

Collaborating for Literacy from the Center of Your School Universe: Key Facts
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STATE ACHIEVEMENT STUDIES AND COLLABORATION

2003 Michigan Study

At elementary schools with the highest Michigan Educational Assessment Program reading scores, teachers and students are **4 times as likely to be able to visit the library on a flexibly scheduled basis**, compared to their counterparts at the lowest scoring schools.

2001 Oregon Study

Teacher-librarians from high schools with the highest Oregon Statewide Assessment reading/language scores are **twice as likely to plan collaboratively with classroom teachers** than those at the lowest scoring schools.

2000 Colorado Study

Elementary students with the **most collaborative teacher-librarians** scored **21% higher** on Colorado Student Assessment Program reading than students with the least collaborative teacher-librarians.

2002 Iowa Study

Fourth grade **reading scores tend to rise** with:

*library staff time spent planning and teaching with teachers.

2007 Indiana Study

Like elementary schools, high schools tended to have **better test results** where teachers reported that they initiate collaboration with LMSs on the design and delivery of instruction.

2006 Wisconsin Study

Elementary school library media program staff in the top scoring 25 schools spend about **26 to 29 percent more time** on:

*Planning instructional units with teachers

*Assessing collaborative student projects

2006 Wisconsin Study

Library media program staff in the top performing middle and high schools spent **41.9 percent more time** planning instructional units with teachers.

DATA FROM THE NATIONAL ASSESSMENT OF EDUCATIONAL PROGRESS (NAEP)--THE NATION'S REPORT CARD

NATIONALLY: Since 1992, Grade 4 and grade 8 reading scores have risen **FOUR AND TWO POINTS**, respectively and grade 12 scores are **significantly worse**.

NATIONALLY: Between 2002 and 2007, average scores in reading **increased by two points** in grade 4 and **decreased by one point** in grade 8.

NATIONALLY: Among the 28 states participating in Grade 8 reading assessments in 1998 and 2007, **6 states** showed **higher average scores** in 2007, and **7 states** showed **declines**.

NEW HAMPSHIRE: Between 2002 and 2007, grade 4 reading scores **rose one point and remain only one point higher than in 1992**.

NEW HAMPSHIRE: Between 2002 and 2007, grade 8 reading scores **fell by one point**.

NATIONALLY: Between 2003 and 2005, Grade 12 scores were **unchanged**, but . . .

NATIONALLY: Between 1992 and 2005, Grade 12 reading scores **fell six points**.

NATIONALLY: Between 1992 and 2005 at grade 12, **the percentage of students scoring *Proficient* or above fell five points from 40% to 35%**.

DATA DRIVEN COLLABORATION PROCESS

Step 1: Teacher/Librarian team identifies **unit of study**.

Step 2: Analyze the **test data** relevant to the unit (In GST BOCES: data specialists provided access from Data Mentor).

Step 3: Identify **skills** in need of improvement.

Step 4: Focus on **constructed response results** as a foundation to the unit.

Step 5: Identify two or three sub skills in need of improvement from **multiple choice questions**.

Step 6: LMS **documents** how the unit impacts student achievement.

ADVICE FOR IMPLEMENTING DATA-DRIVEN COLLABORATION

1: Ongoing teacher/librarian collaborative partnership is more important than just an isolated lesson in the library. (Marzano, Pickering, and Pollock in *Classrooms that Work* say that it takes 24 practices for 80% proficiency, with the first four the most important.)

2: The skills taught must be **useful and applicable** to the needs and deficits of the students.

3: The teacher/librarian team must **closely monitor student progress** toward mastery of skills and **reinforce the desired outcomes**. Here is where you will use FORMATIVE assessment to drive your instruction!

4: The teacher/librarian team must **document improved student achievement**, formatively at point of instruction and summatively by monitoring test data over time.