. Norma appeared very open to working with either Sarah or me. Sarah did provide Norma with the name of a family who owned a house in the area which contained a fascinating history of the home's initial construction,
remodeling, and numerous occupants. A field trip was taken to the house and students were then encouraged to seek out and write about their own family histories. Norma also worked with Sarah in providing her students with opportunities to do research in the library. Usually a request was made by the teacher and a time was scheduled. No cooperative or collaborative planning occurred. Norma always completed and returned the topic sheet each quarter and from that information would request materials for use in her classroom to support current units.

Jessica

Jessica, a fifth grade GATE teacher also sent children to the library to check out books. I approached her several times during the first semester to suggest collaborating on various topics of study she had indicated on her topic sheet. We were unable to successfully schedule a planning time. Near the end of the first semester, I was contacted by an individual in Rochester who was part of the Library Power project. She asked if I would be willing to assist her in publishing a children's review column. I met several times with Jessica's class and we discussed how book reviews were written. We then had each student write, edit and submit for publication one book review. Pictures of the students were also submitted
and the first edition of the review column was received during the second semester.

Summary

Ten out of the 19 teachers at Longview viewed the librarian as a resource person as indicated through their actions and statements made during the initial interview (Table 3). For many, the topic sheets were considered to be a way to communicate what materials they would need. Several teachers thought once we had received the topic sheet, we would pull the materials they would need and have them ready immediately. Because we did not know exactly when the materials would be needed, we often did not have them ready when the teacher came to get whatever books and materials we had located for their classrooms.

Several of the teachers who perceived the librarian in a resource only role, also seemed to use the library in inappropriate ways such as "free time" for students who had finished their work or received an "A" on a test. Grace also stated the students could play games and do puzzles in the library. When there were no scheduled groups or classes in the library, this did not pose a problem. However, this rarely occurred and often students who were in the library for "free time" were asked to leave when they became disruptive because they had "nothing to do."
A few teachers stated they felt the full responsibility of the classroom was theirs, which appeared to be in some ways an issue of control. There were also teachers who insisted that Sarah or I teach specific skills without discussing it with us or considering how teaching of these skills might be integrated into the classroom curriculum. The librarian again was viewed as a resource who was to be told what to teach rather than viewed as a teacher who knows how to successfully integrate information skills into the curriculum.

There were different resource roles assumed during the year. The locating of books, materials and resource people was one role, but Rick also stated he used the library for ideas. The librarians were asked for input and suggestions, but never knew if those ideas were implemented into the teacher's classroom. The librarian was also a resource for helping teachers use literature in the classroom. Even though only a few teachers asked questions relating specifically to the use of literature, Grace could have been helped in the understanding that picture books are for all children and not for young children just because they "still need the pictures."

Several reasons were given by teachers in support of their perceptions of the school librarian as a resource person. How they viewed the library as a place for
children to go to as a reward system or center time; the librarian's knowledge of resource materials; the view of the librarian not as a co-worker; and the teacher's own feelings of accountability for student learning.

The role as resource person is one of the easiest roles for the school librarian. Once s/he has located the materials, checked them out to the teacher and delivered them to the classroom, the responsibility has ended until the books are returned and need to be checked in and put on the shelf. However, I discovered that sometimes teachers may view the librarian as a resource person only because they have never seen him/her in a different capacity. My own perceptions of Cheryl and Barbie prevented me from approaching them. Barbie was one of the few teachers interviewed who stated she thought of me as a teacher. It was unfortunate a full semester of school passed before I let go of my own misconceptions and began to work with Cheryl and Barbie.

Cooperative Planning Between the School Librarian and Classroom Teachers(s)

Another category developed from the analysis focuses on cooperative planning and teaching as a strategy for classroom teachers and the school librarian to work more closely with one another. Cooperative planning can occur
Table 3

Teachers’ Perceptions of the School Librarian in a Resource Role During the First Semester

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Actions</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cheryl</td>
<td>Brought class to the library weekly to exchange books</td>
<td>Many of my students would never get to the library if it were left up to them.</td>
</tr>
<tr>
<td></td>
<td>Returned topic sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requested books for use in the classroom</td>
<td>The responsibility of the classroom is still mine.</td>
</tr>
<tr>
<td>Donna</td>
<td>Submitted topic sheet</td>
<td>Rescheduled</td>
</tr>
<tr>
<td></td>
<td>Requested books to be ordered</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Selected own resource material</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scheduled weekly book exchange for students</td>
<td></td>
</tr>
<tr>
<td>Barbie</td>
<td>Weekly fixed scheduled time</td>
<td>Scheduled time gives students responsibility to remember their books.</td>
</tr>
<tr>
<td></td>
<td>Did not appear to be approachable</td>
<td>I did not feel comfortable in approaching you.</td>
</tr>
<tr>
<td></td>
<td>Views herself as a structured teacher</td>
<td></td>
</tr>
</tbody>
</table>

(Tables continues)
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Actions</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sharon</td>
<td>Class was on a fixed schedule</td>
<td>I would like the librarian to be a little more involved in teaching.</td>
</tr>
<tr>
<td></td>
<td>Requested books to use in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Wanted to do more author studies</td>
<td>I don’t know what the possibilities are.</td>
</tr>
<tr>
<td>Grace</td>
<td>Collaborated with other teachers</td>
<td>I just find it really hard to collaborate because I just don’t see the librarian as a teacher.</td>
</tr>
<tr>
<td></td>
<td>Planning time not scheduled</td>
<td>I tell you I need the materials, you get them, and I will instruct.</td>
</tr>
<tr>
<td></td>
<td>Utilized library as a classroom learning center</td>
<td>If they want to play a game in the library, then they could do that during their center time.</td>
</tr>
<tr>
<td></td>
<td>Students brought cards with questions to answer without knowledge of strategies</td>
<td>I know that you are very capable, but I don’t see you as a co-worker across the hall from me.</td>
</tr>
<tr>
<td></td>
<td>Requested card catalog lesson be taught to students</td>
<td></td>
</tr>
</tbody>
</table>

(tables continues)
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Actions</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rick</td>
<td>Sent students to the library to exchange books</td>
<td>Here’s someone with a vast knowledge of what resources are available and also has quality ideas of how to implement certain things.</td>
</tr>
<tr>
<td></td>
<td>Concerned about sending students to the library independently</td>
<td></td>
</tr>
<tr>
<td>Aaron</td>
<td>Requested books in support of desert unit</td>
<td>(Asked not to be interviewed)</td>
</tr>
<tr>
<td></td>
<td>Asked that note taking strategy be taught to students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Brought class to view videos in the library</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Did not return topic sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Asked for suggestions on novel to read aloud</td>
<td></td>
</tr>
<tr>
<td>Lori</td>
<td>Sent students to library to exchange books</td>
<td>I prefer to plan and implement my own units.</td>
</tr>
<tr>
<td></td>
<td>Requested materials for use in the classroom</td>
<td>(table continues)</td>
</tr>
<tr>
<td>Teacher</td>
<td>Actions</td>
<td>Interviews</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
<td>------------</td>
</tr>
<tr>
<td>Norma</td>
<td>Students used library for free time</td>
<td>(Asked not to be interviewed)</td>
</tr>
<tr>
<td></td>
<td>Requested resources to use in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No planning sessions were scheduled</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Returned topic sheets</td>
<td></td>
</tr>
<tr>
<td>Jessica</td>
<td>Sends children to exchange books</td>
<td>(Asked not to be interviewed)</td>
</tr>
<tr>
<td></td>
<td>Students write book reviews</td>
<td></td>
</tr>
</tbody>
</table>

on a formal or informal basis (Haycock, 1990). The role of the teacher in cooperative planning is to decide on the content of the learning and the instructional methods that will be used and to determine how students will be evaluated. The role of the librarian in cooperative planning is to provide a knowledge of the availability of resources to support a given topic of study. The librarian also decides if the resources are suitable to support the learning objectives while meeting the students' abilities and learning styles. The librarian is responsible for knowing strategies for integrating information skills instruction into the planning units of study.
Cooperative planning involves communication between the classroom teacher and school librarian. Often what will occur is parallel teaching in which the librarian will read a story or conduct a lesson based on the theme or unit of study taking place in the classroom. In parallel teaching, the librarian and teacher talk about what needs to be taught, but both come to the planning session with their own agenda or curriculum. After a theme has been discussed, the two split apart and the classroom teacher designs his/her own learning activities and the librarian does the same. What the librarian does is generally parallel to what is happening in the classroom. With parallel teaching, the student often does not see the connection between classroom and library and therefore little to no transfer of learning occurs (Haycock, 1990). In this case, the library is not an extension of the classroom.

Cooperation had previously existed at Longview between classroom teachers and the school librarian. The teachers would usually inform the librarian of the units they were teaching and request books and materials to support their instruction. Teachers would also request the librarian teach research strategies to their students. There were six teachers who at some time during the first semester
cooperatively planned with Sarah or me. The following teachers and those efforts are described.

**Brenda**

The morning and afternoon kindergarten classes were scheduled to visit the library on a regular basis each Tuesday for a period of 30 minutes. Cooperative planning with the Brenda, the kindergarten teacher, took place on an irregular basis. The selection of books to read to the kindergarten class was made by Sarah and did not always relate directly to the curriculum. Many times ideas for stories would come from the "tcpic sheets" the kindergarten teacher submitted. Brenda utilized the library collection to a great extent and usually came to the library during lunch and after school looking for books and materials. She also asked for help in locating books that would tie in to various themes used in the classroom. The kindergarten teacher indicated she preferred a fixed schedule for her students so they could become familiar with the library and the procedure for checking out books. The children were limited to one book per week and were able to select that book from various fiction and nonfiction picture books displayed on tables by the librarian. This weekly time period and check out continued for the school year.
When asked during the initial interview what role the librarian played in the teaching of classroom units, Brenda stated, "the librarian is there to provide resources for the classroom." She also viewed collaboration between the librarian and herself much differently than it would be with herself and another teacher. Brenda felt that the most difficult aspect of collaboration planning is, "... putting the time together to sit down." She also said that to do collaborative planning you must, "... look ahead. Long range planning doesn't allow for the newness in curriculums, the newness in publications that come out, and the uniqueness of your classroom group." Brenda also saw benefits to collaborative planning, but her comments related to teachers collaborating rather than classroom teachers and the school librarian. She viewed herself as a "risk taker" who is comfortable working with and learning from other people.

Vicki

Vicki was a fifth grade teacher who had attended the summer workshop and became excited about using a note taking strategy with her class. This strategy was introduced during the workshop and involved the student reading a piece of information from a resource, closing the book and then writing down the information he/she wanted.
This information was recorded on a note card and it did not have to be in the form of a complete sentence, but rather an idea written in "note" form. This strategy was to instruct students on how to read and process information rather than read and copy. After this strategy was taught to this fifth grade class, Vicki was so enthused she told other intermediate grade teachers. This prompted teachers to ask for the same strategy be taught to their own students.

Marcy

It was Marcy's first year teaching at Longview. She had previously taught for one year before the start of this school year. We started off slowly with Marcy in explaining to her the concept behind flexible scheduling and collaborative planning. Every attempt was made to cooperatively or collaboratively plan with her. When Sarah mentioned to Marcy that I had recently served on the Newbery committee, we scheduled several sessions where I explained the selection process of Caldecott and Newbery books. After this, we looked at previous Caldecott award winners and discussed the text and illustrations and possible reasons why the books would be considered "the best" for that year. Later, Sarah worked with Marcy as her class was studying the community and also taught note
taking strategies to her class. When asked to define collaboration, Marcy said, "It is working together with teachers and the librarian to brainstorm and share ideas. It’s also working together with children during instructional time." Marcy and her class came to the library frequently during the first semester and it appeared that we would make the transition with her from cooperation to collaboration.

Ken

When we planned a cooperative effort with Ken, it seemed to take all semester. Ken was going to have his sixth grade GATE students study inventions during the school year. He began by looking at all aspects of flight, from early inventions to the aerodynamics industry today. Ken was very cooperative and placed high expectations on his students. Much of what was done in cooperation with the librarian was in providing support and materials for research. Ken even used the term, "cooperative" in defining collaboration as he stated, "... It’s a cooperative effort between two or more instructors. And they try to combine the knowledge they have to come up with the best method for students to learn whatever it is that we want them to learn." He felt that, "Two heads are always better than one or three for that matter. We are
all kind of set in our ways sometimes and to have someone come in or you go to them and ask for suggestions and help, then it's hopefully going to change what you are going to do for the better or to find out that this wasn't the way to do it." For the final project of this unit on flight, each student made a rocket which was launched on the last day of the semester. We were invited to view this historic event.

Margaret

Working with special education classes during the first semester was at times very successful. Margaret taught twelve emotionally handicapped boys in her classroom. She was enthusiastic about working with Sarah and me but hesitated to ask for our help when she came to the library. When we offered assistance in locating books or suggesting additional materials for use in her classroom, she was very appreciative of our efforts. Margaret always asked me numerous questions about how collaborative planning and flexible scheduling were working in the library. In November, we finally scheduled a collaborative planning session. She was reading, *King of the Wind* (1948) by Marguerite Henry to her students and thought it would be interesting for them to learn more about horses and horse racing. We brainstormed several
topics related to horses and she decided she would allow
the children to select the topic they would be interested
in studying. We also decided that I would work with each
boy individually and they would go back to the classroom
and present their information. However, Margaret often
took her class for a field trip or occasionally the student
I was to work with that day was not able to focus on what
was being taught. This unit was extended over a long
period of time, but Margaret never seemed to be concerned.
She was very flexible and provided numerous compliments for
the efforts we were making in working with teachers.

Tom

Tom was also a special education teacher who worked
with mentally handicapped students. Tom appeared very
interested in the implementation of the Library Power
grant. Even though he had not been a member of the initial
Library Power team, he asked to be included in meetings
that occurred during the school year. When asked about the
role of the school librarian, Tom stated, "I don't see the
librarian as someone who is sitting there waiting for
someone to come and ask a question or ask for help. That
may be one role, but I see the other role of the librarian
as being a leader." Tom encouraged Sarah and me to
"aggressively pursue" teachers in regard to collaborative planning.

During the first semester, Sarah and I both worked with Tom's students in locating information about continents. The students came in pairs to find information in response to questions Tom had generated. Tom also wanted the librarian more actively involved with the students in that, "the students don't always have to come to the library. I think the library can come to the classroom. I think people are ignorant of what can be done in the library and that teachers are more likely to think of the library as a resource for books but the librarian's role can go way beyond that."

Tom provided me with many insights as to the collaborative planning process and its' implementation at Longview. He told me in his initial interview that, "I think the reason I don't use the library is because I need the librarian to come to me to give me a reason to go there. I don't know what I would do and I have a hard time fitting it into my schedule. I just don't know what questions to ask." Tom was willing to work with Sarah and myself at all times during the school year and become an advocate for the Library Power grant. He would attempt to make the transition from cooperation to collaboration during the school year.
Summary

Cooperative planning seemed to become synonymous with communication. The six teachers who cooperatively planned with us did so on a limited basis. The teachers often came to speak with Sarah and me after the unit was fully planned. They communicated to us what they needed, which generally involved the teaching of research strategies such as note taking. At this level, teachers talked to us more about what they were doing, but seldom asked us to assist in the planning and implementation except on a minimum basis. One reason given for cooperative planning rather than collaborative planning was the time it took to plan (see Table 4). Two other reasons given were the teacher's perception that cooperation provides is needed in terms of learning about additional resources, and another teacher's perceived lack of understanding as to the current role of the school librarian. Few of the teachers within this category understood the rationale for approaching the librarian in the planning stages of the unit rather than at the implementation stage.

The Transition from Cooperative to Collaboration Planning

Collaboration goes beyond cooperative planning in that the classroom teacher and school librarian are equal
### TABLE 4

**Teachers' Perceptions of the School Librarian in a Cooperative Role During the First Semester**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Action</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brenda</td>
<td>Class scheduled on a weekly fixed basis</td>
<td>Most difficult aspect is putting the time together to sit down.</td>
</tr>
<tr>
<td></td>
<td>Cooperative planning sessions held</td>
<td>The librarian is there to provide resources for the classroom.</td>
</tr>
<tr>
<td></td>
<td>Requested books to use in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Returned topic sheets</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Viewed herself as a risk taker</td>
<td></td>
</tr>
<tr>
<td>Vicki</td>
<td>Requested note taking strategy be taught to class</td>
<td>(Asked not to be interviewed)</td>
</tr>
<tr>
<td></td>
<td>Requested planning session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Discussed classroom units with librarians</td>
<td></td>
</tr>
<tr>
<td>Marcy</td>
<td>Cooperative planning session held</td>
<td>Cooperation is working together to brainstorm and share ideas.</td>
</tr>
<tr>
<td></td>
<td>Taught note taking strategies to students in conjunction with classroom unit</td>
<td>Cooperation is also working together during instructional time.</td>
</tr>
</tbody>
</table>

(Tables continues)
<table>
<thead>
<tr>
<th>Teacher</th>
<th>Action</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ken</td>
<td>Cooperative planning session held</td>
<td>Cooperation is two or more instructors combining their knowledge to come up with the best method for students to learn what it is we want them to learn.</td>
</tr>
<tr>
<td></td>
<td>Request materials to support research in the classroom</td>
<td>We are all kind of set in our ways . . . and if you go to ask for then it's hopefully going to change what you are going to do for the better.</td>
</tr>
<tr>
<td>Margaret</td>
<td>Scheduled planning sessions</td>
<td>It made them feel good to be able to see they had taken the step in going out of the classroom and working with someone else.</td>
</tr>
<tr>
<td>Tom</td>
<td>Asked for materials on continents</td>
<td>I don’t always know the questions to ask.</td>
</tr>
<tr>
<td></td>
<td>Cooperative planning sessions held after being approached by the librarian</td>
<td>I think the reason I don’t use the library is because I need the librarian to come to me and give me a reason to go there.</td>
</tr>
<tr>
<td></td>
<td>Librarians worked with students on research</td>
<td>I think the students don’t always have to go to the library. I think the library can come to the classroom.</td>
</tr>
</tbody>
</table>
partners in the planning, teaching and evaluation of planned units of study. The librarian does not have the sole responsibility of initiating dialogue with the teacher. The classroom teacher is sometimes aware of the abilities and areas of expertise the librarian may provide in planning and teaching a classroom unit because they have previously planned units of instruction with the school librarian in the past, perhaps on a cooperative level.

In collaboration, teachers are responsible for deciding the content of learning experiences in relation to the curriculum. The teacher has knowledge of students' backgrounds, abilities, interests and needs that helps in defining learning objectives. The teacher and librarian discuss the content of student learning and decide together how to facilitate that learning. The classroom teacher and school librarian also make decisions about the instructional methods as well as evaluation techniques to be employed to promote student learning.

In collaboration, the role of the librarian is extended beyond that of a resource person with a knowledge of materials and their use. The librarian is central to the development and implementation of planned units of instruction that may take place in the library or classroom. The teacher and librarian work as a team with
each providing his/her own strengths in the educational process.

There were several teachers on the Longview staff who were very interested in collaborative planning. However, the planning that occurred during the first semester with these teachers was usually sporadic. Even though they were attempting to move toward collaborative planning, the teachers often reverted back to using the librarian cooperatively or as a resource person.

**Kristen**

Kristen was a first year teacher assigned to teach a fifth/sixth grade combination class. Kristen substituted in this classroom for a month before she was officially offered the position. Soon after Kristen began teaching at Longview, she came to the library and asked when she was scheduled for library time. I explained to her we were on a flexible schedule and would be happy to plan with her when she was ready. She told me she was not sure how to incorporate the library and the librarian into the classroom curriculum, but would like to sit down with me to begin planning and discuss strategies for implementation.

When I interviewed Kristen, I asked her to define the role of the school librarian. She told me the librarian is useful for, "... helping me find resources, if not here,
then in other places. She should be able to put the resources out in advance so the kids are ready to use them." I asked Kristen how she felt about not having a scheduled library time and she said, "In a way I don’t like it because I like having the kids read to by the librarian or you could teach a lesson to the whole class. On the other hand, I like it better because it’s more independent. When you go to the library in groups of six, you don’t have the teacher there. You have to be responsible for yourself in regard to behavior and getting what you need."

In one of our first collaborative planning times, Kristen and I focused on writing book reviews. Kristen was very open to planning with me as well as discussing various strategies for teaching a lesson or unit. Originally, Kristen had approached me about helping her students write book reports. I suggested we could begin to compile a notebook with student reviews and recommendations. This notebook could be housed in the library and accessible to all students. In my interview with Kristen that followed a few weeks after our planning sessions, I asked Kristen to define collaboration. She said, "It is working together with one idea and making it bigger and bigger. Like my book report idea was just very simple and you added a lot onto it and made it more relevant and a more interesting project than what I was thinking it could be." After their
first review had been written, some students periodically added others to the notebook throughout the rest of the school year.

Maryann

I also planned collaboratively with Kristen and Maryann who taught a third/fourth grade combination class. This unit was to be on the desert. Because this was one of our first attempts, it became more of a cooperative venture than collaboration one. The two teachers were not clear about what they wanted students to learn. Most of what was taught in regard to the desert was done so in the classroom. The students came to the library primarily to research the desert environment. Sarah and I taught the note taking strategy as well as using the table of contents and index of a book. The students came in small groups and worked independently. Even though we did not truly collaborate with these two teachers, it did provide an opportunity for both of them to view Sarah and me in a different role when we sat down to discuss the implementation of this unit. During the first semester, Kristen continued to move toward collaborating with me while Maryann focused more on the cooperative aspect by indicating to me or Sarah, usually the same morning, that her students would be coming in to do research. She wanted
us to have the resources available and assist students further in note taking and strategies for accessing information.

Kristen appeared to be making the transition from cooperative to collaborative planning. One of the reasons could be that she was a first year teacher with limited experience in working with a school librarian. She accepted that this as the library program at Longview because she had no prior knowledge of utilizing a fixed rather than flexible scheduling. Even though our planning and implementation did not always go smoothly, Kristen was making the effort to learn more about the role of the school librarian. Table 5 indicates the actions and statements made by both Kristen and Maryann during the first semester.

**Collaborative Planning Between the School Librarian and Classroom Teacher(s)**

The last category which emerged from the data analysis related to collaborative planning. Collaboration occurs when the teacher and librarian come together to discuss the integration of the classroom curriculum into the school library (Haycock, 1990). There is shared responsibility for planning, implementing and evaluating a course of study. The library is no longer a subject which is taught
### Table 5

**Teachers’ Perceptions of the School Librarian as Teachers Made the Transition from Cooperative to Collaborative Planning During the First Semester**

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Actions</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kristen</td>
<td>Asked for scheduled library time</td>
<td>In a way I don’t like not having a scheduled library time because I like having the kids read to by you.</td>
</tr>
<tr>
<td></td>
<td>Scheduled planning session</td>
<td>Collaboration is working together with one idea and making it bigger and bigger.</td>
</tr>
<tr>
<td></td>
<td>Note taking strategy taught in conjunction with a classroom unit</td>
<td></td>
</tr>
<tr>
<td>Maryann</td>
<td>Scheduled cooperative planning session</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Research done in library and classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Note taking strategy taught in conjunction with desert unit</td>
<td></td>
</tr>
</tbody>
</table>
in isolation. The move is toward the intellectual access of information rather than the physical access of resources. Through collaboration, the library becomes an extension of the classroom and the librarian is a co-teacher. During the first semester, only one teacher was collaboratively planning with me.

Julie

When I joined the Longview staff four weeks into the school year, all the first grade classes were scheduled into the library once a week for story time. It was difficult to read and discuss stories with 29 children in the short time period. Later, in talking with Julie, the first grade teacher, I asked her about possibly looking at scheduling her class in a different manner. In a lengthy discussion, I told her I had taught first grade for nine years and was aware of the interests and sometimes short attention span of first graders. This was Julie’s first year teaching this grade level and she seemed more willing to work with me after we talked. She agreed to schedule a collaborative planning session with me for the following Friday.

Julie had been taking a class focusing on the illustration techniques used in children’s books. She mentioned to me prior to our planning session that she
would like her class to experience some of these artist's
techniques. Julie had also indicated on her topic sheet
her class would be studying spiders during October. When
Julie came to the planning session, I had several ideas to
present to her. I suggested we do an alphabet book on
spiders which would utilize some research skills. We also
discussed looking at various children's book illustrators
who used collage in their illustrations. This way, we
could study a topic but also incorporate literature into
what the children were learning. I also suggested to Julie
we illustrate the spider book using collage which would
pull everything together. Julie was agreeable to all
suggestions I made. I directed this first session because
I felt Julie was unsure of how we could collaborate. We
moved toward total collaboration during the school year.

One decision we made was to divide Julie's class into
three groups; each group coming to the library once a week
for approximately 45 minutes. The groups came to the
library for at least three weeks until the unit or portion
of the unit we were working on was completed. We both had
numerous books about spiders to use with children as well
as books illustrated using collage. During this first
project, Julie and I communicated on a regular basis about
what we were doing so we could build on each other's
teaching.
Each page of the completed alphabet book contained the letter, the name of the spider and one or two sentences about the spider. Many of Julie's first graders were not reading print, so they located their information primarily through pictures in the book. I recruited several older students to assist me in reading the information to the first graders. Julie's students then told me what to write on their page. After we had completed the research, the children illustrated their page by using construction and tissue paper. The tissue paper idea came from one of the children after he identified the material Eric Carle was using in his illustrations.

In November, Julie approached me with an idea to do an author study on Ezra Jack Keats. Keats also uses collage to illustrate his books, so we could build on what we had started. We decided to have a full set of Keats' books in the classroom and the library. An idea Julie got from her illustration class was to have the children do a collage picture, then xerox it on a color copier. This would show the children how an artist's work looks once the page is printed. When we ended this planning session, we knew we definitely wanted to continue with the collage and have the pages copied. We did not discuss at this session if we would want to tie this into a classroom unit. We also knew
before we met again that we wanted to locate materials for
the children to use.

When Julie and I met a week later, she had located
more information on Keats at the public library. We
decided to begin with an author study. We would then move
into a winter unit. Julie wanted to avoid a holiday theme
and chose to focus on winter instead. We would share books
with the children about the winter season while focusing on
animals. Again, we decided to do a book containing an
illustration done by each child as well as a sentence.
This unit continued into the second semester.

As Julie and I talked during our collaborative
planning session, we both discussed what we knew, what we
wanted the kids to learn and what we wanted to learn as
well. At the end of our planning session, Julie said,
"Thank you for doing this because this is an opportunity
for me to learn about these things too and that's why I'm
excited about it. I think in teaching, you have to pick
stuff that you want to learn too, otherwise you don't get
as motivated--that's part of your battle, is getting
motivated."

Julie and I communicated on a weekly if not daily
basis about the collaborative process. It was evident
Julie viewed me as a co-teacher and allowed me to assume
part of the teaching responsibility. She stated she was
willing to try anything we could brainstorm and would try again if we did not meet with immediate success. Julie considered herself a risk taker as well as wanting to continue trying new and innovation strategies in working with her students. Julie's willingness to attempt something new or to take a chance provided us with an opportunity to collaborate. (See Table 6.)

Table 6
Julie's Perception of the Collaborative Role of the School Librarian During the First Semester

<table>
<thead>
<tr>
<th>Teacher</th>
<th>Actions</th>
<th>Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Julie</td>
<td>Scheduled collab</td>
<td>Thank you for doing this because this is</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>planning</td>
<td>Request we look at illustration</td>
</tr>
<tr>
<td></td>
<td>session</td>
<td>techniques</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sent three groups to the library</td>
</tr>
<tr>
<td></td>
<td></td>
<td>during the week</td>
</tr>
<tr>
<td></td>
<td>Teacher and</td>
<td>considered herself a risk taker</td>
</tr>
<tr>
<td></td>
<td>librarian</td>
<td></td>
</tr>
<tr>
<td></td>
<td>located</td>
<td>resources</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Considered herself a risk taker</td>
</tr>
</tbody>
</table>
Summary of the First Semester

The four categories reflected how teachers viewed the role of the school librarian. Some teachers felt more comfortable utilizing the librarian as a resource person while others were enthusiastic about collaborative planning. There were teachers who had no prior experience with a school librarian, except as a resource person and seemed unable to move beyond this perception.

Many library procedures were in place by the time I joined the Longview faculty. In a way, I was coming into Sarah's library and felt I should move slowly to gain acceptance. Even though I worked with Sarah in the library before I was hired, my role before my employment was one of observer rather than participant. There were teachers who were comfortable working with Sarah and I had to acknowledge and accept that they might prefer to continue working with her rather than me. It was also evident that Sarah and I had our own areas of expertise and knowledge in the areas of curriculum and children's literature.

Some teachers still insisted on bringing their class to the library for weekly check-out times. These were scheduled and unscheduled, but continued to occur throughout the first semester. It was hoped that once we could begin working with the individuals who viewed us only
in a resource role, they would begin to move toward being more cooperation.

Teachers ended the first semester perceiving the librarian in various roles. Their reasons included: accountability of student learning; lack of time for planning; a limited view of the role of the school librarian in being a resource rather than a teacher; a lack of understanding about the current role of the school librarian; and the teacher's own beliefs about the teaching and learning process.
Throughout the second semester, we continued our exploration of teachers' perceptions as to the role of the school librarian and the implementation of flexible scheduling and collaborative planning. The first semester did not move as quickly as Sarah and I had hoped in regard to cooperative and collaborative planning. Teachers were still adapting to not having a scheduled library time each week. They were also attempting to include planning time with us in their own schedule. For the most part, these planning times occurred before and after school as well as during lunch.

All of the initial interviews were conducted by the end of the first semester. These interviews provided me with additional information about how teachers viewed the role of the school librarian as well as their opinions on flexible scheduling and collaborative planning. Several teachers continued to view Sarah and me in the same roles during the second semester as they did in the first semester, while other teachers moved between categories. These changes in perceptions are indicated in Table 7.
Table 7

Changes in Teachers' Perceptions of the Role of the School Librarian During the Second Semester

<table>
<thead>
<tr>
<th>Perceived Role of the School Librarian</th>
<th>1st Semester</th>
<th>2nd Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource role</td>
<td>Donna</td>
<td>Donna</td>
</tr>
<tr>
<td></td>
<td>Grace</td>
<td>Grace</td>
</tr>
<tr>
<td></td>
<td>Jessica</td>
<td>Jessica</td>
</tr>
<tr>
<td></td>
<td>Aaron</td>
<td>Aaron</td>
</tr>
<tr>
<td></td>
<td>Norma</td>
<td>Norma</td>
</tr>
<tr>
<td></td>
<td>Cheryl</td>
<td>Ken</td>
</tr>
<tr>
<td></td>
<td>Barbie</td>
<td>Vicki</td>
</tr>
<tr>
<td></td>
<td>Sharon</td>
<td>Marcy</td>
</tr>
<tr>
<td></td>
<td>Lori</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Rick</td>
<td></td>
</tr>
<tr>
<td>Cooperative planning with the school librarian</td>
<td>Brenda</td>
<td>Brenda</td>
</tr>
<tr>
<td></td>
<td>Margaret</td>
<td>Margaret</td>
</tr>
<tr>
<td></td>
<td>Tom</td>
<td>Tom</td>
</tr>
<tr>
<td></td>
<td>Vicki</td>
<td>Sharon</td>
</tr>
<tr>
<td></td>
<td>Marcy</td>
<td>Rick</td>
</tr>
<tr>
<td></td>
<td>Ken</td>
<td>Maryann</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lori</td>
</tr>
<tr>
<td>Transition between cooperative and collaborative planning</td>
<td>Kristen</td>
<td>Kristen</td>
</tr>
<tr>
<td></td>
<td>Maryann</td>
<td></td>
</tr>
<tr>
<td>Collaborative planning with the school librarian</td>
<td>Julie</td>
<td>Julie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Barbie</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Cheryl</td>
</tr>
</tbody>
</table>

Fewer teachers viewed us in primarily a resource role during the second semester. Some teachers moved from planning cooperatively with us to only asking for our assistance in locating books and materials. Two teachers
began collaborating with me immediately at the beginning of the semester. Others did not seem to change their perceptions of the school librarian at all.

Overall, most teachers were pleased to be able to send their students to the library at any time during the day. Unfortunately, this sometimes resulted in utilizing the library as a game or reward center.

**School Librarian as a Resource Person**

There were several teachers who continued to view Sarah and me as knowledgeable resource individuals, but not as collaborators. Even with repeated attempts at suggesting ways in which we could collaborate, these teachers seemed more comfortable in viewing us in a traditional role. Other teachers began the year cooperatively planning with us, but moved back to using the library as a resource tool. However, it was encouraging that several other teachers began to make a transition from this perception toward collaborative planning.

**Donna**

After several conversations, Donna no longer scheduled time with me for her class to check-out books as she did during the first semester. Early in the second semester, I arrived in the library one morning to see a note from Donna
to Sarah taped to the office door indicating when she would be bringing in her students to check-out books. This time never appeared on the library schedule. In an attempt to work with Donna, I asked if some students in her class would be interested in reading and responding to some books I needed to review for an education journal. She said she would be happy to do this and recruited about eight children from her class. I met with these children initially and hoped to meet with them on a regular basis to get oral as well as written responses. There were several times when we scheduled a time, but there were conflicts in sending children to the library to meet with me. I was able to meet with these student reviewers on a few occasions.

In January, I noticed Donna had checked out numerous books on famous African Americans. I approached her and asked if she would be interested in doing a study on an African American children’s book author or illustrator such as Jerry Pinkney or Patricia McKissack. She indicated she didn’t know exactly what an author/illustrator study was, but would be interested in talking to me about it. I told her I would pull some books by those individuals and we could meet and discuss how to implement the study. We scheduled a collaborative planning session for Friday after school. That morning, Donna told me she had a man coming
to her house to repair her skylight and that she needed to reschedule. I told her that was no problem. In the meantime, she told me, she would like to look over the books I had gathered together. I hesitated, but thought this might give her an opportunity to think about what we had discussed. The following Monday, Donna approached me and said she thought the books were wonderful. "Would I be willing to write the questions?" I was a little confused and asked her, "What questions?" She told me the questions for the worksheets the students would do once they completed reading the books. I responded to her request by saying that I felt the questions should come from the children and asked her if we could meet to discuss this idea further. She agreed and said she would get back to me when she knew her schedule. Over the next few weeks, Donna asked me questions about the authors and illustrators of the books I had given her and how I would conduct a study on them. She also asked for information about these individuals so she could become familiar with them. I answered her questions and provided her with the information she requested. In the middle of February, Donna returned the books to me and said she was done with the study and thanked me for my help. I asked her if the children liked the books and if we could possibly videotape their responses. Again, she thought this was a great idea
and asked if she could send the children to me to videotape. This was finally accomplished during the month of March.

Donna continued to ask me questions about various authors and illustrators and the use of books in the classroom. She scheduled several collaborative planning sessions, but never attended these sessions because of conflicts. Donna indicated she enjoyed working with me and considered me her friend. Our working relationship for the remainder of the year consisted of her children reading and responding to books and coming to the library to do research. Donna's perception of the school librarian changed somewhat as evidenced by the questions she asked, but she was not able to move beyond viewing the librarian in a resource role.

Grace

Another teacher who continued to view the librarian in a resource role was Grace. When the second semester began, I was determined to either cooperatively or collaboratively plan with Grace in order to provide her students with a positive as well as productive library experience. During the first semester, Grace had resisted my efforts to work together on a cooperative or collaborative basis. I also hoped to influence the way in which she viewed me and the
use of the library. After several attempts to meet with Grace in the beginning of the semester, I approached her in the teacher's lounge one day and told her I was concerned about the students who were coming to the library and my difficulty in working with them because I had no prior knowledge of when they would be coming to the library and what questions or assignments they may be working on. I asked her what she would be studying in the near future and could we meet to discuss how I could become actively involved. Grace told me she would be working on map skills. We set a time to meet the next day.

I wanted to come prepared with an idea to share with Grace in integrating map skills into the library. I focused on locating fiction and nonfiction books which contained a map on the endpapers or within the content of the book. I called a colleague a mine who is very knowledgeable about children's literature and asked for suggesting of titles. She agreed to loan me the books she suggested and I picked those up from her on my way to school the next day. When I met with Grace, I presented my idea of sharing stories which contained a map in them such as *Araminta's Paint Box* (1990) by Karen Ackerman and is a story about a young girl who moves with her family from Boston to California in 1847. Araminta loses her paint box during the move and several individuals become owners of
the paint box during a brief period of time until the box finds its way to California and Araminta. The title page of the book contains a map showing the journey of Araminta and the paint box. I shared this book with Grace along with several others with maps and suggested we both share these books with her students and possibly end by making a map of the journey taken by the ants in Two Bad Ants (1988) by Chris Van Allsburg. Grace listened very quietly with few comments then said to me, "We actually are just finishing with map skills. But you know, I think another concern, or maybe another problem, is if you want to call it that, would be that not all teachers do units. And I find that one week we may hit on maps, but it's not from a larger unit." Grace went on to tell me that it is more difficult for her to work with the librarian because she doesn't really do "units" and many times she'll introduce an idea and focus on that for a period of time. She provided me with an example of a desert unit where toward the end she does "... like a mix and match of different things. Like I'll be going in one direction and then decide to go off in a different direction. I think that probably discourages me from going to you and saying, my unit is this when it's really that I have just come across certain things in my new materials, but it's not really a unit. It's more of a weekly lesson. And I think that for
myself, I have to get more on focus in stating one topic or I may have to change my whole teaching style because now everything is moving toward the whole language kind of approach and I’m sure that’s kind of what the library is coming into. And I think both parties have to remember that not everybody has that kind of philosophy." Grace also indicated to me that "... this might be a cause of why people may not be relaxed in coming to you, because there’s really no major unit they are doing." I tried to explain to Grace that it was not always units that we were doing with teachers. I shared with her several examples of times I had worked with teachers in the area of math, language arts, social studies or science that did not involve a unit. I provided her with a specific example of books that utilize math within the story and how I worked with Julie’s first grade class in sharing these stories in the classroom, then Julie and I teaching a math lesson focusing on these stories. Grace then told me, "I feel bad that I haven’t utilized the flexibility of the library a little bit more. It’s just like when you came to me and said, what are you doing in your classroom and it’s like, well we do lots of things and to focus it down to one thing, I couldn’t do that because I just don’t operate that way. It’s a personal thing in that I would rather brainstorm than use the librarian. I just am not
comfortable in telling you what I'm doing in here and what I would like you to do. I know what I want to do in the classroom, but I don't feel that I can go in and say, I want you to do this."

I tried to provide several other examples of short and long term planning I had done with teachers as well as times when a "teachable moment" presented itself and the teacher and I pursued it immediately. Grace told me about a unit she did early in the year on presidents in which her second grade students did research by using the encyclopedia and then writing a report. She told me one of the problems is "... finding the time, like in scheduling to sit down and brainstorm. That takes up a lot of time and sometimes you're just rushed with other things to get done like the district sending materials that are incomplete and with a combination class I have to test one grade and then the other. There is always planning to be done for the next day to keep kids busy and it's like, gee, when do I have time to go in and talk to either of you about what I am doing. That's not a high priority right now. And I think that is another problem in the flexibility of scheduling for the library. You sort of put the library as not a high priority, because it has never been a high priority. It's hard to get into that kind of flexibility because we have never viewed it as that to
begin with, at least I never did. I just don’t see using it." I tried to share with Grace that this is a change for everyone at Longview and change is a process. I told her about the different teachers I was working with and in what roles I assumed with each teacher. I also tried to reassure her that with several of the teachers, our planning process is very short because after working together for a period of time, we know each other’s strengths and we go with those. I encouraged Grace to provide me with some ideas of how I could work with her and her students even on a cooperative level.

After I presented Grace with that idea, she thought several minutes and told me she was reading Mr. Popper's Penguins (1938) by Richard and Florence Atwater. She thought it would be fun for the children to write their own puppet play about penguins. I told her I would be willing to assist the children in doing research on penguins so they could include some of that information in their puppet play. I asked Grace if her students had previous experience reading dialogue in books and trying to write their own dialogue. She said, "No, that wasn’t necessary" and that the play would need to be done in two weeks because she would be finished reading the book. I told her I would be happy to set up some research centers in the library to get the students started, but I wasn’t
sure how we could get a play written in a few weeks. I suggested this could be something we could work on together either in the classroom or library. Grace told me she would think about it and get back to me.

The following week when I came to Longview, I brought several books about penguins and their habitat with me from my own collection as well as the public library. I mentioned to Sarah I would be setting up some research centers for students from Grace’s class to use while they were in the library. Sarah informed me that Grace had met with her on Monday and they discussed having the students write a puppet play. I asked her what role we would take in this and Sarah said we were to provide books on polar animals to Grace for use in the classroom. She also said the students would be required to include their spelling words such as glacier and iceberg in the script of their puppet play and could we locate some of these words in the books we were providing. I told Susan about my meeting with Grace and she said Grace had mentioned it, but decided she wanted to have the students work in the classroom. When I approached Grace regarding our meeting, she told me she had changed her mind and wasn’t comfortable with what I had proposed. The rest of the school year consisted of Grace requesting materials from Sarah for use in her classroom. Grace also did not return a fourth quarter
topic sheet which gave me no indication of what she would be teaching for the remainder of the year. Grace did continue to send her students to the library with the laminated cards containing questions on various topics. I tried as much as possible to leave my schedule clear when her students came to the library for centers in order to work with them.

Marcy

During the first semester, Marcy seemed to be receptive to the idea of cooperative, if not collaborative, planning. During this semester, she utilized both Sarah and me as a resource. Marcy often came into the library to look for various materials to use in her classroom. Sarah and I tried to provide those materials as quickly as possible which usually meant we received a note from Marcy one day requesting materials and wanted to use those materials the next day.

I approached Marcy several times during the semester and asked if Sarah or I could tie into something she was teaching in the classroom. She always indicated that she was at the end of a unit and already had the next unit planned. Marcy sent her students to the library frequently to locate books for recreational reading. This time was not scheduled as the students used the "tag" system. Using
a laminated "tag" or bookmark, the tag system provided students an opportunity to come to the library individually or in small groups in order to find books for recreational or instructional use.

In March, Marcy informed me she would be bring her class into the library the next day at 10:30 a.m. and would not need my help. She also told me I didn't need to be there. I indicated I would be in the library working with a small group of students during that time and would work with them in the instructional room. The next day, Marcy brought her class into the library at 11:00 a.m. All the students had laminated cards containing research questions similar to those Grace was using. Marcy then began a lesson on the card catalog and how to use the encyclopedia. When she finished the students went to use the card catalog and asked Marcy several questions which appeared to be similar to the information she had finished providing. At one point, Marcy walked over to me and told me to make a new sign for the subject catalog as the other sign was located on top of the card catalog and her students were too short to see it. She then went back, had her students sit at the tables and again explained how to use the card catalog. When she finished, the students lined up at the door and left the library. After that, Marcy occasionally brought her class to the library, but did not indicate to
me when she was coming. This resulted in several problems as I usually had small groups or a class already scheduled.

Marcy completed a questionnaire for me at the end of the year relating to collaboration and the use of the library. On this survey, I asked for the definition of collaboration. Marcy wrote, "Working together with teachers and the librarian to brainstorm and share ideas. Working together with children during instructional time."

When I asked about the role of the librarian, Marcy responded, "It is assisting in developing unit ideas; assisting in instructing students in how to use the library and develop awareness of materials available and how to access them; and sharing knowledge of authors and illustrators. The last question on the survey asked the teacher to provide their opinion on flexible scheduling, collaborative planning and the Library Power grant. Marcy wrote, "I really like the collaborative planning. I don't think I used it as much as I could have. With flexible scheduling, I would rather have an assigned library time."

I also asked teachers what percentage they used the school librarian as a resource person in identifying and gathering materials. Marcy indicated she used us in this way, 65% of the time. During the second semester it appeared to be one hundred percent of the time and it wasn't clear to Sarah or me why Marcy indicated she wanted to collaboratively plan,
but never approached either of us or seemed receptive to the idea when it was presented to her.

_Norma_

Even though Norma communicated units she was doing in the classroom, she still only requested materials in support of the unit without additional input or instruction from Sarah or me. During the school year, Sarah worked with Norma's class on various aspects of storytelling. The visit to a nearby home during the first semester and subsequent telling of family stories resulted in the two of them meeting occasionally to determine how to work together. Sarah brought in resource people from the community in regard to storytelling as well as interviewing individuals and how to take an interview and turn it into a story. Norma also requested materials to use in support of classroom units that she was teaching.

When asked to define collaborative planning, Norma said, "Brainstorming together to develop great ideas for student learning, methods of reaching objectives, etc." I also asked her about the role of the school librarian which she viewed as "... to keep the library well organized and functional. Also she should help students and teachers find materials and share her special knowledge of books with the students and staff." Norma kept a chart in her
room which indicated which group was assigned to go to the library each day. Norma said she was somewhat in favor of flexible scheduling and collaboration but felt the ideal situation would be for the librarian to instruct the students in how to do research as her students did a lot of independent research in her third grade GATE classroom. Unfortunately, this need to teach research skills was never communicated to Sarah or me either through the topic sheets or dialogue.

Vicki

Vicki moved from cooperation to using both librarians as a resources rather than collaborators. She brought her students to the library and instructed them in the use of the card catalog and encyclopedia. Vicki did not ask for assistance in locating materials, but was always complimentary toward Sarah and me. When Vicki realized the library had a limited number of resources on the Revolutionary War, Sarah helped her in locating individuals in the community who were willing to provide information and demonstrations on various activities from the era such as candle-making and weaving. This was very successful and Vicki was grateful for Sarah's assistance. Vicki was not at school for most of the second semester as she had her baby in December and stayed out several months. This may
have contributed to her feeling as if she had to "catch up" during the rest of the school year and did not have time to approach us to cooperatively or collaboratively plan.

Jessica

During the second semester, Jessica still did not appear willing to cooperatively or collaboratively plan with Sarah or me. However, we were able to publish a second edition of *Kids Best Books* during the second semester using book reviews written by Jessica’s fifth grade GATE students. Jessica continued to ask for resources on a limited basis and seldom came into the library. The students from Jessica’s classroom were frequent users of the library in doing research and checking out books. Several booktalks were presented to her class this semester and small groups were worked with in regard to classroom curriculum.

Aaron

Aaron’s sixth grade students seldom came to the library unless Sarah or I approached Aaron in presenting a booktalk. During the school year, Aaron never returned the topic sheets or requested materials for use in the classroom except for the desert unit early in the year.
Aaron utilized both librarians on a very limited basis or not at all.

Ken

The pressure of preparing his sixth grade students to go to the middle school level next year seemed to eliminate even the cooperative efforts we had begun during the first semester. The sixth grade GATE students rarely came to the library during the second semester. Ken felt the open library which permitted his students to check-out books at any time met the needs of his students. He thought the collaborative process during the first semester went well, but he stated on his questionnaire at the end of the year that he was not prepared for the amount of time it took for his students to do research. He thought both Sarah and I were very helpful provided him with the materials he needed. Much of the end of the second semester was spent preparing the sixth graders to go to middle school and Ken did not feel he had the time to collaboratively plan with Sarah or me.

Summary

By the end of the second semester, eight teachers were using Sarah and me as resources rather than in a cooperative or collaborative role. Several of those
teachers moved away from cooperative planning as evidenced by their lack of returning topic sheets or their reluctance to work with us even if we approached them. A few teachers remained in this category despite attempts from me to work more closely together. Some of the teachers who remained in this category such as Aaron, seemed comfortable in utilizing the librarian in this way.

Even though I made several attempts to work with Grace, she was not receptive to any of my suggestions on ways to cooperate. Grace stated in her interview that, "... I can't say I want you to do this...", but she did appear during the first semester to want formal instruction for her students on how to use the card catalog. She had also requested assistance during the second semester with her students in writing a puppet play.

The change in Marcy seemed abrupt. Marcy's and Grace's classrooms were next to each other and had a connecting door. When Marcy began bringing her class to the library and instructing them in the card catalog, I could not help but think she had had a conversation with Grace on this topic and my reluctance to teach a skill without integrating the teaching of it into the curriculum. Marcy provided statements on her questionnaire that indicated she wanted to collaborate with the librarian, but
during the second semester, her behavior seemed to indicate the opposite.

Teachers seemed to voice several reasons why they continued to view the librarian in a resource role. One of those reasons appeared to be the time some teachers felt it required in order to collaboratively plan. Teachers' own theoretical beliefs about curriculum and units also prevented a change in perspective. The pressure to "fill student's heads" with as much knowledge as possible before the end of the school year became an obstacle as teachers felt they were accountable for student learning. Table 8 indicates the characteristics and relationships that illustrate teachers' perception in relation to the resource role of the school librarian.

Cooperative Planning Between the School Librarian and Classroom Teacher(s)

Seven teachers were cooperatively planning with Sarah or me during the second semester. Three of those teachers, Brenda, Margaret, and Tom, began cooperatively planning in the fall and remained in this category. Maryann appeared to be making the transition to collaborative planning, but continued to use the library cooperatively. Sharon, Rick and Lori moved from the category of "school librarian as resource person" to the cooperative planning category.
### Table 8

**Teachers' Perceptions of the Role of the School Librarian:**

**Resource Role--Characteristics and Relationships**

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<thead>
<tr>
<th>Characteristics</th>
<th>Behaviors</th>
<th>Reasons for Perceptions</th>
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<tbody>
<tr>
<td>Teachers request materials from the school librarian</td>
<td>Weekly book exchange for students</td>
<td>&quot;The librarian knows the resources and I don't&quot;</td>
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<tr>
<td>Teacher selects own books for classroom use</td>
<td>&quot;I tell you I need the materials, you get them and I will instruct.&quot;</td>
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<tr>
<td>Scheduled weekly storytime in library</td>
<td>&quot;I feel the librarian is a resource person and I guess I don't see her as a fellow teacher.&quot;</td>
<td></td>
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<tr>
<td>Librarian provides books and sheet materials to teachers through topic sheet</td>
<td>&quot;The librarian's role is to keep the library well organized and functional.&quot;</td>
<td></td>
</tr>
<tr>
<td>Little to no communication between librarian and classroom teacher</td>
<td>&quot;Here's someone who has a vast knowledge of what resources are available.&quot;</td>
<td></td>
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<tr>
<td>Librarian provides booktalks to students</td>
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<tr>
<td>Characteristics</td>
<td>Behaviors</td>
<td>Responses</td>
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<tr>
<td>No planning times are scheduled between teachers and librarian</td>
<td>Topic sheet indicates the books and materials needed by the teacher</td>
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<tr>
<td>Teacher requests specific library skills to be taught to students</td>
<td>Teacher discusses ideas for classroom units but does not include librarian in planning or implementation</td>
<td></td>
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<tr>
<td>Teachers sends note to librarian requesting materials</td>
<td>Librarian contacts resource people to visit classroom and/or library</td>
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Three of the teachers who did cooperate with us during the first semester seemed to resort back to utilizing the librarian as a resource person.

Brenda

The kindergarten students were scheduled once a week during the first semester at which time they were read a story. In January, I spoke with Brenda about her students beginning portfolios with her students which would contain responses to literature through illustrations and oral responses. I asked Brenda how her class was organized and whether we use one of the centers as the library. Each day, one group would come to the library where Sarah or I could read them a story and have them respond by drawing a picture. We could also write down their oral response on their illustration. By doing this, I hoped we could share more books with Brenda's students in a small group setting as well as beginning to look at the responses children could make about literature following a discussion of the book. Brenda seemed enthused about the idea and we set up a planning session which included Sarah.

During the planning session, we discussed various types of books we could use with kindergarten students such as predictable books, concept books as well as fairy tales,
information books and realistic stories. We also discussed looking at various authors such as Eric Carle and Tomie dePaola because Brenda liked the earlier study we did on James Marshall. In the discussion, Sarah felt we did not have time in the schedule to see a small group each day. I explained it would probably be thirty minutes in the morning and afternoon or possibly we could arrange the groups in a different way. Sarah said she wanted to keep the kindergarten classes on a regular Tuesday schedule in order for them to have a weekly time to check-out books. I told her we could send home a note indicating which day each group would come to the library. Sarah insisted the kindergarten class was one she had been working with during the year and would be willing to read a story and have the children draw pictures in response. I tried to explain how a small group provided children with a greater opportunity to discuss the story. Sarah believed our schedule was too full, but she was willing to work with Brenda on reading stories that related to the classroom curriculum. Brenda and I agreed to work with the kindergartners in sharing literature and responding through illustration and oral responses. Whenever possible, I went into Brenda's classroom to do literature discussions with small groups.

On her questionnaire at the end of the year, Brenda stated that collaborative planning could have a key role in
implementing curriculum goals. She also wanted to see flexible scheduling with small groups of kindergartners earlier in the year such as the second or third quarter. Brenda was very enthusiastic about the units she taught and whenever possible we discussed various strategies for working with her students. She was receptive to new ideas and looked forward to next year. She hoped to be able to try working with each student on a literature portfolio.

Sharon

At the beginning of the second semester, Sharon, the first grade GATE teacher began asking for more integration of the stories her children were hearing in the library with current classroom instruction. Sharon appeared to want to move beyond the resource role perspective she held during the first semester. Sharon always returned the topic sheets and asked if the library time could be focused more on those topics and themes. This resulted in Sarah working with Sharon’s students in doing research on endangered animals and dinosaurs. Usually this was done with the whole class during the scheduled library time, but one time she pulled small groups and worked with them for a day. The rest of the semester was spent reading stories to Sharon’s class each week with books Sarah had selected that often related to the classroom curriculum.
When asked on the questionnaire if the school librarian met the teacher’s needs, Sharon responded by writing, "I would have liked her to be more involved. She was great at finding me any and all materials available to use with my curriculum. I think the stories she read at library time could have been more tied in with the curriculum."

I also asked Sharon about the impact of the Library Power grant in relation to flexible scheduling and collaborative planning. She stated that, "I like it, but it does take an effort on both parts. Any time two people who don’t know each other really well first do things together, it’s a bigger effort. I would have liked less time spent on reading stories and more time showing them different areas of the library and how to use the equipment and how to find different kinds of books. I would have also liked to have concentrated more on authors and illustrator’s or tie into the curriculum." When asked what percentage she used the librarian as a resource person, Sharon wrote 50%. She also indicated that 10% of the time was spent with the librarian in helping to plan activities.

Maryann

During the first and second semester, the third/fourth grade combination class taught by Maryann utilized the
library in various ways. Her students frequently came to the library to check out books for recreational reading as well as to do independent research. Maryann generally came into the library in the morning or during lunch to ask if it were possible to send her students to the library to do independent research on a specific topic. I pulled the books her students might need, but usually could not help them further because I had a class or small group scheduled. Maryann's students also came to the library to look for specific information about a topic they were interested in learning more about. When I asked Maryann about flexible scheduling, she told me, "...I appreciate the freedom of being able to send students down and understand that if there's something happening or if it's not a good time then they'll just come back. I like the flexibility of being able to say off the top of my head, that sounds good, let's pursue that by three of you going to the library to check out the who, what, why and where of Albert Einstein. And I think by not having a definite schedule, like me going every Monday at 12:00, it opens up the library so that you don't feel there's always going to be a class there. Last year at another school, we were assigned a specific time and that was the only time that we were allowed to send students to the library. I love the
flexibility of the students being able to do research whenever they want."

There was a concern Maryann voiced in regard to checking out books. She said, "I do think we tend to let it go as far as the students checking out books every week. I need to stop every week and ask them if they need to check out a book or if the book is overdue. When we had a specific time, there was the accountability of, this book is due this week." Overall, Maryann students were frequent users of the library.

Maryann often asked Sarah or me for books and materials to use in the classroom. She also asked our assistance in working with students who were doing research. Many times these students were completing research they had started in the classroom and did not need much help from us other than locating resources. Maryann returned her topic sheets each quarter and was very complimentary to Sarah and me for any help we gave her.

Rick

When Rick returned to Longview after his illness and temporary employment as an assistant principal, he began working more cooperatively with Sarah and me in the library. Sarah and Rick worked together in helping his fourth grade students write their autobiographies. Rick
sent home a note to parents explaining the six week project and requested parents to discuss the family history with their children as well as send photographs to be used in their book. Sarah met each week with Rick's class to instruct them in interviewing techniques, discussing different cultures through literature, and exploring various authors through their own autobiographies. The students then went back to the classroom to do the writing. Sarah assisted in the editing and binding of the books and both Sarah and Rick felt it was a successful experience for them and the students.

Rick stated in his questionnaire that he enjoyed working with Sarah and me, but he knew he did not approach us as much as he would have liked. During the second semester, Rick cooperated with me in a different manner when I requested student volunteers from his class to work in the library. Nine students volunteered and helped me each Friday morning and other times when Rick permitted them to come to the library. The students were very serious about their responsibilities and they were very helpful to me in taking care of students checking out books as well as shelving books.
Lori

Lori seemed to view the librarian as primarily a resource person during the first semester. However, there were other teachers during the second semester that Sarah and I began working with cooperatively on a limited basis. Lori was out of school during the months of January and February because of the birth of her baby. Lori's fourth grade GATE students continued to come independently to the library during this time. The substitute in Lori's classroom during the eight week period did not seem receptive to working with Sarah or me. At the time when Lori returned, the Parent Teacher Organization was organizing a multicultural fair which was a culminating activity of the Library Power grant. It was decided in a faculty meeting that each teacher would select a country to study. On the night of the fair, the students would present the information they had learned. This might involve presenting a play, singing songs of the country, performing a dance or other means of presentation. Lori decided to study Korea because she had adopted a Korean child several years ago and knew something about the country and had information, books and materials about Korea. This seemed to be a good opportunity to approach Lori and asked if we could work together.
I looked in the Longview collection for various folktales from Korea. There were very few, so I went to several bookstores and located more books. When I met with Lori, I shared with her the books I had located and provided several suggestions on how to share them with her students. The first session we planned involved dividing her class into two groups. I shared a Korean counting book with each group and read *The Korean Cinderella* (1993) by Shirley Climo. During the next two sessions, the students came in the same small groups. I divided each small group into two groups and had them read and discuss two Korean folktales entitled, *Sir Whong and the Golden Pig* (1993) by Oki S. Han and *The Princess and the Beggar* (1993) which was adapted and illustrated by Anne Sibley O’Brien. The students then each responded in a response log which I later shared with Lori. She was very enthused about what we were doing and asked if I would come into the classroom and read and discuss other books I had located. I did this for several weeks until the multicultural fair. After the fair, I approached Lori several times to discuss additional cooperative or collaborative projects. It was getting near the end of the year and Lori told me she did not feel she had the time to plan with me.

Lori indicated on her questionnaire that, "... personally, I had trouble getting involved in collaborative
planning, but I am not against it. I liked flexible scheduling although I think it would have been nice to have some scheduled time with the librarian apart from collaborative planning." Lori also told me in her interview she did most of her planning at home and really did not think about utilizing the library.

Margaret

In February, Margaret and I completed the research activities based on the book King of the Wind (Henry, 1948), that we had cooperatively planned together with her special education students the previous semester. When we discussed the length of time it took to complete the book, Margaret told me, "It was very, very spread out as far as reading the book. It went on too long. The kids were coming and going and they were absent and out of town so they were not able to come to the library during the times we had scheduled. I think they enjoyed the book and they enjoyed what they did learn about horses and it made them feel good to be able to see that they had taken a step in going out of the classroom and working with someone else which is something they don't normally do willingly, but they took that step."

We discussed further the difficulties in planning and implementing a unit with her class. Margaret thought one
of the problems was in trying to find time to plan. She said, "There are people who are collaborating at lunch time or after school, in between doctor appointments and other things. It seems that everything gets squashed in this very brief amount of time. Maybe if there were some time set aside for doing this, maybe that would be helpful." I also asked Margaret if this had anything to do with us not collaborating and she told me, "We haven't really explored all the possibilities but I think that's just the nature of the kids I have, but we have not found anything that was going on having to do with library collaboration or with any of my kids going to the library and getting books they needed. The kids are essentially three steps behind everybody else and most of them are not willing to go meet somebody they don't know real well, like the librarian. It just seems like everything we do is harder than it is in a regular classroom."

Margaret continued to request books and often came to the library with a list of books based on a theme. She was willing to work with me, but felt the limitations of her students prevented us from working together on a regular basis. We discussed my sharing literature with her students and she thought that might be a good idea. I went into her classroom several times before the end of the
school year to read stories to her students. Sometimes we had to cancel a scheduled time, but as Margaret said, "... You have to be really, really flexible and scheduling is always going to be difficult."

**Tom**

As I worked with Tom during the second semester, I hoped we would be making the transition from cooperative to collaborative planning. I felt early in the semester this would occur. However, after our initial effort, Tom went back to utilizing the library as a resource center.

At the beginning of January, Tom approached me and said he would be studying the rain forest during most of the semester. He was not sure at this time exactly what he wanted his students to do, but he wanted to involve me in some way. A few days later, I received a rough draft from Tom on his goals for the unit on rain forests. He said he would begin during the first week in February. We scheduled a planning session and discussed my role. It was decided I would begin the unit by coming into Tom’s special education classroom and reading two stories about the rain forest. I would also introduce the students to other books about this topic. Tom said he wanted each student to select an animal in the rain forest and look for specific information which he would include on a worksheet. This
information would then need to be made into a report. Tom sent a note home to parents asking them to help their child in writing the report.

I worked with Tom's students one at a time. Each student selected their own animal to research. We used several resources to locate information which the student then wrote on their worksheet. Tom told me this information would be sent home and the student was then to write his/her report and draw a picture to go with it. I asked Tom how each student would present their report and he told me they would do it orally. I told Tom I would like to come into the classroom and hear their reports. He said that was fine and notified me the day his students sharing their research.

After this unit, I approached Tom about working together again. He said he was not sure when his students would be doing any more research, but he would talk to me again about this. Each day, two students from his class came to the library to check out books, view the filmstrip or play with the puppets. Tom gave Sarah and me lists of the types of books he would like to use in his classroom. Tom did not ask me to work with him again during the semester.

When I interviewed Tom at the end of the school year, we talked about flexible scheduling and collaborative
planning. He said, "Flexible scheduling seemed to work fine for those teachers who used it. It was my sense that the library was used by fewer students this year. There needs to be some encouragement from the library to use the library. I would suggest weekly menus of what's happening in the library. This would remind teachers that there are things going on in the library and would entice students and classes to visit. I think the library needs to develop and build a broad spectrum of materials for interest centers, decorations, etc. that allow for the library to be a changing environment that draws students and staff."

I asked Tom if he felt there had been changes this year in the library program. He told me, "I still see the library as a book check-out and check-in place. A place where the librarian will locate materials for teachers upon request. A place that some students use for research. It was used less as a story time place. Overall, I think the library is still pretty much as it was last year. We have money to buy some stuff, but as far as real change in how our library functions, I felt there was little deep change."

Tom thought I worked with teachers this year because, "... you're a good librarian and that's what you would have done without the Library Power grant. The grant
focused us to not have story time, but I still don't see
the library as being a place that’s a real draw."

As I spoke with Tom, I was surprised how he perceived
the library. After discussing his use of the library, it
was determined he believed the library was only being used
for research and he felt his special education students
were limited in the amount and type of research they could
do. I explained to Tom about the various types of
collaborations that occurred, most of which did not
involved research. He told me, "I didn’t know any of this
was going on. My students are not able to do a lot of
research and I thought that was all that was happening in
the library." We talked about the lack of communication
that had occurred between us as well as with the rest of
the faculty. Tom told me he also believed the
administrator has to take an active role in this process
and he did not see the principal taking part.

At the end of the interview, Tom apologized to me for
not realizing all that was happening in the library. He
said, "I have had some negative feelings toward the library
because I felt in many ways this excluded my students.
They have missed having stories read to them, but now I see
we could have integrated that into what I was doing in
here." He told me to disregard his earlier comments.
Summary

There were different reasons why teachers worked cooperatively, but not collaboratively with Sarah and me. It seemed Brenda and Sharon were willing to move toward collaboration, but Sarah was not comfortable. I did not recognize Sarah’s reluctance in teaching children except for library skills. Sarah felt I had placed her in an awkward position when I made a suggestion to Brenda before consulting her concerning literature portfolios. The idea presented involved working with smaller groups in literature sharing. Since the kindergarten classes were scheduled with Sarah from the beginning of the school year, I was not able to work with Brenda’s class except in the classroom.

Sharon was friends with Cheryl and Barbie and heard about our collaborative efforts. Again, Sharon was originally scheduled on one of Sarah’s days and I felt all I could do was work with her on a limited basis. In Sharon’s case, change was not occurring because Sarah was not part of the change process at this point. This reluctance on Sarah’s part was directly affecting the teachers with whom she was working. Collaboration is always a two-way process and librarians as well as teachers can set up obstacles to collaborative relationships and the establishment of new roles and relationships.
For Rick and Lori, working cooperatively was moving forward. They both missed several months of school, which may have impeded their moving toward collaborative planning. Margaret moved more slowly because of the reluctance on the part of her students to work with others. In talking to Margaret at the end of the semester, it was obvious she supported collaborative planning and hoped to find ways to collaborate with the librarian next year.

Tom's change was slowed by a misunderstanding of the collaboration that was occurring in the school. Tom wanted the library to be visually as well as intellectually stimulating. The lack of communicating to the staff the efforts which were taking place in regard to collaboration, limited my role in working with Tom and his students. In many ways, Tom fully supported flexible scheduling and collaborative planning. However, he stated that we had to "... aggressively pursue teachers and pull them into the process."

The behaviors and responses of Longview teachers that illustrate the characteristics of the cooperative role of the school librarian are indicated on Table 9.
### Table 9

**Cooperative Planning Between the School Librarian and Classroom Teachers**

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Behaviors</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Occurs on a formal or informal basis</td>
<td>Note taking strategy taught after request by teacher</td>
<td>&quot;I like it but it does take an effort on both parts.&quot;</td>
</tr>
<tr>
<td>Teacher provides content of learning</td>
<td>Librarian provides ideas and materials</td>
<td>&quot;... It made them (the students) feel good to be able to see that they had taken a step in going out of the classroom and working with someone else.&quot;</td>
</tr>
<tr>
<td>Instructional methods</td>
<td>Story read in classroom—research done in library on related topic</td>
<td></td>
</tr>
<tr>
<td>Evaluation of students</td>
<td>Librarian does research with students in connection with classroom units</td>
<td>&quot;In a cooperative effort between two or more instructors will result in combining knowledge to come up with the best method for students to learn whatever it is we want them to learn.&quot;</td>
</tr>
<tr>
<td>Librarian provides availability of resources</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Suitability of resources</td>
<td>Teacher discusses planned units of instruction and asks for input</td>
<td></td>
</tr>
<tr>
<td>Knowledge of strategies for integrating information skills</td>
<td>Students work independently to research classroom topics of study</td>
<td></td>
</tr>
<tr>
<td>Involves communication</td>
<td>2Teacher asks for assistance in working with students</td>
<td>&quot;I don’t see the librarian as someone sitting there waiting for someone to come and ask a question.&quot;</td>
</tr>
<tr>
<td>Parallel teaching usually results</td>
<td></td>
<td>(table continues)</td>
</tr>
<tr>
<td>Characteristics</td>
<td>Behaviors</td>
<td>Responses</td>
</tr>
<tr>
<td>-----------------</td>
<td>---------------------------------------------------------------------------</td>
<td>-----------</td>
</tr>
<tr>
<td></td>
<td>Teacher and librarian meet cooperatively to plan writing project</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Librarian reads folktales in library while teacher studies other aspects of unit in the classroom</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Communicates through notes and asks for assistance</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Librarian reads stories to students in the classroom</td>
<td></td>
</tr>
</tbody>
</table>
The Transition from Cooperative to Collaborative Planning

Only one teacher continued making the transition from cooperative to collaborative planning. Even though various obstacles would present themselves during the semester, such as structured library skill lessons, Kristen continued planning with me in an attempt to utilize the library both cooperatively and collaboratively.

Kristen

During the second semester, I hoped to continue moving toward collaborative planning with Kristen. Kristen generally worked in the library before school started each day. This provided me an opportunity to inquire what units or lessons she was planning. It also resulted in cooperatively planning together for the first few months of the semester. One of these times included working together on helping her fifth and sixth grade students write a report. When Kristen brought in her whole class, we assisted them in locating resources and reviewed the note taking strategy taught during the first semester. At other times, I instructed small groups in producing a bibliography for their report while Kristen set up a center in the classroom to supplement these lessons. Both Kristen
and I graded the final reports; Kristen graded the content. I graded the bibliography and organization of the research.

Kristen's students worked on producing various types of reports during the second semester. Kristen and I taught information skills in the classroom and library. She often brainstormed with me for ideas on how to have students present their information in order that it not always be in report form. We also continued working with students on writing and publishing book reviews. Many times we scheduled planning sessions to discuss the implementation of a unit or lesson. We had moved beyond the cooperative planning component in that we were both focusing on the same topic, but we did not always share the responsibility for the teaching and evaluating of curriculum.

In March, Sarah began teaching a structured library skills program entitled Library Bureau of Investigation. This was taught to all fifth grade classes including the fifth graders from Kristen's class. This program taught library skills such as the card catalog, Dewey decimal system, locating and accessing reference materials. All the skills were taught in isolation rather than being integrated into the classroom curriculum. Sarah had previously taught library skills in this manner and decided to continue to do so because she believed the children
enjoying learning library skills through a game and activity approach. Sarah was concerned the fifth graders would go to middle school next year without adequate knowledge of how to use the library. I indicated to Sarah that the fifth graders from Kristen’s class had learned many of these skills throughout the year as I was working with them on various reports and units. This six week program decreased the amount of time Kristen felt she had available to send her students to the library for additional instruction from me. I worked with her sixth grade students on current assignments, but it became a cooperative effort rather than a collaborative one.

At the end of the semester, I asked Kristen what the most difficult aspect of collaborative planning was and she responded, "It’s getting everything worked out. It’s hard to plan everything all out for a whole unit at one time. You need to schedule one, two or three times to start it. The hardest thing is just to get it all pulled together and finding the time to meet, discuss and plan." I also asked Kristen if she had missed having a fixed library time. She responded by saying, "In a way I’ve missed it because the way I had different groups going every day and sometimes something would happen that day and a group won’t go. With scheduled library times, I know 100% of the group is going to go and stay for 45 minutes or so. But then on the other
hand, I like this too. We were very successful when we planned together. You added so much more to my original ideas. I do think I should have followed through a little better."

Even though my collaboration stopped when LBI lessons began, I believe Kristen was moving toward collaboration. She was frustrated by the lack of time she had to work with her students. Kristen was open to working with me and felt ideas she had were expanded once we had a planning session. She was also experiencing being a first year teacher. Table 10 highlights Kristen's comments and actions in regard to the role of the school librarian.

**Collaborative Planning Between the School Librarian and Classroom Teacher(s)**

Collaboration continued between Julie and me during the second semester. Together we planned, implemented and evaluated units and activities while integrating the curriculum with classroom and library. Two more teachers, Cheryl and Barbie began collaborating with me during the second semester and continued to the end of the year.

**Julie**

The collaboration between Julie and myself continued from the first through the second semester. We were
Table 10

The Transition from Cooperative to Collaborative Planning Between the School Librarian and Classroom Teachers

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Behaviors</th>
<th>Reasons for Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and librarian</td>
<td>Teacher and librarian discuss strategies for</td>
<td>&quot;It is working together with one idea and making it bigger and bigger.&quot;</td>
</tr>
<tr>
<td>discuss content of student learning and decide together how to facilitate learning</td>
<td>writing book reviews</td>
<td></td>
</tr>
<tr>
<td>Teacher and librarian</td>
<td>Teacher and librarian cooperatively teach note taking strategies</td>
<td>&quot;The hardest thing is just to get it pulled together and finding the time to meet, discuss, and plan.&quot;</td>
</tr>
<tr>
<td>Teacher and librarian</td>
<td>Teacher and librarian brainstorm ideas together</td>
<td></td>
</tr>
</tbody>
</table>

completing our project begun in the first semester in which her first graders were working on a book about winter animals. Each child had selected a winter animal to research, which this time was done in the classroom. The child wrote a sentence about their animal and then I helped them do their illustration. Julie and I had decided to
illustrate this book using collage as well. This time we planned to make color photocopies of the pages so the children could see the difference between the pages where they could feel the change in texture to one which resembled a printed page where they could only see the different textures. Again, the children needed to know something about their animal in what it looked like, its' habitat, enemies, etc., so they could be as accurate as possible in their illustration.

The next unit Julie worked on was desert animals. When we met to collaboratively plan, she told me she wanted to focus on this unit as long as the children were interested. We again wanted to make a class book and have each child select a desert animal to research. The research was done in the library and classroom and we shared materials. Julie made a mural in the hallway and so the children needed to know something about their desert animal in order to draw it. We decided to have the children dictate information to me about their animal to be typed up and placed on the page. At this point, we wanted to give the children a voice in the book, so we scheduled a time to talk to the children about the book.

When I came into the classroom, one of the children said he wanted to do the book like *Brown Bear, Brown Bear* (1967) by Bill Martin, Jr. Julie and I thought a patterned
language book would be great so I quickly went to the library and pulled Brown Bear, Brown Bear and Polar Bear, Polar Bear (1991), also by Bill Martin, Jr. It was interesting that both books were illustrated by Eric Carle and the children immediately recognized his illustration style of collage when I held up the books. I read both books to the class. We then discussed how we could duplicate this patterned language.

Next, we wanted the children to talk about what type of illustration technique we should use. We let the children browse numerous books about the desert, then we brought them back together and asked them what we should use. Because we had been focusing on various techniques through the stories we had shared with the children, they were fairly knowledgeable about the mediums that were used to illustrate the books. Someone suggested watercolors and after a class discussion we decided watercolors would allow us to make the illustrations, "... like the colors of the desert." Once these decisions were made, we began the unit.

We worked on this unit for almost six weeks. Julie said the children were always enthused about something new they learned about the desert. We wrote and illustrated the book in the library and made group decisions such as the order to place the pages because, "... you wouldn't
want a coyote next to a jackrabbit because he might eat him." The children created the patterned language text and titled the book, Coyote, Coyote, What Do You See? We also made decisions as a class about the title page, dedication page, table of contents and index.

I spoke with Julie at the end of the desert unit and she told me, "They were really motivated this time. They seemed to understand the purpose of it more. At the beginning they were stumbling a little bit and it didn’t go as smooth, but I think it went so much smoother this time. They took their animal research so seriously. They were drawing it, painted it, wrote about it and shared their knowledge with each other. I really like what went on."

At the beginning of April, Julie had to go into the hospital for a knee operation. She did not come back to Longview for the rest of the school year. I attempted to work with the substitute, but it seemed like I was starting all over, so I did more literature sharing than collaboration. I was able to continue working with the children and we did various types of responses activities with the books I read.

Before Julie left, I interviewed her and asked about collaborative planning. She said, "It was kind of rough for me at the beginning because I’ve never done it before. But I like it now. The kids are the ones that are the real
winners in this thing because it really does pull everything together that we’re doing in the classroom. I mean we’re both working on the same unit with shared goals and objectives."

We also talked about the impact collaborative planning had on Julie’s students. She felt that, "The kids really benefitted from the small groups, too. They’ve gotten into this thing where they really want to do research on things. They’ve developed techniques for looking for information, even though some of them can’t read, they can look at the pictures and they are so motivated. They want me to read the book to them which is probably what is happening in the library, too. I’ve never seen that before where children are so motivated to do this. It’s kind of like extra reinforcement because of what they are getting from the library."

I asked Julie about the changes she made in her classroom in regard to flexible scheduling. She told me that, "In the beginning, I found it real difficult because I didn’t know what to do with the other two thirds of my class. Now I can’t envision doing it the other way because I am able to one-on-one with the kids and provide conferencing for what they are reading. They understand we are working on essentially the same thing the children in the library are doing. They see the connection."
Barbie

I was looking forward to meeting with Barbie at the beginning of the second semester. I hoped we would be able to collaborate, but at this point I was enthused because she was willing to meet with me and any effort would be a step away from her utilizing me as a resource person, as she had done during the first semester, and toward collaborating.

During our planning session, Barbie told me she was beginning a bug unit. She said that each week she teaches a different unit because she feels first graders have a short attention span and are unable to focus on a topic or theme for an extended period of time. Barbie also set up learning centers in her classroom each week that related to the unit being taught. Barbie mentioned again that she wanted her students to understand the difference between fiction and nonfiction books. I told her we could select several books that were fiction and nonfiction as well as poetry and share them with the children in small discussion groups. Barbie’s class remained at 29 children and stayed at this number for the rest of the school year. As we discussed how we would utilize these books, Barbie asked if she could retain her time on Friday. I told her it was easier to work with small groups than the whole class, especially in sharing literature. She agreed to divide the
class into two groups; one group would work with me in the instructional room while the other group would be in the main part of the library with Barbie. I read two fiction books about bugs while Barbie read two nonfiction books. After a half hour we switched groups and read the same stories, but this time we concluded by talking about the differences between fiction and nonfiction. The children were then brought together to discuss the responses of both groups.

Each week, Barbie and I planned for Friday's time. Barbie seemed reluctant to give up her scheduled time, so we continued with an hour each Friday afternoon for the remainder of the semester. One week during rodeo time (which is a big event in Tucson) I read *The Princess and the Pea* (1978) by Hans Christian Andersen and *The Cowboy and the Black-eyed Pea* (1992) by Tony Johnston which is a variation of Andersen's story. After reading both stories, we made a chart of the differences between the two stories. Barbie's group responded to the stories by drawing a picture which we used as a border for the chart.

When Barbie began her unit on dinosaurs, I convinced her to extend it to a two week period. Her students did research in the classroom and library on a specific dinosaur. We then took that information and formed them into clues for a riddle book about dinosaurs. Three clues
were written about each dinosaur and then each student drew a picture of their dinosaur as the answer to the riddle. Barbie had not made individual or class books with her children except during center time using dittos. I wanted to begin working in the library with her students on the writing process. I discussed this with Barbie and she agreed.

The time for each planning session became shorter as Barbie and I understood what we each had to offer. Barbie generally mentioned to me in the hall or in a brief note, what she would be studying the following week. We then met during lunch on Friday to discuss plans for the following Friday. If we wanted to alter our plan in any way we had a few days to do so. Barbie and I tried to include literature in all that we were doing. When her students were working on descriptive words, we each read a story about giants, which was the unit she was doing that week, and brainstormed with the children descriptive words they heard in the text of the story as well as others they knew.

Barbie was always open to any suggestions I made in regard to integrating her curriculum into the library. During one of our planning session, Barbie told me it is, ". . . hard for me to think up things. But when you sit and brainstorm with me, it's a lot easier." The students learned research skills using print and illustrations and
understood the difference between fiction and nonfiction. Information skills which were part of the first grade curriculum were integrated into instruction in the library. We each had a part of the teaching that was part of the whole rather than each teaching separate pieces of a unit.

When I interviewed Barbie at the end of the semester, she said, "I think this has been very successful. I think it was successful by splitting my class into two groups and having a common goal of what we wanted them to achieve and learn. It really helped coming to the library and made it a different environment and it seemed better this year than any other year. It just amazes me that when we did the riddle book with the dinosaurs names, they learned the names and it really stuck with them. They have come to a different place this year and they know more about books and they look for those books we used, they know what to ask for, they know where it belongs, they know about fiction and nonfiction and they are more comfortable in the library."

As Barbie and I discussed the collaborative process, she told me, "I never felt like I was stepping on your toes. I always felt we had teamwork. I think that's a vital part in making this a success. If you don't have teamwork, and we don't do it together, then it's not going to flow like it did. It was really, really successful."
They learned a lot like when we did the giants. They learned a lot of describing words. They are able to compare books now when I read them. They will say, "Oh, remember that book and this was a little different because. . . . And they know fairy tales and tall tales and the differences. This was a great success. I am really proud and I don’t see anything to improve except that I needed to plan a little better. I think we pulled it off very well, especially for first graders."

We also talked out how we split the groups in half which Barbie thought was better than having several small groups. She liked the hour long time period rather than having different groups come at various times during the week. Barbie talked about her teaching a unit each week by explaining, "This really works into my curriculum because I don’t stay on the topic too long because they get too bored with it. I usually go with just one to two weeks on a topic. I try to do a lot of different things so they get exposure to everything. In the other grades, they tend to focus more and stay on a subject."

I was interested in how Barbie viewed the role of the librarian. She told me her perceptions had changed in that, ". . . She’s doing more than just reading a book. She’s teaching the kids in language arts and writing. That’s really neat because the kids see that as the role of
the librarian, too. She doesn’t just sit and read books and then let you check them out."

During the first semester when Barbie brought her class to the library, she would often take this time to use the telephone, go to the teacher’s lounge or grade papers. I asked her in the final interview if she missed the half hour story time and she said, "No. In fact I like this a lot better because I feel like I am accomplishing something. It’s not a wasteful half hour. Before I felt like it was a break time for me and I just sat there and did nothing or I left to go to the bathroom. It was a waste of time for me. Now it’s more productive. I get more done because we are working together on a project I would ordinarily rush back to the classroom to do. I feel this has been really beneficial."

Barbie was concerned about who the librarian would be next year since I would not be coming back. She told me, "There’s a lot of librarians in the district that love to sit and read stories because they don’t want to do the extra work. They are just biding their time. There are also a lot of librarians that don’t like to work with primary grade students. And it makes it difficult. That’s why you’re scared to ask them to do anything because they are so mean to the kids and they don’t want to work with
them. They have to be little soldiers and be quiet and not say a word. Be seen and not heard."

We finished the interview and our discussion about the benefits of collaboration. Barbie felt there were definitely benefits and the children learned so much more. She concluded by saying, "I really enjoyed doing this. It was really good. I think we were both very creative in what we did."

**Cheryl**

Cheryl had also appeared to perceive me in a resource role during the first semester. In our interview near the end of the first semester, I asked Cheryl how she viewed her role in the collaborative planning process. She said, "I think I’m here to inform you of what my goals are, what I want to do and then I’m open for you to tell me, maybe to broaden my goals that I’ve already set out, but you are giving me more input." We then discussed the difficulties of collaborative planning in which Cheryl stated, "It’s finding the time to do it. It’s so easy for me to get caught up in my own little world. I’m so intent on what I’m doing and what I need to be doing and how am I going to help this children, that finding the time to pull me away is very difficult."
The first week in January, Cheryl asked Sarah for books and materials on oceans and sea animals. Sarah told her she would get some books ready for her. When I came to the library on Thursday, Cheryl came in and asked for the books that had been pulled for her. I could not find anything Sarah had already located, so I told Cheryl I would get some things together and bring them to her classroom. Cheryl said she was beginning this unit today and needed the books now. I told her she would have them.

When I took the books to Cheryl, I asked if it would be possible to read some whale stories to her class. She said that would be fine and we scheduled a time for her to bring her students to the library. The next day, I took more books to Cheryl and asked to schedule a time with her. I also asked if there were some way we could collaborate on this ocean unit. Cheryl thought that was a great idea and began telling me about how the students would select an animals to research. She said she had asked some parents to come into the classroom to help the students with the research. Cheryl told me she wanted the students to learn how to read for information rather than reading everything. I told her I could teach strategies for skimming for information. I also mentioned I could come into the classroom on the day the parents would be there to teach this strategy and help with research. We set a time for me
to read whale stories as well as coming into the classroom to work with the students.

I mentioned to Sarah I had met with Cheryl and we would be working together on her ocean unit. Sarah seemed very surprised and said Cheryl was unwilling to work with her in the past. She mentioned again that Cheryl could be a difficult teacher to work with and it was great that she seemed to receptive to working together.

This unit went very well and I was looking forward to working with Cheryl again. Unfortunately, Cheryl had to go into the hospital for an operation and was out of school for the next six weeks. Near the end of March when Cheryl returned, she came into the library and asked me if we could work together again. She said her class would be studying night animals for the next two weeks. I told her I would think of some ideas and meet with her on Tuesday.

When I arrived at the library on Tuesday, the library clerk said Cheryl was looking for me. I went to her classroom and she asked me what we were going to do this week. I said I had pulled several books and thought I could read *Owl Moon* (1987) by Jane Yolen and then do a response activity. We decided to divide the class into two groups. While the first group was in the library with me, Cheryl worked with the other group on information about owls so they could provide information for a bulletin
board. At the end of the day, I took the pictures the students had drawn and recorded their responses on the back. We talked about different ways students to respond to literature rather than always with a worksheet. Cheryl asked if we could do some of these response activities together. We scheduled several times in the next few weeks to do this.

In conjunction with the multicultural fair taking place near the end of April, Cheryl wanted to have each child make a flag. We scheduled a collaborative planning session in which we discussed how we could have each student do research about the flag they would be making that had something to do with their heritage. Cheryl said she would send a note home this week and ask parents to discuss with their children, the family's history. She also had them fill out and return a slip of paper that stated from what country or state the family came from. Cheryl sent these to me so I could begin pulling information for each student. We divided the class into four groups to do the research and three groups to make their flags. Cheryl worked with students in the classroom while I worked with them in the library.

As we talked about having the students look for information about where they came from, we thought about each child doing an autobiography. Together we
brainstormed ideas with the children on what types of things they could include in their autobiography. We decided each student would select several items to write about in chapter form. I told Cheryl we could also discuss how a book is made and include a cover, title page, dedication page and table of contents. She thought this was a great idea. This project took us to the end of the school year.

When I spoke with Cheryl at the end of the year about our collaboration, she said, "I think it’s been highly successful. I think the kids look at the librarian with a different light because as we were talking before, I don’t think librarians are considered teachers, and you are. Of course, not all librarians are teachers and I think that’s probably where a lot of misconception has been made in that for most schools the librarian’s role has been strictly checking in and out books."

We also discussed the impact flexible scheduling and collaborative planning had on her students. She told me, "I think you have brought so much out of the kids and they have enjoyed going to the library so much. They have really been excited about going and they are so conscious of the time and which group goes next." Cheryl told me that it is important for her students to work with other people and that getting the opportunity to do writing with
me, "... Well, that was fun for the kids." She also thought doing a autobiography with the students was a great experience and one that she had never done in the past. At the end of the year Cheryl said, "The kids have a different view of the librarian. I think they view you differently because they saw you in the library and in the classroom. You came in and reinforced some of the things I already told them which was great because it takes a certain number of times before it actually clicks."

I asked Cheryl about the weekly library time she had last year as well as the set time she used this year to bring her class into the library to check out books. She said, "You know, at the beginning of the year, I had a set time because there was some kids that finished their work and they were always grabbing the library pass and going down to the library. It was always the same ones that were going. I was concerned with the kids who never go their work done and were not getting to the library. That's why I went to the scheduled time. Now they ask why they don't have a set time anymore and I told them they are in the library all the time. So, we haven't had that set time. I've still written it down but we just haven't gone because the kids always seem to be in and out of the library."

I talked to Cheryl about my reluctance in approaching her to do collaborative planning. She told me she probably
would not have collaborated with me if I had not approached her first. I asked her if she felt it had been successful and she said, "Yes, because you are very non-threatening. That's nice because sometimes when another teacher approaches you about what you're doing you think, oh what if they don't think I'm any good. And I'm sure that it has a lot to do with self concept even though I know I'd like other people to know that I'm doing as good a job as I think I am. And depending on how you approach us, that's how it could make us feel either pro or con. And I think you have a very non-threatening way about it that it was easy to do."

We ended the interview by discussing the role of the librarian. Cheryl said, "I'd like the kids to be able to know how to find a book easier and the basic card catalog. Even if they are only second graders, they still should be able to look up a book and have an idea of how a library is set up. But I think my views have broadened a whole lot more of what a librarian should be doing or could be doing. She should be going beyond checking out books and reading a story, because I can do that. I think this year has opened my eyes a whole lot."
Summary

Working with these three teachers became the highlight of my year at Longview. There were all enthusiastic and open to change in how they used the library and viewed the role of the school librarian.

My collaboration with Julie continued throughout the school year. As we worked together on the desert unit, it was an exciting process to work with her students while they researched and illustrated their book. The children's comments and the connections they made with the classroom and library were incredible. Julie and I shared responsibility in the planning, implementing and evaluating of the unit.

Even though Barbie came to the library each week at the same time, I never viewed it as a fixed schedule. Barbie was very interested in the collaborative process and was not sure what I would do with her children in the library while she had half of the students in the classroom. Part of collaborating was learning more about the process. She seemed interested in finding ways in which we could work together. Near the end of the semester, I encouraged her to move away from worksheets which contained a pattern of the book character we had just read about and toward the children responding in other ways. Barbie and I were always teaching components of the
lesson to bring together as a whole. Cheryl was also eager to collaborate on classroom units. We taught together in the classroom and library in order for students to see the connection the teaching and learning which was occurring in both areas. We also became co-teachers and worked with small groups and the whole class in providing information or a strategy.

I was surprised how easily all three teachers and I became collaborators. Their perceptions about the role of the school librarian and the collaborative process had changed during the year as evidence by their viewing the librarian as a teacher and collaborator (see Table 11). By the end of the year, we felt very comfortable with each other and had build an element of trust between us. We were able to advise or suggest different ways of teaching a lesson or unit while still feeling secure in being able to ask questions of why or how we might work with children.

**Summary of the Second Semester**

Several of the teachers moved between various categories during the second semester. This may have been based on a previous experience or a change in attitude. Within each category there were also differences in use and perspective. Even though several teachers utilized the Sarah and me as a resource, some teachers asked for books
Table 11

Collaborative Planning Between the School Librarian and Classroom Teachers

<table>
<thead>
<tr>
<th>Characteristics</th>
<th>Behaviors</th>
<th>Reasons for Perceptions</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher and librarian come together to discuss</td>
<td>Teacher and librarian both locate materials to use</td>
<td>&quot;Thank you for doing this because it is an opportunity for me to learn about these things too.&quot;</td>
<td>&quot;They (students) were really motivated this time. They seemed to understand the purpose of it more.&quot;</td>
</tr>
<tr>
<td>integration of the classroom curriculum into the library</td>
<td>Teacher selects topic of study</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher and librarian share responsibility for planning, implementing and evaluating lessons or units of study</td>
<td>Teacher and librarian discuss what we know and the goals for student learning</td>
<td></td>
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<tr>
<td>The library becomes an extension of the classroom</td>
<td>Frequent communication exists between the librarian and teacher</td>
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<td></td>
</tr>
<tr>
<td></td>
<td>Research is done in the classroom and library</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Characteristics</td>
<td>Behaviors</td>
<td>Responses</td>
<td></td>
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<tr>
<td>---------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------</td>
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<tr>
<td>Pre-planning done through informal means before formal collaborative planning session</td>
<td>&quot;I always felt we had teamwork.&quot;</td>
<td>&quot;I am really proud and I don't see anything to improve except to plan a little better.&quot;</td>
<td></td>
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<tr>
<td>Librarian initially approaches teachers to plan</td>
<td>&quot;I feel this has been really beneficial.&quot;</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teacher views the librarian as non-threatening</td>
<td>&quot;I think it's been highly successful. I think the kids look at the librarian in a different light.&quot;</td>
<td>&quot;I think you have brought so much out of the kids and they have enjoyed going to the library so much.&quot;</td>
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</table>
while others would ask for ideas. There were also
different levels of collaboration with Julie, Cheryl and
Barbie. Because I had begun collaborating with Julie at
the beginning of the school year, I felt we had moved
further ahead in our collaborative efforts. The
collaboration I experienced with Cheryl and Barbie was
exciting because of the misconceptions we had overcome
about each other and the subsequent process that we made.

The School Principal’s Perception of the Implementation
of Flexible Scheduling and Collaborative Planning
as Well as the Role of the School Librarian

The principal’s comments are placed at the end of this
chapter because his role in the implementation of flexible
scheduling and collaboration planning became one of
observer rather than participant. In many ways, the
comments from the principal’s interview summed up the
perceptions of the teachers as he viewed them. When I had
an opportunity to interview the school principal to ask him
about his perceptions regarding the school year and
implementation of the Library Power grant, he told me he
believed, "... the library has become more of a part of
what goes on in the school. I think people are more
aware." He thought the Library Power grant had a direct
impact on student instruction when he said, "... This has
given an opportunity to individuals their (student) use of the library more so than any other elementary school I am aware of."

When I asked the principal about the role of the librarian, he said, "I think it has created a bigger awareness to the teachers as to the resources of the librarian and the library. Too many times a library is that building or that room, and it's almost apart from the school. This has caused our library to be used a lot more. And I've also heard faculty members say they have really enjoyed the opportunity of sitting down and planning with you and one of the reasons for that is, what's the old saying, two heads are better than one?"

In the interview, we also discussed the idea of teachers losing their planning time. The principal responded by saying, ". . . The time has to be useful. I mean it's called collaborative planning and I find when people complain about losing their planning time, it means they are losing the time they have to do whatever it is that is not necessarily planning." He went on to say, "But I think we could have been more creative with how we could create time together in terms of inservice, or grade level collaboration. We could also videotape you collaboratively planning with someone and use the video as a training tool. I think a lot of times teachers are just like anybody else."
They look how busy they are, so to try and bring somebody else into their planning, they think the other person is very busy so they are hesitant to do that. It is partly a lack of understanding."

Overall, the principal felt the year had been successful and that some teachers were more willing to change than others. He told me this is the direction the library should be moving in and hoped it would continue.

**Overview of the School Year**

There were four categories about the perceptions of the librarian that developed from the data. These categories were: school librarians as a resource person; cooperative planning between the school librarian and classroom teacher(s); the transition from cooperative planning to collaborative planning; and collaborative planning between the school librarians and classroom teacher(s). These categories reflected the role the school librarian(s) had in relation to the extent to which teachers' communicated their instructional needs. These instructional needs may have been requesting resource materials in support of a classroom unit or to the full planning, implementing and evaluating of student learning based on specific objectives.
Ten teachers started out the school year utilizing the librarian in the role of resource person. Five of these teachers remained in this category during the second semester while three other teachers replaced those who moved to a different category. The biggest move came for two teachers who after the first interview began collaborating with me. This collaboration occurred after discussing the misconceptions the teachers and I had regarding how we viewed each other.

There were six teachers cooperatively planning with Sarah or me by the end of the first semester. This number increased to seven during the second semester with three teachers moving from resource to cooperative; one teacher moving from making a transition to working with us cooperatively; and three teachers moving from cooperative to resource. The most movement seemed to be between the categories of the librarian as a resource person and cooperatively planning with the school librarian. For some teachers, it became an issue of time to plan while others felt their needs were being met through the acquisition of the books and materials they had requested and received.

Kristen was the only teacher who remained in the transition category. The transition from cooperative to collaborative planning did not seem as strong during the
second semester due to the LBI instruction her class received from Sarah.

Only one teacher began the year collaborating with me. Julie continued this collaboration throughout the school year which proved to be very successful for me, Julie and her students. Cheryl and Barbie also began collaborating with me during the second semester which also proved to be highly successful.

Within the categories, the level of involvement varied as to the teacher. Cooperation seemed to be synonymous with communication many times. Teachers went beyond leaving a note indicating books and materials needed to support classroom curricula. Often, they discovered additional resources such as individuals with knowledge about a particular topic who could come to the classroom or library. Other times, in discussing the approach the teacher took in providing instruction, additional strategies were developed through the conversation with the librarian.

Collaboration appeared to provide participants with a different perspective of the role of the school librarian. By working closely together with teachers and students in the classroom, both teachers and students observed the librarian in a different environment. Recognizing the librarian as a teacher became significant for teachers and
students. When the teachers and librarian understood the strengths and areas of expertise of each other, they were able to build on these. However, the issue of trust had to be established before collaboration could occur. Table 12 focuses on the shifts that were made by teachers between categories over the course of the school year.

The principal voiced positive comments regarding the success of the implementation of collaboration planning and flexible scheduling. He viewed the librarian and library being utilized in different ways and hoped the cooperation and collaboration that had begun this year would continue.
Table 12

Teachers’ Perceptions of the Role of the School Librarian
as Indicated by Actions and Interviews

<table>
<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td></td>
<td></td>
<td>Actions</td>
<td>Interviews</td>
</tr>
<tr>
<td>Resource to Resource</td>
<td>Donna</td>
<td>Submitted topic sheet</td>
<td>Rescheduled</td>
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<tr>
<td></td>
<td></td>
<td>Requested books to be ordered</td>
<td>Rescheduled</td>
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<tr>
<td></td>
<td></td>
<td>Selected own resource material</td>
<td>Rescheduled</td>
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<td></td>
<td></td>
<td>Scheduled weekly book exchange for students</td>
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<tr>
<td>Grace</td>
<td>Collaborated with other teachers</td>
<td>&quot;I just find it really hard to collaborate because I just don't see the librarian as a teacher.&quot;</td>
<td>Scheduled</td>
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<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester Actions</th>
<th>First Semester Interviews</th>
<th>Second Semester Actions</th>
<th>Second Semester Interviews</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource to Resource</td>
<td>Grace</td>
<td>Planning time not scheduled</td>
<td>&quot;I tell you I need the materials, you get them, and I will instruct.&quot;</td>
<td>Avoided scheduling other planning sessions</td>
<td>&quot;This might be the cause of why people may not be relaxed in coming to you because there is no major unit they are doing.&quot;</td>
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<td></td>
<td></td>
<td>Utilized library classroom as a learning center</td>
<td>&quot;If they want to play a game in the library, then they could do that during their center time.&quot;</td>
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<td>Students brought cards with questions to answer without knowledge of strategies</td>
<td>&quot;I know that you are very capable, but I don’t see you as a co-worker across the hall from me.&quot;</td>
<td>Continued to use library as a classroom learning center</td>
<td>&quot;The library has never been a high priority.&quot;</td>
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<td></td>
<td></td>
<td>Requested card catalog lesson be taught to students</td>
<td></td>
<td>Wanted children to write a puppet play</td>
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<td></td>
<td>Jessica</td>
<td>Sends children to exchange books</td>
<td>(Asked not to be interviewed)</td>
<td>Unwilling to schedule planning session</td>
<td>(Did not return questionnaire)</td>
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<td></td>
<td></td>
<td>Students write book reviews</td>
<td></td>
<td>Teacher requested resource materials</td>
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<td>Perceived Role of Librarian</td>
<td>Teacher</td>
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<td>Second Semester</td>
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<tr>
<td>Resource to Resource</td>
<td>Aaron</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Requested books in support of desert unit</td>
<td>Students rarely come to library (Did not return questionnaire)</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>Asked that note taking strategy be taught to students</td>
<td>Did not return topic sheets</td>
<td></td>
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<td></td>
<td></td>
<td>Brought class to view videos in the library</td>
<td>Did not request materials for classroom</td>
<td></td>
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<td></td>
<td>Did not return topic sheets</td>
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<td></td>
<td></td>
<td>Asked for suggestions on novel to read aloud</td>
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<tr>
<td></td>
<td>Norma</td>
<td>Students used library for free time (Asked not to be interviewed)</td>
<td>Requested materials for use in the classroom</td>
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<tr>
<td></td>
<td></td>
<td>Requested resources to use in the classroom</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;Planning is for brain-storming together to develop great ideas for student learning.&quot;</td>
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<table>
<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource to Resource</td>
<td>Norma</td>
<td>No planning sessions were scheduled</td>
<td>Returned topic sheets</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Returned topic sheets</td>
<td>&quot;The librarian should help students and teachers to find material and share her special knowledge of books.&quot;</td>
</tr>
<tr>
<td>Resource to Cooperative</td>
<td>Sharon</td>
<td>Class was on a fixed schedule</td>
<td>Asked for integration of storytime with classroom activities</td>
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<tr>
<td></td>
<td></td>
<td>Requested books to use in the classroom</td>
<td>&quot;I would like the librarian to be more involved.&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Asked to have librarians do more author studies</td>
<td>Cooperative planning session held</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I don’t know what the possibilities are.&quot;</td>
<td>&quot;I like it but does take effort on both parts.&quot;</td>
</tr>
<tr>
<td></td>
<td>Lori</td>
<td>Sent students to library to exchange books</td>
<td>Scheduled cooperative planning time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requested materials for use in the classroom</td>
<td>&quot;I had trouble getting involved in collaborative planning but I’m not against it.&quot;</td>
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<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resource to Cooperative</td>
<td>Rick</td>
<td>Sent students to the library to exchange books</td>
<td>Worked with librarian in helping students write autobiographies</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Concerned about sending students to the library independently.</td>
<td>&quot;I didn't know how to approach you.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Here's someone with a vast knowledge of what resources are available and also has quality ideas of how to implement certain things.&quot;</td>
<td></td>
</tr>
<tr>
<td>Resource to Collaborative</td>
<td>Barbie</td>
<td>Weekly fixed scheduled time</td>
<td>Scheduled planning session</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Scheduled time gives students responsibility to remember their books.&quot;</td>
<td>&quot;It's hard for me to think up things, but when you sit and brainstorm with me, it's a lot easier.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I did not feel comfortable in approaching you.&quot;</td>
<td>&quot;It was successful in having a common goal in what we wanted them to achieve and learn.&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Taught a unit a week so students would not become &quot;bored&quot;</td>
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<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>First Semester</th>
<th>Second Semester</th>
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</thead>
<tbody>
<tr>
<td><strong>Resource to Collaborative</strong></td>
<td><strong>Teacher</strong></td>
<td><strong>Actions</strong></td>
</tr>
<tr>
<td>Barbie</td>
<td>Brought class to the library weekly to exchange books</td>
<td>&quot;Many of my students would never get to the library if it were left up to them.&quot;</td>
</tr>
<tr>
<td>Cheryl</td>
<td>Returned topic sheets</td>
<td>&quot;The responsibility of the classroom is still mine.&quot;</td>
</tr>
<tr>
<td></td>
<td>Requested books for use in the classroom</td>
<td>&quot;I think you have brought so much out of the kids.&quot;</td>
</tr>
<tr>
<td></td>
<td>No longer brought students to the library for book exchange</td>
<td>&quot;Now they ask me why they do not have a set time and I tell them they are in the library all the time.&quot;</td>
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<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
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<tbody>
<tr>
<td>Cooperative to Cooperative</td>
<td>Brenda</td>
<td></td>
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<tr>
<td></td>
<td>Class scheduled on a weekly fixed basis</td>
<td>Fixed library time continued</td>
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<tr>
<td></td>
<td>Cooperative planning sessions held</td>
<td>Scheduled planning sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Requested books to use in the classroom</td>
<td>&quot;Planning should have a key role in implementing curriculum goals.&quot;</td>
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<tr>
<td></td>
<td>Returned topic sheets</td>
<td>&quot;Most difficult planning aspect is putting the time together to sit down.&quot;</td>
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<tr>
<td></td>
<td>Viewed herself as a risk taker</td>
<td>&quot;The librarian is there to provide resources for the classroom.&quot;</td>
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<tr>
<td></td>
<td></td>
<td>Was receptive to new ideas</td>
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<td></td>
<td>Margaret</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Scheduled planning sessions</td>
<td>Scheduled planning sessions</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Sent students to the library to do independent research with the librarian</td>
<td>&quot;It seems that everything gets squashed in a brief amount of time.&quot;</td>
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<tr>
<td></td>
<td>&quot;It made them feel good to be able to see they had taken the step in going out of the classroom and working with someone else.&quot;</td>
<td>Requested books for use in the classroom</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>&quot;We haven't really explored all possibilities.&quot;</td>
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<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperative to Cooperative</td>
<td>Tom</td>
<td>Asked for materials on continents Librarians worked with students on research</td>
<td>Scheduled planning session to discuss rain forest unit Requested books for use in the classroom</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I think the students don't always have to go to the library. I think the library can come to the classroom.&quot;</td>
<td>&quot;I think the reason I don't use the library is because I need the librarian to come to me and give me a reason to go there.&quot; Viewed the library primarily as a research center</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;I just don't know what questions to ask.&quot;</td>
<td>(table continues)</td>
</tr>
<tr>
<td>Perceived Role of Librarian</td>
<td>Teacher</td>
<td>First Semester</td>
<td>Second Semester</td>
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<tr>
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</tr>
<tr>
<td><strong>Cooperative to Resource</strong></td>
<td>Vicki</td>
<td>Requested note taking strategy be taught to class</td>
<td>Brought students to library and taught reference and card catalog skills</td>
</tr>
<tr>
<td>Requested planning session</td>
<td></td>
<td>(Asked not to be interviewed)</td>
<td></td>
</tr>
<tr>
<td>Discussed classroom units with librarians</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Marcy</strong></td>
<td></td>
<td>Cooperative planning session held</td>
<td>Frequently sent notes requesting information</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Cooperation is working together to brainstorm and share ideas.&quot;</td>
<td>&quot;The role of the librarian is to assist in developing unit ideas.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Taught note taking strategies to students in conjunction with classroom unit</td>
<td>Taught care catalog lesson to her students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Cooperation is also working together during instructional time.&quot;</td>
<td>&quot;I would rather have an assigned library time.&quot;</td>
</tr>
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</table>

(table continues)
<table>
<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Cooperative to Resource</strong></td>
<td>Ken</td>
<td>Cooperative planning session held</td>
<td>Believed he had to prepare sixth grade students for middle school</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;Cooperation is two or more instructors combining their knowledge to come up with the best method for students to learn what it is we want them to learn.&quot;</td>
<td>&quot;I wasn’t prepared for the amount of time it took for my students to do research.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requested materials to support research in the classroom</td>
<td>Requested books to use in the classroom</td>
</tr>
<tr>
<td><strong>Transition from Cooperative to Collaborative</strong></td>
<td>Kristen</td>
<td>Asked for scheduled library time</td>
<td>&quot;It’s hard to plan for a whole unit at one time. You need to schedule 2 or 3 times to start it...&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>&quot;In a way I don’t like not having a scheduled library time because I like having the kids read to by you.&quot;</td>
<td>(table continues)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Formal and informal planning sessions held</td>
<td></td>
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</tbody>
</table>

(table continues)
<table>
<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Transition from</strong></td>
<td>Kristen</td>
<td>Scheduled planning session</td>
<td>&quot;The hardest thing is finding time to meet, discuss, and plan.&quot;</td>
</tr>
<tr>
<td><strong>Cooperative to</strong></td>
<td></td>
<td>Note taking strategy taught in conjunction with the classroom unit</td>
<td>&quot;We were very successful when we planned together.&quot;</td>
</tr>
<tr>
<td><strong>Collaborative</strong></td>
<td></td>
<td>&quot;Collaboration is working together with one idea and making it bigger and bigger.&quot;</td>
<td></td>
</tr>
</tbody>
</table>

<p>| <strong>Transition from</strong>         | Maryann | Scheduled cooperative planning session | Students utilized the library for independent research |
| <strong>Cooperative to</strong>          |         | Research done in library and classroom | &quot;I appreciate the freedom of being able to send students to the library.&quot; |
| <strong>Collaborative</strong>           |         | Note taking strategy taught in conjunction with desert unit | Cooperative planning sessions held |
| <strong>Back to</strong>                 |         | (table continues) | |
| <strong>Cooperative</strong>             |         | | |</p>
<table>
<thead>
<tr>
<th>Perceived Role of Librarian</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
<th>Teacher</th>
<th>First Semester</th>
<th>Second Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Collaborative to Collaborative</td>
<td>Julie</td>
<td>Scheduled collaborative planning session</td>
<td>&quot;Thank you for doing this because this is an opportunity for me to learn.&quot;</td>
<td>Julie</td>
<td>&quot;It was kind of rough for me at the beginning because I've never done this before.&quot;</td>
<td>&quot;It really does pull things together we are doing in the classroom.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Requested we look at illustration techniques</td>
<td></td>
<td></td>
<td>Research done in the library and classroom</td>
<td>&quot;The kids really benefitted from the small groups.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Sent three groups to the library during the week</td>
<td></td>
<td></td>
<td>Students continue coming to the library in small groups</td>
<td>&quot;The kids see connections.&quot;</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher and librarian located resources</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Considered herself a risk taker</td>
<td></td>
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</table>
This study was designed to examine the process of implementing flexible scheduling and collaborative planning in an elementary school. Within this process, the perceptions of classroom teachers as to the role of the school librarian as well as the use of the library were examined. The analysis of data focused on the question, "What are the teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning."

The data analyzed for this chapter was obtained from the final interviews of five Longview teachers and written responses contained on 11 questionnaires. The final interviews with teachers and the distribution of 14 questionnaires occurred during the first week in May.

The five teachers who were interviewed included two first grade teachers, Barbie and Julie; one second grade teacher, Cheryl; one teacher, Kristen who taught a fifth/sixth grade combination class; and one special education teacher, Tom. These teachers were selected to be interviewed because they had worked with me on a regular basis in contrast to those teachers I worked with
intermittently throughout the school year. Three of the teachers, Barbie, Julie and Cheryl were actively involved in the collaborative process which directly related to the research question.

Questions asked during the final interview focused on the implementation of flexible scheduling and collaborative planning. The following questions were asked:

1. What is the role of the school librarian?
2. What has been the result of not having a regularly scheduled time to bring your students to the library each week?
3. What has been the impact of flexible scheduling and collaborative planning on your students?
4. Discuss the school year in regard to flexible scheduling and collaborative planning and the impact it has made on your teaching.
5. What changes have you made this year and what changes would you like to see implemented next year?

The questions on the questionnaire followed the same format as the interviews and also focused on the role of the school librarian, the impact of flexible scheduling and collaborative planning, and examples of changes which occurred during the year with space given for teachers to provide suggestions for improving the library program next year (see Appendix B).
The final in-depth interviews were read until categories began to emerge about teacher's perceptions of flexible scheduling and collaborative planning. Responses were then coded and placed into categories. All comments made during the interviews were coded into one of these categories. Comments which could be placed into more than one category were coded into the category that reflected the major emphasis of the comment. The categories which emerged from the data analysis were: scheduling of school library time; use of the school library; children's attitudes toward the school librarian as perceived by classroom teacher(s); perception of classroom teachers toward the school librarian; grouping students; teaching library skills; connections made between the classroom and school library; and the collaborative process.

The written responses to the questionnaires were also read, coded and placed into categories. These responses were coded according to the categories generated from the final interviews. The categories and the issues which emerged from each category are indicated in Table 13 and focus on the question, "What are teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning?"

In analyzing the transcripts from the exit interviews and the responses from the questionnaires, I made certain
### Table 13

**Categories and Issues Emerging from the Written Responses to the Questionnaires**

<table>
<thead>
<tr>
<th>Category</th>
<th>Issue(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduling and use of the school library</td>
<td>Classroom management</td>
</tr>
<tr>
<td></td>
<td>Fixed library scheduling</td>
</tr>
<tr>
<td></td>
<td>Weekly book exchange for students</td>
</tr>
<tr>
<td></td>
<td>Teacher use of &quot;fixed&quot; scheduled time</td>
</tr>
<tr>
<td></td>
<td>Use of the school library</td>
</tr>
<tr>
<td>Children's attitudes toward the school librarian as perceived by classroom teachers</td>
<td>The school librarian in the classroom environment</td>
</tr>
<tr>
<td></td>
<td>Change in children's attitude relating to the school library</td>
</tr>
<tr>
<td>Perception of classroom teachers toward the school librarian</td>
<td>Dual role of the school librarian</td>
</tr>
<tr>
<td></td>
<td>The school librarian in a teaching role</td>
</tr>
<tr>
<td></td>
<td>Teacher's perceptions of other librarians in the district</td>
</tr>
<tr>
<td></td>
<td>Perceived lack of change in the library by classroom teacher(s)</td>
</tr>
<tr>
<td>Grouping students</td>
<td>Impact of grouping students on classroom instruction</td>
</tr>
<tr>
<td></td>
<td>Class(es) grouped in the library</td>
</tr>
<tr>
<td>Teaching library skills</td>
<td>The need for library resource instruction</td>
</tr>
<tr>
<td></td>
<td>Independent use vs. skill instruction</td>
</tr>
<tr>
<td>Connections made between the classroom and school library</td>
<td>Librarian as teacher</td>
</tr>
<tr>
<td></td>
<td>Transfer of student learning</td>
</tr>
<tr>
<td>The collaborative process</td>
<td>Teacher's perceptions of the collaborative planning process</td>
</tr>
<tr>
<td></td>
<td>Integration of the library into classroom curriculum</td>
</tr>
<tr>
<td></td>
<td>The need for administrative support</td>
</tr>
<tr>
<td></td>
<td>The emerging role of the school librarian</td>
</tr>
</tbody>
</table>
interpretations through knowing the broader context of the study. As I discuss the categories and give examples from the interviews and questionnaires, I will also pull in the specific context from earlier in the year to provide connections. It is understood these comments do not stand alone. The teacher and I shared a common experience. Another researcher or educator reading these teacher responses would interpret them differently because they would lack the knowledge of the background context.

In the following sections, each category will be defined and discussed using examples from the final interviews and questionnaires. Additional information will be included which focuses on the background context. This is done in order to facilitate interpretation of teachers' comments. As Miles and Huberman (1984) state, "Contexts drive the way we understand the meaning of events" (p. 92).

The first category to be discussed reflects the changes which occurred for many teachers with the implementation of flexible scheduling.

**Scheduling and Use of the School Library**

One of the provisions of the Library Power grant was that classes could not be scheduled in the library on a regular basis. This "fixed schedule" had been utilized at Longview in the past. The move toward flexible scheduling
was met with differing opinions. These opinions were expressed freely during the exit interviews and on the questionnaires. Four major issues emerged within this category. They were: classroom management; book exchange for students; teacher use of fixed scheduled time; and use of the library by teachers and students.

Classroom Management

Two teachers responding to the questionnaire found it difficult to monitor their students' visits to the library. Marcy wrote, "Some students don't go to the library on a regular basis and it is difficult for me as a classroom teacher to monitor who is using the library the most and who is not using the library." Another teacher, Norma, stated, "Flexible scheduling prevented some of my students from getting to the library while others found it easier." To assist her students in having an opportunity to go to the library, Norma stated on her questionnaire that she, "... made a chart for a small group of students to go each day at a designated time." Both of these responses indicated a concern of the teacher that their students visit the library on a regular basis. The teachers were attempting to develop a strategy to facilitate library usage.
Even though this was Kristen's first year of teaching, she told me in her interview, when asked about the change to flexible scheduling, "In a way I've missed having a fixed time. I had different groups going every day and sometimes something happens that day where a group won't go. With the library time, I know 100% of the group is going to go." As we discussed flexible scheduling further, Kristen told me, "I like this too, I think this is fine. The only thing about sending my kids in small groups to the library is that I notice my kids don't always come back with books. They are just going to get out of class." The issue became one of classroom management rather than the library schedule and Kristen understood she needed to put limitations as well as responsibilities on those students who took the "tag" to go to the library. This concern needed to be discussed earlier in the year and strategies for Kristen's class coming to the library could have been developed.

**Fixed Library Scheduling**

While responding to their questionnaires, two teachers advocated providing a regularly scheduled time for their students to come to the library. Lori wrote, "I am not against a flexible schedule although I think it would have been nice to have some scheduled time with the librarian.
apart from collaborative planning." Lori suggested, "The ideal situation would be some scheduled time in the library throughout the year possibly once a month and an open library for the majority of the time." Jessica also wanted a fixed library time for her first grade GATE students. Her response to the question about flexible scheduling was, "I think the first grades need regular schedules at least for the first semester." Neither teacher was recommending a permanent fixed scheduled, but suggested it was important for students to have the opportunity to visit the library at specific times at some point in the school year.

During the interview, Tom also voiced a concern that there was a problem in the children not having a scheduled library time. He told me when his children didn't come to the library with him on a regular basis, the librarian was, "... distancing herself from the students." Tom talked about the responsibility he had for providing opportunities for us to work together as well as scheduling times for his ten students to come to the library to exchange books. He said, "I don't think about using the library, but I'm sort of a new case." Unfortunately, Tom was not the only teacher at Longview who did not think about using the library. Tom did note that, "Flexible scheduling seemed to work fine for those teachers, classes and students who used it."
Weekly Book Exchange for Students

Another issue which emerged from this category was the perceived need by some teachers to have a weekly book exchange by students. Several teachers had difficulty in not having a set time each week in which to bring their class to the library to exchange books. Marcy commented on her questionnaire there was need for a weekly book exchange time to allow her a chance to be with her students in order to "... help them find a book which might interest them. Some students come back with inappropriate books. Some have specific interests and don't know how to find a book on the subject." Maryann also responded by writing, "I would rather have an assigned library time to check-out books." Neither teacher was advocating the elimination of flexible scheduling, just a time each week for their students to check-out books.

On his questionnaire, Ken thought students were fine without having a fixed time for checking out books because "... my students were permitted to check-out books at any time they had free time." For many teachers the issue of weekly book exchange involved students utilizing the library during their free time to check out books. It was generally those students who were able to complete their work in the classroom in order to gain "free time" to come
to the library. Other teachers discussed this issue in their interview.

Some teachers refused to give up their scheduled weekly book exchange time with their students. These teachers found various ways to continue bringing their class to the library without the librarian's consent or knowledge. Cheryl was one of these teachers. When we discussed why she continued bringing her students to the library every week, Cheryl said, "At the beginning of the year, I had a set time because there were some kids that finished their work and they were always grabbing the library pass and going down to the library. It was always the same ones that got to go. More than likely, those (children) are probably the ones that are going to be the most avid readers as well because they are getting their stuff done. I was concerned with the kids who never go their work done to come to me and say, now can I go to the library? I was concerned and that's why I went to the scheduled time." Cheryl knew the provisions of the grant did not permit fixed scheduling, but because she was not collaborating with Sarah or me, she felt the children needed to go the library at some point other than on their own.

In the interview, I asked Cheryl when and why she discontinued these weekly visits. She told me she had,
written it down but we just haven't gone. The kids always seem to be going to the library and coming in and out of the classroom with books." Cheryl said the children also questioned why they were not going on a weekly basis and she told them, "... You’re there all the time anyway." Cheryl also thought there were more books in her classroom now than before and even those children who did not use the library pass were not being affected by flexible scheduling.

Teacher Use of "Fixed" Scheduled Time

A few teachers at Longview had a "fixed" scheduled time each week. The issue for them became how they used this time in the library with their class. This issue emerged during the interviews, but was not specifically addressed through the questionnaire or interview questions.

Barbie was the only teacher interviewed who had a half hour scheduled time in the library each week. The kindergarten and first grade classes had this option and were scheduled accordingly. During the first semester, when Barbie came into the library with her class on her scheduled day, she rarely stayed for the entire time. She said, "I felt like it was a break time for me and I could just sit there and do nothing or go to the teacher's lounge. It was a waste of time for me." Barbie also
brought papers to grade as well as provide discipline when the children in her class became noisy.

Each week, Barbie brought her class at the scheduled time and left with her children no sooner than a half hour later. The children were asked to sit quietly on the floor until all the kids had checked out their books. Barbie and I talked very little during the time her class was in the library. She thanked me each week for my time as she left the library with her class.

When we began collaborating during the second semester, Barbie continued coming on Friday afternoons, but extended this time to an hour. Barbie was actively involved with half of her class, while I worked with the other half. Rarely did we finish in the allotted time. We discussed how we would divide the groups once they came into the library and communicated to each other if the lesson or activity had been successful. Discipline became both our responsibility and Barbie said it was no longer a waste of her time.

Use of the School Library

Closely related to scheduling were comments focusing on the use of the library. In examining the written responses from the questionnaires, four of the teachers
responding stated specific uses of the school library or suggested additional uses.

In the completed questionnaire, Margaret wrote about her emotionally handicapped students not knowing the librarian and suggested "... story times in the beginning of the year so that the children do know the librarian and will accept that person." Lori wrote, "I believe my class has not benefitted from the librarian's expertise as much as when we had a scheduled time."

Jessica wrote comments on her questionnaire regarding the time her students are in the library. She suggested, "I would like less time spent on reading stories and more time showing the different areas of library and how to use all of the equipment and finding different kinds of books." Jessica’s comments reflected her concern that students were not able to independently use the library. Rick was also concerned about independent use of the library by his students. On his questionnaire, Rick expressed a point of view by writing, "For students who are not independent enough, library exposure was limited because the ability to use time and be constructive workers is necessary."

While three of the five teachers interviewed observed a change in the use of the library, Tom believed, "... Fewer kids used the library for anything other than checking out and checking in books." Tom thought the
Library Power grant brought "... money to hire guests and buy some stuff," but as far as a real change occurring in how the library was used Tom stated, "... I felt there was little deep change." Tom still perceived the library as "... a book check-out and check-in place. A place where the librarian will locate materials for teachers upon request. A place that some students will use for research." Tom's use of the library during the second semester of the school year demonstrated his perception of the library as being a book depository and research center. His use was limited to students visiting on a daily basis in small groups to allow them to check-out books.

Summary

Teachers responding to the questionnaire indicated they were concerned about not having a regularly scheduled time for their students to check-out library books. They also saw a need for students to be able to use the library independently.

In the analysis of the exit interviews, numerous statements were made regarding scheduling and use of the school library. Some teachers felt without a fixed library time each week, children may not be checking out books on a regular basis. Cheryl took it upon herself to make sure each child made it to the library once a week. Tom also
sent pairs of children to the library throughout the week. Kristen rarely brought in her whole class to exchange books unless they were beginning a study of a specific genre, such as fantasy and all of her students needed to have a book to read.

By having a weekly scheduled time with Barbie, I realized how limited our communication had been. She felt completely responsible for disciplining her students during their library time and never hesitated to blow her whistle in the library if the children became too noisy. She essentially dropped her kids off at the library once a week and used that time to do other things.

Once I began collaborating with Cheryl and Barbie, the scheduled times stopped for Cheryl’s class. Barbie and I also began to communicate during and beyond the time she was in the library with her class. Barbie’s trips to the teacher’s lounge and use of the phone during library time ceased to occur the second semester.

Children’s Attitudes Toward the School Librarian as Perceived by Classroom Teacher(s)

Comments from teachers during the final interview and questionnaire which focused on how they perceived children’s attitudes toward the school library were placed in this category during the analysis process. Two issues
that emerged were: the school librarian in the classroom environment and the change in children's attitudes relating to the school library.

The previous year, students came to the library once a week on a scheduled basis. For kindergarten through third grade students, this time was spent listening to a story read by the school librarian, which may or may not have related to current classroom curriculum. Students also had an opportunity to check-out books on a weekly basis. Older students in grades four through six also heard stories read to them by the school librarian. In addition, they were exposed to storytelling by the librarian and other individuals from the community. The fourth, fifth and sixth graders were taught library skills in the spring using the Library Bureau of Investigation kit. Students were not allowed to come to the library to check-out books except before and after school and with their scheduled classes.

The five teachers who were interviewed at the end of the school year had worked with me at various times during the year. The children from these classrooms often came to the library in small groups or individually. After working with each group or child, I took the children back to their classroom in order to speak with the teacher concerning what we were able to accomplish in the library that day.
This brief interaction with the teacher provided children with the opportunity to observe the connection between the classroom and library and the constant communication involved in collaborative process.

The School Librarian in the Classroom Environment

The children in Cheryl's class began the year by coming to the library on a weekly basis to check-out books. These scheduled visits continued through the first semester. Once Cheryl and I began to collaborate during the second semester, the children in her class began coming to the library on their own using the "tag" system. They also brought books with them when their small group came to the library to work on activities and projects Cheryl and I had collaboratively scheduled. In discussing the children's past and present perception of the school librarian, Cheryl told me during her interview, "I think the kids look at the librarian in a different light this year."

It was important for the children to observe the librarian in the classroom as well as the library. Often when I began units with teachers, we would start by introducing the project together to the children in the classroom. This would usually involve a brainstorming session in order to determine what the children already
knew and what they were interested in learning about a specific topic. Sometimes, I would read a story to the class or teach a strategy that all the children would need to learn.

When Cheryl and I started on our first project for a unit on whales, we discussed ideas for teaching children how to read books for specific information. In our initial conversation, I told Cheryl I could teach strategies for skimming and scanning for information. When we reflected back on this experience during the exit interview, Cheryl said, "The kids have a different view of the librarian, the library and the books. But the kids have had the experience of working with you in the classroom as well. I think they view you differently when you came into the classroom. It was like reinforcing the things I had already told them."

**Change in Children's Attitude Relating to the School Library**

Only one teacher responding to the questionnaire stated a change in her students' perception of the library. Margaret's special education class had limited experiences in coming to the library in the past. There were several units cooperatively planned with Margaret in which I worked with her students. She told me, "The kids have all had
positive experiences. This year kids have wanted to go to the library." Margaret's comments on the questionnaire and also to me expressed her students' reluctance in working with adults outside of their classroom.

Two teachers who were interviewed spoke about the change in the children's attitude about coming to the library as well as their perception of the school librarian. These teachers, Cheryl and Barbie, believed children were very positive about their library experiences and our collaborative efforts.

In the interviews, we discussed the children's attitude about coming to the library once we separated them into small groups. Cheryl found it interesting the number of children who watched the clock to see when they would be going to the library. She said, "They'd always ask, 'Who's going to go first?' I didn't have to say, 'It's time for you to get ready for the group.' They haven't always done that. They did a lot of time watching. They would come to me and say, 'It's almost time to go.' It (going to the library) was something they were anxious to do." Usually the second group of students would arrive at the library before the first group had left.

Barbie spoke about her first grade students understanding what day rather than the time they were to come to the library. During the first semester, Barbie
brought her class to the library for a half hour storytime and exchanging of books. She told me the children always forget their books the first semester and they could never remember the day they were to go to the library. Barbie said, "Once we started doing activities in the library it was, 'When do we go to the library? It's library day.' Before, they never remembered library day, so that's a difference right there. They would become really upset when they couldn't go to the library. They asked me several times, 'Is it library day? Is it library day?', because they had no clue what day to go. Now they do. That has to be very positive."

When we discussed the role of the librarian and how children perceived me, Barbie said, "The kids see the librarian in a different role too. She doesn't just sit and read books and let you check them out. The library is more for coming to learn about reading. It's also learning about books instead of just checking them out."

Cheryl's response at the end of the interview summed it up when she said, "You've brought so much out of the kids. They have really enjoyed going (to the library)."

Summary
There were only two major issues which seemed to emerge within this category. Several of the comments
related to each other, but a few directly addressed a specific point.

This category, children’s attitudes toward the school librarian as perceived by the classroom teacher, was not specifically addressed in the questionnaire. This may assist in understanding the low number of responses garnered from the questionnaires.

In their interviews, Barbie and Cheryl both spoke about the positive attitudes the children in their classes had developed during the second semester about going to the library. Each teacher noticed a visible change in their students’ enthusiasm as children watched the clock or remembered what day they were to go to the library.

The responses from Barbie and Cheryl during the interviews conveyed they were receptive to children’s perceptions about the school librarian as well. Cheryl thought it was important for the children to view the librarian in the classroom as well as library. She felt this change in the environment for the school librarian helped the children to view the librarian as a teacher as well as to make the connections between the classroom and library. The librarian essentially was reinforcing classroom instruction.

Barbie’s comments illustrated that the children viewed the library as an extension of the classroom where they
could read and learn. Barbie thought the role of the librarian was enhanced by increased contact with the children and teacher.

**Perception of Classroom Teachers**

**Toward the School Librarian**

The change in children's perceptions toward the school librarian is essential. However, the teacher's perception of the school librarian is critical. Statements relating to teacher's perceptions were developed into a category. Not all perceptions had changed or were favorable. However, most teachers viewed the librarian in a more positive manner and envisioned the librarian's role extending beyond a resource person to that of a collaborator.

The major issues emerging in this category were: the dual role of the school librarian; school librarian in a teaching role; the perception of teachers about other librarians in the district; and perceived lack of change in the library by classroom teacher(s).

**Dual Role of the School Librarian**

In their responses to a question asked on the questionnaire regarding the role of the school librarian, four teachers indicated they perceive that many roles can
be assumed by the librarian. Several comments made focused on the role of the librarian as a resource person.

Margaret wrote about this resource role of the librarian, "I needed books about something, they were there right away. I just sort of used you to do the legwork, but you knew where to look and you knew what you had." Marcy went beyond this solitary role by commenting, "The librarian may assist in developing unit ideas. However, I see their primary role is in the instruction of students in how to use the library and develop awareness of materials available and how to access them." Ken also reflected on the librarian’s role extending beyond a resource person by writing, "The librarians were very helpful in both providing materials and doing direct instruction to my students."

On the questionnaire, Norma indicated her perception of the role of the school librarian when she wrote, "The librarian should keep the library well-organized and functional. She should help students and teachers find materials. The librarian should also share her special knowledge of books with the students and staff while encouraging reading."

During the final interview, it appeared Kristen still viewed the librarian primarily in a resource role. Kristen stated, "It makes it easier for the teacher because you’ve
got two people looking for resources rather than just one."
Kristen could also see beyond this resource role as
evidenced by her statement, "I see the librarian as a real
resource, but also as a team player. A team player with
the classroom teacher." This comment illustrated the dual
role librarians assume as they become involved in the
collaborative process.

The School Librarian in a Teaching Role

Two teachers who were interviewed perceived the
librarian as a teacher. Cheryl told me, "I don't think
librarians are always considered teachers and you are. Of
course, not all librarians are teachers." Kristen also
thought the librarian could be actively involved with
children by stating, "The librarian can be a teacher, too.
They can be reading stories or doing author studies." Even
though Kristen voiced these specific types of activities
which have often been considered those of the librarian,
she also placed the librarian within the context of her own
classroom curriculum. These were activities Kristen was
currently doing and ones we had done with her class in the
past as part of our transition from cooperative to
collaborative planning.
Teachers’ Perceptions of Other Librarians in the District

During the interview process, several teachers stated their opinions about other librarians in the school district. The questionnaire did not provide an opportunity to address this area.

Three teachers spoke candidly about librarians they had worked with in the district. Barbie told me, "There are a lot of librarians in this district that love to sit and read stories because they don’t want to do the extra work. They are just biding their time." We talked about this level of service as being one Barbie previously accepted, but now questioned.

This was Kristen’s first year as a classroom teacher, but she talked about other schools where she had observed and done her student teaching. She told me, "It’s different here because you try to help and you ask what we need and you’ll get it for us. At the other libraries I’ve been at and the ones I’ve used, they have their own activity planned and if I want to do something else, I get my own stuff. But here it’s what the teacher wants to do and the librarian will say, okay, this is what I can do for you." Kristen and I discussed how she had accepted a limited role of the librarian and was happy when she received the materials she needed. The librarian taking an
active part of the planning and teaching process was a new concept for Kristen. Kristen was hopeful that the following year she would find a position in a school where the librarian was willing to work with her on developing classroom units.

In the exit interview, Barbie talked about her reluctance in the past to work with librarians. She felt there were "... a lot of librarians who don’t like to work with the primary grades. It makes it difficult for me and I was scared to ask them to do anything because they were so mean to the kids. The kids needed to be little soldiers, be quiet and not say a word. It was be seen and not heard." Barbie and I discussed the experience of teaching first grade students as she knew I had taught primary grades for nine years. She was reassured early in the second semester when I had told her about my teaching experience. Later she said in the interview, "You really knew how to work with the primary grades and I felt very comfortable working with you. I never felt like I was stepping on your toes."

The collaboration with Cheryl and Barbie occurred during the second semester. This was due to my own misconceptions on their willingness to work with me. Cheryl stated, "I think my views have broadened a whole lot more of what a librarian should, or maybe I should say
could be doing rather than just checking out books and reading a story. I can do that. I think it’s opened my eyes a whole lot. It makes you wish everybody in the district were doing this (collaborating)." She was right in her perception that she was capable of reading stories to her own class as well as checking out books to her students. When Cheryl voiced her opinion by stating librarians could be doing more, she appeared to be viewing librarians beyond their traditional roles.

**Perceived Lack of Change in the Library**

by Classroom Teacher(s)

One teacher, Tom, who was interviewed, perceived the librarian’s role as remaining fairly stagnant. He said, "... The things you did for me, you didn’t do because of the power grant. You did them because you are a good librarian. That’s what you would have done if I had just asked you to do them. The power grant may have forced us not to have storytime, which allowed you to be free to do other things." Tom was not sure what the "other things" were, but he had a understanding that fewer storytimes were occurring in the library, which was accurate.

It appeared the perceptions changed during the school year for four of the five teachers interviewed. What was not recorded in the exit interview was a conversation with
Tom during the last week of school in which we discussed the year and the impact the Library Power grant had on library services. When I explained to him the collaboration with teachers that included teaching research strategies, but also those which focused on reading and discussing literature in various methods, he apologized to me for his negative comments during the interview. He thought reading to children had been excluded from the library program and the focus was entirely on research, which his special education students were limited in doing. Had this conversation taken place earlier in the school year, Tom's perception of the school librarian may have changed.

Summary

The questionnaire asked teachers to describe the role of the school librarian. Several teachers saw a limited role being played by the librarian that tended to be more traditional by providing resources and direct instruction in the utilization of the library and its' resources. Instilling a love of literature and reading in students was mentioned on the questionnaire but the comment did not go beyond this limited role of the school librarian.

The statements from the teachers who were interviewed regarding the school librarian as a teacher and team player
were highly significant to me. The teachers were very open in discussing how they previously viewed the librarian and how many school librarians in the district continue to provide a low level of service in providing weekly storytimes and book check out but nothing further.

Cheryl and Barbie were very positive in their opinions of the library. These opinions were powerful statements as the slow start in working with them came about because of my own lack of understanding and respect for their style of teaching. Kristen was making the transition of being a first year teacher and seemed, at times, somewhat overwhelmed by the whole experience.

Lack of communication and the unwillingness to change greatly affect the perceptions teachers have of school librarians. The experience of working with the five teachers interviewed at the end of the school year exhibited some of this range of perceptions.

**Grouping Students**

This category emerged as teachers being interviewed discussed the impact that grouping their students had on their classroom instruction. The questionnaire did not specifically asked for this information. Many of the teachers responding to the questionnaire frequently sent small groups of students to the library for center time,
book check-out or independent research. Most of the time, these activities were not cooperatively or collaboratively planned with Sarah or me.

When I began collaborating with Cheryl, Julie and Barbie, we attempted to group the students in order to provide more direct instruction in a small group setting.

Grouping students and having one or more of these groups out of the classroom at a given time proved to be an issue none of them had considered as we embarked on the collaborative process, but was one which had a direct impact on their teaching. The analysis of the transcripts of the exit interviews generated numerous comments related to grouping students together. These statements comprise this category.

Two issues related to the grouping of students: the impact on grouping student on classroom instruction; and grouping students in the school library.

**Impact of Grouping Students on Classroom Instruction**

When the first grade students in Julie's classroom came to the library in their small groups, they understood we had 45 minutes to work together. Sometimes children brought their books if they wanted to check-out new books, but generally Julie’s students came to the library at other
times during the week to exchange books. Very little of the scheduled instructional time in the library was spent on book exchange.

As Julie's students arrived, they went to the instructional room where they sat down. We were often doing research on various animals in preparation to write the text for a class book we were going to publish. The children and I would discuss what we had done last time and what we would work on today. We talked about the process of writing, illustrating and publishing a book. The children were aware of the reasons why the research needed to be essentially completed before the text could be written and the illustrations done.

I had approached Julie early in the first semester concerning the difficulty I had in reading and discussing a story with 29 children. The 20 minute storytime and 10 minute check-out period did not seem sufficient for a group this eager to experience literature. When Julie agreed to collaborate with me, I suggested dividing her class into three small groups which would come to the library on three different days of the week. What I did not discover until the final interview was Julie's difficulty in working with only part of her class. She told me, "At the beginning, I found it real difficult because I didn't know what to do with the other two-thirds of my class. But it worked and
now I just can't envision doing it the other way." Julie explained she realized this time could be used "... to work one-one-one with the kids for conferencing on what they are reading. It frees me up and lets me work with them a little bit more."

The unit we planned together collaboratively involved both of us working on some aspect of the unit at the same time. While I was working with one-third of Julie's students in the library, the other two-thirds of the class were in the classroom. Julie thought this provided the children with "... some structure. It's a time when they can make some choices. They have to make a choice. They just can't sit and do nothing. The children understand that now, but in the beginning it was real hard because they didn't understand that when the other kids were gone, they still had to do something." Julie looked for other ways to group her children in different situations such as working with cross-age helpers or reading buddies.

For Cheryl, rotating small groups of students in and out of her classroom also forced her with to find different ways to work with those students. Cheryl said, "I guess I am so used to having all the kids that when you wanted to have half or a third of them I thought, oh wow, is this going to work?" In order to make it work, Cheryl needed to restructure her classroom. She had to "... make sure I
had presented everything to the whole class. Then they would work as they came in, so it wasn't something that was a real time limit in here." In planning her instructional time, Cheryl stated, "... I had to rearrange my schedule to make sure it wasn't something I had needed to use the whole class and half of them were gone. But that was not a problem."

Cheryl spoke about working with the group of students she had remaining in the classroom. With many of the projects we collaborated on, writing was included. Cheryl felt this gave her an opportunity to work more with children on their own writing. She said, "If the children have had to do a lot of writing and editing, it takes me a long time to work with all of them. I don't ever get to work with ten of them while the other twenty are doing something else." Cheryl thought grouping the students worked "... really well." We would continue working in this way throughout the second semester.

When we discussed how children worked in smaller groups Cheryl told me, "I think they end up working a lot better when there's a fewer number. It seems like in here (classroom) it was even more relaxed because it was more like, well I know I have to do this and this and I have this period of time to do it." Cheryl again mentioned the aspect of children watching the clock to know when it was
their group's time to go to the library. She said, "Even though they were working, they were aware enough to be watching the clock to know when they went to the library." Cheryl thought this indicated the children were eager to go to library.

Class(es) Grouped in the Library

Barbie and I grouped her students in a different way. When Barbie and I began collaborating, she indicated this was something new for her and was not sure how it would work. We divided her class into two groups who were both in the library at the same time; Barbie's group working in the main part of the library and my group working with me in the instructional room. Barbie liked working with only two groups as she stated in her interview, "I like the way we just split the class in half instead of a lot of little groups. We could have done small groups for a week, but I notice the kids tend to burn out. I really like the way we did this. One shot in an hour. Half and half in just half an hour or 45 minute activities." In working with both groups in the library, the children were also able to observe the interaction between Barbie and me and we attempted to provide children with a connection between the library and classroom.
Barbie was reluctant to group her students during our initial planning sessions. In her final interview, Barbie now stated, "I think it (grouping) was very successful. I think by splitting the kids up and doing them in two different groups and having a common goal of what we wanted them to achieve and learn, it really helped them in coming to the library. It was a different environment because it seemed better this year than any other year in my class." Barbie also voiced that she "... couldn't think of doing this any other way next year."

Summary

It came as a surprise to me that grouping students was such a major issue for these teachers. All three teachers I collaborated with were initially reluctant to group their students and were concerned what they would do with the remaining students in their classroom. Once we began grouping them, they realized how valuable the time was for them and their students. Two of the teachers, Cheryl and Julie, indicated they were able to work with the children more on a one-to-one basis and provide direct instruction to small groups. All three teachers, Cheryl, Barbie and Julie, that I had collaborated with during the year indicated grouping their students was successful and they would continue to do this next year.
Teaching Library Skills

This category contained several comments from teachers interviewed as well as those completing the questionnaire. These comments focused on the change process of moving away from teaching library skills in isolation and the need for a school-based plan for integrating information seeking strategies into the curriculum.

Two issues, based on teacher's comments, emerged within this category. They were: the need for library resource instruction and independent use of the library versus skill instruction.

The Need for Library Resource Instruction

Marcy commented on the questionnaire, "The librarian should teach skills to my class in how to use the card catalog, encyclopedias and how to take notes for research. I would also like instruction in how to use the atlas and thesaurus." Norma also wrote that, "Library resource instruction is important to my third grade GATE students because they do a lot of research." Both teachers indicated the teaching of these skills was necessary but did not comment on the integration of the these skills into the curriculum.

Two teachers who were interviewed stated a need for the teaching of some aspect of library skills. One of
Kristen and I were not able to make the transition from cooperative to collaborative planning. One item that may have hindered that movement was Sarah's teaching of the skill based, Library Bureau of Investigation (LBI) lessons. Of the five teachers I interviewed, Kristen was the only one who experienced the LBI lessons. When I asked her about library skills she told me, "I think it's best for both (LBI and collaboration) because some kids learn holistically and some learn better if they get it one at a time." Kristen felt that some children needed direct instruction in order for them to learn a new skill.

Independent Use Versus Skill Instruction

Cheryl did not advocate teaching library skills, but indicated she wanted the children to know something about the use of the library. She said, "I'd like the kids to be able to know how to find a book easier and the basic card catalog. Since they are only second graders, they still should be able to look and have an idea of how to the a card and how the library is set up." Cheryl thought this understanding could result from either direct instruction of skills or integration of skills into appropriate units.
Summary

Teaching some aspect of library skills and resource instruction was an issue for a few teachers as indicated by the responses during the interview and on the questionnaire. However, these teachers still viewed children having an understanding of the library as a valuable skill. Kristen could see the advantages of teaching children skills in isolation as well as integrating this information into the curriculum. This concern of knowing how to use the library may have been due to Kristen teaching fifth and sixth grade students who are expected to do research in the library.

It is important for children to have strategies for locating books and accessing information. However, when teaching library skills in isolation rather than within the context of classroom curriculum, transfer of learning rarely occurs. Library skills, as we once viewed them, are being replaced by information seeking strategies. These strategies become part of every area of the curriculum as children search for ideas and concepts in response to their own inquiry. Through integrating the curriculum into the library, knowledge about and how to use the library will become part a the process of student learning.
Connections Made Between the Classroom and School Library

This category developed as teachers made comments about the connection between the classroom and library. Children appeared to be making connections when they spoke to their teachers about going to the library. Teachers perceived there was a connection between the library and classroom as they began integrating their curriculum through the collaborative process.

Those teachers who recognized the relationship between the classroom and library were those I felt I had successfully collaborated with during the school year. Cheryl, Julie and Barbie all spoke about the various units or activities we had worked on together and the connections the children made as evidenced by their comments. Their comments reflected two major issues related to collaborative planning. These issues were: the librarian as a teacher and the transfer of student learning from the library to the classroom.

Librarian as Teacher

Cheryl’s statements during the interview indicated the children recognized the teaching role of the librarian. Instruction was done by both of us in the writing process and other areas. In speaking about writing, Cheryl said,
"We've done a lot of writing in the classroom, but now they're getting writing from somebody else and that's fun." Teaching similar strategies was not only fun but also reinforcing as Cheryl indicated by saying, "When you came in when we were teaching the whale unit, you went over how to find information. I had done the same thing previously, but I think it's different when it comes from somebody else." It was hearing the same information, presented in different ways which Cheryl thought was helpful to her students.

There were several activities Cheryl had her students do in previous years. One unit she always studied focused on night animals. Within this unit, she selected an owl and had the children contribute to a bulletin board that said, "Who Are You?" This year, "... when we studied night animals with the owl and the who are you theme, we had done timeline banners and stuff like that. I have never had them do an autobiography type thing before even though it's in the same realm. It was different and that was fun to see how things are tied in with each other." This collaboration of having the children write their autobiographies lasted until the end of the school year with children being able to continue writing and adding to their book.
Transfer of Student Learning

Barbie was very enthused with the connections she saw her children making between the classroom and library. She said they were able to "... compare books when I read them. They say, 'Oh, remember that book and this was a little different because of.'..." Barbie also said the children knew "... fairy tales and they know tall tales and the differences." In discussing these differences, children connected those learning activities done in the library to those in the classroom. These connections continued to increase for Barbie's students during the second semester.

There were connections for Barbie as well as she realized the impact of collaboration. As we worked together on researching dinosaurs in order for children to create a riddle book, Barbie was surprised how well the children were able to transfer their learning from the library to the classroom and back again. She said, "Like with the dinosaurs and learning the dinosaur names. It was just amazing the difference in the years past that it was just routine, but this year the names really stuck with them." Barbie also saw her students looking for books and information that pertained to classroom units. They were no longer looking for books just for recreational reading, but also for information.
Julie also talked about the connections the children were making between the classroom and library. She told me, "I've always brought in books from the library, but I see children more motivated to do this sort of thing (research). I think it's because they are getting it in the library also and so it's kind of like this extra reinforcement." One of the connections the children demonstrated was in the area of doing their own research. Julie said, "They've gotten into this thing where they really want to do research on things. They are looking in the book and you can see they are developing these techniques of looking for information even though they can't read, but they can look at the pictures and they are so motivated. They want me to read the book to them which is probably just what you are doing in the library." As we talked more about the research process, Julie stated, "They (students) are really motivated this time. They seem to understand the purpose of it." She told me everything seemed to be "... pulling together and they are really doing well with it."

As we discussed our final collaborative project, research on desert animals, Julie said, "They have taken their animals so seriously this time. They have been drawing it and painting it and this goes along with what they are doing in the library." Julie also made comments
about the children cooperating with each other. She explained an incident where, "... somebody was looking for an animals and the kids were all saying, 'here's a picture, here's a picture.' So that is really neat. I really like what went on." Julie told me she had not experienced this with her class in the past.

One of Julie's statements during the interview emphasized the importance of integrating the classroom curriculum into the library. She said, "The kids are the ones that are the real winners in this thing because it really does pull everything together that we're doing in the classroom. You're working on the same unit, you're working on the same goals and objectives. Both of us are working on the same things. There are things you're doing in the library that are things I can't really do in the classroom because I don't have the resources for it." It was so important for both the children and the teachers to see the connection between the classroom and the library.

Summary

The teachers responding to the questionnaire indicated a need to integrate library instruction with classroom curriculum. However, teachers appeared unable to understand how this might occur because of being involved more in a cooperative rather than collaborative process.
Children's understandings of the connection between the classroom curriculum and learning in the library was very significant in reinforcing the collaborative process for teachers who were interviewed. These connections provided confirmation to the teachers that this was working. They were encouraged by what the children were doing and what they were producing.

Cheryl also commented on children viewing the librarian in a teaching role. This assisted her students in realizing Cheryl and I were both teachers working together to provide instruction. When Julie said the kids were the "real winners" she demonstrated through her comment why collaboration is essential to successful learning and teaching in the elementary school.

The Collaborative Process

The placement of this category at the end of the chapter is significant as it reaffirms what teachers have stated in the questionnaires and exit interviews about why teachers and librarians need to collaborate. The shared responsibility by classroom teachers and the school librarian in the planning, teaching and evaluation of classroom units was of primary importance during this research study and was commented on by most of the teachers.
Several issues relating to the collaborative process emerged in the questionnaires and final interviews. These issues were: teachers' perceptions of the collaborative planning process; integration of the library into classroom curriculum; the need for administrative support; and the emerging role of the school librarian.

Perceptions of the Collaborative Planning Process

Jessica stated in a response on her questionnaire, "I like collaborative planning but it does take an effort on both parts. Any time two people who don't know each other really well first do things together, it's a bigger effort." Ken wrote, "The collaborative process went well, but I was not prepared for the students to spend as much time as they did doing research." He also commented, "It has provided many opportunities for students that they would not have normally been able to have." Lori stated on her questionnaire, "I have not done much collaborative work with the librarian except for our study on Korea. This was a successful unit." Margaret also wrote that, "we haven't used it to the fullest and we haven't explored all the possibilities."

Some of the most powerful statements in the analysis of the interviews focused on the collaborative process. The three teachers who collaborated with me responded
favorably when asked how they felt about collaboration. Tom also believed there were positive aspects to this process, but he talked about it objectively rather than from personal experience during the school year.

In our discussion during the interview about collaborative planning, Barbie said, "I always felt that we had teamwork and I think that's a vital part in making this a success. If you don't have teamwork and you don't do it together and I'm worried about stepping on your toes, then it won't flow like it did. It was really, really successful." This teamwork aspect also made Barbie state, "We were both very creative." When I asked Barbie what we should have changed in relation to collaborative planning she said, "I don't see anything to improve except maybe more cooperation on my part to plan better."

Integration of the Library into Classroom Curriculum

On the questionnaire, Brenda indicated collaborative planning is essential in integrating the curriculum into the library program. She wrote, "Collaborative planning could have a key role in implementing curriculum goals. I look to the future to see more of this." Jessica also commented on the need to integrate the classroom curriculum into the library. She responded on the questionnaire, "I would have liked the librarian to have been more involved."
She was great at finding me any and all materials available to use with my curriculum. However, I think the stories she read at library time could have been more tied in with the curriculum."

Planning for time in the library was a key consideration for many teachers, including Barbie. Her scheduled time had occurred on Friday afternoon right after lunch and before chorus. We contrasted how she previously used her library time before we began to collaborate and how she incorporated this time into the teaching of her classroom curriculum. She told me, "Now the time is productive. I get more done because I’m killing two birds with one stone. Before I would go back to the room and rush, rush, rush to do the project that I wanted to do with the whole class. Now I can do that project slowly with half the class as you’re doing a comparable project with the other half. Now I feel this time is very beneficial." Through the collaborative process, Barbie was able to integrate her classroom curriculum into the library program. This had not happened in the past.

Cheryl thought an important aspect of collaboration was the movement we had with kids receiving instruction in the classroom and in the library. She thought the change in instructional techniques and environment was essential. She also thought, "... We worked really well together."
As far as doing things differently, we did different kinds of things such as you coming into the classroom or the kids going to the library." Charyl did not feel this would have occurred without collaboration.

The Need for Administrative Support

When Tom spoke about collaboration, he viewed it from a different perspective than the other teachers interviewed. He felt an important component was the role of the administrator. Tom said, "You need the administrator's support. Without his support the things you want to do will never be realized because the teachers need to hear the principal stating his support of the library program." Tom felt collaborative planning and flexible scheduling would not be met with success without explicit support from the principal.

Tom also believed the process to move toward collaboration will not be accomplished in a short period of time. He told me, "It's going to take some time. One year doesn't do it and I think we should commit ourselves for a long period of time to implement collaborative planning." Tom also stated his viewpoint of the role of the librarian in the collaborative process. He felt the "librarian's job is going to be recruiting people. . . ." Tom and I
discussed the fact that the librarian has to "aggressively pursue" teachers to bring them into the process.

The Emerging Role of the School Librarian

Cheryl and I talked about my approaching her and suggesting we work together. She told me that at first she was not sure what I would think about her as a teacher. Cheryl said, "A lot of time when another teacher approaches you about what you’re doing, you think, ‘Oh what happens if they don’t think I’m any good?’ Depending on how you approached us, that is how it could have made us feel, either pro or con. And I think you have a very non-threatening way about it that made it easy to do." This was an interesting comment, because I had not considered myself threatening and certainly was not going to "judge" Cheryl and her teaching.

Julie and I began the collaborative process early in the school year, so her comments reflected working together over a longer period of time. In the final interview, Julie discussed this aspect by saying, "At the beginning, I think they (children) were stumbling a little bit and it didn’t go quite as smoothly, but I think it’s going much smoother now." Julie talked about not only the children "stumbling" but herself when she said, "It was kind of
rough for me at the beginning because I've never done this before. But I like it now. I think it just takes time."

When I initially approached Julie early in the first semester about collaboration, she seemed enthusiastic. Now she told me, "I was real leery because it was something new, but I'm usually open to try a new thing and if it doesn't work, then oh well, it doesn't work." I knew Julie was not sure of how we would integrate her classroom curriculum into the library, but I did not realize she was so skeptical. One of the reasons why she was not sure if this would work because "... you just never know. I've never done this before."

At the end of the school year, it was important to know how Julie viewed the collaborative process. She said, "... I can't envision not doing this again because I'm trying to think, how would I get all this done because it would be hard to do all that we've done in a total class setting." When Julie told me, "I really like this now. I'm sold on it," it confirmed my belief in the collaboration between teachers and librarians.

When I asked Julie what she would have changed she said, "I don't see anything I really would have changed this year. Maybe next year, if I did this more, then maybe I'd find something that I would do differently, but right now there's a real synthesis going on." This synthesis in
pulling everything together with the classroom and library was vital in this collaborative process.

Through collaboration, Barbie saw me beyond the role of reading stories. She said, "The librarian is doing more than just reading a book, she’s teaching my kids and she’s teaching them about reading and language arts. It’s so much fuller especially incorporating the books and the writing." Whether or not this would have occurred without the Library Power grant cannot be determined, but Tom felt the grant had a direct impact on library instruction. He told me, "The Library Power grant is not just funds. It’s also a way to change the vision of the use of the library."

Summary

The teachers who responded to the questionnaires or were interviewed spoke in a positive manner about the collaborative process. Many teachers wrote they viewed collaboration positively, but some felt that they did not know how to integrate it into their classroom instruction or were still not clear about how the collaborative process worked.

In the interview, Tom felt we still had a long time to go and that for collaboration to successfully occur between classroom teachers and the school librarians would involve explicit support for the principal and a librarian who is
willing to encourage teachers to embark on the collaborative process.

My own beliefs in collaboration limited me from anticipating skepticism or reluctance on the part of classroom teachers. When I discovered all of the teachers with whom I felt I had successfully collaborated were not sure if we would continue after our first experience, I was somewhat dismayed. Julie was certainly willing to continue working together until we got it right, but I also knew that change is a slow process and may take years.

Cheryl, Barbie and Julie viewed our collaboration as successful. They were in agreement that working together enhanced their teaching and students' learning. None of them wanted to return to a traditional library program. They were now advocates of collaboration between classroom teachers and the school librarian.

Chapter Summary

In the data analysis, categories were developed which focused on issues related to flexible scheduling and collaboratively planning. The two data sources which were analyzed were the questionnaires, completed by 11 of 14 teachers who received them, and the final interviews of five teachers.
The categories which emerged from written and oral responses of the teachers described the broader context of the school library program during the school year. Many issues such as classroom management, weekly book exchange and the need for library resources instruction, were based on the traditional role of the school librarian. Those teachers who were able to go beyond this level spoke and wrote about the librarian extending her responsibilities beyond the library and into the classroom. Integrating the curriculum into the library was a positive experience for the teachers.

During the school year, children's and teachers' perceptions about the school library and librarian changed. The collaborative process for three teachers became significant. This process affected classroom instruction, how students were grouped and the connections students began to see between the library and classroom. For these three teachers, the transfer of learning on the part of their students was an unexpected outcome from collaboration.
CHAPTER 7
DISCUSSION OF FINDINGS AND IMPLICATIONS

The process of change as teachers and librarians implemented flexible scheduling and collaborative planning under the auspices of a Library Power grant provided a contrast to the various perceptions teachers held regarding the role of the school librarian. The theoretical beliefs held by both teachers and librarians in relation to their role within the school context was also examined within the framework of the study. As Fullan (1991) argues, it is the action of the individuals that count. The quality of working relationships among teachers (and librarians) is strongly related to implementation (p. 77). This study sought to provide an insight into these relationships.

The following sections will summarize the purpose, procedure and findings of the study. The next sections will then focus on the implications of this investigation and suggestions for further research.

Purpose of the Study

The present study was designed to explore and examine the role of the school librarian within a school context. Teachers' views of the role of the school librarian as well
as the implementation of flexible scheduling and collaborative planning were the major focus of the study.

The data collection was guided by four questions: (1) How is the librarian viewed within the school context and how does that perception change during the school year?, (2) How does the school librarian implement cooperative planning?, (3) How much collaboration between the school librarian(s) and classroom teachers will occur in the teaching of planned units of instruction within the school?, and (4) What is the effect of teachers and students in facilitating a flexible schedule? These four questions seemed to reflect the current trends in education and library science relating to the school librarian.

During data analysis, new questions began to emerge. These questions were: (1) What are teachers' perceptions of the role of the school librarian as indicated by responses and actions?, (2) What are the changes in teachers' perceptions about the role of the school librarian over the course of a school year?, and (3) What are teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning? These questions reflect the change or lack or change which occurred during the school year.
**Procedures**

To document the practical and theoretical changes which occurred for the teachers at Longview Elementary during a year long study, a case study method of investigation was selected. The process involved in implementing flexible scheduling and collaborative planning as well as teachers' perceptions of the school librarian were the focus of the study.

Data was collected through primary sources which included initial interviews, exit interviews and questionnaires. Secondary sources involved audiotaping of planning sessions, field notes, the librarians' weekly plan book, a monthly calendar and the collection of student work. The data collection period began in October and concluded at the end of April. Exit interviews were conducted and questionnaires distributed during the first two weeks in May.

The process used to determine categories was constant comparative analysis which involved examining the transcripts from the interviews and the responses made on the questionnaires until meaningful patterns and/or clusters began to emerge. These patterns then became categories. Comments were placed on index cards and sorted according to categories. Issues within these categories emerged and were discussed.
Findings

The three questions which emerged during data analysis will be used in organizing the discussion of the results of this study. These questions were: (1) what are teachers' perceptions of the role of the school librarian as indicated by responses and actions?, (2) What were the changes in teachers' perceptions during the school year, and (3) What were teachers' issues and concerns about the implementation of flexible scheduling and collaborative planning? Each question will be discussed as they relate to the chapter in which the findings emerged.

What Are Teachers' Perceptions of the Role of the School Librarian as Indicated by Their Responses and Actions?

The results of this study suggest the role of the school librarian is perceived differently by classroom teachers within the school context. Fullan (1991) states that, "Collegiality, open communication, trust, support . . . are closely interrelated" (p. 77). This was found to be true as teachers' perceptions about the role of the school librarian changed or did not change during the school year. The two librarians, Sarah and myself, also experienced changes in how we viewed our own roles as well as each other’s role. The point should also be made that
change takes time. Fullan argues that significant change in the form of implementing specific innovations can be expected to take a minimum of two or three years and institutional reforms can take five or more years. Persistence is a critical attribute of successful change (p. 106).

The data analysis in Chapter 4 indicated the majority of teachers at Longview considered the librarian as a resource person as evidenced by the teachers' actions. Scheduled or unscheduled weekly book exchange visits were made by several teachers. Most of the teachers requested books and materials to use in their classrooms. Some teachers asked that specific library skills be taught to their students out of context of the classroom curriculum. Those teachers who viewed the librarian in a resource role did not schedule cooperative or collaborative planning time which resulted in little to no communication with us.

A few comments made by teachers during the interview and on questionnaires referred directly to the librarian as a resource person. These teachers felt the librarian had a vast knowledge of the resources that were available. No mention was made of librarians having knowledge in how to use these resources. Grace stated that she did not view the librarian as a teacher. She felt the librarian's role was to keep the library well organized and functional.
There were several teachers who cooperatively planned with the one of the librarians. Sarah appeared to be more comfortable in working with teachers in this manner as well as in providing resources. Teachers appeared pleased by our willingness to schedule time to plan with them. We listened to proposed plans of instruction and suggested ideas for ways the library could support or extend student learning. Sarah and I also provided instruction and resources following the planning sessions, especially in the area of student research.

A few teachers cooperated with us and wanted to increase this cooperation. It seemed that Kristen would be willing to make the transition from cooperative to collaborative planning. Other teachers also expressed their interest and asked questions during the school year about collaborative planning. In time, these teachers may be willing to work with us cooperatively or collaboratively.

Three of the teachers at Longview viewed the librarian as a collaborator. These teachers planned lessons and units with me several times. Julie also assisted in locating materials we could both use in teaching the planned activity. Frequent communication existed between the teachers and me with students often becoming a part of the decision-making process. The teachers believed their
students benefitted from this interaction between teacher and librarian.

**What Were the Changes in Teachers' Perceptions During the School Year?**

During the school year, most teachers changed their perceptions of the school librarian. Even though several of these teachers may not have utilized the librarian differently, their actions and statements reflected their awareness of the increased capabilities and role of the librarian. Part of the change for many teachers was in becoming aware that the librarian could be responsible for more than reading a story to children and supervising book exchange. As librarians, we were beginning to be viewed as teachers who were competent in planning and instructing parts of units of instruction in various curricular areas.

Several teachers shifted from viewing the librarian as a resource person to that of cooperating with the librarian. A few teachers also stopped cooperating with us and began viewing Sarah and me as resources. Marcy even began teaching library skills to her own students. It appeared the largest change between categories was between in viewing the librarian in a resource role and cooperatively planning with the school librarian.
For the three teachers who collaborated with me as well as several who cooperated with Sarah or me, the change in students' use and perception became a key to a change in their own perceptions. When students voiced their thoughts about the role of the library, they either confirmed or changed how the teacher felt. As Fullan (1991) states, adults often think of students as the potential beneficiaries of change. However, students often get lost in the shuffle. A few teachers observed students not utilizing the school library which may have confirmed the teacher's belief that the implementation of flexible scheduling and collaborative planning was having a negative impact on student use of the library. Many of these teachers were unable to observe the use being made of the library by students in classes, small groups and as individuals. These students were voicing their positive attitudes in relation to the library to the teachers. The students' perception of the school librarian was also changing.

The same three teachers also felt their own teaching was enhanced by the new ideas and strategies for student learning which were presented during collaborative planning sessions. These teachers perceived the school librarian as a collaborator and indicated they would continue with this collaboration in the future. Two of the teachers began the
collaborative process with me late in the school year which was due to misconceptions I held regarding the teachers and their willingness to work with me. I had presented the obstacle and not until I interviewed both teachers did I realize that both teachers were enthused about planning and implementing units of instruction with the school librarian.

What Are Teachers' Issues and Concerns about the Implementation of Flexible Scheduling and Collaborative Planning?

The term "flexible schedule" has often been used to indicate that students have access to the library throughout the school day. For many librarians, this term has been synonymous with open access. It is impossible for a flexible schedule to occur without cooperative or collaborative planning. If teachers are not scheduled on a weekly basis, they create a schedule by meeting with the librarian and discussing the needs of the teachers and students. To schedule a class without communication between librarian and teacher defeats the idea of a flexible schedule.

Several issues and concerns were raised during the implementation of flexible scheduling and collaborative planning. Some teachers had not previously grouped their
students for library use and had to adjust to working with small groups while other students were out of the classroom. This issue was later resolved, but not without the teacher having to make some changes in classroom instruction. Another issue was that of teaching library skills. Many teachers still viewed the library in a traditional role and believed students needed to be formally instructed in how to locate books and materials using the card catalog. If the librarians would not teach these skills, the teachers did.

Teachers were concerned about the time needed to plan with Sarah or me. Planning time was limited to before school, after school or during lunch. Some teachers may have avoided cooperating or collaborating with us due to the lack of time they had to plan. Over a period of time, planning with the same teachers took less time and actually increased our communication and collaborative efforts.

In the final interviews, teachers suggested keeping some scheduled and unscheduled time. These responses generally came from those teachers who seemed reluctant to schedule a planning time with Sarah and me. Teachers who were cooperatively or collaboratively planning with us did not indicate a weekly scheduled time as a priority.

Unfortunately, several teachers used the flexible schedule in the library to send students for free or reward
time, center time or as a time out place for inappropriate student behavior. These uses were not discussed with Sarah or me and attempts to discontinue such inappropriate uses were not successful. This became an issue for us rather than for the classroom teachers.

**Implications**

The findings from this study are drawn from the relationships of the teachers and librarians described in the specific context described in this research report. Readers can take this information, look for similarities in context and apply the findings and implications of the study to make their own connections. This study provides a description of the perceptions of classroom teachers toward the school librarian as well as the different issues and concerns that arise when implementing a flexible schedule and collaborative planning. There are several implications which are derived from this study and will be described in this section.

**Professional Education for School Librarians**

All 50 states require a school librarian to be certified. This includes certification as a classroom teacher as well as a school librarian. However, many librarians who are certified have not taught in a classroom
and may have completed their student teaching or professional experience in the school library. A combination of both experiences would be beneficial. For example, it seemed Sarah was not comfortable in a classroom because she had never taught in that setting. This seems to be true for many librarians I have encountered in the field. There are some librarians who have been fortunate to have done their professional experience with a school librarian who was knowledgeable about curriculum and able to work successfully with teachers in planning and implementing units of instruction for students.

Some library science programs do not require the student to do an internship in a school library at all during their educational program. This seems to be particularly true at the master's level. Many classroom teachers obtaining certification as a school librarian complete a minimum requirement of courses which generally does not include participating in a professional experience. The minimum number of courses or units to be completed is usually five or six and focus on cataloging, reference work, and collection development as well as children's literature, school library administration and some additional courses in media and technology.

In examining the courses required for school library certification, it appears most focus on the theory of
children's literature, rather than practical uses of books with children in a school library. More attention needs to be focused on the content of the courses while attempting to bridge the gap between library science and education.

School districts across the nation are facing difficult times in relation to reductions in the budget. When budget cuts need to be made, school boards and the administration often look to the schools to see who or what is expendable. Many times, this has been the school librarian. When the librarian is viewed as a clerk for checking out books or only as a story reader, the administration will often ask for volunteers and parents to fulfill these tasks. As a support person and collaborator within the school, the school librarian would not be seen as expendable, but rather as an integral part of the educational process.

Additional courses need to be developed in schools of library science which focus on using children's literature with students, developing curriculum, and working cooperatively and collaboratively with classroom teachers. Prospective school librarians need to become more aware of their role in the elementary or secondary school in order that they been viewed as a valuable and necessary member of the faculty.
Teacher Education

Most teachers in the study were unaware of the role of the school librarian. This was evident for those teachers who have been in the classroom for a number of years as well as for Kristen, the first year teacher. During their teacher education, teachers indicated there was no discussion of the role of the school librarian. Most teachers in the study viewed the role as a traditional one that they had experienced during their own elementary or secondary education.

The current trends in education indicate there is a move toward literature-based reading approaches and whole language. The librarian has long been viewed as the literature expert in the school. However, instead of teachers only requesting books and materials for use in the classroom it would be helpful for teachers to view the librarian as a curriculum specialist as well. If teachers were to understand the school librarian could be a collaborator with them in the teaching process, this may provide the support many teachers, especially new teachers, need in literature-based programs.

It is understood that not all school districts value having a certified librarian in the school. However, the information provided to students during teacher education as to the role of the school librarian may assist in
educating administrators on the importance of having a librarian in their school. If teachers understand the role, they will in turn value having a librarian in their school and will work effectively with that individual. Stoddart and Gomez' (1990) research shows that the personal beliefs and perspectives of student teachers in both traditional and alternative certification programs have a powerful influence on how they go about teaching. Fullan (1991) argues that personal beliefs are a critical part of teacher education that has been neglected both in the design of programs and in research on how teachers develop (p. 297). The implications of this study in regard to teacher education and personal beliefs would indicate that the role of the school librarian be included in the teacher education program.

A possibility to assist in teachers and librarians to understand each other's roles would be to provide courses which are required of both. I think prospective school librarians should be coming from departments within education rather than library science. A librarian is a teacher and should have similar educational experiences as classroom teachers. This would also provide an opportunity for dialogue to be generated before teachers and librarians begin teaching.
Professional Development

In implementing collaborative planning and flexible scheduling, the teachers, librarians, and administrators need to be aware of the changes which will occur. There also needs to be an understanding of the role of the school librarian and how to successfully cooperate and collaborate with him/her. This can be accomplished in part through professional development.

Many times teachers face what Fullan (1991) refers to as "imposed change." All change whether voluntary or imposed involves loss, anxiety and struggle. When teachers are instructed to implement a specific textbook or curriculum, for example, without the knowledge or instruction in how to accomplish this change, the anxiety level escalates.

In implementing the Library Power grant at Longview Elementary, there was only one workshop which involved the entire faculty. This workshop was held on a Thursday evening after a faculty barbecue. The teachers were tired and viewed their attendance as mandatory. The conditions were not conducive to providing a productive and meaningful experience for the teachers or librarians. After the workshop, teachers were still confused as to what flexible scheduling and collaboration meant as well as how to implement it. The lack of communication and guidance
directly impacted several teachers by making them reluctant to become involved. As Fullan has stated, "Change is a process, not an event" (p. 130).

Professional development assists in the role of ownership. Fullan states that ownership of something new is tantamount to real change, but that ownership is not acquired that easily. Ownership in the sense of clarity, skill, and commitment is a progressive process. True ownership is not something that occurs magically at the beginning, but rather is something that comes at the end of a successful change process (p. 92). Through professional development, teachers and librarians can learn about the process together and thus may gain ownership.

Professional development needs to be provided on a variety of topics. Teachers and librarians should have an opportunity to participate in professional development activities which focus on flexible scheduling and collaborative planning. One workshop is not enough. There needs to be numerous follow-up workshops to provide teachers and librarians to discuss implementation during the process. Too often, professional development consists of, "one shot" workshops after which teachers and librarians are expected to apply their knowledge and understanding. For most teachers and librarians, this
means going back to doing things they way they always have. Change in practice may not have occurred.

In schools where whole language or literature-based reading is being adopted, additional professional development workshops also need to be conducted. The librarian is often considered the literature expert of the school and can assist in conducting such a workshop. Many times teachers will continue to use the same books for read aloud as they have in the past because they have not had time to seek out new books. The librarian can work with teachers in acquainting them with new books.

Another type of professional development is the study group experience. Study groups can provide a social context for participants to take a step back from their own practices and beliefs. In this supportive environment, teachers, administrators and librarians begin to critique their practice and beliefs about school and learning by using knowledge gained through the study group process and other resources (Short, 1993). In relation to this research, a study group could provide an opportunity for librarians and/or school faculties to come together and discuss issues and concerns connected to implementing a flexible schedule and collaborative planning. The dialogue that is created within a study group can facilitate the implementation process. Short states that, "Until
educators are given the time and opportunity to examine their assumptions about teaching and learning, major obstacles will continue to impede the implementation of instructional innovations."

I believe that teachers and librarians need support in implementing any type of change within the school. Professional development activities can assist in providing this support.

**Teacher and Librarian Beliefs**

Throughout the study, it became clear that both teachers and librarians held certain beliefs and assumptions relating to classroom instruction and the role of the school librarian. Sometimes these beliefs or assumptions changed, while at other times the teacher or librarian held fast to their beliefs. In many ways, these beliefs affected cooperative and collaborative planning.

When I began this study, I believed that teachers were receptive to working with Sarah or me. Later, I realized that several teachers did not view librarians as teachers, but rather as resources. I had to recognize that my beliefs were not the same beliefs held by all teachers. I also discovered that my beliefs were also not those held by Sarah in relation to implementing flexible scheduling and collaborative planning.
Research has focused on teachers' theories and beliefs as well as their "practical knowledge." Carter (1990) defines practical knowledge as, "... the knowledge teachers have of classroom situations and the practical dilemmas they face in carrying out purposeful action in these settings" (p. 299). Teachers and librarians possess practical knowledge about the classroom and library as well as the students in these settings. How teachers and librarians construct and order their own knowledge in relation to the school environments and each other is an implication of this study.

Teacher beliefs as well as practical knowledge play a role in the change process. Several teachers at Longview viewed the operation of the classroom in specific ways. Their own knowledge was not that of being either a team teacher or collaborator. Teachers such as Grace recognized her own beliefs and indicated this was how she viewed my role as a school librarian and her role as the classroom teacher. She had very specific ideas about how each was to function in the school environment.

Other teachers such as Cheryl, Barbie and Julie willing to look and their own teaching and determine if working with me cooperatively or collaboratively would enhance that teaching as well as student learning. All
three teachers wanted to increase their own practical knowledge about the school environment.

In order for change to occur, it may be necessary for teacher beliefs to also change. This may be a slow process. My own belief that all teachers and librarians would embrace the idea of collaboration had to be altered somewhat. I still believe establishing a collaborative learning environment for students is positive, but now I must recognize that this is not a universal thought or belief.

Collaboration and Isolation

True collaborative cultures, according to Hargreaves (1991), are "deep, personal and enduring." Hargreaves states, "They are not begun only for a specific project or event. Cultures of collaboration are constitutive of and absolutely central to, teachers' daily work" (p. 14). In regard to the Library Power grant, it was hoped that the teachers would see collaboration and flexible scheduling as a change in how the school librarian would work with teachers. This change would continue and the library would not resort back to a fixed schedule. In part, some of the teachers viewed the implementation of the grant as a temporary event which they would endure until it passed.
Not all of the teachers viewed the implementation of flexible scheduling and collaborative planning as ongoing. Fullan (1991) argues that we cannot assume that autonomy is bad and collaboration is good. Some teachers are not comfortable collaborating and for many it means the lost of time and energy that are required to meet immediate instructional demands (p. 136). Autonomy and collaboration need to be placed in a perspective conducive to assessing the conditions under which each might be appropriate.

In examining the changes teachers face in the areas of curriculum adoption and implementation as well as changes in the school structure, it is understandable why many teachers are reluctant to embrace the changes which are being imposed. There have been many ideas and concepts introduced into elementary schools over the past decades that are no longer in existence. Many teachers will try to wait out the changes, believing many of them are temporary. Collaboration may also be considered one of these temporary changes, especially in regard to school libraries. The idea that some teachers view change as ephemeral as well as the realization that not all teachers are comfortable working collaboratively and may view isolation as a way to get things done needs to be recognized. This study provided implications for both perspectives.
During the study, I had to develop my own definition for collaboration. When I began, I viewed collaboration as working together. It quickly became apparent that I was cooperating with teachers rather than collaborating. In working with Julie in planning, implementing and evaluating lessons and units we realized the difference. It went beyond just communicating with each other to discussing all aspects of own collaborative venture. We both took responsibility for student learning as well as establishing trust and respect for each other. Collaborating with Julie, Cheryl and Barbie became a valuable experience for me.

The term collaboration is being used to a great extent. It seems to be the current "buzz word" in education and business. Everyone is collaborating, or are they. What is the meaning of this term and is it losing its' impact from frequent overuse? Cooperation and collaboration should not be used synonymously. They are two separate and distinct terms which explain more than a way of doing things. Collaboration represents shared responsibility and ownership of the educational process. It also promotes an environment of "thinking with" rather than "working with" (Short, 1993) for teachers, librarian and students.
Skills Versus Strategies

As librarians were hired for elementary schools, it seemed only logical they would teach students how to use the library. This resulted in the teaching of library skills such as using the card catalog or accessing reference materials such as the dictionary or encyclopedia. These skills were often taught in isolation and out of the context of the curriculum.

Under the influence of Haycock (1990), the term library skills was replaced by the concept of information skills. Information skills differed in that instead of learning how to use the card catalog, students would learn how to record, analyze, access and evaluate information. These skills were to be generated from the curriculum and integrated into the teaching of research skills such as note taking. The term skills was still used to describe what students were to learn.

I have began to look at the term "skills" differently. Skills usually require drill and practice and are isolated from real life tasks. Often, there is little transfer of the skill to the learning taking place in the classroom or library. I recall my experience as a librarian in Connecticut when after teaching a card catalog lesson, the student returned five minutes later and asked for assistance in locating a book. This moment was when the
student needed to know how to use the card catalog instead of five minutes earlier.

In looking at the differences between "strategies" and "skills", Duffy and Roehler (1987) indicate that strategies are plans that readers use flexibly and adaptively, depending on the situation. The student uses thoughtful reasoning and there may be different responses with new situations. Most importantly, there is transfer to similar tasks. Goodman and Burke (1978) indicate that comprehension strategies develop as pupils select and sample from available cues. Students draw inferences, make predictions, monitor their reading in terms of whether it makes sense, and self-correct when necessary. These strategies provide implications for the library as well.

Students need to develop strategies for accessing books and information in the classroom and library. Students will often become frustrated when the first source they consult does not contain the information they need. Librarians and teachers can assist students in developing strategies and provide real experiences to use these strategies. Strategies that can be used in the classroom and library will assist students in viewing learning as a related whole.

The strategies students learn should generate from the classroom curriculum rather than a separate library
curriculum. If the school librarian is to provide curriculum support, it does not make sense that the library have its own curriculum. Strategies for focusing on information to be gathered can be accomplished through webbing, brainstorming, or other questioning strategies. Students often learn strategies for locating information by creating and using indexes, table of contents, title pages, and copyright pages. In working with students to locate and access information, strategies can be incorporate in the lessons or units be taught in the classroom or library through a cooperative or collaborative process.

Library as a Research Center

One of the reasons Tom gave for not utilizing the library during the second semester was his perception that the library was to be used primarily for research. If his special education students could not do research, he could not be involved in the cooperative or collaborative planning process. Unfortunately, Tom may not have been the only teacher at Longview to assume that students were doing primarily research in the library. This belief may have limited other teachers use of the library.

Libraries have long been known as the research center of the school or community. Often the research is done using reference materials rather than fiction or nonfiction
books. It seems that if the librarian is not reading a story to young children, then she is not using the literature. It then becomes the teachers' responsibility to provide literature activities and experiences in the classroom.

The term of research has varying definitions. Usually, students come to the library to do problem solving activities. The teacher has given them a task, such as writing a report, and the student must now find information to write that report. Instead of focusing on research, students should have an opportunity to do some problem posing as well. As students engage in the inquiry process, questions arise which pique students' interest and motivation to locate information rather than answers.

Research Methodology Used in Studies Focusing on School Libraries

Numerous studies related to school libraries that have been cited in the review of related literature as well as throughout this document have utilized a survey methodology. Questionnaires have been sent to school librarians in specific states or throughout the nation to determine usage of the library such as fixed or flexible scheduling. These studies have provided numbers in relation to school population and library collection size.
They have also produced written responses to questions asked on the survey. The data has been given, but the "why" aspect is missing. The survey methodology is used quite frequently in the field of library science. In an earlier study, I also sent out surveys to teachers and librarians but was faced with my own interpretations of the responses and was unable to understand why some teachers and librarians had responded certain ways to questions asked. Follow-up interviews assist in providing this needed information and interpretation. However, unless the survey was distributed to a small number of individuals in a relatively close geographic region, follow-up interviews may not be possible.

Research which focuses on school libraries and utilizes qualitative methods are just beginning to be published. These studies begin to assist educators and professional librarians in discovering "why." The changes which are occurring in the school library cannot always be measured through a survey. Observation and participation in the setting is needed.

Use of Literature in the Elementary School Library

In working with Sarah, I began to realize not all librarians feel comfortable in using children's literature beyond providing a story time with students. In schools
which have literature-based classrooms and especially those
which contain whole language classrooms, the use of
children's literature is tremendous. Librarians have been
excellent resources in locating and disseminating books to
teachers, but their own use has been limited. Some
librarians have difficulty when asked to create a text set
or locate books based on a theme such as conflict.
Bibliographies generated by librarians quickly become
outdated as new books are being published at a rapid rate.

Librarians need to be as knowledgeable about using
literature as the teachers with whom they work. In order
to cooperate and collaborate with teachers, librarians need
to be aware of the uses of literature. Author/illustrator
studies can be done in the library as well as the
classroom. Fairy tales and folktales can be read and
compared. Librarians can also be a part of the classroom's
literature studies and discussions. If there is literature
involved, librarians can be a part of creating and
participating in the experience.

**Librarian as Researcher**

Classroom teachers have been expected throughout their
careers to learn about their own profession by studying the
findings of professional researchers. Teachers are being
couraged to study their own experiences in the classroom.
and write about these experiences. Librarians should be encouraged to do the same.

Teacher research, which has been defined by Marilyn Cochran-Smith and Susan Lytle (1993) as systematic, intentional inquiry by teachers, has been gaining acceptance in education. This research is carried out by teachers in their own school and classroom settings. Teacher research is a form of social change that interrupts traditional assumptions about knowers, knowing and what can be known about teaching (p. 14). Teacher research is also making visible the ways in which teachers and students construct knowledge and curriculum.

School librarians are implementing flexible scheduling and collaborative planning in their schools. There are also experiences librarians have in relation to using literature with students. However, very few librarians are studying the impact of current trends and changes in the school library. To conduct librarian research, librarian need to be knowledgeable about constructing research in regard to data collection, analysis and interpretation. This can be done through staff development or library education. Librarians can then begin to study their teaching in relation to the school library.
Summary

The findings of the study indicate there were numerous changes in teachers' perceptions related to the role of the school librarian. Most teachers moved away from viewing the librarian only as a resource person. Other teachers voiced concerns about the changing role of the school librarian while some teachers felt that their own teaching was enhanced through collaborative planning.

There were ten implications which resulted from the study. Teacher and librarian education needs to provide opportunities for prospective teachers and librarians to interact. Courses taken by prospective librarians need to be expanded to include a professional experience. Other implications suggest moving away from the traditional library program to that which utilizes literature in various ways. Through professional development opportunities, librarians and teachers can begin to expand their knowledge about literature as well as cooperation and collaboration.

Librarians need to begin doing research in their own school libraries. This research can extend beyond the traditional method of distributing surveys to that of being an observer and/or participant. In sharing our knowledge with others about the changing role of school librarians, we can then begin to expand our own knowledge base. This
sharing of experiences and information can be accomplished through local, state and national conferences or through publishing. The "how-to" for implementing flexible scheduling and collaborative planning is still not available.

As librarians embark on implementing flexible scheduling and collaborative planning they need to be aware that not all teachers will be receptive to the idea. School districts across the nation use scheduled library periods for teacher planning time. Often this planning time is written into the teachers' contract which makes the implementation of flexible scheduling impossible. When it is suggested that this planning time be used for instructional purposes, such as cooperating or collaborating with the school librarian, classroom teachers often view it only in the context of losing time for their own work. Unfortunately the benefits are often not heard or experienced.

It is not only classroom teachers who may resist flexible scheduling and collaborative planning, but librarians as well. A traditional library program of reading stories to children and checking-out books is much easier to provide. Many librarians are very reluctant to move away from a structured library program to one that more closely meets students educational needs. Librarians
who implement flexible scheduling and collaborative planning in their schools rarely have time to perform the clerical duties that become part of the library. Books are often not shelved and book orders are often late in being placed. It takes a tremendous amount of organization as well as creativity to work with five or six different grade levels with each classroom often doing separate units. It is difficult to move from doing response activities with kindergarten students to writing a script with fifth graders based on stories from slaves in conjunction with their study of the Civil War. In a flexibly scheduled library, this transition between classes, grade levels, or topics, must occur quickly and requires energy and planning on the part of the school librarian.

During the first two years of the Library Power program, I have experienced how a positive collaborative learning environment can be established when classroom teachers and school librarians work together. Through communication, cooperation and collaboration, teachers and librarians provide students with positive learning experiences in the school library. Experiences with conducting research, comparing and contrasting fairy tales, performing readers’ theatre, exploring the techniques of children’s book illustrators and writing class and individual books promote a love of literature and a
knowledge for accessing information that cannot be found in a traditional library program. Within this learning environment, students view themselves as readers and users of information. Students also become collaborators and share a voice in their own learning. A collaborative environment can be established by enhancing and extending the role of the school librarian.

In an elementary school where flexible scheduling and collaborative planning are being implemented, the librarian becomes an integral part of the teaching staff. The librarian no longer is primarily the "keeper of books," but is viewed as a leader while assuming various roles in the school such as curriculum specialist, resource person, and teacher. These varied roles provide the librarian with numerous opportunities to work with children and teachers through a cooperative or collaborative approach. Through flexible scheduling and collaborative planning the perceptions of classroom teachers, administrators, children and parents of the role of the school librarian becomes one of teacher and collaborator.
APPENDIX A

TEACHER INTERVIEW QUESTIONS
PROPOSED QUESTIONS - Teacher Interviews

I. Tell me about your Teacher Education program as an undergraduate.
   A. Were opportunities provided for you to use the library?
   B. Was the school library or librarian's role discussed in any of your classes?

II. Tell me your perceptions of the school library.
    A. How do you view the school library or librarian?
    B. What role does the library or librarian play in planning and/or implementing units you teach in the classroom?
    C. What services can the school library or librarian provide in relation to curriculum support?

III. Tell me about the impact flexible scheduling is having on you and your teaching.
    A. How do you feel about not having a scheduled time each week for students to visit the library?
    B. Do you continue to bring your class to the library once a week to check out books, and why?
    C. Do you feel that working with students at the point of need, which is the intent of a flexible schedule, will be beneficial for students in learning library and information skills?
    D. Students have open access to the library before, during and after school hours. How often do students request to visit the library on their own?

IV. Tell me about cooperative planning.
    A. How would you define cooperative planning?
    B. What is the role of the teacher in cooperative planning?
    C. What is the role of the librarian in cooperative planning?
    D. What is the most difficult aspect of cooperative planning?
    E. What are the benefits of cooperatively planning with the librarian?
    F. Do you think it will be possible to integrate classroom units into the teaching of library and information skills?
    G. Have you scheduled time(s) to cooperatively plan with the librarian?

V. Tell me about collaboration.
    A. How would you define collaboration?
    B. Would you feel comfortable planning units of instruction with the school librarian?
    C. How beneficial will collaborating with the school librarian be in relation to your classroom teaching?
APPENDIX B

TEACHER SURVEY
LONGVIEW ELEMENTARY SCHOOL
Teacher Survey

Please respond to the following questions and return to Cyndi by Thursday, May 20.

THANK YOU!

1. How many years have you taught at the elementary level?_______

2. How many years have you taught at Longview Elementary School?_______

3. What is your definition of collaboration?

4. What do you see as the role of the school librarian?

5. In what ways has not having a regularly scheduled library time affected you and your students this year?

6. Have your students continued to use the library on a regular basis without having a scheduled library time?

7. Have you collaboratively planned with the school librarian this year? If so, what types of units and/or activities have you collaborated on? Were these successful? What would you change or do differently next time?

8. Has the school librarian met your needs in integrating library and information skills into your classroom curriculum? Were these needs met primarily through providing resources or has direct instruction also take place?

9. What is your overall view of flexible scheduling, collaborative planning and the LIBRARY POWER grant?
10. If you could have the ideal situation with the school librarian, what would it be? What could we change for next year that would support you and your classroom teaching more effectively?

Place an "x" next to each item which demonstrates the role of the school librarian in relation to the units you taught this year.

- [ ] Identifying and gathering resources

  Approximately what percentage did you use the school librarian in this way?  

- [ ] Helping identify objectives

- [ ] Helping plan activities

- [ ] Teaching or team-teaching

- [ ] Evaluating the unit or instruction that took place
APPENDIX C

COLLABORATIVE PLANNING WORKSHEETS
COLLABORATIVE PLANNING & TEACHING

These discussion questions facilitate the collaborative planning process, for maximum efficiency and effectiveness.

Time Frame?

1. WHY are we doing this?
   - Goal ... rationale or purpose

2. WHAT concepts and skills do we want students to learn?
   - Learning objectives ... curriculum-related objectives
     information skills objectives

3. HOW will the student GATHER (EXTRACT) information?
   - Physical access (locate)
   - Intellectual access (extract)

4. HOW will the student RECORD information?

5. HOW will the student PROCESS/ORGANIZE information?

6. HOW will the student PRODUCE his/her findings?

7. HOW will the student be EVALUATED?
   - Ongoing monitoring (process)
   - Criteria for product
   - Self evaluation
COLLABORATIVE PLANNING SESSION

1. What are your objectives?
   Why are we doing this?

2. Content
   Concepts and strategies to be taught.

3. Methodology
   Who and how will the concepts and strategies be taught?

4. Organization
   How will the students be grouped?

5. Learning Activities
   What will students be doing and/or producing?

6. Evaluation
   Ongoing process
   Criteria to be used
   Self-Evaluation

7. Time Frame
   How often and how long?

C. Giorgis 1093
APPENDIX D

DISTRICT REQUEST TO CONDUCT RESEARCH
REQUEST TO CONDUCT RESEARCH WITHIN THE DISTRICT

1. Research Project Title

   Moving toward collaboration between classroom teachers and the school librarian: Problems and possibilities.

2. Purpose

   The purpose of the research is to focus on the collaboration between classroom teachers and the school librarian. The research will also explore job sharing in an elementary school library.

   a. Hypothesis of the study

      This is a qualitative study. The development of a hypothesis is not applicable.

   b. Questions to be asked

      The purpose of the proposed study is to examine the collaboration between classroom teachers and the school librarian. Four major questions have been developed. These questions include: 1) How is the librarian viewed within the school context? 2) How does the school librarian implement cooperative planning? 3) How much collaboration between librarian(s) and classroom teachers will occur in the teaching of planned units of instruction within the school? and 4) What is the effect on teachers and students in facilitating a flexible schedule?

3. Theoretical Framework

   There are several trends which are currently emerging in regard to the role of the school librarian in an elementary school. One of these trends is the implementation of a flexible schedule. Flexible scheduling is based on the philosophy that students have access to the school library when a need arises. It is spontaneous, as well as planned use. Individual and small groups of students go to the school library to locate information, work on projects or to enjoy reading or using the library resources. Currently in many libraries, educational need does not automatically coincide with predetermined weekly visits.

   Support has also been growing for the integration of library skills instruction into the curriculum. Often when classes visit the school library, library skills are taught as part of the curriculum of the library rather than of the classroom. These skills, when taught in isolation, do not have relevance to current learning of the student and therefore no transfer of learning occurs.
School librarians have also been exploring cooperative and collaborative planning with classroom teachers. In integrating library visits with classroom curriculum, it is believed that students will benefit and the school librarian will be viewed in a professional rather than clerical role.

4. Research Methods

a. Research design and data collection
The proposed study is based on a qualitative research design using methods and techniques from ethnography. The researcher will be a participant observer as defined by Spradley (1980) while utilizing a teacher research model. Lytle and Cochran-Smith (1990) have defined teacher research as, "systematic, intentional inquiry by teachers about their own school and classroom work." This same definition may be applied to librarians researching their own work within the context of the library.

b. Data collection
Data collection will consist of the following: formal and informal interviews with teachers at the beginning and end of the school year, field notes, a dialogue journal between the two librarians and artifacts produced as a result of cooperation and collaboration between classroom teachers and the school librarians.

c. Methods of data analysis
Data analysis will be ongoing during the data collection period. Categories will be created based on the constant comparative method (Glaser and Strauss, 1967). Classroom teachers will be involved in the process as the data is analyzed and categories are created.

d. Number of subjects and grade levels
Children will be directly involved in the teaching aspect of the research. However, the main focus will be on the classroom teachers as they are involved in the process of implementing flexible scheduling and collaborative planning.

e. Only one school site, "Longview Elementary" will be involved in the research.

f. No treatment of any kind will be applied to the subjects.

g. Resources needed
The time involved in the research will be that of a regular school day. No additional time on the part of the classroom teachers or students will be needed. No additional materials outside of the curriculum will be necessary.
5. **Instruments to be Used**

A formal interview will be conducted with the participants at the beginning and end of the school year.

6. **Use of Results**

The results of the study will be used in a doctoral dissertation. Articles based on the research may also be published.

7. **Benefit of the Study to the District**

The implementation of flexible scheduling and collaborative planning is relatively new to the district. As part of the Library Power grant, several schools will be a part of this implementation process. These schools will become models for other elementary schools in the district wishing to implement flexible scheduling. This research will focus on the implementation process and provide an insight into the problems and possibilities that will result from classroom teachers and school librarians working together cooperatively and collaboratively.

8. **Legal Requirements**

A copy of the teacher permission form is attached.

References:


9/24/92
APPENDIX E

TEACHER PERMISSION FORM
September 1992

I ___________________________ give/do not give (circle one) Cyndi Giorgis my permission to use information supplied through the following means: notes of informal and formal planning sessions; audiotaped planning sessions; audiotaped initial and final interviews; and notes of interactions with Ms. Giorgis related to her role as the librarian at "Longview Elementary" School. By giving my permission, I understand that I relinquish all rights to this material for copyright purposes.

Should Ms. Giorgis deem it necessary or useful to use information supplied by me, I understand I will be identified by my first name only unless I have supplied Ms. Giorgis with a pseudonym in the space below.

____________________________ (Signature of Teacher)

________________________________________ Your chosen pseudonym (optional)
APPENDIX F

CHILDREN’S BOOKS MENTIONED IN STUDY
CHILDREN’S BOOKS MENTIONED IN THE STUDY


REFERENCES


