

# Collaborating from the Center of Your School Universe

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## PART I Essential Statistical Information

### State Library Impact Studies and Collaboration

(drawn from *School Libraries Work*, 2006 edition)

#### ☞ 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.

## National Assessment of Educational Progress

- ☞ **NATIONALLY:** Since 1992, Grade 4 and grade 8 reading scores have risen **less than TWO POINTS** and grade 12 scores are **significantly worse**.
- ☞ **NATIONALLY:** Between 2003 and 2005, average scores in reading **increased by one point** in grade 4 and **decreased by one point** in grade 8.
- ☞ **NATIONALLY:** Among the 38 states participating in Grade 8 reading assessments in 1998 and 2007, **6 states** showed **higher** average scores in 2007, and **7 states** showed **declines**.
- ☞ **NATIONALLY:** In comparison to both 1992 and 2005, the percentage of students in 2007 performing at or above the *Basic* level in reading increased, but there was **no significant change** in the percentage of students at or above the *Proficient* level.
- ☞ **MARYLAND:** Between 2002 and 2005, grade 4 reading scores stayed the same, and had risen **only three points** by 2007.
- ☞ **MARYLAND:** Grade 8 reading scores in 2007 were **exactly the same** as they were in 1998.
- ☞ **NATIONALLY:** Between 2003 and 2005, Grade 12 scores were **unchanged**.
- ☞ **NATIONALLY:** Between 1992 and 2005, grade 12 reading scores **declined by six points**.

## PART II:

### Essential Procedural Information for Data-Driven Collaboration

#### Data-Driven Collaboration Process

- ☞ **Step 1:** Teacher/Librarian team identifies **unit of study**.
- ☞ **Step 2:** Analyze the **test data** relevant to the unit
- ☞ **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.

#### Data-Driven Collaboration: Suggestions for Success

- ☞ **#1: Ongoing teacher/librarian collaborative partnership** is more important than just an isolated lesson in the library.
- ☞ **#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