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Profile of planning: a study of a three year project on the implementation of collaborative library media programs

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FLORIDA INTERNATIONAL UNIVERSITY

Miami, Florida

**PROFILE OF PLANNING: A STUDY
OF A THREE YEAR PROJECT ON THE IMPLEMENTATION
OF COLLABORATIVE LIBRARY MEDIA PROGRAMS**

**A dissertation submitted in partial fulfillment of the
requirements for the degree of**

DOCTOR OF EDUCATION

in

CURRICULUM & INSTRUCTION

by

Sybil M. Farwell

1998

To: Dean Robert Vos
College of Education

This dissertation, written by Sybil M. Farwell, and entitled Profile of Planning: A Three-Year Study of the Implementation of Collaborative Library Media Programs, having been approved in respect to style and intellectual content, is referred to you for judgment.

We have read this dissertation and recommend that it be approved.

Billy F. Birnie

Judith J. Slater

Stephen M. Fain, Major Professor

Date of Defense: November 20, 1998

The dissertation of Sybil M. Farwell is approved.

Dean Robert Vos
College of Education

Dean Richard L. Campbell
Division of Graduate Studies

Florida International University, 1998

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DEDICATION

First, I dedicate this dissertation to my family. Each of them was supportive, patient, and never complained about the seemingly endless stages of this project.

Also, I dedicate this work to the splendid teachers, library media specialists, and principals of the ten schools in this study. Through your contributions of time and insights, we have shared many of the experiences of the Miami-Dade County Library Power Project.

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I express my appreciation to the members of my committee for their support and patience with my lengthy document. Thanks to Dr. Fain for his forbearance over the years with my several distractions from my studies, to Dr. Slater for her excellent editing, and to Dr. Birnie for her expertise on collaborative planning and gracious encouragement. I value the guidance offered by the late Dr. L. R. Gay, who was instrumental in the design of this study. I also appreciate the assistance of Dr. Minnie Dunbar, who expanded her scope of library work to assist with my school library projects.

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I owe gratitude to the principal of my elementary school, who was generous with both time and support. Thanks also to my school colleagues, who were patient through the years of this project.

ABSTRACT OF THE DISSERTATION

PROFILE OF PLANNING: A STUDY OF A THREE YEAR PROJECT ON THE IMPLEMENTATION OF COLLABORATIVE LIBRARY MEDIA PROGRAMS

by

Sybil M. Farwell

Florida International University, 1998

Miami, Florida

Professor Stephen M. Fain, Major Professor

The implementation of collaborative planning and teaching models in ten flexibly scheduled elementary and middle school library media centers was studied to determine which factors facilitated the collaborative planning process and to learn what occurs when library media specialists (LMSs) and classroom teachers (CTs) plan together. In this qualitative study, 61 principals, CTs, and LMSs were interviewed on a range of topics including the principal's role, school climate, the value of team planning, the importance of information literacy instruction, and the ideal learning environment. Other data sources were observations, videotapes of planning sessions, and documents. This three-year school reform effort was funded by the Library Power Project to improve library programs, to encourage collaborative planning, and to increase curricular integration of information literacy skills instruction.

The findings included a description of typical planning sessions and the identification of several major factors which impacted the success of collaborative planning: the individuals involved, school climate, time for planning, the organization of the school, the facility and collection, and training. Of these factors, the characteristics and actions of the people involved were most critical to the implementation of the innovation. The LMS

was the pivotal player and, in the views of CTs, principals, and LMSs themselves, must be knowledgeable about curriculum, the library collection, and instructional design and delivery; must be open and welcoming to CTs and use good interpersonal skills; and must be committed to information literacy instruction and willing to act as a change agent. The support of the principal was vital; in schools with successful programs, the principal served as an advocate for collaborative planning and information literacy instruction, provided financial support for the library program including clerical staff, and arranged for LMSs and CTs to have time during the school day to plan together.

CTs involved in positive planning partnerships with LMSs were flexible, were open to change, used a variety of instructional materials, expected students to be actively involved in their own learning, and were willing to team teach with LMSs. Most CTs planning with LMSs made lesson plans in advance and preferred to plan with others. Also, most CTs in this study planned with grade level or departmental groups, which expedited the delivery of information literacy instruction and the effective use of planning time.

Implications of the findings of this research project were discussed for individual schools, for school districts, and for colleges and universities training LMSs, CTs, and administrators. Suggestions for additional research were also included.

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Chapter I

INTRODUCTION

If an observer would walk into many school library media centers today, she would see both teachers and children in the room, with students using resource materials, looking intently at computer screens while searching for information in library catalogs, encyclopedias, or other databases. She might see a class engaged in learning activities with two instructors present, the library media specialist (LMS) and the classroom teacher (CT). As a group of students use print reference materials, the observer hears a discussion of what has happened in the classroom previously and how to apply the evaluative standards for selecting resources which were outlined by the LMS. As one class leaves and another comes in, individual CTs are consulting with the LMS. Within half an hour, a primary class leaves with vocabulary stickers on the pioneer unit to add to an on-going display in the classroom. Small groups of students rotate through the library checking out books with the library clerk. Five teachers arrive for a grade level planning meeting with the LMS, bringing curriculum guides and lesson plan books, and are joined by the school's principal. The observer is witnessing resource-based learning (Haycock, 1991; Thompson, 1991; Yetter, 1994), which is orchestrated by a collaborative planning and teaching model.

This instructional pattern requires significant planning between CTs and the LMS. However, the benefit is that students' activities in the library media center (LMC) are relevant and purposeful, integrated with classroom curriculum units. The various lessons are designed to encourage students to interact with literature, to search for information to construct their own understanding of classroom topics, and to develop independent information literacy skills. During many curriculum units in this school, students flow between the classroom and the LMC, with instructional responsibilities shared by the CT and LMS.

Background of the Study

As reasonable and desirable as this instructional model is (Bingham, 1993; Montgomery, 1995; Tarasoff & Emperingham, 1994), it is not found in all school libraries. In some schools, LMSs receive a schedule for library visits made by an administrator or school-based management cadre, with the LMS serving in a special teacher role. Usually the purpose of this scheduling is to provide release time for teachers to plan (Allington & Walmsley, 1995; Buchanan, 1991; Fedora, 1993). However, this type of fixed scheduling effectively prevents the LMS from planning with CTs. In fixed scheduling situations, the LMS usually conducts the same lesson with all classes at a grade level, which is most likely unrelated to what is happening in the classroom. Research conducted in Georgia in 1993 showed that significantly less planning activity happens when LMSs are scheduled to provide planning time for CTs (Tallman & Donham van Deusen, 1994).

In a recent report of national statistics, which appear in a biennial survey conducted by a major professional journal in the field, School Library Journal, approximately 43 per cent of school libraries use some form of flexible scheduling (Miller & Schontz, 1995). Specifically, 46 per cent of school districts with part-time district library media coordinators have flexible scheduling, with 43 per cent of districts with full-time district coordinators and 41 per cent without coordinators using flexible schedules (Miller & Shontz, 1995).

A second cause of little collaboration effort between LMS and CTs is possibly a lack of administrative support (Kuhlthau, 1993). Principals may not prohibit collaborative planning by imposing a schedule that is not conducive to shared planning time, but may fail to provide overt support in terms of providing a clear mandate for collaborative planning and teaching. Principals are key players in influencing instructional practices in schools. If principals do not make a strong statement about expecting collaboration in a school, it may not occur (Turner, 1991). Some principals may announce to the faculty that collaborative planning is expected, but not provide support in funding for collection development and

library staff. The provision of library staff is critical so that the LMS is available for planning with CTs rather than the LMS being restricted to checking out and reshelving materials during most of the day (Farris, 1986; Lumley, 1994; Stoddard, 1991).

A third reason for lack of collaboration concerns planning and the relationship between CTs and the LMS. Some LMSs announce that instruction is available for students and wait for teachers to come to the library to sign up and plan for this instruction. Many CTs do not accept this invitation, perhaps because they are not sure what it involves and how productive it could be for their students. In addition, CTs frequently work in isolation (Goodlad, 1984; Lortie, 1975) and may not be comfortable planning and teaching with another person. In fact, some CTs are indifferent or even resistant to working with LMSs in instructional efforts (Kerr, 1977).

On the other hand, the LMS is also accustomed to working independently in the school, planning and implementing activities which are beneficial and enjoyable for students, but which most often are completed in one session in the library (McGiffin, 1990). The LMS may also be reluctant to work with another person and may resent the possibility of planning different activities for each class instead of using the same lesson for all classes at a grade level.

In a fourth possible situation, the CTs might be interested in collaborative planning and teaching, but cannot or do not find time for planning with the LMS (Turner, 1991). In several investigations of the instructional role of the LMS, researchers have concluded that lack of time for planning is a major obstacle in implementing curriculum integrated library programs (Fedora, 1993; Giorgis, 1994; Tallman & Donham Van Deusen, 1994).

A fifth reason that collaborative planning and teaching has not become the norm is that the nature of instructional planning is not understood by CTs or the LMS (Wolcott, 1994). Many different planning styles are used by CTs (Fry, 1984), who may not be willing to include another person in this process (Giorgis, 1994).

A final factor which may hinder implementation of collaborative planning is the school culture. While a collaborative school culture is promoted by effective schools studies (Lieberman, 1986; Little, 1990), this topic has rarely been discussed in the general education literature in relation to school library programs. Teachers, and possibly administrators, may not be aware of the importance of factors such as collegiality, openness to change, willingness to work as a team, and the necessity of developing common goals for an innovation such as collaborative planning as advocated in these studies.

Though professional school library guidelines (American Association of School Librarians, 1988) have called for such collaboration for years, and the school library literature has included articles extolling the practice, this type of instructional planning has not been widespread (Bell & Totten, 1992; Craver, 1990; Turner, 1991). In fact, several planning models have been described in the literature (California Media and Library Educator's Association, 1994; Haycock, 1990; Montgomery, 1995; Turner, 1993). Recent research efforts have concentrated on the conditions surrounding collaborative planning and teaching (Fedora, 1993; Tallman & Donham van Deusen, 1994), the attitudes of CTs in one school involved in a change initiative promoting collaborative planning and teaching (Giorgis, 1994), and the perceptions and practices of LMS concerning the instructional consultant role (Johnson, 1993).

The integration of the library program into the school's curriculum is a primary goal for LMSs. Unlike programs in the past which provided recreational reading and story times unrelated to classroom activities and were self-contained in one room, both literally and figuratively, with limited connections with the school's instructional program, today's professional standards mandate an integrated program. Information Power (American Association of School Librarians, 1988) states, "The school library media program that is fully integrated into the school's curriculum is central to the learning process" (p. 15).

Conditions conducive to the integration of library media programs include flexible scheduling of the center and joint planning by the LMS and CTs. Kreiser & Hortin (1993) explain:

The curriculum integrated school library allows use of the library media center at the most relevant and advantageous time for students and teachers. The teacher and school librarian plan lessons together so that optimum learning will occur. They integrate the literature, resources, technology and programs of the school library with the activities, methods, objectives, and instruction of the classroom teacher (p. 361).

Since the 1830's, perceptive American educators have recognized the importance of providing supplementary learning materials to the textbook in schools (Barron & Bergen, 1992). However, it is not the collection itself which fosters learning, but the interaction of students with the resources. Through involvement in thoughtfully constructed curriculum units collaboratively planned and taught by CTs and the LMS, students have the opportunity to use a range of information sources, building skills and knowledge during the process (Yetter, 1994).

Beginning in the 1920's, professional standards have set high goals for school library personnel (National Education Association, 1920; American Library Association, 1925). These national guidelines provide direction and marks of excellence for the delivery of library services to students, teachers, administrators, and parents. The latest set of these benchmarks, Information Power (American Association of School Librarians, 1988) describes the essential 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 learners. (p. 1)

Information Power outlines three roles for the LMS, information specialist, teacher, and instructional consultant. In order to provide a stimulating, current learning laboratory which is an extension of the classroom, all three complementary roles must be fulfilled. Of particular interest here are the teaching and instructional consulting roles, which requires communication and coordination with administrators, CTs, students, and parents.

Information Power specifies that LMSs will provide: “formal and informal instruction in information skills, the production of materials, and the use of information and instructional technologies; [and] recommendations for instructional planning to individual teachers as well as assistance in schoolwide planning of curricular and instructional activities” (p. 26).

Adding support to this discussion of the imperative for communication and collaboration between CTs and the LMS are several recent trends and developments in education and society: first, a move away from the use of the textbook, especially at the elementary level, as evidenced in trends such as literature-based reading instruction (Bishop, 1992; Hughes, 1993), constructivism (Bruner, 1986; Kuhlthau, 1993), and resource-based learning (Yetter, 1994); and second, a new realization of the demands of the Information Age on not only today’s students, but on educators and on the entire society.

The decline in the dominance of the textbook implies use of a broader range of learning materials, which are most often housed in the library media center. The whole language movement, which encourages the use of real literature, rather than basals, for the teaching of reading, involves the use of trade or library books and nonfiction resources. In many schools, the LMS, calling on a knowledge of books and other learning materials, acts as partner with teachers in designing and implementing thematic units of instruction (Gold, Greengrass & Kulleseid, 1992; Wehmeyer, 1993). Constructivism, a theory coming out of developmental psychology, calls for students to be active in the construction of their

own understanding of a subject, rather than being passive receivers of information from CTs and textbooks (Brooks & Brooks, 1993). This theory of active learning promotes research by students to find, use, evaluate, and synthesize information as they seek to construct their own mental understanding of an issue (Kuhlthau, 1993; Pitts, 1992).

Sharing similar views about the nature of learning, supporters of the resource-based learning movement advocate the use of a wide range of learning materials by students to facilitate learning and create personal understanding of the subject (Haycock, 1991; Thompson, 1991). In resource-based learning, the focus of learning is changing on two levels. First, alternative learning materials are being placed on a level with the textbook as sources of information. Secondly, students are increasingly taking charge of their own learning, with teachers playing a facilitative role. In resource-based learning, students interact with a variety of information sources including library books, nonprint and online resources, textbooks, CTs, LMSs, and the community (Haycock, 1991).

Demands of the Information Age

The rapid proliferation of information in the twentieth century has forced a change in the way knowledge is viewed; no longer do we expect students to learn everything that is important to know, even in one specific field. The mission now is to teach students how to locate facts, so that they are capable of keeping up with revised theories and new discoveries (Lenox & Walker, 1994), in addition to building foundations in the broad subject fields to form a basis for comprehending new information. Dr. Samuel Johnson's words have become a mantra for the library field, appearing on bookmarks, posters, and mousepads: "Knowledge is of two kinds: we know a subject ourselves, or we know where we can find information upon it" (Bartlett, 1992, p. 316).

In the late 1980's the impact of the Information Age was reflected by the adoption of new terminology in the library world. The objective for instruction in school libraries is now the educating of an "information literate student." In a report of an American Library

Association committee, Information Literacy: Final Report (1989), information literacy is defined: "To be information literate, a person must be able to recognize when information is needed and have the ability to locate, evaluate, and use effectively the needed information. . . . Ultimately, information literate people are those who have learned how to learn"(p. 1).

Even as the volume of information has been increasing, the formats in which facts are presented have been changing dramatically. Today's students, who are tomorrow's employees, should be able to manipulate computers, modem lines, CD-ROM's, and the World Wide Web. In addition to skill with technology and the ability to comprehend and evaluate vast amounts of data, the jobs of the future demand that students be able to think abstractly, to recognize patterns and meanings in information, and to use the results in solving complex problems (Craver, 1995). The marketplace also requires that employees collaborate with others, work in teams, and share information in a variety of ways (SCANS, 1992).

This study, which has a qualitative orientation, will examine issues involved with collaborative planning and teaching from the perspectives of LMSs, CTs, and principals, and look at the planning which occurred in ten elementary and middle schools in the Library Power Program in Miami-Dade County, Florida.

The school district and a local educational foundation, the Dade Public Education Fund, applied for and received a national grant from the DeWitt-Wallace Readers' Digest Fund in 1992. The focus of the three-year grant in Miami-Dade County is to improve school library programs by encouraging collaboration between LMSs and CTs. After the district received the grant from the national organization, staff members from various schools applied for the individual grants. The lengthy written application and interview of a team from the school required a commitment to collaborative planning as a condition of receiving the grant.

Data will be gathered from three key sources in each school, the principal, the LMS, and selected teachers. Schools included in the project are in one of three stages: some schools have been part of the grant for three years, others for two years, while the final group has been involved for one year. Interviews, observations, and documentation will focus on how collaborative planning works in each school and on how the key players view the role of the library program and its essential components, collaborative planning and teaching which are integrated into the classroom curriculum.

This inquiry will be conducted within the context provided by relevant literature from the education and school library fields, seeking to provide understanding and guidance for other educators developing quality instructional programs. The study is written from an instructional leadership perspective, as it focuses on institutional change, innovation, and school improvement.

Purpose of the Study

The broad aim of this inquiry is to provide insight into an ideal programmatic model for school libraries, which is believed to be collaborative planning and teaching. Specifically, the purpose of this study is to analyze the nature of and the effectiveness of collaborative planning among the LMS, CTs, and the principal. To seek understanding of the innovation, this project will examine the dynamics of each school as perceived by the principal, CTs, and the LMS; the viewpoints of the participants on instructional practices, how students learn, and, specifically, information literacy instruction; and collaborative planning sessions in natural settings.

Research Questions

The research question is: What factors facilitate the collaborative planning process among the LMS, CTs, and the principal? Subsidiary questions are:

1. What are the discernible elements of collaborative planning sessions between LMSs and CTs?

2. What specific issues, behaviors, and configurations within the school impact collaborative planning as perceived by the LMS, CTs, and the principal?
3. What beliefs about instructional practices and learning are held by participants in collaborative planning?
4. Do teachers' responses about instructional practices and learning vary with length of time in the program?
5. Does participation in key inservices affect teachers' responses about instructional practices and learning?

Assumptions

Several assumptions apply to the conceptualization of this study. The first assumption is that LMSs are well-qualified to teach information literacy skills. Through professional training, continuing study of the literature, attendance at professional conferences, and experience in teaching, LMSs are prepared to provide expert instruction on information literacy skills. A second assumption is that conducting open-ended interviews in natural settings will produce more useful and complete results than asking predetermined questions in a group meeting in an unfamiliar setting.

A third assumption refers to the situation in which the researcher is a participant in the program under study; the familiarity with the innovation being examined will result in a more complete understanding and description of the phenomenon. Finally, it is assumed that patterns exist in the implementation of an innovation such as collaborative planning which will remain constant in various settings.

Delimitations

A delimitation is that this study confined itself to one Library Power program and to 10 of the 30 schools in that program; further, only four CTs in each school were interviewed. Also, this investigation is a naturalistic study examining the implementation

of collaborative planning in elementary and middle schools only.

Limitations

Several limitations also apply to this study. A first concern is the limitation of the sample; the CTs in this study were recommended by each LMS as the CTs who engaged in the most collaborative units in the school. Therefore, these findings cannot be applied to the entire staff of the each school participating in the study. A second limitation is that the 10 schools in this study applied for the Library Power grant, indicating a willingness to take part in collaborative planning among the LMS and CTs. The results of this study do not represent all of the schools of Miami-Dade County or school libraries in other districts. These case studies provided descriptive data from three perspectives, the LMS, the CTs, and the principal, in each of 10 schools. Transferability therefore is not claimed, although findings may be transferable to other sites where context and dispositions match those of the described schools.

An additional limitation is the method of data collection. The primary means of gathering data were interviews with CTs, LMSs, and principals. Most of the data came from interviews which were based on participants' perceptions on a particular day. It is possible that informants' opinions were influenced by the positive rewards of the Library Power grant, a desire to cooperate with the request of the LMS to grant the interviews, or a wish to portray the school in a positive stance.

Definition of Terms

The following terms will be used throughout this study to discuss collaborative planning and teaching in a curriculum integrated library media program:

Collaborative planning and teaching - Collaboration is an interactive process that enables educators with diverse expertise to generate creative solutions to mutually defined instructional goals. The CT and LMS share instructional responsibilities, with the LMS often providing direct instruction and guidance in the use of literature and information

(Idol, Paolucci-Whitcomb & Nevin, 1986).

Fixed schedule - "A group is scheduled to come to the library media center for instruction or use of resources on a regular basis, for a set length of time, frequently for the school year" (Tallman, 1995, p. 34).

Flexible schedule - "The LMS and the CT plan together for instruction or use of resources based on student learning needs in each curriculum unit and schedule on that basis. The schedule is arranged on an ad hoc basis and varies constantly" (Tallman, 1995, p. 34).

Individual planning - "CTs plan their own curriculum and instructional units for their own classrooms with little regular involvement from other teachers" (Tallman, 1995, p. 34).

Resource-based learning - "Students use resources to broaden their learning base. They may access a variety of print resources, such as textbooks, library books, newspapers, magazines; audiovisual resources, such as films, videos, and CDs; and human resources, such as guest speakers, community resources, and the CT. In resource-based learning, students are the center of the learning environment. The focus is on the students and what they are doing with those resources to facilitate their own learning" (Montgomery, 1995, p. 7).

Team planning - "CTs meet together to plan instructional units and curriculum. Teams can be organized around grade level, multi-grade level, or content area. Team planning typically requires teams to meet on some regular basis, weekly, biweekly, or at least monthly" (Tallman, 1995, p. 34) .

Significance

The issue under study is how schools will address this new urgency for students to develop information literacy. It is unlikely in an era of budget reductions that a separate field of information studies will be established. It is more reasonable and holistic to expect

information literacy instruction to be integrated throughout the curriculum. Information literacy must be viewed as the common goal of CTs and the LMS. Breivik (1991) suggested the advantage of cooperation between CTs and librarians as both seek to facilitate development of information literacy is that: “With their expertise in information, its organization, and its technology, librarians complement teachers’ subject area strengths. Such partnerships are now necessary for using real world resources to achieve learning objectives for courses” (p. 87).

Though school library advocates have always maintained that quality school libraries with active, integrated instructional programs are essential in creating a school environment which maximizes opportunities for high student achievement and some studies supported this position (Haycock, 1995), additional evidence is emerging in the 1990’s which supports this expectation. An analysis of test scores and library media centers in 221 Colorado public schools found that students in schools with better funded library media centers receive higher average reading scores than students in schools with lower funding for school libraries (Lance, 1993). Even more importantly, students in schools in which the LMS participated actively in instruction tended to have higher average test scores (Lance, 1993). In another study, student performance on library research projects was superior in schools which have curriculum integrated library media programs in contrast to programs where “library skills” are taught in isolation, without consideration of the classroom curriculum (Bingham, 1993).

Chapter II

REVIEW OF RELEVANT RESEARCH AND THEORY

This study considers how principals, CTs, and LMSs can plan instructional programs which best serve the information literacy needs of students. The literature review will include several areas which will provide perspective for the investigation, including an overview of the development of school libraries in the United States and the instructional consultant role of the LMS and current realities and trends in instruction which impact all education professionals.

Development of School Libraries and the Instructional Role of LMS

The original purpose of libraries in schools was to provide collections of reading materials beyond the textbook. In 1835 the state of New York passed a law permitting school districts to use portions of their funds to establish school libraries (Morris, Gillespie, & Spirt, 1992). These collections of books were most often stored in a classroom, and, in fact, many of the books were lost over the years. In reality, most library service to schools in the nineteenth century was provided by public libraries which often extended loan privileges to schools or perhaps placed a rotating collection housed in the school itself (Hardy, 1889).

A few high schools began to add libraries toward the end of the nineteenth century. In 1900, another milestone occurred with the employment of the first graduate of a library school in the United States to serve as a school librarian (Morris et al., 1992). The role of the school library gradually expanded from providing materials for students and teachers to providing instruction in the use of these resources. By the 1950's, school libraries offered audiovisual materials and equipment as well as books for instructional and recreational purposes. With increased federal financial aid to libraries from the National Defense Education Act of 1958 and new national guidelines from the profession, school libraries

entered a period of unparalleled growth in the 1960's (Wools, 1988).

Up until this point, instruction in the use of libraries and their resources was provided by LMSs, at best, in cooperation with CTs. A common scenario would be for the high school teacher to assign a report, then bring the class to the library to learn about the use of the card catalog and reference sources at an appropriate time in the unit. Many times, a class would have a regularly scheduled time during the week to go to the library for circulation of books and either a story time or, according to the grade level, perhaps instruction in what came to be called library skills. In this situation, the same skills would usually be taught to all classes at a certain grade level, no matter what instruction was happening in the individual classroom at the time.

Beginning in the 1950's, some librarians and others in the educational field called for an expansion of this model of library instruction. Articles began to appear in professional journals advocating the integration of library instruction into the curriculum content areas. Finally, this message was formalized in the 1969 school library standards, which specified that the instructional role of librarians included: "Acting as resource persons in the classroom when requested by teachers; serving on teaching teams; working with teachers to design instructional experiences; [and] working with teachers in curriculum planning" (American Association of School Librarians, 1969, p. 8). These standards carried the message to the school library profession, though many continued in the comfortable pattern of scheduled sessions and one lesson for all classes at a particular grade level. However, CTs were less likely to hear or understand the new instructional mandate for planning with librarians. Many CTs, "ensconced in their classrooms with a sufficient collection to continue their own instruction" (p. 186), according to Craver (1986), did not see the need to plan with a LMS or to schedule time for the LMS to teach the class.

In the 1970's, an additional role was added to the job description of LMSs, that of

instructional designer. A growing number of authors called for librarians to assist teachers in designing instructional strategies and in producing teaching materials (Chisholm & Ely, 1979; Loertscher, 1988; Wehmeyer, 1976). A model for working with CTs in instructional design activities was developed by Turner (1993), with roots in the instructional systems work of Gagné, Briggs, and others (Gagné, Briggs & Wager, 1988). This model calls for the process to begin with needs assessment, followed by a focus on both learner analysis and instructional objectives, which leads to assessment of student performance, flowing into a parallel involvement with strategies and activities development and materials selection, which sets up the implementation stage, followed by evaluation, which is recursive and influences the next attempt at a needs assessment. This instructional design model is widely used in LMS training, though the extent of actual use in planning activities is not known.

Two other collaborative planning models are presented in the literature. Haycock (1990) outlines a cyclical planning process which includes objectives, content, organization, methodology, activities, and evaluation. Loertscher describes the planning process as beginning with the creation of a partnership between the LMS and CTs (California Media and Library Educators Association, 1994). The first joint step would be brainstorming a curricular unit, followed by identification of goals and objectives, learning activities, and lesson plans which would provide guidelines for students. The responsibilities of the LMS and CT's would be clarified, followed by joint implementation and joint evaluation of the unit.

Another approach to the issue of LMS involvement with instructional planning and curriculum development is to identify the extent to which the LMS is involved in the instructional process. Loertscher (1982) designed an eleven step Taxonomy of School Library Media Center Involvement, with levels ranging from no involvement to planned gathering of materials upon a CT's request to instructional design level I and II and finally

to curriculum development, which specifies that “along with other educators, the library media specialist contributes to the planning, structure and implementation of what is actually taught in the school or district” (p. 421). While Loertscher’s model obviously is hierarchical, it is recognized that a LMS will function at all levels over a period of time, depending on the individuals involved and a number of other factors within the school setting; the intent is to encourage LMSs to operate on the highest levels at least some of the time.

This taxonomy is widely used in the field and a doctoral study on the instructional consultant role of the LMS has used this taxonomy as a measure of LMS involvement in the school’s instructional program (Johnson, 1993). In 1987, Callison combined Loertscher’s eleven steps into a simpler scheme, labeling three levels as reactive, proactive, or interactive. In a major study of LMSs involved in collaborative planning and teaching with CTs in 1993, Donham van Deusen & Tallman (1994) consolidated Loertscher’s eleven levels into five areas of curriculum consultation:

- Gather materials for a classroom unit (Gather);
- Collaborate with the teacher in the design of the objectives of a classroom unit (Identify);
- Collaborate with the teacher in the design of teaching/learning activities (Plan);
- Teach the unit collaboratively with the teacher (Teach); and
- Collaborate with the teacher in evaluating the unit (Evaluate). (p. 19)

In a further modification of the five areas of curriculum consultation when reevaluating the data of the 1993 study, Tallman (1995) added two areas: “assessing student learning growth (Assess) and teaching information skills as part of the unit (Skills)” (p. 30). The addition of the area of assessment reflects recent emphasis in the library literature on involvement of the LMS in process and product evaluation of student work (Neuman, 1993; Stripling, 1993). This conception of LMS’s activity levels provides a model of curriculum involvement that can be used to evaluate the LMS in operation to

assess roles, responsibility, and level of collaborative behavior.

In 1988, leaders in the school library field clarified the position of the LMS in the school by clearly outlining three distinct but overlapping roles: information specialist, teacher, and instructional consultant, in a new set of guidelines, Information Power (American Association of School Librarians). While this document establishes a clear professional position, nonetheless implementation of the roles continues to be uneven in schools across the country (Miller & Spangler, 1988; Turner, 1993; Wolcott, 1994), influenced by personal preferences of the LMS, lack of training, staffing conditions in the library, preferences of the principal and/or school-based management cadre, lack of interest by CTs, and lack of time to add this role to the traditional responsibilities of the LMS.

Spurred by reports of the elimination of professional library positions in schools across the country (Haycock, 1985), leaders in the school library field called for a more proactive stance by LMS, outlining the need to educate the school staff. Using terminology from the educational reform movement, LMSs were exhorted to become change agents, informing and persuading principals, district personnel, and teachers that library programs and services are indispensable to quality educational efforts (Brown, 1990; McKenzie, 1993). Each LMS was urged to make sure that the library program was totally integrated into the school's program, meaning that not only were the stated purposes of the library program reflective of the school's mission and agenda, but that school activities and instruction were supported by the library's collection and services (American Association of School Librarians, 1988; Kreiser & Hortin, 1992). No longer was it considered acceptable to have parallel instructional programs, in which students were exposed to one curriculum in the classroom, and another set of skills taught in isolation in the library (Haycock, 1990).

School library leaders identified the urgent need to get this message to the broader educational audience. In 1991, the NASSP Bulletin published several articles describing

information literacy (Breivik, 1991; Morris, 1991), the principal as an instructional partner with the LMS (Pritchett, 1991), and the role of the LMS and the library media program in working with CTs to provide a constructivist, resource-based learning environment for students (Haycock, 1991; Keegan & Westerberg, 1991; Thompson, 1991). In March 1992, the Kappan devoted a section of the issue to school libraries; specific topics included the advantages of including the LMS as a full partner on the school's instructional team (Barron & Bergen, 1992), the need to increase student involvement in research across curriculum areas (Mancall, Lodish & Springer, 1992), and the rich potential for collaboration between whole language teachers and LMSs (Gold, Greengrass, & Kulleseid, 1992). In another article in that issue, Montgomery (1992) describes a library program that has integrated its instructional program of library/information literacy skills with those of the school:

An integrated approach to teaching . . . skills is one that combines classroom objectives, activities, and assessments and that involves the classroom teacher, the library media specialist, and the student. A good deal of cooperation is required to make an integrated program work. In the interest of students, both teachers and librarians must relinquish some control and share their expertise. Such behavior requires mutual respect, a solid sense of self esteem, and control over the specific subject matter or skill being taught. Not surprisingly, efforts at integration range from no interaction at all to wholehearted team teaching and collaboration. (p. 530)

Issues and Trends in Education

Several issues and trends in education play a significant role in the implementation of collaborative planning and teaching. Since the library media program is but one of many programs in a school, external and internal factors which impact the staff, the development of curriculum, and the delivery of instruction also have implications for the library media center. The broad goal of a library media program is to carry out the mission of the school, so it is only within the framework of the school itself that the library program can be understood.

School Culture and Climate

The term culture of the school refers to the values, ideals, and beliefs of the people on the school's staff (Chance, Cummins & Wood, 1996; Stolp, 1996). The phrases school culture and school climate have been used widely in the literature, sometimes synonymously. School culture is the broader, encompassing concept which includes the school climate as one component. Karpicke & Murphy (1996) distinguished between the two terms:

A healthy culture that promotes student learning goes far beyond a healthy climate, which may be described as feeling tone, getting along, respect, or happiness in the work environment. A positive climate is characterized by a comfortable, orderly, and safe environment. A healthy culture, on the other hand, is one in which the purposes and goals of the organization are understood by all stakeholders. (p. 27)

Deal (1992) further clarified the two terms, "Climate waxes and wanes in response to immediate events. Culture is stable and persistent across time and defines the meaning of recent experience, thereby independently influencing fluctuations in climate" (p. 948). Leaders who understand the pervading influence of school culture will devote time to developing a common vision of a quality educational environment (Pajek, 1993) and the organizational and instructional practices which are required to create and sustain such a program. The intent of such efforts is to create an appropriate balance between collegial interactions toward common purposes and the teacher's autonomy to construct classrooms which are in accordance with school expectations but are individualized, reflect the teacher's skills, and meet the needs of the students in the room (Fullan, 1993; Huberman, 1993; Little & McLaughlin, 1993).

Schools benefit in several ways when teachers work collegially (da Costa, 1993; Little, 1987). First, teachers combine their efforts to construct programs that meet common goals, rather than working toward individualized classroom goals. Also, new staff members are more readily introduced to school norms, values, and resources when the staff works together openly and collegially (da Costa, 1993), accelerating the newcomer's

comfort and productivity level, thereby benefiting students in the classroom.

Ott (1989) used the term organizational culture to refer to the collection of theories that focused on explaining behaviors in an organization and addressed the point of why similar organizations such as schools differed from one another. He recognized that the organizational culture had its roots in the general culture of the institution, which was reflective of the nature of the business. Also, the beliefs, values, and/or basic assumptions, or “script” (p. 33), of the founder or early leaders strongly influenced the development and characteristics of the group. Referring to organizational culture, he wrote, “It develops and is refined through the learning members share from experiences encountered while solving problems of organizational survival” (p. 190).

Among the most useful of Ott’s explanations of organizational culture was his description of the steps in perpetuating and transmitting organizational culture. First, leaders who seek to continue an existing culture need to preselect potential employees by considering if their characteristics support the beliefs and causes of the organization. Secondly, attention needs to be paid to the “organizational socialization” (p. 89) of members, which alludes to the ways that members learn the values, norms, assumptions, and required behaviors of the particular group. Ott specified, “Do not permit cultural deviates to get into or remain in positions of influence” (p. 94). The third step was to create situations in which cultural deviates, those who did not fit into the group, could leave the organization, which should be revealed to fellow employees in an obvious manner.

While it is not in any one person’s exclusive power to ensure an open, collaborative climate in the school, certainly it cannot occur without the approval and cooperation of the principal. The climate in a school provides a context for students, parents, teachers, and administrators, an atmosphere which may be pleasant, supportive of the efforts of others, and open (Sergiovanni, 1991), or which could be negative, isolationist, indifferent, and closed.

A major study of innovation in education, the Rand study, looked at factors which favored the continuation of a project once funding was terminated. According to McLaughlin & Marsh (1990), the quality of relationships among the people involved in a project is influenced by “the quality of the school’s organizational climate - whether CTs felt their school was a good school to work in, had esprit de corps, was efficient and was managed effectively by the principal” (p. 223). The way that CTs interpret the climate of their school can affect their willingness to work in collaborative, collegial relationships (Brown, 1990; Lieberman, 1986; Little, 1990; Whitaker & Moses, 1994). When collaborative planning between LMSs and CTs is implemented in a school with a collaborative culture, the staff is already aware of the benefits of such cooperative interaction and have experience in the skills which are required.

Team Building

The second educational issue or trend which facilitates the implementation of collaborative planning and teaching is team building, which is a strategy for creating a collaborative school culture. Team building is characterized by a “working with posture rather than a working on” (Ward and Tikunoff, 1982) orientation. The essence of team building in schools is counteracting the traditional isolation of the classroom by encouraging staff members to work together in various ways including the design of curriculum and delivery of instruction.

The advantages of teams in the workplace have been identified as uniting the workers in focusing on similar goals, planning together to improve their product or service, providing opportunities for more participation in the organization, developing cooperative relationships, and identifying materials and training needed to accomplish the task (Senge, 1990; Wellins, Byham & Wilson, 1991). These benefits have been brought to schools in the form of various movements including quality circles (Bonstingl, 1992; Freeston, 1992; Kaufman & Hirumi, 1992), site-based management (Bahrenfuss, 1992; Bergman, 1992),

teaming in middle schools (Crockett, 1994; Rottier, 1996), and cooperative learning activities for students (Coffin, 1991; Johnson, 1994).

Advocates suggest that the development of school teams is best accomplished by arranging for small teams of interested teachers to attend a leadership academy which will provide intensive training in group skills (Macroff, 1993). Among the advantages of teacher teams are the creation of a structure for addressing school issues and the development of leadership roles for teachers; such a team, according to Lieberman (1986), "...unites teachers and encourages collegial interaction. It has the potential for encouraging greater professional talk and action related to teaching, learning, and school problems" (p. 31).

In the middle school literature, the stages of team building are summarized as forming, storming, norming, and performing (Rottier, 1996). Usually, individuals display excitement in the forming stage of team building, sometimes leading to the adoption of unrealistic goals. During the storming phase, the difficulties of accomplishing the goals become apparent, occasionally resulting in frustration; CTs realize that it is not easy to work with all members of a group. During the third stage, norming, the members of the team are getting accustomed to work with one another and some level of trust is established, paving the way toward progress on the group goals. Finally, the performing stage occurs, when members are functioning as a team, have learned how to work with each other, and, in fact, recognize the benefits of serving on teams.

In the Library Power project, the team approach is used at several levels of the innovation. First, each school formed a team to develop a vision for improving the school's library media center and to implement collaborative planning; this team appeared before a selection committee to explain that vision. Once the grant had been awarded, the team attended Library Power sessions with experts in collaborative planning and were expected to take the message back to the school staff. The purpose of collaborative

planning is for CTs and the LMS to work together as a team to develop instructional activities for students. Finally, during the delivery of instruction, it was suggested that the CT and the LMS team teach the lesson, with each contributing to the effort and assisting students in completing activities.

Interdisciplinary Instruction

Both a collaborative school culture and team building efforts are often associated with interdisciplinary instruction, which is the third education issue or trend to impact collaborative planning and instruction. Jacobs (1989) described interdisciplinary instruction as a “Curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic, or experience” (p. 8). The advantages of interdisciplinary instruction include a broader view of learning, which reduces the fragmentation of the curriculum (Clark & Clark, 1994); the benefit of the individual disciplines as well as an interplay between the disciplines which can result in a new perspective on the central idea of the unit (Ackerman, 1989); and the flexibility to adjust learning activities to varying interests and abilities of students (Erb & Doda, 1989).

When content areas are combined in a holistic, interdisciplinary approach to curriculum, the opportunities for students to become involved in information literacy activities increase. In a reanalysis of data from a 1993 nationwide study of elementary LMSs concerning collaborative planning and teaching with CTs, Tallman (1995) reported that LMSs involved in at least one multiple-content unit engaged in “substantially higher levels of unit participation with classroom teachers” (p. 29) than LMSs who took part in single-content units only. Further, the LMSs participating in the multiple-content units exhibited a higher level of involvement in curricular and instructional tasks for the unit.

Teacher Planning

Providing essential background understanding for LMSs seeking to collaboratively plan and team teach with colleagues is the issue of how teachers plan, a fourth issue in education. A consistent idea documented in the literature is that teachers do not plan using the systematic, linear steps represented in the Tyler (1950) model (Clark & Peterson, 1986; Shavelson, 1987; Zahorik, 1975), which is the curriculum planning scheme taught in schools of education. CTs primarily plan around activities (Sardo-Brown, 1988; Shavelson, 1987; Yinger, 1980) or content (Zahorik, 1975). Teachers also plan in various time spans, including long-range yearly, by term, monthly, weekly, and daily (Yinger, 1980).

Two major styles of planning are described: incremental, meaning building instruction one step at a time and dependant on trying out the plans in the classroom vs. comprehensive, in which all plans for the unit are thought out and written in advance (Clark & Yinger, 1979). In order to reduce effort and time spent on planning, teachers use routines in particular subjects (Leinhardt, 1983; Yinger, 1979), use published curriculum and teachers' guides (Clark & Elmore, 1979), textbooks (McCutcheon, 1980), and rely on previously developed plans (Sardo-Brown, 1988). Teachers also engage in mental planning with few written guidelines (Martin, 1991; McCutcheon, 1980). Problems identified by staff members include finding the time to plan (Clark & Yinger, 1980) and teacher isolation (McCutcheon, 1980). In McCutcheon's study, teachers indicated that planning in isolation prevented discussion of instructional issues, sharing of content expertise, and gaining access to colleagues with fresh ideas.

In addition to planning for specific time spans, teachers also plan for units of instruction. Arends (1991) described units as "a chunk of content and associated skills that are perceived as fitting together in a logical way" (p. 48). Units, or themes as they are often called in elementary schools, might be as varied as the Revolutionary War, the human

body, conflict, or dinosaurs. This level of planning is especially useful in that it provides an organizing framework for learning, facilitates problem solving and critical thinking, serves as a means of integrating the curriculum (Glatthorn, 1993), and invites the participation of special area teachers. Hargreaves (1997) suggested that good CTs take an emotional approach to unit planning, beginning the process with their knowledge of their students and the topics and strategies which will excite them; often CTs will engage in brainstorming with colleagues to develop activities which energize both CTs and students. In Sardo-Brown's research (1990) with experienced CTs, she found that approximately 25 per cent routinely consulted with other CTs in making planning decisions. The unit is a particularly amenable format for LMS and CT planning. Since the unit structure is flexible, it easily accommodates student investigation of the unit theme; instruction by the LMS on research processes or resources as needed by class, small group, or individually; and creation of multimedia products.

Change

An overarching fifth issue in education which influences the implementation of collaborative planning and teaching as well as other innovations is the creation and diffusion of change throughout individual schools and the district. In part through the contributions of the behavioral sciences and, more recently, the business community, school leaders have learned that change is a dynamic itself which must be planned for and managed to improve the educational experiences of young people.

Theories incorporating both social and psychological thought on planned change provide a background for understanding the phenomenon of change in education. Three major types of strategies for change have been identified: empirical rational, normative-re-educative, and power coercive (Chin & Benne, 1985). The first of these, empirical rational, assumes that individuals are rational and will accept changes in their situations which are in their best interest once they understand the implications of the proposed

change. Dependent upon the extension of knowledge, this strategy incorporates the processes of identifying issues, developing solutions, diffusing information, and adoption of the innovation (Chin & Benne, 1985).

A second strategy for change is normative-re-educative, which suggests that change will occur when people alter their usual orientation to familiar patterns and develop commitments to new ways of approaching issues. This strategy stresses the importance of the human parts of a system and the role of the change agent within an organization. An additional characteristic of this change strategy is the encouragement of personal growth for the individuals making up the system. According to Chin and Benne (1985) continuing the learning process is a vital element which includes a focus on “openness of communication, trust between persons, lowering of status barriers between parts of the system, and mutuality between parts as necessary conditions of the re-educative process” (p. 37).

The third strategy is concerned with the application of power in various forms including political, economic, and moral power. The notion of moral power emerged from the strategies of nonviolence and can provide a useful tool for influencing change (Chin & Benne, 1985). In a typical application of this strategy, those with less power in an organization comply with the suggestions and direction provided by those with greater influence. The most powerful plans for change combine strategies to achieve the desired goal.

Before beginning a change effort, several assumptions about change formulated into a Concerns-Based Adoption Model by Hord, Rutherford, Huling-Austin, and Hall (1987) provided appropriate preparation for planning the initiative: change is a process which takes time, usually years, to accomplish; individuals accomplish change and must figure prominently in planning; the teaching staff will want to know up front how the change will affect them and their teaching routines; and advance plans for implementing change will almost certainly need to be altered, as various components of the change

interact with others, creating unexpected results.

Adelman & Walking-Eagle (1997) further delineated the role of time in change efforts, specifying that:

At the outset of a reform effort, teachers need time to learn about and practice the new behaviors that will be expected of them. . . . At a middle stage -- usually called implementation -- teachers need time to introduce and institutionalize the new strategies fully into ongoing daily life in the school and classroom. Finally, because of the fragility of the change process, teachers need time to reflect on the reform initiative, assess its outcomes, and keep moving on the school improvement continuum. (p. 93)

The emphasis on the individuals who will carry out the change is vital, necessitating the involvement of these people in developing a common vision of how the change will occur and the provision of skills development to understand the change (Fullan, 1993). The reactions of various individuals to a change effort will not be the same, requiring an individualized multi-phased approach; some people adjust to change easily, while others require more time to adjust to an idea before being willing to try it (Coleman, 1993).

However, reformers need to proceed cautiously, not loudly praising early adopters to avoid discouraging those who need more time to see the advantages of the innovation. Elmore (1995) suggested that such a practice could be self-defeating:

In the case of curriculum projects, reformers identified early adopters of their new curricula as exemplars of success. This strategy immediately isolates the teachers who are most likely to change from those who are least likely to embrace reform. This dynamic creates a social barrier between the two, virtually guaranteeing that the former will not grow in number. (p. 219)

A more productive approach would be to quietly use the early adopters as models of the new behaviors in peer groups such as grade levels or departments. By continuing to work with those who are reluctant to change, a leader can learn about the perceived obstacles to the innovation and address them (Fullan, 1997).

Change agents or facilitators outside of the school and district can provide considerable assistance to school reforms at the local level (Fullan, 1991). Such individuals or organizations can notify local organizations of the availability of support for

new practices, organize and support initial training, team with local organizations to set guidelines and monitor implementation of the innovation, and provide funding to motivate and/or sustain programs. An additional contribution of external agencies can be establishing high learning standards (Fullan, 1997). Fullan (1991) suggested that “external facilitators are most influential at the early stages of change and when they work in combination with local leaders” (p. 56).

In order for change to occur in schools, at least some administrators and staff members must be willing to take on the role of change agent. Defined by Fullan (1993a) as those who are “self-conscious about the nature of change and the change process” (p. 12), these individuals must be willing to speak out convincingly in support of the innovation. Fullan goes further to charge that all educators have a responsibility to function as change agents; he views this as a natural outcome of the educator’s moral purpose (Fullan, 1993c). Those staff members taking on the role of change agents risk alienating colleagues who do not understand or accept the innovation, but this may be a necessary step on the road to change (Crowley, 1995).

Another way of viewing change is to consider the dynamics of resistance to change. In change situations involving a process or series of events, usually different individuals take on the roles of change agents and defenders of the status quo. The defenders of the target situation may resist change, but this can be a desirable event, leading to a more thorough consideration of the issues and appropriate means of achieving the change (Klein, 1985). The defender may be concerned with protecting the integrity of his position, specifically the elements of “self-esteem, competence and autonomy” (p. 99). The defender may exhibit resistance to the change agent, especially if a plan for creating change is devised and then presented as a set of blueprints for implementing the innovation. Klein explained, “The motives of innovators are especially apt to be suspect when the planning process has been kept secret up until the time of unveiling the plans and action

recommendations” (p. 100). Though such advanced planning may have been intended to expedite the innovation, it may create a more difficult situation. Klein continued, “The result often is that opposition to the recommended change hardens and even grows as the ultimate clients sense that their reactions will not materially influence the outcome in any way short of defeating the plan in open conflict” (p. 100). Other contributions of the defender to the change process could be the identification of threats to the existing system which could result from unexpected consequences of the innovation.

Klein suggested that instructional leaders at both district and school levels can meliorate conditions so that the interactions between change agents and defenders can be conducted without a display of hostility and with respect for all positions. These administrators also can assist the change agents in understanding the basic functions of schools. Klein concluded that school administrators themselves must serve in many situations as “both change agents and defenders” (p. 104).

One of the dangers inherent in school reform is attempting too many innovations at the same time (Haycock, 1995; Joyce, Wolf & Calhoun, 1993). Fullan (1997) described the dilemma of the school staff which finds itself the recipient of numerous change options, “If we try to implement all changes coming our way, we are naive and find ourselves in a state of constant overload and dependency” (p. 224).

Staff Development

Undergirding all of these trends and issues in education is staff development, the means by which teachers, administrators, and LMSs learn about current thinking, priorities, and research findings in the profession. This sixth issue is key to the implementation and institutionalization of collaborative planning and teaching or any other educational innovation. Certainly in the Library Power project, staff development is a critical component, to which considerable funds and time are devoted. However, the staff development model employed in this grant required the school’s team to take the

knowledge gained from the Library Power inservices back to the entire school faculty, which is an outcome that will be evaluated by this study.

In the last three decades, staff development has changed from a focus on developing individual skills to an emphasis on learning about programs being implemented at the school site. While expert presenters from outside of the school are still occasionally used, there is a recent recognition that teachers have considerable expertise, which can be beneficially shared with colleagues (Lieberman & Miller, 1992). Further, the most effective staff development involves the faculty in discussing their own beliefs and practices about the topic of the training (Olsen, 1991), which will be more feasible if the school has a collaborative culture which has provided teachers with prior experiences in sharing and learning together (Hamilton & Richardson, 1995). For maximum benefit, staff training should continue over a period of time, providing opportunities to practice and refine the skills, and the school principal should participate in the inservice activities (Glickman, 1990).

Recent recommendations for school improvement link school climate to the success of staff training; the context for the staff development is critical. According to DuFour (1997), "In the right school climate, even poorly designed staff development activities can have a positive impact. Conversely, in the wrong school climate, even well-conceived and well-delivered activities are likely to be ineffective" (p. 87).

The Role of the Principal

Of all of the factors impacting not only the possibility and success of collaborative planning and teaching but also the role of the library in the school, the final and most critical is the principal in the elementary and middle schools. The principal is the administrative and instructional leader in the school who influences attitudes and activities of those on the staff by providing or not providing financial and verbal program support; creates a climate of high expectations for students and collaboration for staff

members; involves the faculty and other groups in decision-making processes; and recognizes time as a valued commodity, which affects the instructional process (Podemski, 1990). Providing the time for CTs and the LMS to plan together is one of the challenges inherent in the collaborative planning model. One solution would be to modify the usual organizational structure of the school to accommodate the requirements of the innovation (Fullan, 1992).

One of the traditional responsibilities of a principal is selecting staff; this role is particularly influential in situations involving the interrelationships of people. Rottier (1996) suggested that principals hiring staff in a school featuring a collaborative or team environment “should look for the candidate’s ability to function on a team” (p. 31).

The administrative leader also sets the stage for change within the organization (Lenox & Walker, 1994). In the Rand study of educational innovations, the principal was called the “gatekeeper of change,” indicating the necessity of this support for success of the project (Miller & Spangler, 1988). Specific ways that principals can provide this support were recommended by Schmoker (1997):

Through sincere interest, the building administrator must establish priority and urgency. This can be done: through administrative presence at improvement meetings or even through one-minute visits, followed by an expressed interest in teachers’ progress and outcomes, a keen interest in monitoring, sharing, and formally celebrating measurable success in reading goals. (p. 145)

When the innovation involves the library, as in the Library Power project, the principal’s influence is manifested in multiple ways. First, resources, clerical help, the structure of the library program itself, and support for a collaborative program are dependent upon the principal (American Association of School Librarians, 1988; Thompson, 1991). Secondly, without the principal’s support and matching funds, the school would not have qualified for the Library Power program initially. Applying for the grant required the principal’s participation in developing a vision for the library program, in arranging for a team of teachers to develop the school’s application, attending an interview

as part of the school team, and signing a contract to attend inservice meetings and carry out the conditions of the grant.

The issue of the continuation of an innovation requires skillful staff management from the principal, benefitting from a combination of support and pressure to move valued reforms ahead. It is recognized that different individuals accept new ideas at varying rates (Coleman, 1993), indicating a need for patience on the part of an administrator in terms of CT conformity to the new strategies. However, if staff members have not accepted the changes after an adjustment period, other measures might be required. Fullan (1992) wrote, "This is one of the reasons why intelligent combinations of 'pressure' and 'support' may be the best ticket. But it takes a cunning administrator to concoct the right mixture at the right time, and to use it differentially on his staff" (p. 14).

Chapter III

PROCEDURES

Collaborative planning is a subject which will benefit from a naturalistic, descriptive study, one which observes how this process works in various school sites and identifies the interactive factors which facilitate the successful implementation of this model for integrating library media center activities into the school's curriculum. The situation requires a research plan which will allow for exploration of the human factors, school context, training, and resources required for this model.

Qualitative Research Paradigm

The interest in process and how the innovation functions suggests that this topic is most appropriately studied using the qualitative research paradigm (Patton, 1990). A further indicator pointing toward a qualitative study includes the fact that few collaborative planning sessions between CTs and LMSs have been observed and reported in the literature. While one recent research study has provided description on the teachers in one school involved with collaborative planning (Giorgis, 1994), studies are limited which focus specifically on various schools implementing this innovation. Several studies have used quantitative methods to provide data on the amount and type of implementation of collaborative planning (Donham van Deusen, 1993; Donham van Deusen & Tallman, 1994) and perceptions of particular participants in the process (Bell, 1990). According to Cresswell (1994), a reason for selecting a research paradigm is a need for exploratory research in the field; he described a concept as "immature" which has an inadequate base of previous research (p. 146). Therefore, the library literature and educational literature will be expanded by a qualitative study of collaborative planning seeking commonalities among various schools implementing collaborative planning.

A third reason for adopting the qualitative paradigm is that numbers alone cannot

characterize a school which has successfully implemented this program. One school with three hundred students requiring few services outside of the usual classroom program and one LMS may tally four collaboratively planned instructional units for a particular grade in one month; another school may have 1150 students requiring English as a second language services, home language instruction, and Title I services, and one LMS may implement four collaboratively planned instructional units for a particular grade in one semester. The point is that needs and conditions vary in each school, requiring a different method of study than purely quantitative measures.

A final issue dictating a qualitative study is that the researcher is involved as a participant in this innovation, which would not be appropriate for a quantitative study requiring objectivity, but, in fact, can be an advantage in a qualitative study, with benefits resulting from the researcher's common experience and interaction with others involved in this project (Creswell, 1994). Because of an understanding of the innovation which has evolved over time and through attention to expert consultants and the literature, the ability to comprehend behaviors and situations in schools and to make sense of them has been enhanced (Eisner, 1991).

Within the qualitative paradigm, several approaches are available. The most common designs are ethnography, with its roots in anthropology; phenomenology, frequently used in psychology; grounded theory, from the area of sociology; and case studies, from the arena of political science and broader field of social sciences (Creswell, 1994).

Case Study Design

A case study method is somewhat similar to grounded theory, but organizes data according to themes, which are most likely taken directly from the data in the form of summaries, though some conceptualizations of data may be involved (Strauss & Corbin, 1989). The rationale for the selection of this approach is the intention to develop a reality-

based model, which will be most clearly and practically described in terms evolving from the observations and interviews.

Yin (1994) defined a case study in two parts: “A case study is an empirical inquiry that [a] investigates a contemporary phenomenon within its real-life context, especially when [b] the boundaries between phenomenon and context are not clearly evident” (p. 13). This part of the definition sets the broad parameters of the method, while the second part focuses on additional technical characteristics of a case study: “The case study inquiry [a] copes with the technically distinctive situation in which there will be many more variables than data points, and as one result [b] relies on multiple sources of evidence, with data needing to converge in a triangulating fashion” (p. 13).

A case study is especially appropriate for collaborative planning because of the complex interrelationships of a programmatic idea, collaborative planning; support systems, most often controlled by the school district or principal, including an adequate library collection, a differentiated library staff, and time for planning; and teamwork among the LMS, the principal, and CTs.

The ultimate aim of this study is to provide insight into how collaborative planning is the most appropriate programmatic model for school libraries, to describe what occurs during collaborative planning, and to explicate the roles played in the process by the school’s principal, CTs, and the LMS. The case study provides an appropriate methodology to create understanding about collaborative planning which is essential in improving opportunities for students to develop information literacy. Merriam (1988) writes, “The qualitative case study is a particularly suitable methodology for dealing with critical problems of practice and extending the knowledge base of various aspects of education (p. xiii).”

This study employs a multi-case approach, which focuses on one innovation, collaborative planning, as it is practiced in 10 different Library Power school sites. It will

also be multi-layered (Patton, 1990), with data gathered on the perspectives of principals, selected teachers, and the LMS in each of the 10 sites through interviews. Collaborative planning sessions in each school will be observed via videotapes. An additional element of multi-layering is the fact that some of the ten schools have been involved in the grant for three years, others for two years, and the final group for one year, allowing comparisons of responses to interview questions. Further, among the selected CTs from each school included in the study, two attended key training sessions on the collaborative planning model, and two did not attend those sessions; this distinction between CTs provided an indication of the diffusion of information from the training sessions to the school staff.

This project originated with a single case study of the LMS and selected teachers in one school, which served as a pilot for this larger view of collaborative planning. This sequence of learning about a subject is suggested by Bogdan & Biklen (1992), which adds diversity and generalizability to the original studies.

The Researcher's Role

Because the researcher serves as a primary data collection instrument in qualitative studies, the identification of personal involvement, values, and biases is required. This researcher has been a school librarian for eighteen years, serving in a high school and two elementary schools with distinctly different types of library programs, which provided experience relevant to this study. One position was in an elementary school with no library clerk and a partly scheduled library program, delivering instruction in isolation from classroom activities in the library, as required by the administrator. In a second elementary position, the school provides a high level of administrative support for the library program and a clerk, which allows for flexibility in the library program; for eight years kindergarten through second grade classes were scheduled for biweekly instructional/circulation session for three quarters of the school year, with flexible scheduling for instruction for grades three through five. For the past two years, all grades have been scheduled in a totally

flexible manner as a result of collaboration with CTs, often in grade level meetings.

Of even more significance to this study, the researcher has been a part of the Library Power program for three years, going through the same process of completing a grant application and interview, experiencing the same inservices with the school's team, and interacting with all other principals, LMSs, and many of the teachers who will serve as respondents in this study. This has provided a first-hand knowledge of many of the positive aspects and challenges of collaborative planning experienced by other participants. The position as part of the group has provided a common language for the study, and has been beneficial in gaining "entree," or access to schools and participants (Pitman and Maxwell, 1992).

Because of participation in a collaborative planning situation in one of the thirty schools and the Library Power grant as an insider, the researcher acted as a full participant observer in this study. Patton (1990) described a continuum of observational stances, depending on the level of participation in the innovation. In this study, all participants will be aware of the collection of data, as well as the purpose for observing and interviewing. According to Yin (1994), this situation as full participant observer presents both strengths and weaknesses. The positive aspects are the provision of insight into both professional and interpersonal behaviors and motives, a status of colleague, which may facilitate access to documents or events of interest, and the opportunity "to perceive reality from the viewpoint of someone 'inside' the case study rather than external to it" (Yin, p. 88). The problems associated with full participant observer status involve potential biases, including lack of objectivity about the phenomenon under study and a lack of balance in the observer role versus the participant role.

In addition, the respondents became collaborators in learning about this phenomenon, which sometimes occurs when both the researcher and the respondents are involved in the same innovation. However, a concerted effort was made to remain

objective about the events unfolding in various schools. Patton (1990) cautioned that a researcher needs to maintain a certain detachment from a process in order to derive the most meaning from it.

Data Collection Procedures

Setting

The 30 elementary and middle schools in the Library Power program in Dade County, Florida, provided a variety of examples for study of this innovation. An instructional team of principal, LMS, and CTs in each school applied for this grant to improve school libraries and implement collaborative planning which specified the use of flexible scheduling of the library media center. By applying for the grant, each school's team indicated either that collaborative planning was being practiced or a willingness to implement collaborative planning, thus providing a "best-case scenario" for studying this innovation.

The first school in the study was selected by the researcher, after consultation with the director of the local Library Power program, as a site with a high level of implementation of collaboration and a staff which had pursued the innovation on its own, ultimately receiving a teacher/leader grant to train other schools. Interviews in this school were conducted twice, a year apart. The other nine schools in the study were recommended by the local Library Power director and the supervisor of library media services for the school district as the sites with the most collaborative activity among the schools with the same number of years in the program; three schools were selected from each of the three years of the grant. These schools were selected for study among the 30 in the program based on the conceptual issue of collaborative planning and teaching, rather than as representatives of the total population (Miles & Huberman, 1994). The first year of the grant, only elementary schools were eligible; the second year, the grant was open to both elementary and middle schools. Accordingly, three elementary schools were selected

from the first year, two elementaries and a middle school from the second year, and one elementary and two middle schools from the third year schools.

The school district is also, in a larger sense, the setting for this study. Prior to the beginning of this innovation, the Miami-Dade Public School System had developed an outcomes-based curriculum. Referred to in the district as the Competency-Based Curriculum (CBC), this curriculum focused on first identifying desired instructional outcomes, then arranging appropriate instructional activities to meet those competencies. All CTs including LMSs in the district received inservice on this program, which included directions to provide “hands-on” activities in an inquiry mode, with the CT functioning as a facilitator, rather than being a lecturer who provided all the information needed on the subject.

Participants

Sixty-one educators from ten schools comprised the sample for this descriptive study. Representative of the pattern established by the grant in working with teams, respondents from each school were the principal, the LMS, and four CTs. One school had two LMSs, so both were interviewed. Another school had three principals during the time of the study; the original principal in the school retired and had been chief administrator during the grant application process and first year of the grant. After consulting with the local Library Power director, the second principal was interviewed, because she had attended many Library Power training sessions, including a national conference, had hired the present LMS, and had set the stage for implementation of collaborative planning in the school. The three levels of staff members reflected different perspectives on collaborative planning, and so added to the depth of this qualitative effort. The four CTs were selected by the LMS in the school as staff members with whom the LMS collaborated on the most projects, with the qualification that two of the CTs should have attended “key inservices” and two who did not attend such training sessions. “Key inservices” were defined by the

researcher as ones which dealt directly with the topic of how to collaboratively plan, create change in schools, or teach information literacy skills, as opposed to sessions which focused on the value of reading, working with science topics, or promoting library activities. This inclusion of CTs with and without training from Library Power consultants facilitated studying the effects of such instruction on the responses of CTs to interview questions.

In this pilot stage, five CTs and the LMS were participants during the first year of interviews and observation. During the second year, the principal was also interviewed, providing a critical point of view on the issues of interest. Also during that second round of interviews, CTs and the LMS answered additional questions, extending the scope of the investigation.

The CTs in this study were identified by the school's LMS as ones who are especially active in collaborative planning and teaching and who were agreeable to participating in interviews. Fortunately, the individuals also represent various teaching perspectives within the school. Three of the five people teach different grade levels and will be referred to in this study by initials representing their grade level: the second grade CT is SCT; the third grade CT is TGT; and the fourth grade CT is FGT. Likewise, the special area CTs will be represented by initials indicating their assignments: the special education CT is SET and the bilingual education CT is BET. All participants are female, which is typical of elementary school staffs.

During the second phase of this initial study, the number of CTs was reduced to four, to conform to the format established for the additional nine schools studied in the second stage of the study. Because of the instructional nature of the position, the bilingual education CT was not interviewed further, though she provided valuable insights during the initial round of questioning.

The term library media specialist (LMS) will be used both in a generic sense to

refer to school librarians in general and specifically, to identify the library media specialist in each school.

All interviews were conducted at the school site after school, or during planning periods during the school day. The initial data gathering took place approximately 18 months after the awarding of the Library Power Grant to the school and 20 months after the grant process began. The second phase in this school occurred about 30 months after the receipt of the grant.

In the second stage of this study, a different system for referring to CTs was devised. The individuals who had attended Library Power training sessions were designated CT1 and CT2; those who did not attend those sessions but were active in planning with the LMS were referred to as CT3 and CT4.

Data Collection Strategies

Following the dictates of qualitative inquiry, interviews of participants at selected sites were conducted. Prior to scheduling the sessions, permission to interview personnel was sought and received from the district's research committee. Copies of the letter granting this permission were offered to principals at each site at the time of the interviews. Participants from these schools were interviewed once, for approximately 45 minutes, though interview times varied between 30 minutes and one hour, depended on responses from the subject; in some cases, follow-up telephone calls were made to clarify or extend data. Most interviews took place during the school day; a few occurred during the summer, primarily with principals, who were difficult to schedule during the last months of the school year. The LMS at each school arranged for the interviews with CTs, on occasion working with the class to free the CT for the interview. Other interviews took place in the classroom or library during a teacher's break.

The researcher requested that the LMS at the designated schools videotape a team collaborative planning session and an individual collaborative planning session to be

analyzed as part of the data of the study. The use of videotapes to capture the perspectives of the individuals who are being studied was recommended by several proponents of qualitative research (Creswell, 1994; Patton, 1990; Patton, 1991). Patton (1991) explained, "The use of audio and videotaped recordings permits repeated observations and the analysis and reanalysis of the data. It also makes the data and the analytic conclusions drawn from them open to public scrutiny" (p. 392). Creswell (1994) listed advantages of this audiovisual format as unobtrusiveness, allowing the informant to share his or her experience directly, and creativity, in its capability to capture and sustain attention. From experience with audiotaping collaborative planning sessions in the pilot study, this researcher added the advantages of helping to identify the informants visually as well as by voice and to provide insight into body language expressed during the process under study. Patton (1990) maintained that "videotapes of activities . . . can sometimes substitute for the physical presence of the evaluator when that would be more intrusive than running a videotape machine" (p. 247).

Data Recording Procedures

Data were collected in several forms from March through June of 1996. It was important to collect data while participants were still involved with the Library Power Grant, which ended in June of 1996. During this time, participants were actively thinking about collaborative planning, with inservice ideas fresh in their minds and implementation experiences still vivid. Interviews with participants were audiotaped, so that verbatim transcriptions could be completed, with the options of repeated hearings of each session in a quiet, unobjective setting and the availability of the data to public scrutiny (Patton, 1991). An interview protocol form was used with a brief opening statement to informants; the major interview questions to be asked; optional probes to follow key questions; any transition statements to be used between sections of the interview; and space for the interviewer's notes. Details of the setting, observations of nonverbal communication of the

respondent, and reactions to questions are examples of details included in notes which supported interviews. A preliminary version of this interview form was developed for the initial project with Cerise Elementary and was expanded as well as refined for the second part of the study.

Data Analysis Procedures

Data collection and data analysis were conducted simultaneously, with analysis continuing after collection was completed. Data were gathered, then examined, seeking patterns and themes, which informed and shaped the project in progress.

After the majority of the data were collected, it was subjected to a reduction and interpretation process which resulted in both narrative description and data displayed in matrices, which presented information systematically and graphically (Miles and Huberman, 1994). Tables for each school were developed, which presented information from each respondent on selected themes; the resulting tables are included in the appendix of this document. Using these tables from individual schools, cross tables of data were composed on issues which addressed each of the research questions. Cross tables show all responses of CTs, LMSs, and/or principals on certain topics.

In addition to these tables summarizing and organizing data, a profile on each school was written to explain circumstances present at each site and to create a description of each individual and their participation in this instructional innovation. While data charts are extremely useful in reducing the bulk of data to manageable “chunks,” total reliance on this technique could lead to the loss of serendipitous findings which can reveal motives and create a greater understanding of the subject (Marshall & Rossman, 1989).

To protect the identity of schools, anonymous color names were assigned to each school. The original school studied, which provided a model for comparison for the other schools, was called Cerise Elementary. For the other nine schools in the study, a range of color names indicated the length of time the school has been in the program; for example,

the schools which have been in the study for three years were Azure Elementary, Turquoise Elementary, and Indigo Elementary. Amber Middle School, Mimosa Elementary, and Apricot Elementary were involved in the study for two years. Schools in the program for one year were Emerald Middle School, Jade Elementary, and Moss Middle School.

Verification Steps

To ensure internal validity, several strategies were employed. First, data were triangulated by using different methods to collect and verify information, including interviews, observations, and document analysis. Ten different sites were studied, in various regions of the school district, with six people from each site responding to questions, representing three perspectives, the principal, LMS, and CT. Further, the schools had been immersed in the implementation of the innovation for varying lengths of time. This variety and depth of data sources represented another type of triangulation, confirming findings of the study (Miles & Huberman, 1994). Another source of substantiation was the preliminary results of the national Library Power evaluation, which validated portions of this study.

Organization of Data and Results

The data resulting from this study and its analyses were presented in three chapters. The pilot study on Cerise Elementary was described in Chapter 4, including a description of the school and individual portraits of the six participants. The collaborative planning model devised by the school was included in this section. Chapter 5 covered the nine other sites which are part of the study, with a school profile, including descriptions of each respondent, and a summary of the data emerging from each site. The complete data tables for each school were including in the appendices. Chapter 5 also included a section analyzing cross-case data on various themes from all ten schools. Chapter 6 contained a brief overview of the study, a discussion of findings on each school, conclusions, recommendations, and suggestions for further research.

Chapter IV

PRESENTATION AND ANALYSIS OF DATA ON STAGE ONE

As elementary schools in the Library Power project in Florida began its first year of implementation, the reports of activities in one school gained the attention of all who listened. It was this school which provided the initial setting for investigating the innovation of collaborative planning and teaching among CTs and the LMS. Seeking answers to the broad question of which factors facilitate the collaborative planning process among the LMS, CTs, and the principal, this researcher observed planning sessions and talked to the participants at the site. This school routinized collaborative planning to a degree not achieved by any of the other schools. The intent was to examine the “best case scenario,” expecting to learn from educators who had integrated collaborative planning into their school practices.

The first stage of this investigation was a focus on this one school, the site which project leaders and participants alike regarded as the most highly developed local Library Power program. The former director of the local Library Power Project and the library media supervisor for the district based their recommendations on reports submitted by the LMS, on site visits, and on observation of the LMS’s discussions with other professionals during the frequent meetings required by the project.

Presentation of Data for Stage One

In order to answer the first three subsidiary research questions, data gathered were presented in profiles of each of the teachers, the LMS, and the principal; in data matrices, which allowed an overview of responses by all participants to a particular question; and in a discussion of a document on collaborative planning produced by this school staff. These questions were:

1. What are the discernable elements of collaborative planning sessions between LMSs and CTs?
2. What specific issues, behaviors, and configurations within the school impact collaborative planning as perceived by the LMS, CTs, and the principal?
3. What beliefs about instructional practices and learning are held by participants in collaborative planning?

Participant Profiles

Most of the staff members of this school were experienced educators; all of the CTs interviewed were not only accomplished instructional planners but most were also veterans at collaborative planning. A special focus on schoolwide goals was observed among these staff members; all particularly valued the culture of the school.

Second Grade Teacher

The SGT, who had taught second grade for five years, described the collaborative planning relationship as one in which the LMS and CT “work hand in hand. . . . She sits down and plans with me and she helps to bring my lessons alive.” She defined collaborative planning as a “trust-building relationship between CTs and the LMS, to bring out the best instruction possible.” She continued, “The advantage of collaborative planning is that it makes teaching and learning much easier in the classroom for the CT. It takes a lot of the pressure off. . . . It helps the CT to be more creative; it is always instrumental to have another person’s viewpoint in your planning.” When asked about negative aspects, she replied, “The only disadvantage I would find is if the CT and the LMS didn’t work together well. In this school, I don’t find that to be a problem. We just want more and more time with my LMS.”

She believed that it was important that her second grade students begin to develop independence in the use of the library. “I would like to see the student be able to go into

the media center and just put their hands on things . . . that is a great skill that they can use for the rest of their lives,” she added. Her theory on the ideal learning situation was one in which the child was treated as an individual. She asserted that children learn best “by being themselves. . . . We have to learn to appreciate children’s learning styles. . . .Children have different ways of learning just as adults do. We have to . . . respect those learning styles.”

The SGT sometimes initiated collaborative projects herself, though on other occasions, the suggestion came from the LMS. “I’m always coming up with ideas and she’s very creative, so it’s like ‘guess what I came up with’ and I bring it back to my grade level and get them excited,” she explained. To her, the most critical element in collaborative planning was “communication between CT, LMS, and the principal, because... it makes the principal aware of the things that are going on in the building and in each classroom.”

When asked how collaborative planning was different in the third year of the project from the previous two years, she replied, “It’s comfortable. It is just a part of something that you do. It’s second nature. It’s very natural. I think now that most CTs have gotten their feet wet, and know what to expect and know what it is all about.” She expressed her belief that the change at her school had been larger than a modification of the library media program. “Not only is it just a new trend, it is just a new way [that] has opened many doors to many things we are doing. It allows people to share and communicate where they wouldn’t have done that before. It’s a way for CTs who were not creative to explore that area. And seek out other CTs to help. You know, become involved in new things.”

Third Grade Teacher

The TGT defined collaborative planning between a LMS and CT as a “dynamic, fluid relationship, a creative relationship, between two professionals.” She assessed this model of cooperative teaching as “absolutely wonderful,” when certain factors are in place.

First, in her opinion, the LMS needed to be flexible about the use of materials and space. She elaborated, “There has to be a real concentration on just getting to the heart of the matter... and not worrying so much about things that aren’t related to the process, like ‘I really need this back tomorrow!’” Her second point was that “there has to be a lot of effort on the classroom teacher’s part to be proactive because the LMS has to serve so many different teachers, that they are not going to do it for us . . . we have to . . . be active.”

She readily admitted that she had not planned with the LMS prior to the Library Power project. She explained:

Almost never . . . And that wasn’t because they weren’t wonderful people. The thought just never crossed our minds, really . . . to plan in a lengthy way. Informally, once in a while. We would meet in the hall and you would get an idea. This really has formalized the process in a better way. It has helped us incorporate it into our mindset. Now it is an accepted part of our curriculum. Yes, you plan with the LMS. It’s great. We were in there just last week. The kids now think of the media center as another classroom. They look at [our LMS] as another CT.”

The TGT outlined advantages of collaborative planning and teaching for both teachers and students: “Additional resources. Not only that, but just another brain, and a pair of eyes and ears to help refine a lesson and really make it better than it formerly might be.” A result of such planning efforts was the sharing of ideas for instruction, “so that we are not all reinventing the wheel in isolation.” She viewed these sessions as opportunities to “learn more about what other people do with teaching different strategies. Not just with curriculum, but in terms of management, behavior, that sort of thing.”

Unlike the other respondents, the TGT identified problems with collaborative planning other than the lack of time. She thoughtfully summarized several points:

I’m not sure all of us are very skilled at it. I’m not sure we make the most of the opportunities we have. . . . I know there are some times when collaborative planning becomes more of a lock-step sort of thing where a grade level will do exactly every thing. And that’s just not my style. I would feel very stifled in that.

The TGT’s comments pointed out the need to evaluate all of the implications of grade level collaborative planning and teaching. While this strategy was valuable for pulling the

reluctant or new teacher into the process, and for assuring that all students had the opportunity to participate in curriculum integrated, relevant learning experiences which led to the development of information literacy, it should not be the exclusive method for arranging instruction in the library media center.

She suggested that the school climate was an essential condition for the implementation of collaborative planning. "If you have a staff that's very positive -- that's willing to work -- and share with one another, and open up and admit that they can use some assistance, I think collaborative planning will work well." The TGT also referred to the process the staff used when considering involvement with a new project which was to evaluate it for the potential benefit for the effort required. She said, "I think that one of the things that we do that is a real strength is that we tend to keep our focus on a few, what we consider really important, issues, as opposed to running willy-nilly to everything that comes down the pike."

When given a final opportunity in the interview to add to an understanding of the innovation, this articulate CT returned to the school culture:

I think that one of the reasons that collaboration works as well as it does at this school is that the school itself has an overall feeling of calm, not always possible in a large school. But this is just one of those schools where, from the administrators on down, people generally seem to take things in stride. There's not a crisis sort of mentality. Everything doesn't have to be done right away. It's sort of, O. K., we'll do this and we will do it to the best of our ability and we'll move along. . . . It helps the staff get along better, and work together better. I think that anything that administrators and CTs and any of the staff can do to make it a more relaxing, enjoyable place to work, obviously, I think that it helps a lot.

Fourth Grade Teacher

The young FGT has been teaching at this grade level for seven years in the same school. This was her first job after graduating from Florida International University in 1988. She had been positively influenced by her past experiences with libraries. She was a library aide in high school and recalled that the FIU library was "one of my favorite places to hang out". Unlike four other participants from Cerise Elementary, she

remembered being introduced to the resources and services of the school library during her undergraduate years in school. Her professor for several reading courses required students to complete projects integrating the various areas of the curriculum. “She was the one who stressed it the most, for everything from research skills, to just, you know, daily reading to kids, from biographies to anything you can think of,” she said.

This FGT answered questions slowly and thoughtfully. On several occasions, she first responded to a question with her own query, apparently seeking clarification of what was being asked. For example, when asked “How important do you think it is for students to develop information literacy,” she countered with “Information literacy, meaning . . . being able to find information in the library?” Perhaps due to her clarification techniques, almost all of her responses were on target, which was not true of all respondents. Yet the other participants did not ask for restatements of questions. One could hypothesize that because of her youth and/or her desire to be accurate, she did not hesitate to ask for clarification, though her questioning style could be a strategy for gaining thinking time before responding.

The FGT described the advantages of collaborative planning and teaching from several perspectives. From the teacher’s point of view, it provided “someone to brainstorm with. . . . You have somebody else giving you ideas of how to attack a topic, how to address it.” She also commented that it provided relief from classroom routines, even making the topic more interesting to the teacher. She suggested that collaboration actually saved planning time, while making that time more productive and enjoyable. Her definition of collaborative planning was: “Bringing all the resources that are available in the school together to benefit the child, to enhance the learning process.”

The advantages to students included exposure to skills not previously developed in school, but which were needed in fourth grade. “They need to know now where to look for information, how to find it, how to prepare it, how to write things correctly,” she

stressed. She found that this type of library program required students to spend more time in the library, which increased their chances of being voluntary readers, which was important to her. She did not find any disadvantages to collaborative planning and instruction.

During the second year's interview, she added an additional advantage, increases in student achievement:

I think our scores speak for themselves. We do so much collaborative planning, so many projects, and our scores have gone up every year. This approach is what is really helping. I think that it plays a big part in bringing up their scores. All the information they are exposed to and all the skills they have to use. Our writing scores went up to a 3.1. We are talking about two years ago we were at a 2.0.

The Stanford scores in her class were also up in every category. "I don't give collaborative planning all the credit, but a major part of the credit. All the activities we have . . . the interdisciplinary approach. It's like this information . . . they are really absorbing it, not just hearing it," she concluded.

Referring to school library programs in which all classes in a grade were taught the same skill, unrelated to classroom activities, she said, "I think that old way was ridiculous. They must have seen the library as a dreadful place to go." She stressed the relevance of instruction in the library under the collaborative planning model: "They know we are all in touch, on the same wave length. We are all striving for a similar goal." She summarized the program's benefits by stating that students learned that "the library is a pleasurable place, an informative place, a friendly place."

In comparing the final year of the Library Power project to the previous two years, she said the planning was more organized. "It's not that we were ever disorganized, but I think that maybe some CTs who weren't doing it before now have . . . got the hang of it. So they come in more prepared with what they need to know and to do. And, therefore, more productive. The more people that come in with information, the more ideas you will end up with." She added that the number of projects her class were involved with had also

increased.

The FGT also praised the arrangement of collaborative planning days by the principal. She pointed out that this practice is unusual and proved the principal's high level of support for planning. She continued, "I'm sure some principals are concerned with other things, you know, money or time, and think (her voice taking on a reprimanding tone) 'those CTs are supposed to be in their rooms teaching. This is not important. They can do that on their own time.'"

Special Education Teacher

The SET had been working in this school longer than any of the other respondents, twenty-one years. Her orientation toward libraries was apparent with her comment that "I love books, and I have been going to libraries since I was a child. . . . We have, with one or two exceptions, had really fine LMSs who have always loved books as much as I do."

This respondent was one of only two of the staff members who remembered any mention of libraries, LMSs, or the potential of library instruction in undergraduate or graduate studies in education at the university level. "When I was an undergraduate at Florida State, we took a course in library science, which primarily focused on children's literature, on familiarizing ourselves with authors and books and how to present them to children," she said.

The SET was very impressed with the Library Power inservice she attended, which was presented by Carol Ann Haycock, a prominent consultant in the field. "It was an excellent, two-day workshop. . . . It was very, very meaty, I mean it was full of information that I could use to get my children involved. And [how] to make the library an extension of my classroom and vice-versa," she emphasized.

She described collaborative planning as "a give and take of ideas. Where, you know, one person has something that they want to do, and the other will expand on it, so that you are bouncing off of each other. . . . To me, collaborative planning depends upon

the relationship between the two people involved and the degree of respect.” From her point of view, the advantages of collaborative planning were “being able to pull on someone else’s experience and knowledge and background. And being able to use the skills of somebody else, skills that I don’t necessarily have.”

After observing the various library program models used at this school, she believed the current flexible scheduling model had a significant advantage over the previous fixed schedule, which taught the use of the library as isolated skills, “I think that when we used to do it that way it tended to isolate the library and separate the library as something that wasn’t an extension of the classroom. You did this thing here and then you walked out and you went into this room and you did this thing over here and never the twain shall meet. And I think that our children are much more likely to go find answers and seek out answers than they were before.”

The SET worked with intermediate students in a resourced program model, in which the special education students were placed in regular classes and came to her for reading and math in a pull-out situation. She summarized the changes brought about by the Library Power Project and collaborative planning and instruction: “To me the biggest difference is the lack of isolation. You are no longer in this room with four walls with the children and they are just all yours. It is the idea that it is a team effort. That everybody is involved in the education of these children.” She emphasized that it was the people and climate of the school which made the difference, “I feel very strongly that collaborative planning has been as successful as it has because of the personalities involved and because of their strengths. This is a strong staff of self-confident people who are comfortable with themselves and new ideas.” She described the climate of the school as “an open feeling, not something that is rigid. An atmosphere that you are comfortable to go and ask someone for something.”

Library Media Specialist.

The LMS had a varied background in teaching, which provided her with a broad perspective of the educational field. She was a classroom teacher in this school for nine years before taking classes at a local university to become certified in the school library field. She worked at the kindergarten and first grade level in this school and, before that, as a varying exceptionalities teacher for two organizations, Easter Seals and United Cerebral Palsy. She had been a LMS for three and one-half years. She was vivacious, outgoing, energetic, and enthusiastic; she brought a pig to school for “Pig Out on Reading Week!” and pulled him through the school’s halls in a wagon!

The practical reasons for collaborative planning were important and crystal clear to the LMS,

Definitely knowing what assignments the students have. . . . When I first got here, kids would walk in here with like half of an assignment in their heads and they are trying to tell me what they are working on and I had no clue. Then it was call the teacher and it was crazy. . . . When I have their classes for three or four classes in a week . . . I get to know those kids very well and when they come in later on, I know what they know and can do and kids that can help each other, so that helps a lot. Even for ordering materials later on . . . I know this class wants to do this or this grade level works on this, so I can order materials we need.

Reflecting on the learning environment in the school, the LMS asserted that collaborative planning and teaching had the potential to influence teachers’ instructional methods:

I’d like to see the teachers get away from the textbooks . . . and get into more specialized materials. I think that textbooks just provide a very basic curriculum for kids. I don’t think that it excites kids in any way. I’d like to see teachers use technology so their kids are comfortable with it.

Though collaborative planning went on in this school prior to “collaborative planning days,” it was mostly informal, according to the LMS, because of time constraints. “We do a lot of planning just walking down the halls and then I will write up the sheet and send it to the teacher and she will send me the lesson plan back with her portion filled out,” she said. While some teachers made the effort to schedule planning time with her, it was

usually over lunch, which was not the ideal uninterrupted session for quality planning.

The idea for “collaborative planning days” had been discussed by the principal and LMS for some months before being implemented. A major reason for the delay was the fact that the LMS was out of the school on maternity leave from June, 1994, to November, 1994. During that time, a substitute librarian was in the building to maintain basic services. Both the principal and the LMS were enthusiastic about the Library Power Program and its potential to improve library service in the school, but considered the lack of planning time to be the major obstacle to the total success of the project. A second issue was individual teacher planning versus grade level planning; both the principal and LMS believed that, in order to impact all students in the school, planning by grade levels was desirable. To encourage team planning among grade level teachers and to provide a substantial time block for planning between the LMS and CTs, the principal offered to provide substitutes using funds from the school’s budget for two planning days, one for CTs in kindergarten through second grade, and one for CTs in third through fifth grades. Each day would provide three two-hour blocks for grade level planning, with substitutes rotating through classes at each of the three grade levels. Of the grade level planning time, one hour would be used for the CTs to plan together, with the LMS joining the group for collaborative planning during the second hour. The LMS reported later that she most often was invited to stay with the CTs for the entire two hours.

While many schools in the district were encouraging team planning by grade levels, this model would differ in that it provided time for the LMS to plan with the CTs. The LMS explained the impact of this adaptation of the usual model: “I have heard of schools that have . . . grade group planning and yet the LMS is not included. What is the LMS doing? She is covering classes for the CTs to [plan] which makes absolutely no sense.”

The LMS firmly believed that her principal’s action of providing planning days to promote collaborate planning and instruction would supply the necessary second booster to

the Library Power initiative. She elaborated:

I think [it] will really just enrich the program tremendously and get the program to where it needs to be. . . . I do have some teachers I think are maybe fearful of coming for planning, who maybe are not so sure of what to plan on I have others who are very willing and I work with them a lot. I want to get those other teachers in. I think that if I do it in a group, on a grade level situation, that it will make them feel more comfortable to do it that way. I think it is the only way, no matter what building you are in . . . [that] the media center will be fully used. You may spend twenty years pulling in one teacher at a time, but if you do it according to grade levels, you are sure to pull in every teacher [then] you will pull in every child . . . If you try to work on it slowly . . . you are losing those kids whose teachers are not willing to come in, and that's a shame.

Additional benefits of team planning by grade levels from the LMS's point of view related to time management, to the possibility of sparking enthusiasm about the learning activities among teachers, and to long-range curriculum planning:

It helps me to plan with four or five classrooms at a time. If I can plan something for the third grade, I would be able to do it more effectively. I think that a whole grade level gets excited together. And they are willing to share the ideas and later talk about what we can change and what we can keep for the next year.

Principal

This principal suggested that other educators interested in learning about this model of school reform could begin by asking themselves, "Why collaboratively plan?" Her response was:

Everybody knows, every principal, every assistant principal, every CT knows, that you have strong and not so strong CTs on your staff. I think we help each other more than we know by doing this kind of thing. I think we help the less strong CT by sharing ideas with them and giving them a little bit more confidence to go on their own. I think the strong CT will always be a good CT, but I think that we all know that meeting together & sharing ideas is the best way to accomplish this. And what is the bottom line? The kids! Whether it is test scores that go up. Whether it's kids reading more. Whether it is Stories under the Stars, where parents bring kids at night. Stories under the Stars was also funded by Library Power and their parent night money.

Her definition of collaborative planning was "working together as teams."

However, she distinguished between collaborative planning and team planning. "I see collaborative planning as the focus on curriculum development and team planning as more of the nitty-gritty stuff. I see the curriculum, the wide, big stuff, being handled by

collaborative planning. I see the finer points as team planning.”

One of the major reasons she cited for supporting collaborative planning was to assist students in developing information literacy. She emphasized, “We wouldn’t be putting emphasis on the library media center if we didn’t believe that information literacy is very important.” She expected to see students involved in research projects in the library media center and believed that working in collaborative groups was especially effective for students. It was a CT’s responsibility to make sure students went to the library to learn and practice information literacy skills in her view; she considered collaborative planning sessions as the means of organizing these skills activities within the context of the classroom curriculum.

She admitted that there were several disadvantages to collaborative planning. Referring to a project planned by one grade which included the construction of a simulated space capsule, she said, “I’ve had some CTs say to me, ‘This is stupid! So what if we plan a bubble together?’ I think there are some CTs who want to do their own individual thing. That don’t want to have to sit all the time with a group and plan it.” She responded to the CTs who objected to planning with the group:

The third grade has competencies that those kids must meet. We are now putting our heads together to find the best way to reach these competencies. You are a part of that. If you don’t want your kids to do this space capsule, I am not going to require that your kids do this space capsule. What I am requiring, though, is that your kids meet that competency. I am going to allow you the freedom of doing your thing, but I do want you planning with the group. I do want you picking up on some ideas that the group is coming up with.

She added that another disadvantage was expressed by CTs who were active in collaborative planning. “There are some hostility with CTs who work their tails off, and they’ve got somebody else in the grade group that doesn’t. But I still think the advantages outweigh the disadvantages. I think everybody needs a buddy.”

When asked about factors that affected the likelihood of successful collaborative planning sessions in a school, this principal indicated that positive attitudes were critical. “I

think in a lot of schools, CTs don't think kids can learn. I really do hate to say that, but I think it is true. After working with . . . CTs in some of these schools, I don't think that they think it is important that their kids know how to find information because they're never going to do it anyway." She added that a positive school climate was also essential. She stated, "That kind of climate is important for the well-being of the school. Once you establish that kind of climate, where CTs think . . . 'That principal thinks I know something. That principal thinks I have something to contribute. That principal actually wants me to make a decision about money!' I think that is overriding on top of everything."

The school staff was the critical element in establishing collaboration as part of the school's operating system, she said. "They have to be ready. They have to want to do it." A central figure in the process was the LMS, in this principal's view. She explained:

Those CTs have to see the LMS as being as involved in what they want to do as they are. They need her ideas. That LMS has to be a real people person, aside from having the knowledge and the skills. Hiring a LMS now would be the most difficult thing that I would face, because the expectations are so much. It has to be a whole package wrapped into one. They've got to have the knowledge . . . the people skills, they have to be part of the group, they have to be considered one of the guys, they have to be considered someone that works as hard as they do, even though they don't meet those 35 kids every morning. But the knowledge that she can impart on how to do something is real important.

She perceived the LMS's role in the delivery of instruction as a resource provider and as an expert in media. She indicated that the library media center in this school was a place where people wanted to go, where CTs and kids alike were comfortable asking for information. The LMS in her building was also active in curriculum development. The principal explained, "She is part of everything. Her input is constantly asked for. You know when you do webbing? She is the one in the middle."

This principal often sat in on collaborative planning sessions and had clear ideas on what made them successful. "I think the CTs need to know where they are going, because when we set up the collaborative planning sessions, we ask them to come with things in

mind, “ she said. She encouraged CTs to meet as a grade level first, to identify subjects which needed to be covered during the upcoming nine-week period. “They need to have their long-range plans made for where they want to go in this period of time. They need to bounce those ideas off of each other, and off the LMS, so they come up with their roadmap. The technology end of it is massive.”

Because she was determined to create favorable conditions in her school for collaborative planning to succeed, this principal provided substitutes so that grade level CTs met with the LMS during the school day for planning. However, not all CTs participated fully in the planning sessions. She spoke about several of the CTs on her staff:

At some of the collaborative planning sessions that I sat in on, I saw the ones that were sitting back, waiting for everyone else to do it. They never really voiced it to me that they didn't want to do this, but I saw the body language. 'Let them do it.' I'm not ever going to get over that hump, but I'm going to try. At the end of the year, I had conferences with some of my CTs and I focused on that. I told them, 'If you think you can just ride this wave, I don't want you here. If you think you're going to continue to sit back while everybody else does your work, you are going to find yourself looking for a transfer, because I'm going to make life miserable for you. That's how important this is to me.' Most of them didn't respond because I know most of them are thinking, 'This lady has lost her mind. She can't force me out of here! She knows that.' I could see the wheels turning. But it was a message I felt I had to get across.

Though this principal was a strong advocate for school libraries now, she did not have a positive experience with libraries in her childhood. She considered it a chore to go to the library in elementary school and didn't know how to use the library resources. Her parents bought books for her, so she had her own reading materials. Her experiences with libraries were better in junior high and high school; in college she learned to use the library on her own. She said, “That experience as a kid is why I feel so strong about making the library a place where kids are secure.”

In addition to attending the many local Library Power training sessions, she was selected to go to a national Library Power conference in Rhode Island with several other Miami-Dade County principals. In addition, she had conducted inservices for

administrators in the local district. When asked about the principals' major concerns about collaborative planning, she replied,

M-O-N-E-Y! 'How do you pay for this?' Well, I take it out of my budget. I make that a priority. I want it to be so that CTs are O.K. with it. They've got subs that we use all the time and they know that whatever is going on will be O.K. in that classroom. It is surprising to me that they listen to a whole presentation on collaborative planning and instead of asking me what are the benefits of it or how it has changed things here, they only want to know how I pay for it.

She discussed the pressure which the region office, a subdivision of the school district, had exerted on principals. "Some of them are getting the message that media centers and the emphasis on teaching kids how to use the media center and the media center being the hub of the school and being the most important place is becoming very important to people other than just us." She added, "A good principal, a good instructional person, knows how important it is."

Displays of Data

Among the data resulting from the interviews were a number of factors which could positively or negatively influence participants to collaboratively plan and teach with the LMS. Data tables 1, 2, and 3 are included in Appendix C. The first display of data, Table 1, was a chart which summarized the responses to the questions concerning experiences with libraries in the participant's own K-12 education; discussion in education courses of school libraries, the LMS, or potential of instruction in information literacy skills; participation in other teaming situations; encouragement by the principal to participate in collaborative planning; attendance at Library Power inservices; and presence at school-based inservices or discussions of collaborative planning and teaching.

The only factors which were positive for all four teachers was the principal's encouragement and their participation in discussions about collaboration within the school. Only one teacher did not have positive experiences with libraries during their childhood years. The factor with the least influence was college education courses; two teachers remembered no mention of libraries, librarians, or the potential of information literacy

instruction. This last factor was relevant to LMSs planning inservices for their schools. If this data were a true indication of the situation regarding college education courses, then teachers may not be familiar with the advantages and potential of school libraries and the role of the LMS as a planning partner.

The description of collaborative planning, Table 2, included approximate number of collaboratively planned units during a school year; the nature of the planning session itself; an assessment of the things that a LMS could do to make a collaborative planning session successful; and the things that a teacher could do to make a collaborative planning session successful. Though no attempt was made in stage one of this study to look at personal characteristics of the LMS or teachers, it was interesting to note that teachers listed personal adjectives for the LMS, though none were listed for teachers.

A third area of data reduction and display was an instructional issues matrix, Table 3, which summarized responses to questions on the importance of instruction in library/information literacy; the respondent's philosophy of how children learned best; and a description of an ideal instructional setting for the implementation of a library/information literacy skills program. Most responses to the item on how students learned best reflect constructivist concepts; the other response was "individual learning styles," for which the use of library resources and services was a logical solution. The emphasis on the size of the library was an understandable one for the staff of this school; the present facility was quite small, and construction was expected to begin on a new facility in a few months. Though emphasis on availability of technology was a widespread concern, it was a special focus at this school, since it just received the Florida Technology Incentive Award. The other common thread in the responses was the need for the library clerk, so that the LMS was available for collaborative planning and instruction.

The first of the data displays resulting from the second year's interviews was the Planning for Instruction I matrix, which summarized CTs' responses to inquiries about the

use of thematic units; patterns of planning lessons in advance and/or improvising in classrooms; preferences for planning individually or with others; evaluation of lesson planning and implementation; and the times when CTs plan. In this school, all CTs worked with thematic units except the special education teacher. However, even in this case, sometimes the SET would use themes for writing and research activities. Three of the four CTs responded strongly that they were advance planners, even though they were not reluctant to improvise when appropriate. The other CT identified herself as an improviser primarily, with some advance planning occurring. All four CTs practiced both individual planning and collaborative planning. Individual planning was necessary for the SET because of the requirement to provide individual instruction for her students, yet she participated in planning with others at several levels. A general comment was that the CTs liked to plan the units together, then handled the day-to-day lesson plans independently. All CTs also evaluated their planning and implementation, though it was daily for some and weekly for others; most described their evaluation as informal. Planning times varied for the CTs, with two of the four mentioning taking work home.

In the Planning for Instruction II matrix, the focus was on four areas: information sources and materials used for instruction, the role of the LMS in the planning of instructional units, the principal's influence on the development and delivery of instruction, and the district's influence on the development and delivery of instruction. A wide variety of instructional sources were used by all CTs, though all used textbooks as guidelines or supports. The SET indicated a closer adherence to textbooks than the other CTs. The LMS served as a resource person for materials for units, as well as a source of ideas for instructional activities. Responses to the question about the principal's influence were varied, from a requirement for minutes from biweekly grade level planning meetings to no pressure at all. The LMS mentioned that the principal frequently dropped in on collaborative sessions to see what was happening and followed up by attending events

resulting from the planning. The principal also praised the efforts of students involved in the activities during televised daily announcements to the school, which provided additional motivation for students and CTs alike. One CT felt that the district did not have any influence on planning while two others felt that the Competency-Based Curriculum represented the district's influence. One of the four CTs mentioned standardized tests as a district requirement.

The final matrix on instructional issues, Planning for Instruction III, covered influences by the grade level on planning, receptivity of CTs toward collaborative planning with the LMS, and changes detected in students' information literacy levels since beginning collaborative planning. None of the four CTs felt inhibited by procedures used for grade level planning, yet each response revealed interesting details about the nature of their planning. Also, none of the CTs felt that all CTs were equally receptive to collaborative planning, though two CTs detected a difference in the way various grade levels adapted to collaborative planning. All CTs who responded to the question believed that their students were now more information literate than before, as a result of increased opportunities to learn and practice information literacy skills.

The final display summarized answers to broad questions on the innovation in the Assessment of Project as a Change Effort matrix. Responses about the success of implementation were almost unanimous; when asked to rank the school's effort in implementing collaborative planning, two CTs gave it a 9, two CTs said a 10, and the LMS and principal each awarded their effort a 9. On the issue of competing initiatives, two CTs did not detect any competition while two others felt competing factors did influence the effort. The LMS named the technology grant as a competing initiative in addition to other activities while the principal cited the technology grant and pressure for students to perform well on the state writing exam and standardized tests. On the question concerning training efforts, various staff members mentioned word of mouth from CT to

CT, staff members who attended Library Power training sessions, the LMS, the principal, and the training manual developed as part of the Teacher Leader Project. All responded that collaborative planning had been institutionalized at the school, though two staff members qualified their responses on certain conditions including continued financial support of the principal and the continued presence of key personnel on the staff. The LMS was concerned about changes to the school staff, “If, for some reason, I am not here and a new person comes in with new ideas, or if the faculty changes drastically. . . . It has to stay with the people that are here and the people that are here have to continue to teach the new people who come in.”

P. E. A. C. E.

In addition to the Library Power Grant, this school applied for and received another grant from the Dade Public Education Fund to promote collaborative planning between the LMS and CTs. Called the Teacher Leader Grant, this program provided funds for the school and for each of the six staff members who prepared the document and presented inservice on collaborative planning. The purpose of this grant was to share instructional ideas with other educators in the district. The documents produced by each school were published in the Impact II Idea Depot Catalog (1996). The LMS and two of the CTs working on the project were part of this research study. The title selected for the school’s project was P. E. A. C. E., Plan for Excellence in a Collaborative Environment.

This document revolved around a model for collaborative planning which was created by the school staff. The design was a pyramid with a description of both the media program and teachers’ working patterns without collaborative planning at the base. Various steps in a progression toward the ideal of team collaborative planning during regularly scheduled sessions were depicted, with a circular design incorporating the peace symbol at the apex of the pyramid.

An overview and narrative accompanied each level of the model. At level 1, in

which the library program and the CT worked in a parallel mode, with no communication between the LMS and the CT about what happened when students go to the library, information skills were taught in isolation on a regular basis, but were not related to classroom curriculum. The narrative (P. E. A. C. E., n.d.) described a typical situation:

Classroom teachers rarely interacted with one another regarding curriculum and instruction. There was no sharing of materials and/or ideas. Valuable time was lost as each teacher, working alone, replicated the same lessons. Each grade level ultimately had the same instructional objectives, but did not capitalize on each other's strengths. Weak and insecure teachers were left without a support structure. Though dedicated teachers and librarians worked hard to promote a sound education, many opportunities to enrich and enhance student learning were lost. (p. 5)

At level two of the model, CTs were beginning to request information literacy skills lessons to support classroom instructional units, as the library media center now operated on a flexible schedule for most classes. Scheduled classes for kindergarten and perhaps first grade continued. Some sharing of ideas among pairs of CTs was occurring, as block scheduling of special area classes began to make it possible for some CTs on the same grade level to work together. "As teachers collaborate, they refine vital interpersonal skills. These skills make the difference between 'meeting' together and 'collaborating' together. Teachers become more flexible, develop a willingness to share, and gain a heightening respect for each other's ideas. They are less autocratic and now more open to change (p. 7)," according to the P. E. A. C. E. document.

During level three, the collaborative planning sessions between individual CTs and the LMS became more structured, and more CTs were involved with planning with each other and the LMS. In the guidelines developed by the staff, the emphasis was on student achievement: "For students, academic benefits are found in a more energized, project-oriented, interactive learning environment. Projects range from small groups of students learning to use the electronic encyclopedia to long-range interdisciplinary units involving an entire grade level (p. 9)."

At the fourth level, formal bimonthly collaboration sessions for all grade levels were held, using the principal's discretionary funds. The library media center operated on a completely flexible schedule, meaning no regularly scheduled classes preempt time and space in the media center. The library media center was described as "the heart of the instructional program (p. 12)" and technology use increased. Emphasis on implementation of the district's curriculum including information literacy skills intensified, led by the LMS. "The media specialist is the catalyst for a vast network of curriculum activity. She serves as a verbal curriculum-mapping guide, directing teachers across grade levels for effective networking of ideas and resources. . . . The media specialist helps teachers infuse the appropriate research [and] technological resources into the curriculum" (p. 11). The narrative continued to describe the collaborative planning sessions:

The teachers meet for two hours of collaborative planning. The full time can be spent with the media specialist or one hour with the media specialist and one hour of grade level planning. Discussion runs from resource sharing, to development of thematic units, to better ways of integrating system-wide curriculum objectives, e.g., Competency-Based Curriculum, hands-on math and science activities, reading goals, etc. A unit of space for first graders, for example, involved media research and word processing with Kid Works II. In the media center, an entire cosmos was recreated inside an inflated, room-size black plastic bubble which first-graders decorated with fluorescent planets and meteors. Favorite constellations became geometric outlines of Christmas lights. First-graders narrated stories and offered space facts on audio-tape for visitors to their cosmos. All classrooms visited the plastic planetarium, impressed by and supportive of what the 'little kids' have done. (p. 11)

At the pinnacle of the pyramid, the peace symbol dominated, symbolizing that the previous steps were now automatic and that the skills required to implement and operate this program had been internalized by the staff and students (Figure 1).

A chart was included which enumerated conditions for P. E. A. C. E. (Figure 2), which listed characteristics required in the areas of staff attitude, administrative support, organizational school site structure, and school-wide commitment. Another table named frustrations frequently encountered when attempting to implement collaborative planning and the solutions (Figure 2) reached by this school.

*Stages of Development Hierarchy
P.E.A.C.E.
Plan For Excellence in A Collaborative Environment*

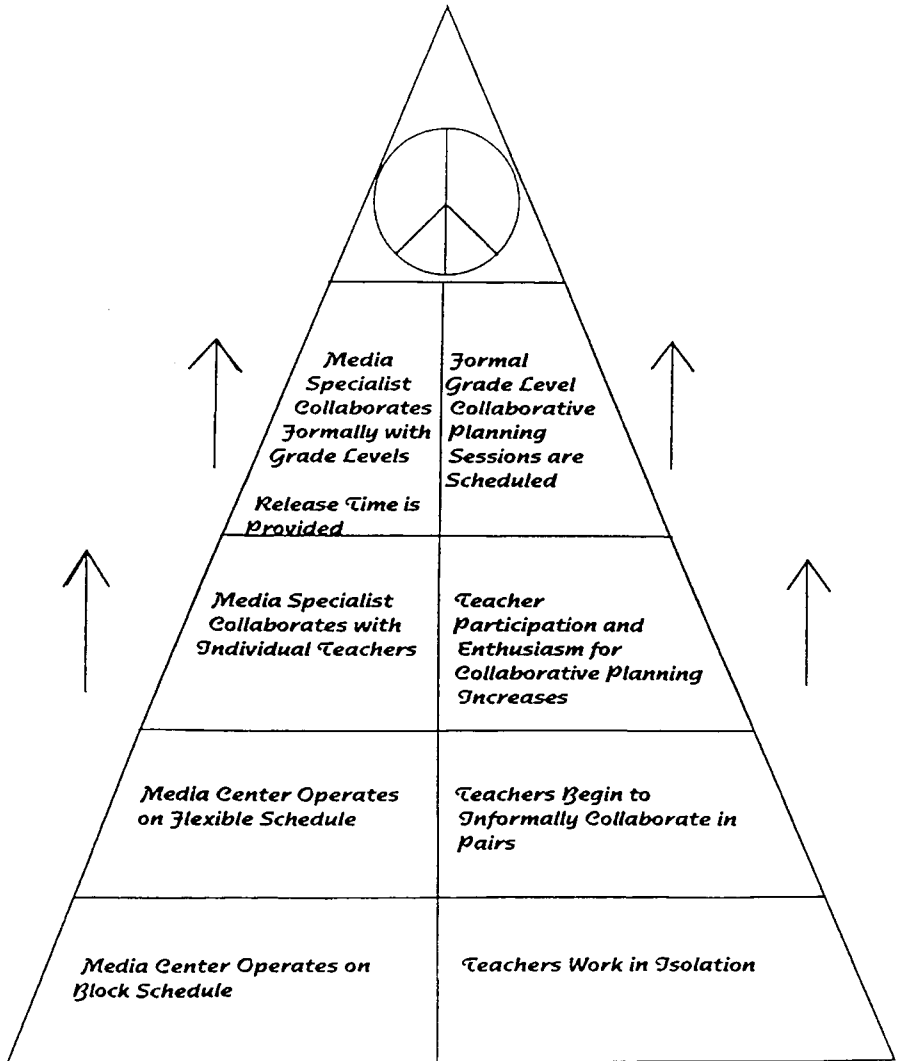


Figure 1

CONDITIONS FOR P. E. A. C. E.

Staff Attitude

Flexibility
Willingness to Share
Willingness to Give Up
 Some Autonomy
Ability to Take Risks
Openness to Change
Awareness of Resource-Benefits
 in Working with an
 Approachable,
 Open-Minded LMS
Sense of Humor
Ability to Keep Things
 in Perspective
Independent Learning
Confidence and Success
 in the Classroom

Administrative Support

Commitment to P.E.A.C.E.
Ability to Take Risks
Willingness to Share
Willing to Give Up Some Autonomy
Sense of Humor
Commitment for Shared Decision
 Making
Ability to Keep Things
 in Perspective
Willingness to Spend Money
Commitment to Strong Media
 Center Resources

Organizational School Site Structure

A School-Based Management/Shared
 Decision Making School
Grade Level Chairperson for Each
 Grade Level
Block Schedules

Schoolwide Commitment

Encourage Positive Attitude
Start Small, with Moderation and
 Let Collaboration Grow
Focus on Student Achievement
Support Teachers Who May Feel
 Insecure
Willingness to be Demonstrative
 in support of One Another
Laugh Together
Keep Surroundings Aesthetically
 Pleasing
View LMS as Teaching Partner

Figure 2

FRUSTRATIONS AND SOLUTIONS

<u>Frustrations</u>	<u>Solutions</u>
1. Not meeting the needs of all students	1. Grade level planning involves all teachers; flexible and team teaching occurs
2. Not having the time to plan together	2. Release time and substitute coverage provided
3. Planning time was not always productive	3. Focus on team building skills; teachers are committed to increasing productivity and reducing tension
4. Planning takes longer to complete	4. Focus on time management skills; keep concentration on end result; continually identify common ground
5. Teacher feels insecure with subject area	5. Group actively supports those who want assistance
6. Special Area Teachers still isolated	6. Brainstorm specific ways to facilitate the inclusion of all teachers

Figure 3

This document provided both theory as to why collaborative planning and instruction was a desirable practice for schools, practical advice about how to proceed, and numerous examples of the results in this school. In summation, the abstract stated: “In an era of educational change and challenge, effective and inventive collaborative planning breaks teacher isolation, energizes the curriculum, and coordinates use of resources, both instructional and human” (p. 1).

The SET provided insight into how the Teacher Leader Project came about, indicating that staff members wanted to share with other educators the innovation that had worked well for them, “We are really very open to new ideas. We also wanted to provide support, and guidance, and assistance to anybody who wanted to try this. I mean the money wasn’t a large enough amount to be a primary motivating factor.” She also discussed the process through which the manual was developed. “We sat down with a tape recorder and talked and talked. And made notes and jotted down outlines and cut them all up and rearranged them.”

The LMS stressed how difficult it was to write the handbook, because the innovation had developed slowly, over a period of time, in the school: “The concept was so gradual in our building. We had to take a long look back, into how the school had evolved, as far as how its faculty worked together. It was a hard thing to do. Finally, when we saw it visually in the shape of a pyramid, it all clicked for us.”

The final section of the text of P. E. A. C. E. was titled “Looking Towards the Future.” This passage opened with the statement that the two-hour, bimonthly, grade level planning sessions would continue, as other solutions to perceived needs were implemented. These solutions were the inclusion of more special area CTs in planning, collaboration across the feeder pattern of schools to increase skills development, and voluntary peer coaching to assist CTs with technological skills. The most important solution planned for the benefit of student development of information literacy skills was

the following:

We will articulate across grade levels for scope and sequence of skills, e. g. , the writing process, research skills, word processing and note-taking. For example, our Florida Writes scores were up last year, but we need improvement in reading comprehension. We will devise note-taking, research, and information literacy units to be presented to grades K - 5 in order to strengthen their ability to organize and evaluate what they read.

The list of conditions for P. E. A. C. E. developed by the staff addressed several key characteristics required of a principal wanting to establish collaborative planning including: an ability to take risks, a willingness to share, a willingness to give up some autonomy, a sense of humor, and the ability to keep things in perspective. It was significant that CTs and the LMS, when analyzing their own experience in implementing collaborative planning and teaching, recognized these traits as contributing factors in the success of the innovation.

Chapter V

PRESENTATION AND ANALYSIS OF DATA ON STAGE TWO AND CROSS-CASE ANALYSIS OF ALL DATA

To learn how collaborative planning was implemented in various schools in the Miami-Dade County Library Power Project, a second stage of this inquiry was initiated. Three schools from each of the three years of the project were selected for investigation to look for similarities and differences in how collaborative planning and teaching was interpreted and implemented at various sites. Because these nine schools had been involved in the grant for differing numbers of years, time for training and integration of the new program was investigated as an element of the study. Since only elementary schools were considered and chosen by Library Power for the first year, three elementaries were selected from the ten in the project. In the second year of the grant, middle schools were added to the eligible applicants, and one middle school and two elementaries were selected for this study. From the ten schools in the third year of the grant, two middle schools and one elementary were chosen for a total of six elementaries and three middle schools in the second stage of this investigation. The data gained from these schools was combined with the findings from Cerise Elementary to form a more complete picture of the possibilities and realities of this innovation.

Data from stage two schools were presented and analyzed in three ways. First, the data from interviews of the participants from each school was presented in matrices in Appendix D. Second, each school was profiled including a brief introduction to the site and staff selected for this study and discussion of the themes inherent in the data displays. Finally, a cross-case analysis of data from all ten schools in both stages of the study was conducted.

School Profiles

The Library Power program in Dade County was a three-year project. Ten elementary schools were selected the first year and were referred to as year-one schools. While the major funds for collection development in the library were distributed the first year, additional funds were allotted in the next two years, and, most importantly, training in collaborative planning and teaching was continued. The ten elementary and middle schools selected the second year of the grant were termed year-two schools and were funded and accorded training opportunities for two years. The final group of ten elementary and middle schools, year-three schools, were funded and trained for one year.

The library media services division of the school district had recommended flexible scheduling in elementary schools for over 12 years. The annual report completed by LMSs and submitted to the district office asked for the scheduling pattern in the school. However, the principal and LMS in each school determined the schedule for the library. In reality, many elementary schools had weekly or biweekly schedules for each class, some only for the early grades, kindergarten and first grade or perhaps second grade, while others had set schedules for all classes. In fact, in some schools, the scheduled library slot was relief time for CTs; in some situations, this schedule was part of a school-wide block scheduling arrangement so that CTs at a particular grade level would have a common planning time. While the teacher's union in the district specified how CTs would be provided planning time in the contract (Successor Contract between the Dade County Public Schools and the United Teachers of Dade, 1997), the library media center was not included among those programs. It was a building level decision to use the library to provide relief time for CTs, perhaps influenced by the region office.

The Library Power Grant required total flexible scheduling in elementary library programs. This was stated clearly in the grant application and contract. Some schools receiving the grant had one or more grades scheduled, usually at the preference of the LMS

and/or CTs in the school. Most schools receiving the grant phased out those scheduled classes; however at least two schools continued the kindergarten and first grade scheduled classes, while serving other grades on a flexible schedule.

Azure Elementary

The first year-one school was Azure Elementary, which was a large school with over eleven hundred students. This site was unique among all the schools in this study in that two LMSs served this school. Usually, only one LMS position was funded by the district unless an elementary school population reached 1201 students. The principal paid for the second LMS because she considered the value of the library media program to be significant to the school's success. The school's schedule provided a common planning time for CTs at each grade level. The library program in this school was also unlike others in the study; it was a two-tiered program, with a basic layer referred to as the literacy strand. This part was a literature and information skills program for each grade based on the school's reading series developed by the LMSs, with some input from CTs. The literacy strand classes were scheduled on a regular basis for kindergarten through second grade classes. The literacy strand offerings planned for third through fifth grades for a two week period were listed on a flier distributed to the staff. The CTs came in and signed up for time slots fitting their schedules. The second layer consisted of typical collaboratively planned units based on the CBC. Because of two LMSs and a large center, many sessions could be accommodated for individual classes.

Azure Elementary was a Comer school, which provided a special program for parents, encouraging communication and connections between home and school. The staff training included emphasis on cooperative strategies to be used within the school community. The principal explained, "It has a collaborative component . . . [but it] is not curriculum-based."

Presentation of Staff

The staff interviewed in this school were all positive about collaborative planning and the school's program. All of the participants at Azure Elementary were veteran educators. One of the LMSs had been at the school for two years at the time of application for the grant and had changed the library program from a traditional scheduled, closed media center to a mostly flexible scheduled and open library media center.

CTL

CT1 attended numerous Library Power training sessions outside the school and believed that most of them emphasized the same point: CTs and LMSs should sit down together and plan ahead for instructional activities. She explained, "At the beginning of the unit, you make a rough sketch of what you want to do. . . . The LMSs come to our meeting and we sit and plan what to do. So we have like a skeleton. Then each CT elaborates on it, depending on ability, because we do have some low classes." CT1 currently taught a combination fourth/fifth grade class. She had 20 years of experience in the classroom and had taught both gifted and emotionally handicapped students. She was chairperson for her grade level and had worked on the school improvement plan. She had been involved with collaborative planning with other colleagues, but not with the LMS until she came to this school. In fact, it was because of LMS1 that she accepted the position at this school. "When my husband retired and we moved here, I went to several schools," she explained. She checked out the libraries in each of the schools because she frequently used outside resources to compliment her style of teaching. CT1 continued, "I met LMS1. She spent close to half an hour with me. I was just fascinated."

Focusing on independent student use of the library media center, CT1 described another aspect of library service at Azure Elementary. "We have a really neat thing that I love in this media center. We have research passes." When the class was involved in a unit of study, a question sometimes came up which was not answered in the textbook. "A

child might say to me ‘What is the height of this mountain?’ And I say, ‘I don’t know. I think you should go to the library and look it up for me because it is something we both need to learn.’” She added that because the school had two LMSs, usually one of them would be available to help the child, emphasizing that the LMS did not show the student the answer, but pointed out the section and which information source to use.

Summarizing her three-year experience with the Library Power project, CT1 stated that in her opinion those schools which were part of the innovation for only one or two years were at a disadvantage:

I think to give them only one year, they are hindering the success of it. . . . I just think that the second year when you go back, you’ve tried it, you have feedback. You can sit and listen again, because some of it is repetitious, but now it has true meaning to you and you are better able to evaluate and better able to give the people who are speaking feedback and they are better able to address your problems. . . . The first year was all new information coming to me. The second year, it was a two-way street. The third year, I felt very comfortable and it was just a refresher.

CT2.

This fourth grade CT detected changes in the library media program at Azure Elementary since its association with the Library Power grant; “CTs feel more welcome to come in and plan. It’s seen more as an instructional tool. The media center is not seen as a ‘go in there, get a book, read a story.’ It’s seen more as an instructional resource or tool and so are the LMSs . . . seen more as teachers,” she explained. CT2 attended several Library Power training sessions and had eight years of teaching experience including ESOL self-contained classes. In the past, she was grade level chairperson and served on other school committees. She was not familiar with collaborative planning with the LMS until the first Library Power meeting.

Her teaching style combined hands-on activities with teacher-directed instruction. She described the need for information literacy skills as essential and interpreted the CT’s role as developing assignments and sending students to the library to conduct research. She pointed out:

There are a lot of kids that I could send to do research and it would be great; then there are a lot of kids that need me to walk them through it. I think it also depends on the class you have. I think everything is a happy medium. I don't like all of one thing and I think you have to realize that every child is different. Every class you have is different.

Among the strategies that she recommended to schools wanting to implement collaborative planning were having well-stocked libraries and small group introductions to the planning process. She recognized that quality collections were the result not only of the LMS's efforts, but of administrative support. Concerning CT training, she advised, "Have the LMSs maybe not hit the whole faculty, but hit the grade group meetings. That's always easier. Small groups are better." She did not think that faculty meeting inservice was productive because "people just want to go [home]." Informal sessions would be received better by CTs, she indicated, than a prescriptive approach, which could meet with resistance from CTs. She suggested that the LMS could gather resources on a topic covered by the grade level, then take them to a meeting, saying, "This is what I have available. Let's plan a unit." She predicted, "You can bring it into your school even before the CTs realize that they're collaborative planning."

CT3.

This CT believed that one of the best results of the project was the increased comfort level of CTs and students with the library and its resources. She said, "It just opens up this whole library and makes it ours. The children know that this is their place they can come to. Whole worlds are opened up to them in these books." CT3 taught first grade, with 13 years of experience in first and second grades. She had served as grade level chairperson and on the school improvement plan committee. She had not attended Library Power training sessions. She first learned about collaboration between LMS and CTs after LMS1 came to this school, before the Library Power Grant.

She defined collaborative planning as, "Sharing ideas. I remember something about all of us are smarter than any of us. . . . It opens up a lot of ideas I haven't thought

of.” She especially valued the recommendations made by the LMS for titles to be used with her classes:

The LMS really knows the literature that is out there. The new stuff and the old favorites. There are so many things that can be taught through literature. Children love to be read to. You can take the worst class in this school, and you can read to them, and you have their total attention.

CT3 suggested that favorable conditions for the implementation of collaborative planning would include smaller schools than Azure Elementary which had 1100 students. “It works better in small schools, I think. . . . Some schools are so big, there is no way the LMS can work with all the CTs that are interested in working together.” She identified uncooperative people as an inhibiting factor. “Some people wouldn’t do it anyway. I think some people have been doing their job for so many years, they are sort of in a rut and they are not going to do anything new.”

CT4.

In one of the most unusual collaborative situations encountered among the ten schools of the study, this physical education CT and the two LMSs developed a library activity involving fifth grade students in researching and writing about sports. A group from the physical education classes would go to the library every day and they would use electronic resources to answer questions on a particular sport. After completing the questions and a multiple choice test, students would write a paragraph about the topic using word processing software in the library. CT4 had been teaching physical education for 15 years. She had not attended Library Power training sessions, but had served on the school advisory council at Azure Elementary for three years.

In another activity in the library, the LMSs worked with students using graphing software to map their physical fitness scores. The intention was to save the files and add to them from year to year so that students had a record of their scoring in physical fitness over a period of years. CT4 described how the planning occurred:

Last year . . . I talked to LMS2 and LMS1 about instilling a program using physical education because the school has been [low] in writing skills and reading skills. Why don't we try something with physical education? What can we do to get the kids to use the materials that Library Power brought in? And increase their knowledge of sports skills. . . . We got very good paragraphs back, and creative thinking.

Recognizing the importance of information literacy for today's students, CT4 described the library media center as a central location for everybody in the school. She admitted that the children sometimes helped her learn to use new technology in the library. She considered the CT's role in promoting information literacy to be paramount, because they could "really push it with the kids. They can make it exciting for the children."

CT4 identified increased usage of the library as the biggest change the school had experienced since receiving the grant. She said:

There are so many things going on in here. It is like Grand Central Station. Everybody comes here. Whether it is just to sit in the professional area and read a professional magazine, or to come and research some books they can use for their class. . . . It gives me a resource if I need to do research. We're constantly going back to school.

Summarizing why she considered the initiative to be successful in her school, CT4 said, "Because you have the CTs working together, the LMSs working together, the technology CT working together, all for the common goal of improving student achievement. It was positive for the CTs, too."

LMS1

LMS1 first learned about collaborative planning when training as a LMS and was intrigued by it. "The philosophy was very easy to buy into. . . . It makes so much sense. I had some questions about the realities of it, the practicality, and making it work. I had difficulty believing that we hadn't always done it that way." LMS1 had worked as a CT for 22 years and had been a LMS for eight years. She taught several different elementary grades, was a reading resource inservice educator, and provided inservice training for first year teachers. During her years in the classroom, she was a grade level chairperson and team leader, and had been on the school improvement committee at Azure Elementary,

serving as chairperson.

Much of the collaborative planning occurred at this school during monthly grade level meetings which were scheduled for an hour and 20 minutes. However, LMS1 was not convinced that was the best time for collaborative planning: “We try to use that time because it is already there and it’s something they are doing anyway. I don’t think it is nearly as effective as having either one of us going to one of them or one of them coming to one of us.” After working out the framework of the unit with the one CT, the LMS then went to other CTs at the grade level and said, “Come on, honey, you can come in on this, too . . . because I think you would really enjoy . . . I mean, we’re going to be doing this for her class, let us do for yours as well.” She emphasized, “It is much easier to do it with one or two. You can really get bogged down with work by committee.”

LMS1 also voiced her opinion about the appropriate roles for CTs and LMSs:

I think it is important to note that collaborative planning does not always have to be teacher generated. I think a lot of the literature is too heavily intent on the teacher. . . . I’m talking about the LMS having a good idea for how to do the weather and going to the CT and saying, ‘I know you are going to be doing weather sooner or later this year. When you get ready to do that, why don’t we . . .’ Sometimes the LMS ought to be the initiator.

Further exploring the theme of collaborative planning roles, LMS1 described a typical session, “We attend and begin the session as an observer, and they talk about what it is they have . . . where they are going. . . . When they begin to talk about long range plans, we move from the observer position into the participant.” Referring to the range of participation by the LMS in collaborative units, she explained:

How active we are as participants varies from grade level to grade level, from theme to theme, and, also, it has to do with group dynamics. Some grade levels are closed in nature and we tread lightly. . . . The CTs, by and large, are the ones that determine the content and the objectives. Our participation will sometimes come in at the lowest level of collaboration when we say, we can provide these kinds of things that will support your weather unit. And then other times it will go up as high a level as structuring the whole project to be done with one or more of those CTs. In which we co-teach, in which our instruction will have objectives of its own, and sometimes it is in between where maybe they teach a lesson or two where our objectives are in essence the same as the CTs.

LMS2.

LMS2 was an advocate of a child-centered library program. He was well aware of the effort required by both a LMS and CT to plan and arrange instructional units and cautioned against educators allowing themselves to get into a struggle for position within the school in the name of collaborative planning. He explained, "If the parties involved work towards improving the life of the child, it works smoothly, but if it is where the party's about who will praise me for the job I did, then it becomes all about me . . . it becomes conflict. Once it is child-centered, it works like a charm." He worked as a CT for nine years, teaching third, fourth, and fifth grades, serving as grade level chairperson and special activities chairperson. He had been a LMS for five years and had worked on the school improvement plan.

He found making connections for collaborative planning and teaching to be more difficult at Azure Elementary, a large school, than at the small school where he was previously LMS. He delineated three groups of CTs at Azure Elementary:

You have the CTs who take the initiative to come and say 'I'm doing this project. How can you help me?' Group 2, as a LMS you see them doing something interesting, and you kind of persuade and pull and say, 'Hey, I can help you get that if . . . ' And then you have group 3, the famous group 3, they are just there, and nothing you do or say . . . persuades them to see the magic of collaboration with the LMS or p. e. department or the music department. So you have . . . a group that is very eager, a group that is flexible, that is I think in the process of changing, and the third group, same old, same old.

When asked to assess his school's implementation of collaborative planning and teaching as a change effort, he described it as "slow." He referred again to the three groups of CTs:

Normally your change agents are the smallest group. They are the ones on the forefront, willing to make change, and willing to improve and grow. And then your middle group, your border-line group, they a little afraid, but with guidance, they take it step-by-step. And then with the third group, the stagnating group, it's hammer and chisel, like hitting a rock and crumbling, piece by piece. I think that the fact that the change agent is the smallest group, new things take longer to

implement. But if your change group becomes your larger group, then all new and innovative things will go faster.

LMS2 described several ways that he contributed to the development and implementation of learning units, including providing print and non-print resources and sometimes a procedural plan. He added, "I think a lot of CTs are afraid of teaching science. So if it is a unit in science, some of the unusual things that I did when I was in the classroom, this is how I introduced it and the kids were very comfortable with it." He sometimes presented the science unit to the class himself. "If the CT is not afraid of losing power," he specified. "If the CT says, 'I feel more comfortable with you doing it,' then I would do it. I wouldn't propose it. I would give them the opportunity to say, 'Would you do it?'" Indicating that he adjusted his instructional role to the CT he was working with, he said, "If it is about children, you take the lead role to do it right."

Principal.

The principal at Azure Elementary was in her first position as the chief administrator at a school. She had approximately 20 years of experience as a CT and assistant principal. The previous principal was still at the school when the Library Power Grant application was completed; this principal was appointed during the first year of the grant. She welcomed the chance to be a part of the Library Power Grant. "It was an opportunity for us to get to meet and greet nationally known media people that had lots of exciting new ideas in terms of the use of a library," she said. This principal had established a policy that CTs should plan instruction two weeks to a month ahead. She also required that CTs submit minutes of grade level meetings to her, so that "I have an idea of what units are upcoming and what kind of course of study each grade group is planning." Team planning was well established in the school; while the majority of team planning occurred by grade levels, some cross grade planning also happened. She indicated that having a common planning time for grade levels was vital for implementing collaborative planning, emphasizing, "Otherwise everybody is doing their own thing."

This principal described the role of the LMS as being a support person in terms of delivery of instruction as well as an active participant in curriculum development. She explained, “She can give suggestion and direction but it should be in support of planning that has already been done with the best interest of the child in mind. . . . Her main job is to support instruction that is already being initiated in the classroom.” Addressing the change in the LMS’s role since the involvement with Library Power, she said before the LMS had asked CTs how she could be of assistance. Now, the principal stated, “She’s being involved in the take-off stages. Before she was there for the landing, now she’s there for the take-off, so that planning component is much more vital. It’s much better to give insight and assistance early on, than at the end.” She continued:

My LMS helps with curriculum development in that she is on our planning and management team, so she has many roles outside of the media center. She plans with our school improvement committee and comes up with ideas for how the library can assist us in meeting our school objectives. She also comes up with ideas for grants that might be helpful for our school. She’s a planner for many in-services that would incorporate library media and she also supervises and coordinates instruction and training for the CTs, quite often.

She also conveyed her strong belief about the responsibility of the school to provide instructional experiences which provided information skills practice for students, “I think information literacy is key. To have a question and not know how to answer it except to ask someone else cripples a person. Kids . . . should be able to look it up, go and find it, not ask someone else.”

Discussion of Data Displays

When discussing views on instruction, all staff members interviewed at Azure Elementary emphasized that students learned best when actively involved in the lesson. CT1 phrased it in a literal way, saying, “Getting dirty! Getting their hands into whatever we are doing.” The principal and LMS1 mentioned the need for multisensory instruction. CT3 brought up the need for students to have positive attitudes about learning, “My biggest problem in this school is convincing these children that they can learn.” LMS2 shared his

belief that: “Students learn most effectively when they are having fun. If the environment is relaxing and fun . . . yet under control.”

Views were mixed on the CT’s role in instruction. CT1 focused on the facilitative role, saying, “Be lazy. Let the children do the work and you just be the facilitator. Your job is to be there and to plan it.” CT2 and CT3 insisted that direct instruction was necessary, with continuing guidance from the CT. The principal summarized the issues about the CT’s role:

The CT’s role has changed significantly. Before it was just, ‘I’m a full pot and I’m going to fill your bowl.’ Now it’s, ‘I’m a guide, I’m a resource to help you learn those thing you need to learn.’ CTs still need to teach children, but they also have to show children how to learn other than from someone else. They can go out and research, find information. So the CT’s role is a guide or a leader to show them how to learn, how to access information, not to just be the imparter of information.”

The LMS’s role in the instruction process was involving children in reading, according to CT1 and CT3. CT2 indicated that the LMS should make children comfortable in the library media center, then act as a teacher to them. LMS2 offered several metaphors for the LMS’s role: “The LMS’s role is the salad maker . . . or the jigsaw fixer. We have to take all the pieces and put them together so that what the CT has demonstrated, what the child is learning, we provide the glue to help it stick together . . . the technology resources, the print, nonprint.” The principal described the LMS’s role as a supportive position, to provide assistance for the CT.

The second matrix dealt with issues concerned with planning for instruction. Three of the four CTs indicated that they used themes; the exception was the physical education CT. All four CTs stated that they preplanned lessons, with two CTs adding that they remained ready to improvise. CT1 accentuated that point by saying, “If a jet landed, I would try to integrate it into the program.” Two CTs stated that they preferred to plan with others, with one admitting to being independent, but enjoying sharing ideas. The physical education CT preferred completing her own plans. All CTs evaluated their instruction, one

mentally, one on a weekly basis, and CT1 at the end of the day, using happy and sad faces on her lesson plans. One CT completed her planning at school, two indicated they planned at home, and the fourth planned during grade level meetings and at home.

The second planning for instruction matrix began with information sources and materials used in planning. All CTs used a textbook, even the physical education CT. CT1 added magazines and encyclopedias for student use. CT3 searched in the library for professional materials to support children's books, such as literature folders. Three of the CTs described the LMS's role as provider of resources. The physical education CT mentioned the use of the library for students who could not participate in activities. Concerning the principal's influence, the CTs reported that she usually did not make specific demands other than following CBC; one CT recalled that, "The only time planning was controlled was when we were studying for SAT." Two CTs identified the district's influence as providing CBC, while the physical education CT named physical fitness tests as a district directive.

In the matrix on information literacy, all seven respondents indicated that information literacy instruction was very important. The question on the ideal setting was interpreted in a variety of ways. CT1 thought of her classroom, with children using many books freely, as the ideal. CT2 would bring her class to a well-stocked library. CT3 wanted smaller classes. The need was for additional time for instruction, according to CT4. LMS1 would like all classes full time in the media center, while LMS2 considered a holistic approach to learning as ideal. The four CTs recognized the necessity for information skills activities to be integrated with classroom assignments. LMS1 described in detail what she thought the CT's role was:

I think that CTs need to structure lessons, units, so that they place students in situations which require them to retrieve information, a; and b, evaluate it; and c, present it; and that's without rote retrieval, without snap decisions on evaluation, without regurgitation of the presentation. It's got to have some creativity to it.

LMS2 suggested that CTs needed to teach students that the LMSs can be human sources for information. The principal stated that CTs should model the information gathering process including how to put the data together. All informants agreed that the district's curriculum, CBC, and information skills worked together very well. Since CBC often called for final products, students were required to master and use information skills, providing a context for the development of information literacy.

On the topic of collaborative planning, the common element in the definitions provided by CTs was a team approach. LMS1 provided a more complex response: "It's networking, probably at its most sophisticated. I think that collaborative planning has levels. The lowest is coming in for materials up to structuring the whole school's curriculum." LMS2 addressed the conditions required by collaborative planning:

It's a tedious task, because the CT, first, has to be willing to relinquish power to a degree and say 'I need help.' The LMS must be open to say that I have the resources, but I am not the sole administrator of the resources. If the two parties are confident in their abilities . . . if the parties work toward improving the life of the child, it works smoothly.

The principal provided a brief but comprehensive definition: "I would define it as a dual effort on the part of professionals to establish appropriate curriculum and instruction [for] their students." Three of the CTs stated that they were involved with collaborative planning before the grant, though to a lesser degree than now; the physical education CT said she first became involved in the second year of the grant. Interestingly, LMS2 participated in collaboratively planning as a CT in this school prior to the implementation of the Library Power program.

The seven respondents from Azure Elementary supplied a variety of ideas about the advantages and disadvantages of collaborative planning. The CTs collectively listed numerous advantages: increased resources and ideas for units, more professional thinking, more fun for students and CTs, and improved skills in students. The LMSs added that it maximized the impact of the time invested by CTs and LMSs, it improved the quality of

products produced by students, and it provided more opportunities to use the media center. The principal offered several different perspectives: "Students are given access to a great amount of information. CTs are enabled to present more valid information. It's a time-saver in terms of CTs . . . just one person researching takes more time. It helps to avoid duplication of effort and services. It's very helpful in management of instruction." The four CTs agreed that time was the only disadvantage. LMS1 explained that sometimes dealing with the many ideas generated by a team approach could be difficult to accomplish, pointing out that "sometimes two or more heads can be harder to get done"; also, collaborative planning required more work up front. LMS2 noted that conflicts could sometimes arise between personnel and that clear communication was essential in transferring ideas about instruction to another person. The principal's comments echoed the CTs emphasis on the time required, "They have to meet with other people more often." She also addressed the issues of working in a group setting: "You must reach consensus because you can't do all the things you want. You have to establish 'no fault.' You have to have trust."

The second matrix on collaborative planning began with indications of favorable conditions. CTs suggested that a supportive administration, a cooperative, professional, and knowledgeable staff, and a small school would be favorable. The LMSs named several of the same conditions and added a large, flexible space in the media center, an administrator who recognized the value of the media center as an instructional center, and a staff who understood the requirements of change and who were willing to learn and grow. The principal reiterated several of the points already identified and added, "A schedule that lends itself . . . and adequate resources being made available so that the planning is productive and feasible."

The next issue in this matrix was the influence of the school culture. The CTs indicated that a warm, cooperative feeling among faculty members could influence

collaborative planning. LMS1 asserted that it was the actions of the administration that established the climate of the school and if that tone was collegial, it provided a positive influence. She warned, however, that care needed to be taken that the outcome of collaborative planning should not become competitive, because that could create a climate of resentment. LMS2 insisted that even if a CT felt that the climate was not positive, it should not influence professional actions between 8 a. m. and 3 p. m., when the development of children should be the concern. The principal urged optimism, “people who look through rose-colored glasses at children and new ideas and are willing to accept change.” All respondents agreed that previous experience with teaming would benefit collaborative planning efforts. Inhibiting factors could be uncooperative faculty, a situation where teaching methods were dictated, time constraints, lack of administrative support, or prohibitive outside structures from the region, district, state, or federal government.

The next two matrices covered the nature of collaborative planning sessions. Similar ideas emerged on what happened during planning sessions. CTs usually came to the session with an idea for a unit and the objectives involved. The LMSs responded with resources available for the unit. A brainstorming process identified strategies and activities to be completed by students. A time line was determined and activities in the library media center scheduled. Most participants indicated that the grade level sessions occurred once a month; the physical education CT said she planned with the LMSs once every nine weeks. Only two CTs gave the length of the sessions; CT2 said that grade level meetings lasted about 45 minutes, while an individual planning session could range from 30 minutes to two hours. CT3 indicated that individual planning varied from a few minutes to a couple of hours. All four CTs agreed that they usually initiated the sessions, though the LMSs sometimes had been the initiators. LMS1 said that it varied from grade to grade and CT to CT. She continued, “Right now I’d say we are about 33% to 35% media center initiated and about 35% CT initiated and about 35% that we don’t get. We might get them once in a

while for a single isolated event, but an on-going effort, no.” LMS2 expressed a different view, “CTs do 80% of the time, and the media staff 20% of the time.” On the issue of whether all CTs were equally receptive to collaborative planning, the two CTs who responded answered yes. The two LMSs and the principal did not agree with that response. LMS1 stated, “Absolutely not. The one closed grade level . . . was the least receptive. We found upper grades tend to be a little more because they could see information skills as part of their curriculum. The lower grades were more collaborative in literature activities because they saw that as part of their curriculum.” LMS2 indicated that “All CTs were with the exception of three. I think that there were three that through publicity and tactful means were brought aboard.” The principal’s answer took a broader view:

No, they’re not equally receptive. Some people love to see change. Others don’t and . . . want to do things the same old way. They feel that everything is full circle. Just keep doing what you’re doing because it will come around again. New CTs are much more receptive. Then again you always have a few people that always want to do something new and fresh.

In the second series of questions on the nature of planning, the first three were concerned with actions to ensure the success of collaborative planning. On the issue of what LMSs’ actions should be, the CTs responded that they should be good listeners, be open and available, be willing, and CT2 added that maybe if the LMS would approach a CT or grade level with an idea, then the CTs would be willing to go to the LMS. LMS1 stated that the important actions were providing time, preparing structured lessons, and evaluating to improve instruction. LMS2 described the action that was the most difficult, but essential when working with CTs: “The hardest thing in the world for me to do is to be quiet and listen. You need to first listen and let them get their idea out and not interject so much. I think in leadership training, it is where you stick your tongue behind your teeth and leave it there.” The principal added some new thoughts in her response, first citing the characteristics of being approachable and having good interpersonal skills. “You need to

be able to take criticism effectively and make adjustments . . . need to be a good leader and good listener. You have to be very organized, too. You need exciting things happening around and a sense of humor.”

On the point of CTs’ actions to ensure success of the innovation, CT1 emphasized knowing your instructional goals and what you wanted to achieve in the end. The other CTs added that CTs should make themselves available for planning and be flexible. The LMSs suggested that CTs should think their ideas through and be realistic in their planning, then should follow through with the plan. The principal thought it was important for CTs to plan way ahead.

When asked about a principal’s actions to promote planning, CT1 said emphatically, “MONEY!” She continued, “For extra things like books, art and craft materials, computer programs. And be encouraging, too. When somebody does something nice, mention it . . . not to us, but to the kids. It’s important to them.” In addition to these ideas, two of the other CTs mentioned time for planning and help for the LMSs in the library so they could spend time planning and teaching. LMS1 suggested that the principal could attend planning sessions and occasionally should follow the entire process through and see the finished products created by students. LMS2 thought that flexibility on the part of the principal was important, so that the staff could be creative.

Concerning the nature of LMSs’ contributions to the planning process, CTs responded resources, methods, and ideas for units. LMS2 added that he sometimes presented the unit himself when requested to by the CT. He explained, “If the CT is not afraid of losing power. If the CT says, ‘I would feel more comfortable with you doing it,’ then I would. I wouldn’t propose it. If it is about children, you take the lead to do it right.” One of the specific areas in which he had taught was the unit on science fair experiments and projects.

The final matrix was on assessment of the project as a change effort. The four CTs

expressed similar thoughts about Azure Elementary's success of implementation; CT1 ranked the effort at a nine out of 10 points, while the other three CTs ranked the effort as an eight. LMS1 graded the school's effort as an eight out of 10, and LMS2 assigned a 7 to the project, adding that "a large majority of the staff could have put out more energy." The principal was the most restrained with her points and said, "I would give us a five. We can grow a lot. I want more serious forethought into planning." When asked about competing initiatives that affected the implementation of collaborative planning, three CTs said that no other projects interfered with this effort. CT4 mentioned Project Excellence, the school program review, which diverted CT's attention for a while. The LMSs were more sensitive to the impact of other school endeavors. LMS1 spoke adamantly, "You name it ... Comer, Chapter I, writing inservice, META, tech training. You can't put 10 pounds of sugar in a five pound bag! I think our efforts are so diffused. . . . If we could just concentrate on two or three solutions instead of trying them all." The principal also mentioned that the Comer project provided competition for staff time.

When asked to describe training efforts, CTs recalled both formal and informal methods. The LMSs discussed collaborative planning at faculty and grade level meetings. Informal methods including one-on-one talk with the LMSs and other CTs and watching other CTs doing it. LMS2 remembered show-and-tell sessions during faculty meetings by the CTs who attended Library Power sessions; however, LMS1 considered that sharing sessions rather than formal inservice. In addition, the principal stated that she shared the message in a newsletter. All respondents replied that collaborative planning would be institutionalized in this school and would recommend this model for library programs to other schools.

Turquoise Elementary

The second year-one school, Turquoise Elementary, had close to one thousand students. This school had several changes in key positions during the three years of the

Library Power Grant. The first principal had opened the school and was in charge during the initial two years of the grant, then he retired after about 14 years in the school. The second principal, who was interviewed for this project, was at the school for about six months. A third principal came in at that time. There was also a turnover in the LMS position in this school. The first LMS had opened the library when the school was new and had established a media program which was often used as a model by the district library media services department. This LMS left the school in mid-year shortly after the second principal came. The second LMS had just received certification and this was her first position after completing university training.

The library media center was large and attractive, with many handmade decorations, a large collection, and numerous computer stations with the latest software. Under the first LMS, the library program provided flexible access throughout the day, but had regularly scheduled classes for kindergarten and first grade. Soon after the second principal came, the scheduled classes were discontinued and collaborative planning was mandated by the administration. This was the situation encountered by the second LMS as she was becoming acquainted with the staff. She began publication of a monthly bulletin to inform CTs of videos scheduled and learning stations available in the library media center for their students. Formal collaborative planning sessions using substitutes to cover CTs classes were arranged one time by the second principal and the LMS.

Presentation of Staff

The staff interviewed were a mix of veterans and novices, with three respondents in this school for less than one year. A common planning time was provided for all CTs at one grade level during the day. In this school, CTs at each grade level rotated the position of grade level chairperson each year.

CTL

CTL1 taught second grade and had been in Turquoise Elementary for about eight months.

She had been a teacher for four years in various primary grades. She first learned about collaborative planning when she attended a Library Power training session. In CT1's previous school, the LMS provided resources to be used in the classroom, but did not instruct students. This CT had not served as grade level chairperson or worked on the school improvement plan. She preferred to plan with others rather than independently, though she said, "It depends on the CT. I mean if you've built a rapport with them ... it just fits. Other CTs, sometimes it doesn't." She admitted,

It's hard for me to get . . . that closeness with people where we can depend on each other. It's something that takes time with me. The time needed to develop that relationship. One thing that I liked about going to [the Library Power] presentation was [the LMS] and I rode together so were able to spend some time together and talk and get to know each other as people and I know where she's coming from and she knows where I'm coming from so it's easier.

When asked if collaborative planning and teaching would be institutionalized at Turquoise Elementary, she responded, "Can I say that I hope it will happen?" She continued, "I hope that there will be additional training in collaboration for the CTs to attend and be a part of and, with the training, hopefully, they'll see more of the importance of collaboration and utilize it more." She would advise a CT in a school just beginning with collaborative planning to "use it because it's fun."

CT2.

CT2 taught first grade and had 16 years of experience in primary grades. She was on Turquoise Elementary's Library Power Committee for three years and worked closely with both LMSs. She attended several Library Power training sessions. Recently, she accompanied the LMS to Cerise Elementary to observe their collaborative planning sessions. She expressed her opinion that the one planning session with substitutes per quarter was excellent. She would like to have more of those sessions: "I would like to have more collaboration. Not only with the LMS but with the rest of the grade level. It's just very difficult to say 'We're going to meet after school today.'" Though she was

supportive of collaborative planning, she preferred the scheduled classes for first grade.

She explained:

We did used to have a set library time, like once a week every Wednesday. I thought that was very effective. If the librarian needed that time for another class or whatever, we were flexible in that respect . . . but as a primary CT, it was nice to know that you had that certain time to come in, you put it in your schedule. Now we sign up for whatever times are available that we would like to use. I understand the concept, it doesn't have to be once a week, it can be whenever you feel the need to use the library, but I liked the regular time.

This issue of no regularly scheduled classes was a concern for some CTs at Turquoise Elementary. CT2 stated, "We have discussed this with the Library Power people before and I know that's not their way of thinking." Later in the interview, she came back to this subject when asked how the library program had changed in this school. She responded, "We're working on our scheduling . . . we're being as flexible as possible. It's nice to know you can come here and schedule according to your needs. I like that even though I said before that I like the regular time, I also like the ability to change it if I need to."

CT2 responded to the question about the institutionalization of collaborative planning at this elementary with a question of her own:

I don't know, will it? I think the LMS is going to have to play a big role in that if she thinks it's worthwhile. She's going to have to sell it, I believe, with any supporters she can gather such as myself and start with the administration. . . . If the faculty -- if it's a majority positive -- they're going to have more support, obviously, and carry on. Then again we come back to the money issue. It costs money for programs like that, to do it correctly.

CT3.

To CT3, it was important for kids to have fun in school. This second grade CT indicated that she was not taught that way, causing her to dislike school as a child. She continued, "I would never be the one to ask a question because I didn't want to be the one that was going to look foolish. So my kids know, that from the first week of school, don't ever be afraid to ask a question. You have to have self esteem and I think it carries out in

the library.” She had been at Turquoise Elementary for seven years and spent another three years as a special education CT. She had been a grade level chairperson, but did not attend Library Power training sessions. CT3 said she enjoyed working with the LMS in instructional activities and that they learned both from and with the students. She explained, “I think they learn from the CT . . . the LMS can learn just as much from the CT and the students as we can learn from her.” She suggested that students really benefitted when the LMS and CT team for instruction, which required advance planning. “She knows what she’s doing because we’ve already planned ahead and she has lesson plans. She goes into her teaching thing and that’s when we get together and we let the kids go and both of us interact with the students.”

When queried about the relationship between the district’s curriculum and information literacy skills, she credited the current LMS with informing her about the skills appropriate for her grade level. She responded:

I know it ties in with it and I know CBC because of Dade County. We do have to follow it, so therefore, on that basis, it is important. Do I look at it each time I’m setting up my objectives? Sometimes. So I think it’s important; that’s where I say [this LMS] has really helped me. Because I wasn’t really aware of it. I’m trying not to be ambiguous, but I’m starting to feel comfortable with it and knowing what I’m supposed to do. Honest answer.

CT4.

CT4 described a broad background in education, including a period teaching in a three room country school with 17 students in first through sixth grades in her class. This 23-year veteran has been teaching fourth grade at Turquoise Elementary for five years. She had served as grade level chairperson one year in this school and about eight years in a previous school. She came to this school when her former school site was destroyed by Hurricane Andrew. For this CT, her own early experience with library research had influenced how she planned instruction for her students. She recalled:

We’ve done quite a bit of research. I wanted my class to feel more comfortable when they’re given a project to do. My background has been, ‘Oh, no, I have to

do a research paper and it's awful.' It can be kind of fun and I'm hoping that the children will realize that if they have to do a bibliography it doesn't have to be so complicated. You just tell them where you got your information.

Since the early years of her career, she had been working with the LMS to get books for her class or to provide an orientation for students to the library. It had only been in the last several years that she had worked more closely with the LMS to plan instructional units involving research activities. She indicated that most of the time she preferred to plan independently, but recently began to plan with a fourth grade CT in the next room. She said:

I've found that it was an eye opener when [this CT] and I started planning together because sometimes you feel like, 'well, maybe I'm not doing this exactly the way I should be,' and we found out that our thoughts are very similar, and our plans -- the way we go about it -- are very similar. So it's sort of made us probably feel a little better about what we are doing and how we're doing it.

CT4 believed that collaborative planning would continue at Turquoise Elementary. "I know it will on my part. Probably the people that have taken advantage of it will continue to do so; those that haven't won't," she said. Her advice for CTs in another school beginning to implement collaborative planning was, "To be open-minded and fit it in their schedule even -- as hectic as things are. I think the benefits of giving up a little time . . . might prove to be beneficial." She observed:

I think my children have a greater appreciation of what's in the media center. They feel more comfortable, hopefully, when they hear the word research, [so] when they get in high school, they won't freak out. Not just the research, they're finding that there's just so much there. It's fun to go, get on the computers, look through the books.

LMS.

The LMS had put in years of volunteering and substituting in schools, but had not yet completed her second year as a professional. She first learned about collaborative planning in university courses and had further intensive training through Library Power inservices. She had also participated in informal monthly networking meetings with other LMSs in the Library Power program and observed collaborative planning sessions at

Cerise Elementary. She expressed her belief that students learned most effectively “when it means something to them. It can’t be something in isolation . . . like the old library skills. You can’t learn to do research unless it means something and you are going to get something out of it. And also they need to touch and see and hear.” When asked when Turquoise Elementary began flexible scheduling of the library, she responded:

I’m told it was basically flexible before I came, except kindergarten and first grade were scheduled for 30 minutes a week. When I started, the principal at the time said there will be no more scheduled classes, which is what I believe in, anyway. So it worked well for me. I’ve heard a lot of complaints about it, too, from certain CTs. They don’t like the change. But I’ve heard compliments, too. They’ve been able to come in four or five times in a row for their children to be instructed.

She discussed how instruction in information skills had changed since the implementation of collaborative planning: “Oh, it’s changed. I began on a small scale. It’s grown . . . And I’m not nearly to the upper level by any means. But it’s made a difference. I think because the students see how the library is related to their classroom. So do the CTs.”

When questioned about whether all CTs were equally receptive to the changes in the media program, she answered in the negative:

Especially the CTs that were impacted by the introduction of flexible scheduling. They were extremely upset. And the fact that they were introduced [to it] by a principal that was not welcome, did not help matters. But it has calmed down. They know it is here to stay. I’ve been approached since our administration changed, with requests to . . . ‘how about if we go back to the way it was because it was working fine’ . . . and I’ve had to be very strong and say, ‘Nooo. It’s going to stay this way.’ And explain why. It’s made it possible for other grade levels to get it much more frequently. And that’s only fair. And it’s not that they are not getting in [to the media center]. They are still getting in almost every week. But it is not at the same time every week, or the same day. They’ve had to be more flexible as well. And it has been hard for them.

This LMS found the mentoring component of the Library Power program to be particularly valuable. She explained, “I like the idea of mentor programs among media specialists. If you have someone who’s got it working pretty well in their school and would be willing to come and show you how to do it, that makes a big difference.” She indicated that she had watched another LMS participate in collaborative planning sessions

several times before she tried it. She continued, “Because really, until you’ve seen it done, it’s hard to imagine. Plus it’s just nice to have backup. Just somebody to talk to who’s been through it who understands the difficulties and can give you a solution you couldn’t come up with yourself.”

Principal.

The principal at Turquoise Elementary was a high energy, outgoing individual who liked to walk the halls to learn what was happening in the school. She explained:

I would walk into the library 3, 4, 5, 6 times a day. And I wouldn’t never see anybody. How are books circulating if there are no kids in the library? I told [the LMS] I want to see bodies in the library. I want to see kids doing different things. They could be reading books. They could be listening to books. They could be working in the TV studio. I want to know kids are taking books home. That is the passport. That is the best communication you could have with that home.

She went on to describe the system that she recommended to CTs to ensure that every child would visit the library media center every week without a regularly scheduled time for each class:

I usually suggest that CTs go to the center mode. She could do it during social studies, during science, during math, during language arts, or when she is doing the interdisciplinary whatever. There should be a time, always, during the day. I require a time for kids to go to the library. A group of children goes to a different center every day. By the end of the week, you have five groups of children who have already gone through the library center.

This principal expressed her belief that the LMS had a critical role in the school. She said, “The LMS is the hub. She should be the most important person in that school. She should be in every curricular decision. Everything has to be interrelated ... She has to know our CBC to a T.” However, the principal did not have positive experiences with library personnel early in her 29-year career. She recalled:

I had very little support in my LMS throughout the years as a CT. When I became an administrator, that was for me a focal point. I have always felt that children were interested in reading and finding answers to their questions. I have always, throughout my career, found that media is one of the weakest links in education. I believe that the LMS can make a difference. A media center should be . . . communication with the outside world. Now, more than ever, I think it is a crime to not allow the LMS to be that particular tool.

She described the library media program in her previous school as an outstanding one, in which the LMS and the computer specialist worked together with the staff. She explained that the changes in that school were gradual, with one success after another evolving into a cycle of success. She added, “The LMS was the beginning of the restructuring process. But we must remember that restructuring was not the media center itself. It was the entire school. And that is something that people need to understand in order to really make a difference.”

Turquoise Elementary was already involved with the Library Power Grant when this principal took over. As a part of the training program, several principals, including herself, and the Library Power director for the local project attended a conference in Rhode Island on collaborative planning. She reported that the speaker at the conference “described the process of getting people enthused. She understood the difficulties, the obstacles . . . It gave me the push to go back and continue.” She arranged for collaborative planning sessions to be held for each grade during the school day using substitutes to cover classes. She issued a directive that all CTs would plan instructional activities with the LMS. In retrospect, she believed that “things were a little bit rushed.” The technology grant was being implemented at the same time and CTs were being pulled from the classroom for training frequently. She said, “I believe it was a major obstacle. I had to implement both grants at the same time and it was very hectic.” She indicated that the district did not understand that change took time. She continued, “That was a major obstacle that I found with Library Power. I gave them too much to chew. And they were not ready for it. I wanted the media to be the hub.” When asked what her advice would be to another principal considering implementing this model, she answered that she would advise the principal to poll the faculty before going into collaborative planning. She recommended finding out what the faculty perceived as the needs of the school, then present options on how to begin; she also suggested taking staff members to places where the program

worked well. She said that people needed to be a part of the process and that a principal must create an appropriate climate for the innovation. She emphasized that collaboration could come in different stages, then, as the staff became more aware, the program could be changed.

Discussion of Data Displays

Several themes recurred as the staff at Turquoise Elementary described their views on how students learned best. Three CTs emphasized the hands-on, interactive mode of learning. The other CT and the LMS focused on the need for student motivation to learn. The principal and the LMS stressed the importance of providing activities to meet the various learning styles of students. Most of the staff described a facilitative role for the CT, at least to some degree. CT2 phrased it, “The CT’s role is to present a guided discovery situation. Present materials in the ways such as they have to think and lead them rather than tell them.” CT4 said, “I . . . see myself trying to get away from just standing there and instructing and letting them find out for themselves.” The LMS recommended using the CT’s knowledge of the students to make instruction interesting as well as to monitor the effectiveness of instruction. The principal asserted that the most important characteristic was a CT that cares about children. Two CTs responded that the LMS’s role was the same as the CT’s, while CT4 said the LMS should be “active.” CT3 and the LMS stated that students and staff needed to feel comfortable with the LMS. The principal emphasized the curricular role of the LMS and the importance of providing resources to deliver the instructional program.

The second major area of inquiry was planning for instruction. All CTs at Turquoise Elementary planned themes, with some saving and reusing them while CT1 did not recycle the units. Also, all CTs made lesson plans in advance, though CT3 said, “My plans are there just in case something happens. Somebody could come in and just do what I set. If I’m there, I improvise. There’s no way I follow to a T. I’m flexible.” Three of

the CTs stated that they preferred to plan independently; two of the three said they sometimes planned with others, and the third said if she needed assistance, she planned with the LMS. All responded that they evaluated instructional plans. Three of the CTs reported they tried not to take work home, with one primarily planning at home. The CTs agreed that using a variety of materials was advantageous when planning, with three of the four mentioning using library resources. Three of the CTs specified that the LMS's role was to gather resources, with CT4 referring to the LMS working with students in research projects. Two of the four CTs indicated that the principal did not influence their planning. CT1 replied that the principal specified how plans should include CBC numbers. CT4 brought up time allotments for various subjects and preparation for testing. All responded that the district's main influence was CBC.

The third matrix queried participants about information literacy instruction. All agreed that information literacy instruction was important, with three specifying that the instruction needed to begin in the early grades. The principal declared, "CTs need to understand that [the LMS] must have contact with these children in order to deliver these skills. They need to reinforce what [the LMS does] and be able to work with [the LMS]." Three of the four CTs identified the media center as the ideal setting. The LMS replied that the ideal setting depended on how the child was being instructed at the time; the ideal setting might be the media center, the classroom, or an outdoor location. The principal interpreted the question in a broader sense:

I believe that the environment is the key. The right personalities in the media and the administrative staff. I would love to see ungraded classes, where children learn at their own pace with very high expectations. I would love to see a school without walls, with all the technology. Above all, I would like to see a district philosophy that allows administrators to have more freedom to know what are the things that are conducive to learning in their school.

All CTs recognized that it was their role to create opportunities for students to search for information. CT1 suggested that the CT should model the information search process for

students. CT4 specified that students must have the opportunity to work with the LMS. The principal advised that “They have to instill in children the love of books and reading. The LMS can stand on his head all day long . . . but if the CT is not providing the pleasure of literature and good reading,” the efforts will not be as effective. The principal continued, “I would say that is the biggest obstacle that a LMS has . . . a CT who is not at the same level, who does not value [reading].” Responses were varied on the question of the relationship of CBC and information literacy skills. CT2 observed that CBC included more critical thinking and hands-on participation. CT3 reported that she sometimes looked at CBC when setting up her objectives. She explained, “That’s where I say [the LMS] has really helped me. Because I wasn’t really aware of it. I’m starting to feel comfortable with it.” The LMS remarked, “I think CBC is a broad outline of what the children need to know. But I don’t think it is specific enough in a lot of respects. I think it is up to the CT and the LMS to make it more relevant to kids.” The principal described CBC and information literacy skills as “very much interrelated. I don’t see how you can teach without having them as your focus.”

Two matrices on collaborative planning explored multiple facets of the topic.

Definitions provided ranged from the practical to the philosophical. CT1 said:

I think we both come to the table with the same goals, for the student to walk away with some skills or knowledge. She brings to the table the knowledge of the resources that the library has and I bring to the table the knowledge of my students, their interests, and what has to be accomplished. Then we mesh things together.

CT2 stated, “Collaborative planning is a meeting of the minds. You have to talk to each other, get together, brainstorm. One good idea usually begets another.” The principal summarized, “Collaborative planning is the mutual effort of many team players with the same goal during a specific time with no boundaries trying to bring together the entire curriculum.” Three of the four CTs reported that they were involved with collaborative planning at some level before the grant was awarded. Three of the CTs used exactly the

same phrase to describe the advantages of collaborative planning, “two heads are better than one.” CT4 said, “More ideas. She might come up with something I hadn’t thought of, which she has. I had no idea when I first mentioned this to her that she had plans and objectives that she could . . . work with the students on.” The LMS responded:

The skills that I have to teach the students as my job are combined with the skills they are learning in the classroom so that it makes sense to them. Hopefully they understand how to use them and when to use them and will want to use them all the more. It will be relevant for them. I believe that so strongly.

The principal answered from a collective viewpoint:

In [this district] we have so many things that we have to do. If we collaborate, the load will be more attainable and lighter. I don’t see how we can survive without working together. I wish that [the district] could make it a directive. It is a habit that should be instilled in rookies.”

Responses about disadvantages of collaborative planning ranged from none to finding the time. CT3 said that being forced to implement instructional units on a structured timeline would be a disadvantage. The principal suggested, “Maybe we are robbing a little bit of individualistic feeling in CTs. I still believe that you can be creative and do your own thing, even if you are teaming with someone. In order to collaborate, I am taking away some of your time.”

In the second matrix on collaborative planning, two of the CTs named administrative support as favorable conditions. CT3 recognized the inservices as creating a favorable condition for implementation of the innovation. CT4 stated that access to the media center was a favorable condition. The LMS listed administrative support and CTs who are willing to try it. The principal responded with four favorable conditions: “CT attitude. Principal’s philosophy. Scheduling of time. Community involvement.” All participants reported that they believed that the school culture could affect the likelihood of collaborative planning. CT1 said, “If you have a warm, nurturing environment, more than likely it will happen, but if you feel that you’re under a microscope and you have to dot your i’s and cross your t’s, more than likely no, because you want to give them exactly

what they want.” CT3 explained:

I think you have to have an administrator who is willing to help us become adapted into it, not forced into it. The whole atmosphere of the school has to be one of good self-esteem, not un-satisfaction. If it's not, it's very hard to go into your classroom, no matter how much you love what you are doing, to carry out what you're supposed to do, when you're miserable.

The principal emphasized, “It affected it tremendously [here]. The status quo, what they had been doing for many years, and the beliefs, foundation, philosophy, had already formed a climate.” All of the respondents who answered this question responded that a situation where the CTs at a grade level already planned together would be much more conducive to the introduction of collaborative planning with the LMS. CT4 pointed out that it would enable the LMS to target exactly what she needed to do with all CTs at the grade level at the same time. CT3 sounded a cautioning note, however: “It helps me when we get together and we plan what we're going to do each nine weeks, but I don't want to be told what to do and with collaborative planning, they tell you it's o. k. . . . I'm just here. This is what you have at your disposal.” The inhibiting factors identified by the staff were concerned with administrative support and the attitude of CTs. CT3 repeated a familiar theme: “CTs who are afraid . . . don't want to give. I've been there, so I can say it. I learned that it was o. k., I could change, I could adapt. It's not being shoved down my throat.” CT4 expressed a different view: “Probably CTs thinking that they are the only ones that are able to dispense knowledge to their children.” The LMS combined several factors in her response: “If you don't have administrative support. If there are severe personality conflicts, I suppose it would be difficult . . . or different philosophies of instruction. Has to be team work. The people involved have to be willing and able to work as a team.” The principal detailed a specific inhibitor: “I am reluctant to say this, but sometimes, CTs with a lot of years of doing things one way can impact negatively. However, I had CTs who were senior staff who had been collaborating for years. It really is CT style.”

The nature of planning sessions was a major area of inquiry. The first question focused on exactly what happened during the planning sessions. The four CTs related similar scenarios of what occurred in the meetings. The CT identified the topics to be covered and what she perceived as her needs for the unit. The CT and LMS discussed ideas for activities and materials. CT2 also mentioned that scheduling of classes took place. CT4 recalled that “She would call things to my attention that I hadn’t thought of. I found those things really helped the children. I find that I am using her more as my eyes are being opened to the fact that I’m not it.” The LMS’s response revealed an expanded view of the sessions. She said:

I always get so nervous! I’m getting better. I always have food. I begin by asking what subjects they are teaching. What it is they are trying to achieve with the theme. The outcome, what they want the children to come up with. I try to tell them what kind of materials we have. What ways we could team up to help the children learn what the CT wants them to learn. And also to incorporate the library skills they need, if it is applicable.

Concerning the frequency and length of planning sessions, CTs reported varying numbers. CT1 said the sessions occurred at least once per quarter and typically lasted from 15 to 45 minutes. For CT2, it was two to three times per quarter individually and one time as a grade level; the team meeting went on for two hours and the individual meetings varied. In a typical quarter, CT3 said they met two times formally and had at least two additional informal sessions, with the first session lasting 45 minutes. CT4 stated that the number of meetings depended on what she was doing in the classroom and that the meetings lasted about ten minutes. Two CTs responded they were the initiators of the sessions; the other two CTs observed that it is the CT most of the time, but sometimes the LMS. The recollection of the LMS was that she was the initiator for the team meetings. She explained, “We just inform them that they will be planning with me. And they weren’t real happy. But when we sat down and did it, it was fine.” The LMS agreed with the CTs that with individual sessions, it was the CT who usually initiated. Only one CT reported that

she believed that all grade levels were probably equally receptive to collaborative planning. The other three CTs and the LMS responded that not all CTs were equally receptive.

In the second matrix on the nature of planning, three questions focused on specific actions to ensure the success of collaborative planning. The first of these questions addressed the actions of the LMS. The responses of two CTs stressed the role of provision of resources. CT1 described desirable characteristics of a LMS: “She is knowledgeable of her resources and skills that need to be taught. Have a friendly and easy-going attitude, [be] energetic.” CT4 suggested that the LMS should cooperate with others. The LMS detailed several points:

Participate . . . but don’t try to run the show. If they are in the library, drag the CT, if you have to, into participating by asking them questions. Which I found works very well. Ask them questions where they are forced to participate. Also, I make a habit of mentioning throughout the lesson, if I am teaching part of it, ‘Your CT will expect this.’ When you are planning, if you are focusing on the result, chances are it will be pretty successful. Also, divvying up the work. ‘I’m going to do this with this group at this center. How about if you take the other group?’ When you are doing it, be flexible. The kids have to see you working together.

The principal advised: “Communication lines must be open. There must be prediscussion . . . must be give and take with the administration. It is a team approach.” The next issue was CT’s actions to ensure the success of the innovation. CT1 recommended that the CT be prepared for the planning session, know the skills that need to be taught, and be friendly and energetic. CT2 suggested that CTs should be flexible with time and scheduling. CT3 said that CTs should be involved, following through with activities and attending Library Power events. Again, CT4 declared that cooperation by CTs was needed. The LMS would like to see CTs participating in instructional sessions in the library: “I like it when I’m doing my part and the CT jumps up and says, ‘What do you think about so-and-so?’ . . . and we talk back and forth in front of the students. The kids see us as a team that way.” The principal stressed that the CT needed to do her homework, should know the objectives and what she wanted to do, and should inform the LMS of the topic in advance

of the planning session.

When the staff considered what actions the principal should take to ensure the success of collaborative planning, a variety of suggestions emerged. CT1 said, “Show that he or she is excited about the program. Allow time, some time during the day, for them to come together.” CT2 responded, “He has to be very open-minded. Also, see that there is money available so that we have time to collaborate.” CT3 would like to see the principal join in the planning process and attend Library Power night events. CT4 recommended that the principal should cooperate with collaborative planning activities and “make sure his CTs know that [he/she] is there as a resource.” The LMS addressed several points:

The principal shouldn't have to say you will plan with the LMS. But if that's the only way to get it going, then the principal should say [it]. And should see that the time is made available. I think providing substitutes is such a great idea. It worked beautifully when we did it here. The CTs felt like they were being treated as the professionals that they are. Trying to squeeze it in at the end of the day is tough. Everyone is tired. Everyone is busy.

The various CTs agreed on the LMS's contribution to planning sessions: suggesting ideas for instructional units, providing resources, interacting with students in the library, and offering direct instruction to groups and classes of students. The LMS offered her viewpoint on her contributions:

I don't contribute as much as I would like to. I think part of that is because of lack of experience on my part. I find that the more that I do it, the easier it gets. The more I try things, I see what the outcome is going to be. As far as content, as far as library skills, I do tell them, if they don't already know, what I think the children should be introduced to. But not the classroom content.

Assessment of the project as a change effort was the final area under investigation. On the question about the success of Turquoise Elementary's implementation of planning, the four CT's scores ranged from five to nine; the LMS and the principal agreed that the ranking should be a four out of ten, with room for improvement. One CT did not recognize any competing initiatives during this time. CT2 named the tech grant and writing

teams as competing elements in the school. For CT3, the competing factors were the tech grant and adjusting to a new principal. CT4 mentioned that CBC was a new curriculum when the Library Power project started, creating pressure for CTs. The LMS recalled that the school was also implementing the tech grant and a USI science program, but did not think these projects competed with Library Power. All CTs responded that the major training efforts were delivered at grade level meetings. However, CT1 stated that even though the LMS and the assistant principal talked about it at a grade level meeting, “I don’t think that’s the same effect as Ken Haycock. You have to go through training [from Library Power] and learn the benefits.” CT3 added that the message also spread through word of mouth. The LMS observed that, “Part of them were dragged in when we did the grade levels. I had to explain to them what collaboration meant, because many of them didn’t have any idea.” The responses from CTs about the likelihood of the institutionalization of collaborative planning at Turquoise Elementary after the grant ended were not positive. Two CTs reacted to the question with questions of their own; CT1 answered, “Good question. Can I say that I hope it will happen? I hope there will be additional training in collaboration for CTs to attend and with the training, hopefully, they’ll see the importance . . . and utilize it more often.” CT2 queried, “I don’t know, will it? I think the LMS is going to have to play a big role if she thinks it is worthwhile. It costs money for programs like that to do it correctly.” CT3 pointed out, “It will be up to the LMS and administration and those of use who see a positive side to it. Next year I will use it more.” CT4 spoke of the practical chances of institutionalization: “I certainly hope so. I know it will on my part. Probably the people that have taken advantage of it will continue to do so & those who haven’t probably won’t.” The LMS voiced a more positive note: “It’s part of the program. And coming in, not as the person who wrote the grant, just believing in the philosophy, it is the only way I can see to do it.” All six participants from this school would recommend this type of library program to other schools. The LMS

delineated strategies for implementation in another school:

I would first of all speak to the staff and explain the philosophy behind it. You have to sell it! I think I would take it slowly. I don't think that the way we did it by saying one week you have scheduled classes and the next week you have none . . . is a good way to do it. But that is the way I was told to do it. More gradual is better.

Indigo Elementary

The last of the year-one schools was Indigo Elementary, which had a large staff and a recent change in administration. Before this final year of the grant, the original principal of the school retired along with the long-time assistant principal. The shift in administrators also brought a change in educational philosophies. Under the original principal, CTs had considerable independence in the selection of instructional materials and strategies; there was not a common reading text series used in the school. The new principal had led the staff in the selection of a single reading series. The school had operated under school-based management for eight to ten years, with the provision of time for cooperative planning for CTs which was included in the original proposal; however, that planning time was intended for CTs and did not focus on the inclusion of the LMS in the planning process. According to the CTs interviewed, that proposal for a common planning time for CTs had not been fully implemented over the years. The new principal had renewed the effort to provide a common one hour block for grade level planning. There was some team teaching at various grades, with one CT handling, for example, science instruction for two classes, while another CT taught social studies for both classes.

In the school's library, two distinct types of programs had existed. Soon after the school opened, the library operated on a scheduled basis for all classes; students could not use the library except for a preset time once a week. For a time during a period of high student enrollment, there were two LMSs in the school. After one year, a relief school opened and the original LMS transferred to another school. At that time, a move was made to an open access library with scheduled classes only for kindergarten and first grade. That

pattern of scheduled classes for the lower two grades continued. The LMS organized two major events during the year, a reading promotion day with guest readers coming to the school and a young authors luncheon in the school which preceded a county-wide young authors event.

Presentation of Staff

Two of the CTs interviewed at Indigo Elementary were on the original staff 14 years ago. The other two CTs each had over ten years in this school while the LMS nine served years. The principal was the only person interviewed who was not a long-term staff member.

CTL

This CT instructed English as a Second Language (ESOL) students and had in the part also taught Spanish. She has been department head for one year and had worked on the school improvement plan for two years. She only recently learned about collaborative planning between the LMS and CTs: “I learned about it last year or the beginning of this year. The formal idea was new to me at that time. Informally, we had been doing it, maybe a couple of years.” She observed that the relationship probably developed because she was assigned to a room next door to the library. She continued, “We just talked ideas through. She would come to me and say, ‘You know, what about this? What about that?’ So the two of us, very informally, developed our own form of cooperative planning.” She portrayed favorable conditions for planning in terms of the personalities and rapport between the individuals:

Favorable conditions are good personal relations between the people. If I don't feel good sitting down and planning with the LMS, I am not going to do it. If I don't like her, if I feel uncomfortable with that person. If I feel resources are not made available to me, I'm not going to do it. I've seen other people simply not want to change the way they do things. That is a personality thing with them. It doesn't matter what the LMS . . . well, some LMSs might be able to put on a song and dance and bring in a few of those hard ones. It's a personal thing . . . personal styles of teaching and personal interaction. Possible, planning, too. People always talk about time for planning. We don't have enough time for planning. And

bringing two people together for planning is much harder than sitting down in whatever time one person has and doing a little bit in five minutes and then a little bit more ten minutes down the road and taking it home with you and doing it in bed. I can't take [the LMS] home to bed! That's probably what has limited me in my planning. I feel very comfortable working with my LMS.

When asked how she planned for instruction, CT1 responded:

I'm sort of a circular thinker in terms of planning. I like a holistic way of planning. I kind of like a blank sheet of paper. I like to write down ideas, and then organize them and put them in different places, in terms of writing, art, activities, listening. Especially teaching ESOL, I can use every single angle that I can. I like to use literature a lot, and I like to use content for the language learning.

CT1 indicated that her planning was sometimes affected by policies set by the administration: "I'm trying to think 'why did I feel that way?' It may be I'm thinking it because of summer school." The summer school curriculum is sometimes developed and distributed by the district. She went on, "During the year I really don't feel that the principal sets any limits or directions to my planning, at least up to now. I've heard . . . there's rumors about themes and things, school-wide themes. Up to now, I have been very free."

CT2.

This second grade CT had been teaching for 28 years; the last 12 years were spent at Indigo Elementary. She had been grade level chairperson during most of those years. In about 1987, CT2 wrote the section of the school-based management proposal which called for collaborative planning time for CTs. She said, "I did fairly extensive reading on it at that time. It was just starting out then. That's something that everybody always said, 'I would love to be able to talk to my teammates more or my grade level.'" The provision of the common planning time had varied from year to year in the school. While she liked to plan with others, she reported that this year she had planned more independently. She explained, "Our schedules haven't jived as well. Until, after January, when they put in block scheduling. After that, they called meetings every time we had the block, so planning kind of went out the door." When asked how the block scheduling works, she

responded, “Actually, it is supposed to be every day, but it’s not. They tried to make it that last hour of the day, but it didn’t work too well. Some of us had a half hour of music and some had an hour of Spanish. Even though it was there on paper, it had not been successful.” She discussed the shifts that had occurred in the school with the changes in administration:

Our whole atmosphere changed, I thought. Some other people might not agree. Our previous administration was not formal. It was very informal, in a way. Planning together was encouraged. Was looked at as a priority. With the new administration, the atmosphere changed to very business-like. And you weren’t sure what the priorities were. Half the school has moved, changing rooms. Grade levels weren’t changed, but physical rooms changed. That happened during the school day. Which had everybody in a stir. That was about the first month of school. They had a schedule. You moved with the kids. That didn’t help. We’ve had a lot of little upsetting things, I would say this year. The feeling is not the same.

CT3.

Favoring a whole language approach for reading instruction over a textbook, this CT had been an educator for 18 years and currently taught a gifted and regular group of fourth and fifth graders. She had been practicing collaborative planning with the LMS unofficially throughout her career. She said, “My big thing is language arts. I like to integrate it as much as possible with other subjects. So I’ve already been in contact unofficially, without using the term, with the LMS.” She expressed concern about changes in the reading program: “We have just voted on our new basal reader. There is not enough money to buy an entire set for next year for the fifth grade.” Because CTs will have to share the different books in the set, CT3 foresaw a problem with scheduling the units. She explained:

With that situation, I am going to have a time frame that I must finish this unit, which gives me no freedom. Additionally, I see a potential problem in the sense that I am supposed to be using a basal. However, if I can prove that . . . my kids need to prove that they have accomplished the competencies and objectives and the test scores. I am not told I need to use the basal in so many words. But my freedom, I think, is going to be a little more limited than in the past. To me, that is part of being a CT, having the freedom to be able to teach and go where you feel you need to go and how you need to arrive at that end. I don’t know where it is

going to lead. I don't know.

CT3 was team teaching with a colleague this year. Because of the combined grades she taught, the other CT was the representative for fifth grade and CT3 was the fourth grade representative. However, she reported that "I really don't plan too much with my fourth grade colleagues. I wouldn't even say too much. I don't plan with them. I select people with whom I know I have the same philosophy. Because I know that they will be more helpful to me and give me more input in what I need. The others use the basal and I don't."

When asked about the role of the LMS and media resources in her planning, she responded, "Oh, I couldn't work without them." She stressed that teaching information literacy skills was essential in today's world and that it was a CT's responsibility to design experiences where students had opportunities to learn and apply those skills. She continued:

The CTs need to be impressed that it is essential that the children come to the library, even if it is only to browse. Quite honestly, I think that this is one place where administrators may have to step in and say, "This is what you will do. And this is mandated." If that is the only way it is going to happen. Because it is not fair to the children. And if the kids get excited, maybe the CTs will, too.

CT4.

This CT also was involved in team teaching; he instructed students in social studies, while another CT covered science topics. He was a 20-year veteran educator, currently teaching fifth grade. He was also president of the Indigo Elementary school-based management cadre. CT4 first learned about collaborative planning from the LMS. He emphasized, "I've always been a big proponent of using the media center as a focal point of the school. Whenever I've approached her for assistance, both in working with the children and just providing resources for me, she's always been right there." When asked about the use of instructional units or themes, he immediately interjected, "I plan them myself. I don't plan with anybody else." He indicated that he did not save the units: "I

know a lot of CTs do. But I find that I don't want to do the same thing next year. I would be bored with that. I work from a completely different vantage point next year. If something works well, I'll incorporate that into the new plan the next year." He described the library media center as very important in his planning since he used tradebooks entirely for reading instruction. He said, "We have sets of tradebooks in the media center. I use those exclusively. We also have guides that I get ideas from. And workbooks that I make along with my own materials." He stressed that his planning sessions with the LMS were very, very informal. He added:

It's not something that I sit down to do with her. It could be that in moving from one part of the school to another, I bump into her and bounce ideas off of her. I ask her if she has any ideas or what kinds of materials she has available. It might be a telephone call to her at home. We almost never do the formal sitting down kind of thing.

When CT4 was asked to assess his school's implementation of collaborative planning and teaching as a change effort, he responded:

To be perfectly honest, I'm not sure that our school is really making a concerted effort . . . a direct effort . . . to do that. I think it is very, very much between the CT, the type of teacher that is involved, and his or her relationship with the media center. There are a lot of CTs who don't feel comfortable with this type of a process. I don't think there is a whole lot that's going to make this person any more comfortable if that doesn't come from within them. And I don't think, in our school anyway, there is really a formal move in that direction. I think it is very much an individual thing.

LMS.

This LMS served on a curriculum writing team for the library media services division even before she became a LMS; she was one of two CTs paired with two LMSs to write lessons integrating information literacy skills with classroom curricula. She had 19 years of experience as a CT in fourth, fifth, and sixth grades and nine years as a LMS. She first learned about collaborative planning when she was in the classroom and had as her LMS an individual who later would become the supervisor of library media for the district. She recalled, "She came to me and offered to work with me for instruction. So

it's been around quite a while in my mind, in its various stages. And to be honest, at that time, that was 1975 when I first met her, it wasn't so much collaborative as it was cooperative." She discussed the effort to encourage CTs to plan instruction together; from a LMS's point of view, one advantage of such planning would be to coordinate units of study so that all CTs were not implementing the identical unit at the same time, creating a heavy demand on library materials. The LMS admitted that this had been a problem at Indigo Elementary; however, she reported that some CTs resented any effort at coordinating the scheduling of units:

It is being met with some resistance because they have been around for a long time. They like their own little room and close the door. There are a couple of grade levels that are beginning to function as a unit and do their planning together so that doesn't happen. One of the grade levels last year began this planning. I was able to split them into two groups. One group worked on one area, planets, while the other group worked on plants. And then they were able to flip-flop. It allowed me three or four classes at a time with the materials I had rather than six or seven. I'd like to see more of that for other grade levels. That to me makes sense. They can share their plans. I have my plans when I am ready to repeat it with the other half of the grade level. I see that as a real plus in the future for a large school setting.

The LMS at Indigo Elementary was involved in collaborative planning in a limited way before the school received the Library Power Grant. CTs came to her describing their instruction needs and asked, "What can we do together?" She encountered CTs who wanted her to teach information literacy skills in isolation. She explained, "I am thinking of two in particular, who don't assign research projects in the upper grades hardly ever, and when they do, it's sort of after the fact." Since the instructional unit was already underway when she found out about it, it was difficult to work with the CTs in developing activities to help the students. This situation created a conflict for the LMS, who recalled:

I am torn between teaching those children old style, rather than not teaching them at all. Because they are going on to middle school next year and they've got to have some of those skills. I think I would be doing them a real disfavor if I just said, "Do it my way or no way" as far as collaboration goes.

At Indigo Elementary, classes in kindergarten and first grade continued to have a regular schedule to come to the library for story time activities. The LMS discussed

classroom activities with the CTs and planned activities that coincided with them, such as animal stories for a zoo field trip or holiday stories. The LMS said:

I gave my k [CTs] and [grade] one CTs the option at our first grade level meetings in September of last year. That they could either come in and schedule as needed and sign-up, and I would try to meet their needs that they had with collaboration. I don't think I can call it collaboration with K and first grade, because I am really reflecting what they are doing in the classroom at that point. Or I could continue as it was with FRA [Florida Reading Association contest] books, holiday books, and they unanimously, said, 'Yes,' they wanted to keep that schedule. I feel it is more important for me to maintain a schedule for those first two grades than it is to run the risk of not having those children in on a regular basis. What I do with them as far as responsibility, love of books, familiarity with the library, to me is more important than having a free schedule and trying to encourage those CTs to come in. I may be justifying my position, but I truly believe what I am doing is what's necessary and important.

This LMS emphasized that favorable conditions within a school for collaborative planning began with the attitude of those involved. The second most important factor was to be able to schedule times, other than the block scheduling periods, for CTs to plan with the LMS. She specified that some schools in the district are providing this time through the use of substitutes to cover CTs' classes. She exclaimed, "To me that sounds like a wonderful idea. It's nearly impossible with a CT's load, to even take from their planning time. And people tend to resent it. So if we can do it with substitutes, and release them for a period of time, I think that is ideal."

The implementation of collaborative planning at Indigo Elementary has been somewhat uneven, in the view of the LMS. She recalled that the effort moved in a positive direction the first year, leveled off the second year, and perhaps even dropped back. She observed, "We were in the process of losing an entire administration and picking up an entire administration. And along with that came fears, a lot of CTs pulling back in, closing doors, because of the uncertainty of what might happen. I think we are starting to come out of it now." She also stressed that implementing the technology grant at the same time as Library Power interfered with efforts to collaboratively plan. The technology grant included funds for substitutes for training during the school day. She stated, "I think we

have to deal with the most critical situations first. Our most immediate concern was technology this year, because the money had to be spent, the training had to be done. All of these factors certainly put Library Power on hold, and understandably so.”

Principal.

The principal’s first year at Indigo Elementary was preceded by five years of experience as a school administrator and a total of 31 years as an educator. She indicated that she had not attended many Library Power inservices, not by choice, but because of scheduling conflicts. She described the setting and the staff:

It is a large school with a large instructional staff. Prior to my getting there, they had been given the freedom to pretty much do their own thing. That freedom extended to much more than instructional planning. It also extended to the use of text materials, resources, and so on. As a result, there are a lot of very independent thinkers at that school who like to plan alone, who like to do their own thing. One of the things that I’ve tried to accomplish this year is a common planning period for grade level CTs. That, I have seen, has at least opened the channel of communication and encouraged some more cooperative planning. From a media perspective, I think it has also provided a block of time when if the LMS wishes to do so or is called upon to do so there is a time when she can see a number of people simultaneously.

Continuing to discuss her guidelines for instructional planning, she added, “One of the things that I required this year, when we looked at the new reading series, I required the school to choose one series. I think that will be the second major step in adding a lot of cohesiveness to what we do.” The principal indicated that she was an advocate of team planning; she defined it as “putting many minds together to attack a program or a problem. I think it stimulates creativity. I think it stimulates professional development. It also provides opportunities for others to come in and be part of the collaboration, such as the LMS, or the technology coordinator, or the assistant principal for curriculum.”

The principal stressed that she believed it was very important for students to develop information literacy, but stated, “I think the only way that it will be achieved is by linking it to subject area curriculum. I don’t think it’s valuable or appropriate to teach it as a unit unto itself.” She described the ideal setting for the development of information

literacy skills:

I think a resource-based curriculum and resource-based instructional strategies promote the development of those skills. I think that integration of subject matter tends to promote that kind of use. I think that CT confidence in the ability to create and develop units that deviate from instructional guides also promote that.

She considered the project to encourage collaborative planning between the LMS and CTs to be but one of several staff development efforts which would lead to change. She mentioned subject-oriented inservice and leadership staff development as other strategies which she expected to enhance the collaborative process. She did not find all CTs to be equally receptive to the changes in the library media program. She asserted:

There are some CTs who will never do it. There are some CTs who will never change. I think that one of my responsibilities as an administrator is to accept that and then try to get beyond it by bringing out the best in those CTs in what they actually can do. So if there are some members on staff who cannot or will not collaboratively teach with others, I think they can still be good CTs by developing skills that are different kinds of skills. I don't think that we have to force everybody into the same box. On the other hand, I think that children, as they go through six years in an elementary school, ought to be exposed to different kinds of CTs. And that if a child does get a CT that works in isolation one year, that child ought to be exposed to CTs who work collaboratively another year. And that is easier said than done, but I think it should be a goal.

She disclosed that she would try to place such children in the classroom of a collaborative CT the next year. Providing a broader perspective, she described the relationship between collaborative planning and the school's program:

I think that any of these programs or philosophies need to fall in line with the school's goals. And our goals may be stated in different ways, but they are similar goals. We want children to learn. We want children to feel good about learning. We want children to have the skills that will make them lifelong learners. If those are the goals, then I think that the way we structure schools and the way we structure learning experiences either enhances our ability to achieve those goals or can actually sabotage the achievement of those goals. If we really analyze what children are doing, what CTs are doing, I think we see that collaboration fits into enhancing the achievement of those goals.

Discussion of Data Displays

The views on instruction expressed by the staff members of Indigo Elementary

were somewhat similar with minor exceptions. A variety of approaches by the six respondents were expressed concerning the topic of how students learn best, Matrix I. Active learning was the most frequent response with five of the six participants mentioning it. CT4 thought that student interests and motivation were paramount. The need for attention to students' learning styles was inherent in the responses of three individuals. The CT's role was described as a facilitator or guide by five of the six educators. However, CT4 expanded his answer: "The CT's the guide . . . directing and grounding students as well as keeping them on task. CTs need to be resourceful enough to direct students, but inquisitive enough to learn along, too." The LMS's role was variously portrayed as a facilitator, support for the CT, or team player. The principal characterized the team role of the LMS:

The LMS can work side by side with the CT. They can plan collaboratively and perhaps a lot more creatively for activity-based instruction. They can share instructional responsibilities and can be team members. The LMS can do a great deal with authentic instruction, and can even be the catalyst for that kind of assessment process.

Two matrices on planning for instruction focused on nine aspects of this topic. All CTs reported that they developed instructional themes, with three of the four indicating that they saved and reused at least some of the units; CT4 said that he did not save units because he did not want to do the same theme another year. Though all CTs made plans in advance, three of the four emphasized that they frequently improvised. CT2 responded that she was comfortable planning with others or independently; CT1 and CT3 preferred to plan independently but sometimes planned with others, depending on the CT, while CT4 adamantly expressed his preference for planning alone. Evaluation of planning was informal and sporadic for all CTs. Both CT1 and CT3 replied that they completed their planning at school, with CT2 and CT4 planning at school and at home.

The first issue covered in the second matrix on planning for instruction was information sources and materials used for planning. CT2 and CT4 recalled using the

textbook frequently, though they also used nonprint materials and other instructional guides. However one of these CTs differentiated between the use of different types of textbooks; CT4 reported that he did not use the reading text, though he used texts in other subjects. CT1 and CT3 seldom used the textbook, preferring professional materials and guides, as well as ideas from other people and conferences. All of the CTs stated that the LMS served as a resource person, facilitating the frequent use of interlibrary loan materials, with two of the CTs stressing the ideas that the LMS offered on developing thematic units. Though all CTs said they did not feel influenced by the principal in past years, most expressed a different view or reservations about the influence of the new principal. CT2's response was typical of the majority view, "I do think my planning has been affected by the change in administration. I am more conscious of CBC and following to the letter . . . We have been kind of directed to do things certain ways." However, CT4 recalled, "It's a win-win kind of situation . . . the previous principal gave me 100% . . . academic freedom. There's never any guidelines, structure, regulations, rules. I really have total and complete rein. And it seems to be with the current administration as well."

The issue of information literacy instruction was considered critically important by all six staff members of Indigo Elementary. The LMS listed reasons for its importance: "For survival in tomorrow's world, for self-expression, for the job market. Being able to find what they need. Being able to apply what they have learned." The inquiry about the ideal setting for the development of information literacy was interpreted differently by the staff members. The responses of CT1, CT2, CT3, and the LMS centered around a place and resources, though CT1 also mentioned personnel: "The right person is important. A person that will get them going and let them do what they need to do to develop in very positive surroundings." CT4 expressed a different vision of the ideal setting:

A team of CTs reflecting a variety of interests and experiences along with students in a ten to one ratio. [These] CTs would identify interests of students and together the team of CTs and students would investigate various methods of gathering

information on a subject deemed relevant to all. Authentic learning.

Regarding the CT's role in information literacy instruction, CT1 provided a broad perspective:

The CT is a model as well as a CT of the specific skills. The CT also has contact with the family, so that those habits are developed within the family, as well as at school . . . As a CT, I feel I encourage, I model, I inform, and I teach all of those skills.

The other three CTs all perceived the role as encouraging the use of the media center and providing situations requiring the use of information resources. The LMS said, "I see the CT as a very important player, along with the LMS. I can't instruct children in information literacy without the collaboration of the CT. So it is an equal partnership, or should be."

The principal suggested that many CTs may teach these skills themselves:

I think that they do a lot of it on their own, in their own units. They may not label it the same way that we do, but they do it, they touch upon those skills . . . To the extent that they collaborate with the LMS, they or more or less aware of the need for those skills.

All CTs recognized the interdependent nature of CBC and information literacy skills. CT1 emphasized, "The focus of CBC is the process of children reaching the goals, the real-life goals of whatever their level is. The skills that we talk about in media and the library are the same thing. The skills they need to use fall into the process part of CBC." The LMS responded, "I see a direct connection. They've got to come together. If the CT is instructing in her objectives, and we are instructing in ours, we are really isolating each other and we are not working together. It's got to be a meshing." The principal asserted, "I think that CBC comes closer to the goals of information literacy than any other curriculum that I have seen previously in Dade County schools. The whole concept of performance-based activities and assessment comes closer to that."

The subject of collaborative planning was explored in two matrices, beginning with a definition of the term. All of the CTs referred to planning sessions between one CT and the LMS. CT1 provided a succinct yet comprehensive definition: "A CT and the LMS

working together to develop a unit of study using whatever is available to both of them to provide a better learning experience for the children.” The LMS shared a definition that included a larger group in the planning process: “Collaborative planning is certainly a sharing . . . It means a give and take on both parts, all parts if there is a larger group than two people, all of whom share an equal responsibility in developing the plan, the curriculum, the lesson, whatever the objective may be.” The principal offered a definition which she admitted may not often be attainable:

Sitting down together and making decisions together and planning a unit of instruction from beginning to end. That is not to say that the LMS has equal responsibilities in terms of the day-to-day delivery of that unit, but certainly in conceptualizing the unit as an entity, as an instructional process. Now I don’t think that in very many cases we really achieve that, but I think that is the goal.

All of the CTs have been planning with the LMS to some degree for a number of years.

The advantage to collaborative planning which was brought up by all the CTs was the additional ideas for instruction which emerged from discussing projects with other colleagues. In addition, two CTs mentioned more materials to work with and CT1 suggested that children got more use out of the library media center. The LMS described advantages for both students and CTs:

The first advantages are for the student . . . the instruction becomes so much more meaningful and realistic. If we are truly providing the ability to locate information, it has to be a skill that is developed in a real situation. The other important advantage is from the CTs’ standpoints . . . We share information, we share knowledge, we share teaching styles, as well as sharing children.

The principal emphasized advantages in the areas of human and physical resources, “The stimulation of creativity, the bringing of different skills and talents. Experience. I think it stimulated the use of resources and the use of strategies that might not otherwise be tapped.” On the topic of disadvantages, six staff members provided only two responses: none or time. The LMS elaborated:

The biggest disadvantage is time. Not just my time, but the CTs’ time. If I am trying to collaborate with a grade level, not all of the CTs have release time at the same time. There is another disadvantage . . . the point of view of the CTs you are

dealing with. If your five or six CTs do not agree on what the objectives of a particular unit are, then you are fragmented, and that makes it much harder. It is much more advantageous to deal with one or two people than the large number.

In the second matrix on collaborative planning, favorable conditions were the first issue. Three CTs and the LMS cited adequate time for planning as a favorable condition; CT3 referred to the arrangement for providing planning time which was used at Cerise Elementary, "I heard somewhere that some schools are bringing in subs for a certain number of hours per month. I think something like that could be very beneficial." Two CTs and the LMS mentioned the attitude of administrators in the school. CT1 emphasized interpersonal relationships: "Favorable conditions are good personal relationships between the people. If I don't feel good sitting down and planning with the LMS, I am not going to do it." The principal identified four major conditions which expedite collaborative planning:

In priority the most important is that block of common planning time. The second most important thing is the staff's willingness to do that kind of planning. The ability to give up that independence that so many of them enjoy. The willingness to take a little extra time, because it takes more to work in teams than to work alone. The third thing is the physical facility itself. If there is a place to go and if there are resources to be seen and used. If there are no resources, there is no need for collaboration . . . The personality of the LMS. I think that the LMS has to be perceived as a colleague, a peer. Someone with skill as a CT. If that person is not perceived that way, there will never be true collaboration.

All six staff members agreed that the school culture could influence the likelihood of successful collaborative planning. CT1 said:

Yes, because they affect the way we get along with each other and how comfortable we feel with each other. Letting someone else into our own space. Collaborative planning is opening up to another person. If the climate doesn't make me feel comfortable and it's not something that is totally required by the principal and district, I may not do it.

The LMS indicated that the school climate could have a dramatic effect: "A climate in which people are not open with each other and willing to share ideas will close the doors almost immediately." The principal also recognized the powerful influence of school climate: "The climate affects the expectations of administrators and grade level chairs about

team planning in general. The groups on a faculty may be open with lots of dynamics or closed, which impacts any project.” Three of the CTs responded that prior experience with teaming could facilitate the acceptance of collaborative planning with the LMS. Inhibiting factors were identified by the LMS and principal. The LMS stressed the importance of a faculty that was open to change. The principal suggested another factor which, if not present, could be an inhibitor:

I think that in order for collaborative planning to work, a CT has to perceive himself or herself as not only a CT, but a learner. When people are open to a learning experience, then they can learn from each other and collaboration is valued. If CTs do not perceive themselves as learners, then I think that resistance in and of itself will hinder collaboration.

The matrices on the nature of planning provided an extended view of the process. CT1 began the description of what happens during planning sessions: “Ideas are bounced back and forth. It is a pretty interesting balance between those ‘Aha!’ creative moments, ‘What about this?’ ‘I’ve got an idea,’ with ‘O. K., now let’s look back to the structure.” Two other CTs characterized the sessions as informal. The LMS expanded her response about what happened during planning sessions to include a capsule of the year’s planning sessions:

I’ve had very few this year. My other commitments seem to be taking up more time than they should. I believe in baby steps. I have found that there are individual CTs who I am able to collaborate with because they’re open to new ideas and suggestions. Because they see the need for children to make use of the media center and to learn how to find information. My other baby steps have been with finding one particular grade level which does plan together and did before I walked in the door. The trick is to make it look so wonderful and so great that other CTs start saying, ‘What am I missing out on?’

CT1 and CT4 reported that their planning sessions occurred three to four times per quarter. For CT2 and CT3, the frequency of planning sessions was two to three times per nine-week period. There was no agreement among CTs regarding the length of the sessions. CT1 said the sessions ran half an hour to maybe an hour; for CT2, it was about 45 minutes. CT3 recalled sessions of about 15 minutes, maybe half an hour. CT4

remembered brief planning episodes of no more than 10 minutes at a time. Three of the CTs said that both the CT and LMS initiated sessions from time to time. However, CT4 stated that he always initiated the sessions. The LMS recalled, "I do more often than not." Five of the six staff members said that receptivity to the program was an individual issue rather than a grade level issue. CT3 provided an interesting perspective: "I think it is just the CT. There are some CTs who believe that the LMS's job is to have classes all day. Some people are resentful because they have no idea what LMSs do." However, CT2 stated, "Some grade levels had individuals that did not want to participate. With our grade level, they found out they liked it. There has been quite a bit of opposition to it. 'I'm going to do my own thing and I don't care what you do.'"

Continuing the focus on the nature of planning sessions, the four CTs responded to the question about actions that a LMS might take to ensure the success of the innovation in a similar way: be willing and open, friendly, welcoming to children, know the resources available. The LMS stressed the importance of finding out ahead of time what the topic of the planning session will be so that available resources could be located. The principal's response focused on the personal characteristics of the LMS:

First, have the personality that creates that collaborative feeling. I think that personality and that feeling is reflected in what is visible in the media center itself. It comes through in the interaction and exchanges between faculty members. CTs get through the veneer. They can truly distinguish between someone who verbally claims they want to be a colleague or collaborative teacher and . . . those who just say they are going to do it.

According to staff's responses, the CT's actions to ensure success also centered around being open and receptive, as well as flexible. CT2 said, "Make sure the LMS knows you are interested in doing it. Sometimes the LMS doesn't want to tromp on any toes." CT4 suggested that CTs should encourage children to use the library media center. The four CTs, the LMS, and the principal all concurred that the major action that a principal could take to ensure success was to provide for time to plan. Other forms of support were

mentioned by several CTs, including resources for the library. Among the contributions of the LMS to the planning sessions suggested by the staff were knowledge of media, establishing centers for students, suggestions for instruction, direct instruction, and evaluation of teaching. The principal observed:

The LMS has particular expertise with learning resources. So he or she can bring that expertise to the learning plan. The LMS also has expertise with media itself and can stimulate all the ideas pertaining to learning activities, learning assessment, and the use of resources other than paper, pencil, textbooks, the traditional kind of resources.

The last area of inquiry for Indigo Elementary was assessment of the project as a change effort. The six staff members rated the success of implementation within a three point range on a scale of 1 to 10. CT1 said, "I would say we are not halfway yet. Maybe a four. We are at the beginning of this change. Because it is hard to schedule the time." CT2 indicated, "We've had some successes and some failures. We're kind of in the middle of the road. Probably a five." CT3 responded, "I think some of it is going on. I doubt very much that it is schoolwide. Maybe a three or four." CT4 stated, "Overall, I would say a seven." The LMS replied, "I would have to put it very low on the scale, but with an arrow pointing up. I would have to say it is below a five. It really has come to a standstill this year. Frozen, but not dead!" The principal assigned a six to the school's effort and said, "I don't think it was as extensive as we hoped it would be. But among those who participated, it was successful." Five of the six respondents recognized that competing initiatives affected the implementation of collaborative planning at Indigo Elementary; only CT3 did not think that other programs interfered with this initiative. Three of the staff members specifically mentioned the technology grant and the extensive training required by that project. CT1 provided a summary of the responses: "Our school has been involved in it seems like a hundred different programs. From what I have heard from the other CTs, yes, it does impact the use of the media center." The principal explained, "We are trying to do so much . . . the nature of the grant imposes time restraints on the staff. There are

competing priorities and a lot of competition for your time and attention. What I constantly try to do is to integrate and blend one with another.” Regarding training efforts, two CTs, the LMS, and the principal referred to grade level meetings, word-of-mouth, and discussions with the LMS; however, CT3 and CT4 did not mention grade level meetings.

Three CTs indicated that they thought collaborative planning would be institutionalized in this school. CT1 said, “I think just by having it become habit, routine, part of the regular, everyday way of working. In general, it is a more informal thing.” CT2 qualified her comments: “I think in our school it will stay, because the people who have tried it, have done it, liked it. As long as those people are still there, it will continue.” The LMS expressed her desire for it to continue, “I am hoping it will be institutionalized through my continuing efforts to educate the CTs to the fact that I am, first of all, one of them. That we do make up a team. That it is in the best interests of the children.” The principal voiced a broader view of the innovation: “It becomes part of a process. You can’t institutionalize collaboration specifically for the media program. You institutionalize collaboration unto itself. Then it incorporates many kinds of collaboration.”

All of the Indigo Elementary School staff members participating in this study recommended collaborative planning to other schools. CT1 specified, “I think it is a lot more important than a lot of the things that we do in schools.” The LMS offered advice on several points:

First, I would want to deal with the LMS directly. Be sure that she understands the CBC, information skills objectives, and the need for collaboration. Then I would hope she would support it. I would suggest . . . release time for planning and keeping her administration informed of what’s happening so they will give her the budgetary backing for the resources needed to carry out the CTs’ CBC objectives. I think good networking among LMSs is one of the most important things we can do for each other and ourselves.

The principal began her recommendations by encouraging other schools to observe the collaborative planning process in action as a team. She continued:

I would advise them to get some staff training. At that point they might break into

partner groups, CTs with CTs, LMSs with LMSs. That's the way to begin . . . by identifying good role models, by observing them, and by keeping those networks alive. Because it takes continuing support to do that kind of thing.

Amber Middle School

Library Power was but one of several major projects at Amber Middle School which focused on preparing students to be independent learners in a technological environment. The staff and principal had applied for and received the state retrofit grant, the state technology grant, the Florida Challenge Grant, and the Dade Public Education Fund's Teacher-Leader Grant. The applications written by the staff for these various grants featured common themes: teaming among grade levels, departments, special area CTs, and administrators; the development of interdisciplinary curriculum units; and the acquisition and integration of technology in all areas of the school. The underlying organization of the school was conducive to the development of these themes; the staff had been trained in the middle school concept, which revolved around a cooperative approach in developing appropriate learning environments for adolescent students. The overcrowding of the school presented a special challenge to administrators and staff in implementing these projects; 2200 students filled spaces designed for a smaller student body.

Amber Middle School received the Library Power Grant in the second year of the program; it was the first time that middle schools were eligible for the grant. The LMS from this school was on the committee that wrote the original national grant from the DeWitt-Wallace Reader's Digest Fund, which was composed of Dade Public Education Fund leaders, Dade County Public Schools administrators, building level library media specialists, and United Teachers of Dade representatives. Before the grant was written, she traveled with other members of the committee to the Blue Valley School District in Kansas to observe Library Power schools in action. In the past year, she has attended a "train-the-trainer" workshop with Dr. Ken Haycock, an international leader in school libraries.

The reason that Amber Middle School applied for the Library Power Grant was

unique among the ten schools in this study. The LMS reported:

Actually we applied to be a role model school for other schools. We had hoped to share our vision of libraries with other schools. The money at the time wasn't a factor. [The principal] is a good funder here of the media program. They believe here that the media center is the hub of the school, and we welcome an opportunity to share our philosophy with others.

Presentation of Staff

A significant part of Library Power activities at Amber Middle School was promoting the use of technology in the library and classroom. In part, because CT1, the technology coordinator, and the LMS worked closely together, a frequent result of a collaborative planning session would be the development of a unit in which students would conduct research in the library using reference materials in print and software formats. They would synthesize the data gathered, create a product, and complete the project in the computer lab. During the planning session, the CT would schedule time in the library for students to conduct research, perhaps with instruction from the LMS, and also schedule time in the computer lab with a technology facilitator assisting students as needed with projects.

CT1.

This veteran CT with 20 years of experience taught technology classes during the time of the interviews; previously she taught math. Among her leadership positions in the school were grade level chair, team leader, and for four years chair of the school improvement plan. She had attended Library Power training sessions and was working with the LMS in a collaborative relationship before the school became involved with Library Power. CT1 reported that she planned themes, even in her computer classes; the theme provided a focus for the writing activities which students completed using the word processing and graphics techniques they learned in the class. She explained, "We did an environmental newsletter. The theme was finding out about South Florida's environment. The media center has books on endangered species, and other animals, and South Florida,

and the Everglades. So we did research on that and then developed the newsletter.” CT1 worked with the science and social studies CTs on the theme of the environment, creating an interdisciplinary unit.

She discussed the relationship between computer instruction, the curriculum, and library media activities: “The syllabus and scope-and-sequence that was made for the computer department was made 15 years ago. It’s really out-of-date. It has no relevance to what is going on now.” She continued, “As far as the future is concerned, I see that there won’t be as much of a need for a separate computer application class. I see it as part of every CT’s curriculum. But the difficulty is getting CTs to know how they can use the computer through different topics.” She had been actively involved in encouraging CTs to create assignments which required students to use library resources including electronic sources to gather data, then to use word processing and other technologies to create final products. When asked about information literacy, this CT responded enthusiastically, “[It’s] very important. If we can teach children every year how they can access information, how they can process the information, then eventually, they will be on their own. And therefore able to find out whatever information they want, at whatever level.”

CT1 described her school’s effort in implementing collaborative planning as “excellent.” She explained,

It is remarkable the difference of what’s happened in this media center in the eight years that this transformation has happened. I see more people coming in for consultation. Not just coming in the library, but in the classroom, too. Our media center is looked at as a place that is home. As well as a place that you come and research or get information. Or work with someone. And say to someone, ‘What do you know about --?’ So it’s just a comfortable place.

She continued to portray the changes in the library program by focusing on the students:

I think more people are involved, more people come to the media center. I certainly know that the children come here more. Usually there are 50 or 60 children in here in the morning before school. Reading, talking, working with computer programs, doing homework. They just feel good about being here. I think that has a lot to do with CTs bringing children here and them becoming familiar with it. As well as them being welcomed when they come.

CT1 reported that she was convinced that collaborative planning would continue at Amber Middle School when the grant is over:

Because I really see that the collaboration and the rapport that's been developed between the LMS and the CTs, that is not going to be stopped, just because Library Power isn't here. The CTs still want to bring the kids in. They want to find out how they can use the media center to have the kids to research or to find out on their own. As long as [the LMS] is here, I don't see that stopping.

The comment about the value of this LMS led to a query about the importance of the key people in the success of the project. She responded:

Absolutely essential! I see that if [this LMS] went somewhere else and another LMS came here, that LMS would have a lot of difficulty trying to fulfill all of the things that have been done previously. If [the new LMS was] not a person that believes in collaborative planning, there are going to be some very unhappy CTs that want to use the facility the way they have before.

CT2.

This language arts CT was a novice with collaborative planning; she first learned about it from the Amber Middle School LMS last year. With eight years of teaching experience, she has been a team leader, has worked on the school improvement plan, and attended a three-day Library Power inservice session with the LMS. She indicated that she planned for instruction at several levels; at the beginning of the year, she organized themes for the entire term. She explained, "Then I do specific lesson plans according to that general idea I had established at the beginning of the year."

CT2 described her planning sessions with the LMS as brief, but effective:

Because of being pressed for time, it is usually a very quick discussion in pieces. Maybe today we will get together and get the general idea. Tomorrow we will get together again and be a little more specific. Finally, we set up a date and time for when whatever it is that we are planning on doing will take place. Whether it is to do Hypercard or to check out library books or to record something. Unfortunately, it is rushed and in pieces, no fault of the LMS. Time is of the essence.

This CT did not plan in a group with the LMS. She explained, "Normally . . . I do it with the LMS. Because it is hard to get all of those people together at one time." She detailed how the LMS contributed to the development of the unit:

Let's say that our theme is endangered species. The LMS will let us know what resources are available. Oftentimes she will let us know what worked for another CT. Because they were in on it with that CT, so they can give us information as to how well it worked. What they thought. They can also tell us of course where to locate information. What's good for the students and what's not, according to our grade level.

CT2 indicated that she especially valued the LMS's expertise on the developmental appropriateness of activities for her students. She emphasized that collaborative planning and teaching with a LMS such as hers created an ideal environment for the CT, "You are learning along with your students, as well as teaching."

CT3.

Currently a math teacher and team leader at Amber Middle school, this CT had taught math and reading in elementary and middle schools for 16 years. She did not attend any Library Power sessions outside her school. Her experiences with school libraries had not been positive before she came to this school; when she attended public schools, the CT would take the class to the library to get books, but no further services were provided. When she worked in a private elementary, there was no library. In the public elementary school where she was on staff, few services were provided. She reported:

When I came here, I thought, 'Wow!' She does everything for us. She will teach kids. She sets up stations for them, if you have something you want to do. All of our interdisciplinary units that we've done before, even before this Library Power thing came into play, she always worked with us. She has been very cooperative in helping us get things set up and getting us resources.

She explained how her team planned together at Amber Middle:

We meet together as a team. What we did for . . . the one we did this year, the ocean, we met together as a whole grade level. Then we divided up into subject areas. Science CTs got together; the math CTs got together. We were going to the Seaquarium. And we decided we wanted to do under the sea. 'Sixth Grade Goes Under the Sea,' that was our theme. [The LMS] met with us during that time and gave us ideas of things we could do and things she could do for us.

She added that her grade completed two major interdisciplinary units per year.

CT3 emphasized that she believed that developing information literacy skills was very important for middle school students, "They need to be very familiar with the library

and how to use it. Especially with the way things are now with the technology in the library. If they weren't familiar with that, they would not be able to go into a public library and access any information." She stressed:

As team leader, I want to make sure that my team was in the library. Not in my class necessarily, but with the language arts CT, the science CT or whoever is getting them there and getting their skills. [The LMS] and I have a lot of communication to make sure that is happening. I sent a bunch of kids from my class. They had to go and look up some information. But I push it. I'm very fond of the library.

She suggested that for collaborative planning to be successful, two factors needed to be present: CTs needed to be willing to learn and the right person must fill the position of LMS. The advice from CT3 to another school would be:

They need to get someone like [our LMS]. They need somebody that is innovative, and willing to change, is willing to work with the CTs, and isn't going to hibernate inside the little office of the library. Who is willing to go out and learn and be willing to present it to the CTs. I would hope that their library would have resources, too. We have a lot of computers. We have a lot of things that other libraries don't have.

She considered the Library Power grant to be beneficial for both students and CTs, "I think it has been a learning experience for the CTs. It has caused the CTs to become more involved in the library; to get in there more and see what is available."

CT4.

This CT has taught music for 13 years in the district's public elementary and middle schools. She did not attend Library Power training sessions. She had been team leader for five years at Amber Middle School. When planning instructional units as a team project, she contacted the LMS, discussed the topic with her, and invited her to team meetings. The LMS devised a plan showing how students would use library resources as a part of the unit, including the use of rotating stations in the library. The music CT also planned themes to use in her own classroom which required the use of the library; for example, she worked with the LMS to develop activities for students on the lives of composers. She stressed that one of the greatest benefits of the library program for her students was being

able to occasionally bring computers to her room for use with music software.

CT4 emphasized that she would recommend the collaborative planning and teaching model to other schools; she noted that she was in favor of anything that enabled students to have success. Her advice to other schools would be to encourage the LMS to find out about it, get training, and “go for it.” She shared her belief that collaborative planning has helped teams in her school to achieve their final projects with the advance planning by the LMS and CTs playing an extremely important role in that success.

LMS.

When the LMS at Amber Middle School switched roles, moving from CT to LMS, she had not wanted to take off her instructor’s hat and in fact had not. She had put on the many additional hats which a LMS must wear, but continued to relish the instructional role. She first learned about collaborative planning and teaching in university courses in educational media which stressed the instructional role of the LMS. She explained:

I didn’t want to change from being a CT, to just move to the service role. I still wanted to continue teaching. The CTs here have always looked to me to enhance whatever they are doing in the classroom. So, a lot of times they come in and together we build on it.

She worked ten years as an elementary primary grade CT and had been a LMS for nine years. She was a department chair and served as vice chairperson of the school-based management cadre at Amber Middle. She also worked on the school improvement committee.

The LMS discussed the differences between the library program at the elementary and middle schools which impacted the implementation of collaborative planning; a major difference was the increased emphasis on teaming which was a part of the middle school philosophy:

In a lot of elementary schools, the CTs plan individually and they don’t think of themselves as a team. They don’t think of themselves as a group or as a grade level, even. They are all doing their own things. Then the LMS’s job is not only to integrate but to pull together. It’s a dual role; bring together the team. Try to get

them to work together when they never have before. And they are going to say to [the LMS], 'Why should I? . . . They would think you are trying to tell them how to do their job. I can see that.

In contrast, she suggested that the middle school situation was much better suited to collaborative planning by the LMS and CTs:

Here, we have the perfect setup. When I moved here from the elementary school, the view at the time [in that school] was that it was almost a baby-sitting service for the CTs. When I moved to the middle school, it was a service to the CTs. Every time they needed a bulb, or they called me to their classroom to thread a projector because they were too busy. Times have changed, but I tell them I'd love to do that, but I am just not able to. Now they come and ask me for things but if I'm in the middle of teaching, the message that goes back is, 'I'm teaching, I'll get back to you as soon as I can.' Sometimes I think that the best promotion for promoting the program is to have a program. It speaks for itself. You don't have to promote it, if you have it, in a lot of respects.

This LMS provided a comprehensive view of the impact of the innovation at the middle school level. She cited a number of advantages to collaborative planning, beginning with its impact on student achievement:

Also, I think it promotes professionalism. It reduces the work load of both the CT and the LMS, because you are sharing in the activities. To me it is not strange to find a CT taking over a CD-ROM station. Another reason is that the media center belongs more to the school, through collaborative planning. It isn't viewed as the LMS's. It actually becomes the school's resource center. Too, I think another reason, pro collaborative planning, is that we can use the same materials, same lessons, same activities, over and over again. So you don't have to reinvent the wheel. CTs don't have to reinvent the wheel every time you are going to do something on Latin America or do something on frogs or on animals. That we can just take these interdisciplinary units out and adapt them. [Another] reason that collaborative planning is so important is that it allows for prerequisite things to be taught in the classroom. So that a media center visit is truly useful and really does make a difference to students. Unless you really plan with the CT, there is no way that the students can make sure that they know the vocabulary that's necessary when they come to the media center. Or the skills that they need even for the activity in the classroom. That's something that we just don't spend a lot of time thinking about. What have they already learned that we can reinforce, and what do I need to teach them so that they can be prepared to be in this spot at this particular time? That's something, that unless you plan for it, and they don't just hop in and come for a visit, you have no way of knowing.

The LMS at Amber Middle described her level of participation in collaborative planning with CTs as ranging from the low end to the highest part of the scale; she conferred with CTs in brief encounters, perhaps identifying a video or class novel that

would suit their purposes but had no further involvement in the instructional unit, as well as participating on an equal level with CTs in planning an entire unit. When asked to identify what conditions led up to the extended and complex planning sessions, she responded:

Probably the CT's desire for [students] to have information skills is as strong as the LMS's. And the CT's teaching strategies are in tune with discovering and research and alternative teaching methods. Because those are the things that we really have in the media center that we promote. Definitely professionalism of the CT. And the CT's excitement to teach.

She further specified that CTs would request her assistance when they had a need to create a unit but were unsure how to proceed. Perhaps that need would originate in an administrative or department directive to plan interdisciplinary units or could happen when a CT identified a theme, but wasn't sure how to get started with locating materials and designing activities. She explained:

We tend to work in middle school a lot with themes. What they come with is not preconceived objectives but preconceived themes. A topic they like. I start at the top . . . we develop the objectives together. Our initiative with TARGET, that's what we call the Dade Teacher Leader Project, is they need to come up with an interdisciplinary unit. There are three of us who work on this. We go to team meetings . . . and each CT takes a different responsibility. CT A on the team may take the responsibility of canvassing the students to see what they want to know. Then from there we all develop the objectives together. CT B may do prerequisite skills based on what we've come up with. CT C may do the visit to the media center and plan with me. CT D may do the synthesizing activities back in the classroom. And CT D would take them to the technology lab to make the Hypercard stack or some kind of communication of that information. So in a lot of respects it is because it is mandated . . . there is a trigger . . . it is mandated from the office. We have to have interdisciplinary units and we have to have grade level units, both.

She also detailed another scenario which often created a situation in which she was accepted as an equal planning partner in a unit: "I buy things based on what I think and then I will take them to the CT and say, 'You might want to use this tape as a read-aloud.' Through there it grows."

After two years in the Library Power program, this LMS commented that she was more convinced than ever that collaborative planning and teaching was the most beneficial

contribution a LMS can provide for the school. She would advise LMSs considering adopting this program to take a hard look at how their time was spent each day. She stressed:

I think it is important enough that we need to prioritize the things that we do. It truly is the most important aspect of our job. So that often many other things may take a back seat. So rather than spend time worrying about all those other things, do what's most important, that impacts the students and also supports the CTs. It's only when we continue to be service only that [the administration and staff] continue to see us in that role. Even if you don't have a principal that verbalizes the importance of the library media center, as long as you have one that isn't fighting you, I think that you can make it work. As long as you have one that allows you the flexibility and freedom to work a program.

Principal.

This principal served as a band director for junior and senior high schools for 14 years before becoming an administrator. He was an assistant principal for four years and had been a principal for 11 years. His response to a query about his experience with school libraries revealed a positive attitude toward libraries and as well as a sense of humor:

As a CT, the library was a resource for materials and also a resource for students in need of information to do projects. I have taught humanities and other areas that required some research on various periods in arts and music. I am familiar with the library. I do read myself. I like listening to audiobooks when driving back and forth to work. It's become a relaxing thing. I love to read mysteries and novels. Of course, I love to read school board memos most of all.

He attended the majority of Library Power training sessions. He preferred the sessions that focused on the philosophy of the program: "I think that is the best part of it. The philosophy and the changes in media centers." He also appreciated the emphasis on getting the entire instructional staff tuned into reading improvement. He said:

If only the reading CTs teach reading, the schools are never going to make it. Everybody has to be involved in this process. And obviously the LMS is not the only one that is going to be involved with books. Every CT has to have an affinity for books and believe that reading is important for students.

He expressed his position that collaborative planning was well-suited to the organization of a middle school:

The basic design of the middle school has built-in team collaboration. We meet in

this school as most middle schools would not only departmentally but we meet in interdisciplinary teams. That's just mandatory. We've been doing that for years now. I would say it is our fifth or sixth year of doing that. Our CTs are well-accustomed to working in teams.

However, he observed that implementing collaborative planning in elementary schools was more difficult for administrators and staff. He said,

Elementary schools by design are different. You basically have to make the time for it to happen. In order to make the time . . . you are going to have to pull people from something else. Reallocate resources, spend some money for coverages. It is difficult sometimes to do that.

He outlined the steps that he had taken to encourage collaborative planning and teaching at Amber Middle School:

We've philosophically made a point at this school of putting resources into the media center that encourage and almost require CTs to get involved in that media center. There is just so much for them to gain by being in there that they want to be in there. As a matter of fact, the problem is that we can't get them in there. We can't accommodate them. The school is severely overcrowded. You can develop a plan that mandates people running through there, but that doesn't do the job. They have to actually want to be in there. And that says something about the LMS. More than the equipment that's in there, or the computers, or the software, or the way the place looks. It's really the philosophy of the LMS to have a vital, open place where people can come in and get things that they want and be glad that they are there.

He affirmed that he would recommend the collaborative planning and teaching model to other middle school administrators. He suggested that staff members visit another school which had implemented this innovation. He continued:

Talk to some people who have put it in practice. Perhaps let a couple of those CTs talk to a couple of the other school's CTs and explain how it made their job easier and more effective. I think CTs are so overburdened with programs and meeting the needs of students and trying to assist students on a day-to-day basis. I really believe that most CTs are trying to do a good job. If we can show CTs that by implementing a plan, it will make their job better, more effective, and perhaps, ultimately, even more time efficient, they are going to go for it. They're going to like it. Where we fall apart is if they believe that this is just another initiative, we'll do it for a year, then it goes in the garbage can. I think that over the span of the last couple of decades, it has happened more than we would like to admit.

Even though cognizant of the problems involved, he also recommended the collaborative planning model for library media programs to elementary administrators. He advised:

I think even in the upper grades of some elementary schools, they have adopted some quasi-middle school models, with teaming, and common planning and things of this nature. Some of them are grouping for subjects. I think those kinds of situations will give those schools and those staff members some taste of what this is all about. If they can just carry that to the next step and say that this collaborative planning can do the same kinds of things for them and their staff. I think it is worth a try.

Discussion of Data Displays

A variety of viewpoints were represented in the discussions by the staff of Amber Middle School; this was the only school in this study in which a music CT and a math CT were selected by the LMS as colleagues who participated extensively in collaborative planning. Though not all staff members were equally forthcoming, similar views on most issues emerged from the group. For example, in the matrix on views on instruction, all respondents emphasized hands-on activities on the issue of how students learn best. CT1 said, "By doing. Hands-on. By finding out the information, working with it. Then doing a presentation on it . . . writing a paper, doing a video. That reinforces that idea three times. The more it is reinforced, the more likely they are to internalize it." The LMS expanded on that theme in her response:

By actively participating. I believe in the inquiry method, the discovery method, where we ask questions of students and they discover for themselves the answer. I think those things that we just tell them, they forget. If we give them a chance to find out on their own, and we let them communicate it in a style that is in keeping with their nature, they have a better chance. Like let them, instead of rewriting an article from an encyclopedia, communicate using an audio tape, or videotape, or by doing a play, or diorama, or mobile, or whatever. It has to be something that will motivate them and interest them.

The principal linked the question of how students learned best with instructional planning in his response:

I think they learn most effectively by having organized information presented to them that is valid and valuable and exciting. If they can learn to interact with that and become a part of that . . . They learn well with hands-on. They like to participate in the process. If all those things are happening, the learning is going to take place. But the planning has to be there. The stage has to be set. If the stage isn't set, it isn't going to happen. You can have all the computers in the world or all the excitement in the world, but if you don't have a plan and you don't have good information going by, and good questions being asked, and good answers

being given, it's not going to happen.

Regarding the CT's role in instruction, the term "facilitator" occurred three times, though it was inferred in all responses. In the two replies concerning the LMS's role, both CTs emphasized the direct instruction role. CT1 said:

I think the LMS is a teacher. A teacher of CTs, as well as a teacher of students. When classes come to the media center, the LMS can teach the children and the CT what books are the right books to find, what's the right way to find information. How to take that information and put down a few words and synthesize that and produce something.

Some variation occurred in responses about planning for instruction, perhaps because of the different specialties of the CTs. All CTs reported that they used themes at least occasionally; the math and music CTs did not use them as much as the other CTs. All CTs completed lesson plans in advance, though two indicated that they sometimes had to adjust plans. Three CTs responded that they preferred to plan with others most of the time; CT4, the music CT, planned independently most of the time, but her preference would be to plan with others more. Answers about the frequency of evaluation of plans varied somewhat, from a 'couple of times a day' to 'every couple of days, or 'constant' to 'on-going.' Three of the four CTs reported planning at home with only one CT primarily planning at school. All CTs used a variety of materials. CT 3 and CT4 stated that they used the text, though it was supplemented with other materials. CT1, the technology CT, stressed that a textbook could not keep up with changes in her field. An active role was described for the LMS, much more than a resource provider; two of the CTs mentioned that the LMS organized stations for their students in the library. Three CTs perceived the principal's influence to be in the areas of setting expectations and requiring team meetings, though one CT did not feel that the principal influenced her planning. CT's responses indicated that the district's influence was felt in the CBC curriculum and in the requirement for an interdisciplinary unit.

Concerning information literacy instruction, all CTs described these skills as

essential for today's students. The LMS elaborated on the theme:

I think it is very important because if we expect them to be lifelong learners and able to access, process, and use information, then we must give them the tools they need in order to do that. At the alarming rate that information is changing, we can no longer teach students a rote body of information. They have to be able to get information as they need it, so they can make educated decisions.

The principal recognized the global implications of developing information literacy and suggested that students had an advantage over adults on this issue:

I think it is very important, particularly since we are in a cyber age. Information that was unattainable a year ago or two years ago is pretty much at the fingertips. Not only from local sources, but from national and international sources. It is essential that we all become aware of those available sources. I think the students are probably more comfortable with this than we may be as adults, because they are used to dealing with the screen and pulling information out, playing games on computers as well as word processing.

Other aspects of information literacy instruction included the ideal setting, the CT's role, and the relationship between CBC and information literacy skills. The ideal setting for the development of information literacy identified by the respondents revolved around a place, the library media center. Three of the staff members added that appropriate instruction must be a part of the ideal scenario. All CTs exhibited a working knowledge of the CT's role in promoting information literacy; specifically, CTs needed to develop projects which required students to conduct research and communicate the findings in a product. The LMS summarized the issues:

I see their role that they need to be a partner with the LMS to ensure that the students have the skills they need. I think that by working together, we can perhaps give double duty to the skills, and have a better success rate. Information skills should no longer be isolated or taught just by the LMS, but should instead be incorporated into interdisciplinary teaching strategies and should go through every subject area in the school.

All CTs recognized a strong relationship between CBC and information literacy skills; however, the CT3, the math CT, doubted a connection existed in the subject of math. CT1 said:

I understand that in many of the subject areas, CBC includes that flexibility. Where you are learning your objective, but you are doing it in a variety of ways. Different

types of assessments. It lends itself to using your literacy skills, gathering that information, and producing some kind of project.

The LMS commented on the connection between CBC and information literacy skills and identified a need for a local addition to the curriculum:

I think that the CBC ensures that we cover all the information skills, if we follow it. It puts them in a continuum where there is a starting point and we can add to it. It is spiraling; we can build on it each year. I also think it is important that we have a school-based continuum where we decide as a school what skills are taught and at what times. I think that is a good base and that we should build on it and make sure that we as a school know where to start.

The topic for the next two matrices was collaborative planning. When asked to define collaborative planning, three of the CTs discussed what happened during collaborative planning. CT4 defined it as the LMS and CT sitting down and discussing subjects to be taught, then pulling out information that you wanted and deciding what students would do during the unit. The LMS provided this definition:

Two professionals working together for one common goal. Where together they devise the objectives that they want the students to learn, both information skill objectives and subject area objectives. And then they devise activities for those objectives, and outcomes, measurable outcomes that are expected, so that they are not only planning the lesson, but evaluating it together.

The principal addressed the relationship between the LMS and the CT in his definition:

It has to be information going on a two-way street. There has to be a give and take. There has to be an understanding of what the needs are. And what resources the LMS can make available to assist those CTs [in meeting] those needs. I believe the LMS's role is to assist the CT. The CT is the one who is in the classroom with the students. They are the ones who understand and direct the instructional program. The LMS is the kind of person who wants to assist CTs.

Two of the CTs reported that they planned with the LMS before the grant. The LMS said she planned with individuals before the grant, but not with large groups. The advantage to collaborative planning which was mentioned most often was "two brains addressing the instructional issues." CT1 added, "Getting to be proud of some of the ideas that you've come up with and have been successful." CT2 stressed that it is an advantage for the LMS to work with the CT since the LMS doesn't know the students. The LMS and CT3 emphasized the advantages for students. CT3 placed her response in the context of an

interdisciplinary unit, “You can tell students over and over and they don’t get it. But if they are getting it four different times, four different ways . . . they will be saturated with it. Maybe somebody will turn them on.” The principal replied from a management point of view:

You get buy-in by the people. If all the parties are involved in the planning, it’s a lot easier for them to buy into it. It’s a lot harder for them to say, ‘This is a terrible idea. I don’t want to do it.’ Because they had at least some part in planning it, even if it was a passive part. It’s harder for them to bad-mouth it, or ignore it. The other part is you generally get better ideas when more people are thinking about it.

The only disadvantages to collaborative planning mentioned by the CTs was negative people. CT1 stated, “The disadvantage is when you are working with teams and there are people in the team that don’t want to be part of the team.” The principal responded, “It takes more time. It takes a lot of time. Sometimes the time is well spent, sometimes it is not. Time is a valuable commodity.”

The second set of issues on collaborative planning began with favorable conditions. The CTs cited a strong LMS, a well-equipped media center, time to get together, interdisciplinary instruction, team planning, block scheduling, and cooperative people. The LMS addressed a variety of issues within the media center and within the school:

Supportive administration. Funding. Collegiality, the staff being able to work together. Probably the personality of the LMS, the diplomacy maybe, the way he or she would approach other people. Probably knowledge of the media center program. Background . . . Make sure they have the background to understand the school’s program. Whether or not the LMS is seen as a key player in the school improvement committee, the school-based management committee, and the budget committee. [In this school], the LMS is a permanent member of the school-based management cadre. One of the favorable conditions is to minimize the management and service area of the media center. Organize it so it runs well, so that you can move on with collaborative planning. You have to have clerical personnel for it to work.

The principal responded that he saw no reason that collaborative planning wasn’t being implemented at the middle school level.

On the issue of the influence of school culture or climate on collaborative planning, responses from two CTs indicated that they did not understand the use of one of the terms.

CT2 answered, "Culture, no. Climate -- attitude -- yes." CT3 observed, "I think the attitude of the CTs would affect it. If they felt unhappy about their job, they aren't going to be willing . . . That's got to affect everything. The culture. I think the more diverse culture you have, the better it will be." The other CTs and the LMS recognized that the culture could affect the likelihood of collaborative planning succeeding in the school. The principal stressed the importance of this element: "The culture and climate affects everything, the instructional program, the morale of the staff, the morale of the students, the participation of the parents. That affects everything."

Specific details as well as opinions were included in the nature of planning sessions matrices. Planning sessions at Amber Middle School were sometimes formal, but were often a series of quick discussions. The LMS explained:

It usually starts with one of the CTs saying, 'I want to bring my class in,' or 'I have an idea.' I consider it almost like a bartering session. They come up with an idea and I say, 'have you thought of this?' It's a give and take and back and forth. 'I'll be responsible for this.' 'O. K., I'll do this.' Until finally we come together with a unit that was shared by everyone, that everyone can say they had a part in.

Two CTs reported that they planned and taught one collaborative unit per nine weeks, with another indicating two sessions during that period. The time of the planning sessions varied from multiple 10 to 15 minute sessions to about 30 minutes. CT1 and CT2 responded that they were the initiators of the unit while CT4 named the team leader as initiator. CT3 said the initiator was "the team leader, combined with the LMS. Mainly, the team leader." The LMS elaborated on the subject:

I guess they do. The thing here is that I no longer have to initiate collaborative planning sessions because they already know that they want to use the media center in their activities. It might be that someone says, 'We are studying Latin America. Got any days open?' I would say, 'I have this unit. What do you think about this?' I initiate in that way.

On the topic of CT's receptivity to the program, three of the CTs answered that not all CTs were receptive, while CT2 observed, "I see a lot of CTs [involved in it.]" The LMS described the sixth grade as more receptive and suggested that occurred because those CTs

came from an elementary school; she also perceived a difference among subject areas, contending that language arts CTs were more receptive than others. However, she mostly viewed the receptivity of CTs as an individual issue.

The second matrix on planning sessions began with actions on the part of the LMS to ensure success of the project. Two of the CTs emphasized that she not only helped them to plan, but provided resources and set up stations in the library for their students to use. CT2 responded that the LMS should be informed, patient, and provide organization. CT1 commented that the LMS made the CT feel comfortable, offered suggestions based on her knowledge of the literature and journal articles, and sometimes brought in another CT who had completed a similar project. Focusing on the actions of CTs, three CTs mentioned being willing to work with the LMS. Two emphasized being prepared with a topic for the planning session. CT 2 and the LMS recognized the need for the CT to participate in the activities when the class went to the library. The LMS added that CTs should get information to the LMS ahead of time concerning the topic and materials needed. The CTs suggested that the principal should provide support of various types: financial support for the library, encouragement for CTs participating in the innovation, and additional planning time. The LMS said, "Fund the library media center. Make the LMS a department chair. Express views on the importance of the library media center. Include the LMS on the school advisory council. Provide staffing [for the library]. Provide library clerks beyond what is based on school enrollment." On the issue of what the LMS contributed to the planning of the instructional unit, CTs recognized that she suggested resources, provided ideas, and identified activities and materials that were good for students. From the LMS's perspective, her contributions were working with CTs in deciding on objectives, selecting resources, planning activities including centers, developing pre-search activities, discussing unit outcomes with the CT, providing a communication vehicle, and helping to evaluate the lesson.

The assessment of the project as a change effort included many positive comments and interesting details. On the success of implementation, two CTs rated the school's effort as a nine, one an eight, and one a 10. The LMS scored her school's effort as a 7 or 8. The principal specified a seven out of 10 points. Two CTs did not recognize any competing initiatives during this time period. Two CTs recalled competing initiatives, including CT1, who said:

Too many other projects! We had become one of the schools to receive the Technology Incentive Grant at the time. We were working on school improvement. We were finishing up our second year of the Challenge Grant. The difficulty was [for the LMS] to catalog all the new materials that came in. Still have time to write the grants. Still be able to collaborate with CTs and get them into the library. A lot of the technology came here; it had to be taken care of.

The LMS also recognized the difficulty of dealing with so many special efforts at one time, emphasizing the many tasks involved in writing the grants, placing orders, and processing materials. The principal observed: "In this school system, there is always competing initiatives. Without question, if you place too many programs on-line at the same time, you are going to water down or you are going to hurt the effort." The training efforts recalled by CTs include presentations by the LMS and learning from other CTs. CT1 provided details on the training efforts:

From some of the CTs that did attend the workshops. As well as the LMS going to department meetings and team meetings. Our teacher leader project and Library Power are almost one and the same. When we were working with teams in our technology plan, they were doing Library Power at the same time. So we were working across the board in all directions. And giving information to other schools as well, which I think is important.

The principal answered, "Both from the LMS and from the CTs who did [attend], who shared. It certainly is not the same as going to the workshops. Probably they all would have benefited from going to the workshops, but it's simply not possible when you have 80 or 90 on staff." All staff members asserted that collaborative planning will be institutionalized in this school. The LMS stated:

We will just continue to do what is successful. It works. I've surveyed the

students as part of my master's. The things I heard from them were 'Thank you for working with us,' and 'You make learning fun.' As long as we are impacting students, and students are learning, we are going to continue doing those things.

The principal also agreed that collaborative planning would continue at this school. He said, "If this is helping the instructional program, we are going to continue it. That's the test. It does require people to message their lesson plans and their goals a little bit."

All of the staff members of Amber Middle school recommended this model for the library program to other schools. CT3 observed, "They need to get someone like [our LMS]. I hope that the library would have resources, too." CT1 outlined a process for other schools to follow and commented on the position of the LMS:

I would say that if you try with a couple of CTs first and you model how effective it can be, the word will get around that it worked well. And that some more people will try it. You just build your pyramid. You start with the base, then they tell the next group. I think it will build from there. You build that trust. When you are planning with someone, you are relying on them to have the information for you as well as guide you the first few times that you do it. In a school that has 2200 students, one LMS is not enough. It causes too much stress on that person. It doesn't allow that person . . . because [of] paperwork . . . to collaborate as much as she would want.

The LMS strongly advocated collaborative planning and delineated an approach for implementation:

Start small. Don't necessarily start with friends, but start with CTs that are open-minded. Ones that really have connections in the school, that will connect, and will verbalize the success of the collaborative planning program. Perhaps also target those that would be able to be an "ear piece" to the principal, so that you would get funding and support from the principal.

The principal also advised other administrators to consider this program. He advised:

Give it a chance to see if the benefits outweigh the time spent and the effort put forth to implement it. It does have a positive payback for it. I would suggest that they visit a school that has been implementing it. Talk to some people who have put it into practice.

Mimosa Elementary

The implementation of flexible scheduling began at the same time as the Library Power Grant at Mimosa Elementary. Though the LMS reported that she had encouraged the administration to adopt flexible scheduling previously, the change had not occurred

until the grant was awarded to the school. In reality, the kindergarten classes continued to be scheduled with each CT having a certain time to go to the library each week; the rationale for this action was that kindergarten students were too young to go to the library independently.

The school received the grant in the second year of the program, which meant that funding and training were provided for two years. The LMS applied for the grant during the first year, but did not receive it. At that point, the school had scheduled classes for all grades; the LMS reported that the assistant principal at that time was not in favor of an “open library” program. When the LMS did not apply for the grant the second year because of the lack of flexible scheduling, she was contacted by the library media supervisor for the district and encouraged to apply. The LMS met with the principal and discussed the issue, and the principal decided to implement a flexible library schedule. The staff in this school referred to flexible scheduling as open library, because the term flexible scheduling had a different meaning at this school. The principal explained:

What I call open library is what some schools might call flexible scheduling. Open library is the term that we used for maybe 15 years or more. It's been around for such a long time and it's amazing to me that it's taken so long for schools to have implemented the open library concept . . . We developed flexible scheduling which provided large blocks of time for CTs to teach and also provided one full hour for every CT at a grade level to have planning time together, each and every day. The flexible scheduling was part of our desire to provide good planning time and facilitates collaboration, as well as our emphasis on maintaining an open library. The flexible scheduling term is defined in many ways and in this case, we are talking strictly on the schoolwide schedule, not on the library schedule.

Technology was used extensively at Mimosa Elementary. Students used an integrated learning system which ran on 155 computers in the building including up to eight computers in one classroom. The school had also been awarded the technology incentive grant which provided computers for the library and classrooms.

In addition, the school had received a Model Learning Environment Grant whose purpose was to integrate technology into the instructional program; this involved a

restructuring of techniques, methodology, and classroom arrangement. The role of CTs became more facilitative, with less direct instruction. Small group and individual instruction prevailed, with few large group sessions. The principal emphasized, “The attempt would be to personalize the program for each child. That begins, I guess, with learning centers which we did 25 years ago.”

At the time of the interviews, the staff members of Mimosa Elementary were concerned about a major change in the student body for the following year. A new school opening nearby would take 500 Mimosa students, leaving the school with approximately 460 students. Teaching teams, which described themselves as functioning very well, would be broken up as CTs moved to other schools. The library media center would lose the clerk provided by the district for only those schools with 901 or more students.

Presentation of Staff

The CTs interviewed in this school displayed a positive attitude about collaborative planning. Though the LMS had been working with two of the CTs before the grant in providing materials for their lessons, she began planning instructional units with CTs only after the receiving the grant.

CT1

This third grade CT found a Library Power science workshop especially useful, “My first theme in September was the one the Nancy Young opened her workshop with, which was Moon of the Alligator. We did a whole month of wetlands. The kids loved it.” She had been at Mimosa Elementary for nine years, with 14 total years of experience in education. While at this school, she had been a grade level chairperson, had worked on the school improvement plan, and had attended numerous Library Power workshops.

CT1 described her school’s experience with the grant:

We’ve been very committed to the concept of the open library. Very committed to the idea of working as a team. For us . . . for some of us it really entails quite a different change because the library wasn’t scheduled as it was before, so that took

a little bit of adapting to it. But I think everyone's been very responsive to it. She had been working with the LMS before the school became involved with Library Power, primarily with gathering resources for classroom units. She portrayed the changes in the library program:

Traditionally, the CT would just take a class to the library and have the librarian present a lesson, many times having nothing to do with what was going on in the regular classroom . . . totally disjointed. It just seems to make more sense to work this way. And incorporating our media specialist in our lessons is just really tapping on all of those resources that we have here that so many overlook because we don't even know we have them. I think the concept of Library Power is just taking something that makes sense and structuring it so it works.

After learning about the potential benefits of planning with the LMS, she had also changed the way she approached a new unit of instruction:

I would come to her and tell her, "I'm already thinking about doing a unit on whatever" and then she would help me by telling me what was available to us here at the school, but, in other words, I would go to her as a secondary gesture. I would already have done all of my work, all of my planning on my end and I would . . . use her as a secondary source. Now I go to her first and according to what she has or what she can get for me, I will plan around that.

CT2.

The first grade CTs at Mimosa Elementary practiced team planning on a regular basis and CT2 expressed regret about the approaching break-up of her team when the school year ended. She was one of the many CTs that would be moving to other schools the next year. CT2 said that she did not expect to find such a comfortable team planning situation again, "There's five different personalities and . . . we're friends and we all get along and it's like we all bring our little area of expertise into the planning." With eight years of experience as an educator, she had served as grade level chairperson, worked on the school improvement plan at a previous school, and attended one Library Power training session. She had worked with the LMS for the three years she had been a CT in this school and indicated that the block scheduling now in place made it easier for the LMS to plan with the team.

CT2 reported that she believed the CT's role in instruction should be a facilitative

one, but it was difficult to fulfill that role because of the number of students in the class. She explained, “I have 32 first-graders and a part-time aide and . . . you want to do a lot, however . . . you have those who don’t even know their letters, so it is very difficult.” She considered having smaller classes as a necessary move to improving instruction and added, “Once they do that, as a priority, other things will fall into place.”

This CT emphasized that teamwork by CTs was the factor that she perceived as crucial in collaborative planning. She said, “I’m really going to miss my team, but I hope to be able to develop a team where I’m going and to really share with them . . . how productive we’ve been. I really hope that . . . my enthusiasm will be contagious to the other people.” She observed that it was also her goal to be able to train children to work with others as a team to locate information. “If we teach people to become team members and team players, that will influence family life because when they get married they will think of the whole rather than the me and the I,” she stated.

CT3.

This kindergarten CT had been at Mimosa Elementary for her entire career; she taught kindergarten or first grade for 16 years. At the time of the interviews, she was primary grade chairperson. She first learned about collaborative planning with the LMS during the first year of the grant, though she had participated in grade level planning for many years.

CT3 defined collaborative planning as “a time when a group of people sit down and brainstorm and discuss different avenues to take in order to bring a good lesson to the children that includes different kinds of materials [and] different approaches.” However, she continued, competition between CTs could sometimes be a stumbling block to the development of collaborative planning. She stressed:

If I want to out do my neighbor, then we have no business planning together. We have been very lucky, in the sense that we understand what our role is here and we’re very secure of ourselves; we don’t need to out do anybody. I think the

administrators also have a big [part] because sometimes they willing, or unwillingly, send different messages.

Naming other factors which could inhibit collaborative planning, she said, “Maybe inexperienced CTs, or maybe being afraid of not being able to bring enough to the planning or not being accepted.”

CT4.

After beginning her career as an English for Speakers of Other Languages (ESOL) CT, CT4 had a regular kindergarten class for the first time this year. She first heard about collaborative planning with the LMS last year when the grant began and she said she would be comfortable with either independent or team planning. At this school, all of the kindergarten CTs planned together on a weekly basis.

She emphasized that it was important for information literacy instruction to begin in kindergarten and described an ideal setting for these lessons, “An environment that the children are comfortable with. Where they feel security in their CTs.” She stressed that children should feel free to ask questions and added that the CT could learn from the students in a cooperative learning situation. “My philosophy is . . . that the CT should [not] be just the instructor. Whatever they have learned, it’s good for them to incorporate and share with their CT as well.” This was very different from the way she was taught, she recalled. She observed that when she went to school, she would never say anything to a CT if she found out that something was incorrect that the CT had taught her. She explained, “I would never take the authority away from her. Now the CT allows [students] to voice themselves, to share things, which when I was in school I never did. The CT was . . . the instructor and you learned from there.”

CT4 characterized her grade’s planning sessions with the LMS:

We call her over . . . and we say, “We’re teaching a lesson on community helpers.” She’ll go ahead and say, “O. K., I am going to use the flannel board.” She incorporates things that she will be using and things that she has extra that we can use, any puppets, videos. We meet once a week and we ask to meet with her.

She suggested that CTs should take advantage of the LMS's offers of help to learn about instructional materials other than books which could motivate students. She advised others: "You have to know your LMS much better . . . have a better rapport with her in trying to meet your children's needs."

LMS.

The LMS was in great demand at Mimosa Elementary for her skills as a storyteller. Originally a public librarian, she had worked in school libraries for ten years. She had served on the school improvement plan committee at her school. Professional journals provided her first encounter with collaborative planning. She said:

Actually, even before Library Power, I had tried it with the CTs. But I was not successful at all. I don't think I went about it in the right way. I think the way I explained it to them, they thought I would take over their teaching, instead of teaching with them.

She described her efforts at planning as happening on the run or in the teachers' lounge and admitted, "It was a matter more of being a provider of materials and information than the actual teaching. Because I had my own curriculum and I was scheduled."

The LMS reported that her instructional program had changed significantly as a result of the implementation of collaborative planning:

Enormously. I was scheduled for totally unrelated information skills to anything. So months could have passed before the kids ever used what I talked about. If ever. So by the time they needed it, it would have to be retaught before it made any sense. But the CTs may never have had an activity that had anything to do with what I was doing.

Now that she was scheduling instructional sessions as the need arose in the classroom curriculum, this situation had changed. She explained, "It makes a lot of sense to me, to the CTs, to the kids. There is a result that the kids see immediately." However, she expressed concern about the level of her contributions to the learning activities:

To tell you the truth, that is something I have to work on. Because, traditionally, it has been that I am there to tell stories. I have to break away from that. I really have a difficult time saying, "All that I do is not tell stories." I try. I can do many other things. They come to me all the time for that. For the other stuff, I have to

say, “When are you planning?” They have an hour every day.

The LMS at Mimosa Elementary found that all grade levels were generally receptive to this innovation, but not all individuals were receptive. In fact, she encountered an uncooperative CT, who she described as ‘my dedicated opponent.’ She emphasized that she believed that the object of the opposition was the open library pattern, which replaced the scheduled check out of books for each class on a regular basis, rather than collaborative planning itself. She explained:

I think it was a dedicated effort . . . I cannot say, I am not in their minds . . . a dedicated effort to see it not work. Because it has been abused by that CT, severely. I have kids from that class, the same kids. Those kids come to the library every day. Some of them come two and three times a day. The same class. Not only is there no need for that, they are taking the space of other kids who could be there from other classes. I imagine it is an effort to see if, in fact, I was truthful when I said, “The library is open.”

When asked about favorable conditions for the development of collaborative planning, she stressed the need for a willing and strong administration:

They may be very willing. But I don’t think every administrator is strong enough to go against 30 CTs who want 30 minutes of baby-sitting. To say, “I’m sorry, but the baby-sitting is over.” And then, an administration that is willing to give the CTs the time and the LMS the time. Like we went to flexible scheduling, so then everybody has an hour a day so we can plan. Now I do have to have someone in the library. So an administration that supplies a clerk to do that. Or an administration that is willing to say, “It is better for [the LMS] to be planning, so the library will be closed.” For whatever time, if money is not available for a clerk.

Principal.

When the principal of Mimosa Elementary first started teaching in New Jersey, there were no libraries in the schools. When he came to Florida, the libraries were small and functioned on a scheduled basis. He explained, “A CT frequently left during the time the librarian was in charge of the library. We’ve seen it, slowly, get the CTs involved during that time, have the CTs stay to the point that now we have an open library.” This principal had been an educator for 30 years and expressed his strong belief that information literacy instruction was vital for students. He stressed, “The means of acquiring information has changed considerable. We now have the Internet and various other 21st

century technology in addition to the long-standing way of doing things.”

At Mimosa Elementary, the one-hour daily planning block provided adequate time for collaborative planning sessions between CTs and the LMS, the principal indicated; this planning time was in addition to the break time specified by the district’s teacher contract. The principal asserted that collaborative planning will not occur unless time was provided: “No, it can’t be done out of school, no. You’ve got to structure [it].” However, he had deliberately not made collaborative planning a directive. He explained:

We have a level of expectancy, but we have not yet felt [it necessary] to make it a directive and we prefer not to. It’s just that you want people to do things, not because you want [them to], but because they want to do it themselves. They find it advantageous for them to do so and . . . their teaching becomes more effective as a result.

Favorable conditions for collaborative planning may be orchestrated within the school, but then the staff should be left to implement the program on their own, this principal suggested. He said, “I think you need a hands-off approach for a year or two. Set the conditions, facilitate, make sure the opportunity is there, then you leave them alone.” He stressed that the role of the grade level chairperson in scheduling and conducting meetings was critical. He emphasized that in this school, the grade level chairperson was chosen by the CTs in that group:

By electing their own chairperson . . . it gets the person with the best recognition among them. They recognize [this individual] as the person who is the leader, the person who’s willing to take on the role, the person who probably will do a little bit more than anyone else . . . But we let the chairpersons know that it’s expected that they meet on a regular basis. We don’t say what or how but on a regular basis for planning. That’s why the time is provided. We also let the entire faculty know that this time is provided for that purpose. So even some of the CTs within a grade level who were reluctant, were brought in. They may sit there for the first few times but after a while they’re involved because they are sharing a lot of stuff. I’m not directing, I expect. I walk around and I spot them and . . . “Hey, you guys” . . . I stop in. “It’s nice work. What are you doing now?” Sit for a minute or two. “Any way I can help?” Let them do their meeting, but sit there. The occasional drop-in by an administrator, as a support person, also facilitates. Largely, my job is to facilitate. I said that at the last principal’s meeting when I gave a talk for the Library Power. We’re instructional leaders but as instructional leaders, we facilitate.

The principal, too, expressed concern about the reduction in the number of students expected for the next school year because it would mean the loss of the position of library clerk. He explained what the loss of the clerk would mean to the school's program:

Without a library clerk, the opportunity for the LMS to work with those grade level teams during their planning is going to be extremely limited. We're going to have to find a solution to that next year. It's going to happen at a lot of schools; that's going to be their problem.

Discussion of Data Displays

A common thread through many of the responses of the Mimosa Elementary staff about their views on instruction was facilitation. Three of the four CTs shared views on how students learned most effectively, hands-on. Other ideas on how students learned best included use of different modalities, by following directions, through peers, and a relaxed environment. The LMS and the principal both expressed a need for immediate application of new learning. The principal added, "Learning takes place when a child reaches a frustration level and wants to solve the problem." Concerning the CT's role, three staff members responded that the role was to be a facilitator, while CT1 emphasized getting to know each child individually and providing appropriate instruction. The LMS described the connections between instruction provided in the classroom and in the library media center, which resulted in a balance of activities.

The staff provided a variety of views on the LMS's instructional role. CT1 commented on how she involved children in activities, "The way she is reading stories, she's actually role-playing at the same time and she's asking students to play parts with her or participate so everyone is really involved." CT2 said, "She's a para-professional in a sense of a person coming along side and helping. Most of the time they have a lot more knowledge of the resources that are out there. I think they are a partner." For CT3, the LMS supplied connections: "I think she's probably the link between the information that we have to bring to our children and the fact that it goes to the children. She's that link."

In the view of CT4, the LMS reinforced instruction and offered a different teaching style. The LMS described her own role as enrichment: “The CTs don’t have time to do the research. They don’t see the professional journals that come through as we do. Enrichment to me is important. And, definitely, to get in there those information skills.” The principal indicated that the LMS was responsible for organizing a physical facility which met the needs of children and CTs, for providing resources, for offering direct instruction, and for acting as a facilitator.

The first matrix on planning for instruction addressed the use of themes. The four CTs planned themes and sometimes reused them, but often made adjustments. Advance planning was the pattern for all, though three CTs mentioned altering the original plans. Two CTs expressed a preference for planning with others, with two CTs practicing both independent and team planning. Evaluation was a daily exercise for two CTs and weekly for the others. All planned at school during the hour block, with one CT taking work home and another staying late to complete work.

All CTs indicated that they used a variety of instructional materials including trade books, the text, magazines, videos, professional resources, the computer, and community resources. Providing resources was mentioned most frequently as the role of the LMS in planning. CT2 added that the LMS sometimes joined in the brainstorming and offered ideas for themes. Three of the CTs stated that the principal did not influence their planning. CT1 stated, “We don’t get every field trip that we would like to get. It’s difficult to embellish a lesson or unit if you don’t have the resources available to you, as far as leaving the site.” The district’s influence was described as the CBC curriculum and time allotments for planning.

The theme of information literacy instruction began with staff members’ views on the importance of these skills. All responded that the skills were essential and three of the staff referred to the need to learn to use computers and the internet. The LMS observed,

“At our level, it is by far more important for kids to know how to find it than the information itself. If some of it sticks, fine.” Different views were offered on the ideal setting for informational literacy instruction. CT1 emphasized the need to learn about the arrangement of the media center. CT2 focused on the need for small group instruction, which would require a larger library staff. A secure environment with cooperative learning between the children and the CT was the ideal for CT4. Though the LMS had provided instruction in classrooms, she considered the library media center a better setting. The principal suggested that the ideal setting should be unbounded, with traditional and technological materials in the school and internet access to sources outside the school. The CT’s role in information literacy instruction was detailed by CT1:

A CT not only has to support her LMS, but has to incorporate lessons in language arts areas that . . . give your children the practice they need in getting those skills down. Also, making the library accessible to them. Not the entire class needs to go every day, but a few students can.

The principal recognized the CT’s role as a major one in ensuring that students develop information literacy:

They must train children to acquire information to complete the units of instruction. The means for getting that information can be acquired either through the library or in the classroom and by this time next year, the internet will be available in every classroom in every computer.

Each staff member responded that CBC and information literacy skills were interrelated and built on each other. CT1 said, “The relationship between CBC is that information literacy instruction supports all of our objectives. It’s what enables us to teach those objectives.”

CT4 suggested, “Basically, with language arts, you’re trying to attain [information literacy].” The LMS provided both a description of CBC and a procedure for LMS to use:

CBC . . . I don’t know who thought about it. But they did it in such a way that it is such a generic, flexible way of tying it to so many things. You can weave our information skills CBCs into so many different subject areas. I think knowing the literature helps the LMS immediately make a link between different CBCs, language arts, and the media center.

The principal suggested that the district’s curriculum focused on application. He said,

“Knowledge in and of itself is not as important as use of the knowledge. We’re talking about application, whether it’s information, skills, concepts, whatever.”

A number of issues were included in the collaborative planning matrices. Some of the definitions offered were narrow, while others were comprehensive. CT1 stated: “I would define it as tapping or using the school’s complete potential, because the LMS . . . is the keeper of all of our stored wealth with so many of us really unaware that we have so many things.” CT3 responded, “I would define it as a time when a group of people sit down and brainstorm and discuss different avenues to take in order to bring a good lesson to children that includes different kinds of materials, different approaches, and that type of thing.” The response from the LMS emphasized the benefits to children as well as to herself:

It is a meeting of CTs and the LMS to provide the best possible instruction for the kids. And not limited to what either one of us can do, but what we can do together for the kids. I love it. It has freed me from the boredom of just information skills [in isolation], which I knew meant nothing. It has allowed me to have a lot of fun, to learn a lot, and I think, when you enjoy it, the kids reap the benefits.

The principal described the procedures he perceived as appropriate for a planning session:

First of all they must be physically together while planning is taking place. When the CTs, using their CBC objectives, develop a unit of instruction with the LMS there while the process is occurring. The LMS is to offer input as to what services she can provide and to answer any questions that might be raised by the CTs.

While two CTs recalled that they were involved with planning before the grant, though to a lesser degree than now, all agreed that it was after the grant was received that the present form of planning and operation of the library media center began. The advantages offered by the staff included more ideas, information, and creativity from colleagues at the grade level and from the LMS, better lessons, more materials available, and increased performance by students. The principal summarized, “Their teaching becomes more effective as a result. The sharing of ideas. It empowers CTs to make decisions at their grade level and provides the opportunity for them to plan together. It facilitates things to

happen.” Three CTs and the principal did not find any disadvantages to collaborative planning. CT3 said, “Of course there are times when not everybody participates 100% and gives 100% during the planning session, but I think in good faith we can work some of those things out.” The LMS responded, “To tell you the truth, no. The only thing is, it makes me work more.”

The second matrix on collaborative planning focused first on favorable conditions for collaborative planning. The hour planning block was mentioned most often as a favorable condition, with CT3 emphasizing that competition between CTs must not be present during collaborative planning. Five of the staff members indicated that the school culture was important for the success of collaborative planning; one CT responded that it was not an influence. The four CTs and the LMS recognized that CTs’ experience with teaming would be an advantage when implementing collaborative planning. Several CTs provided insightful answers to the question about inhibiting factors. CT1 said, “People’s unwillingness to try something new. We just resist change because it’s changing and it’s different and we don’t like to do that. Sometimes when you try something new, you find that it’s much better.” CT2 stressed two points, “If administration wouldn’t want it. If you are at a grade level that everybody doesn’t get along. Hopefully, principals would be smart enough and sensitive enough to put people together that would work as a team.”

CT3 focused on conditions of CTs:

Interpersonal relationships are the main [one]. Maybe also inexperienced CTs . . . maybe afraid, not being able to bring enough to the planning . . . not to be accepted. Also CTs need to be convinced that we are CTs for a purpose and that we are here for the children.

The LMS reinforced several points and contributed an additional one, “A weak administration. Problems with personalities in the grade levels. Or problems with the LMS . . . to be fair. There are many who just do not want kids in their media center.”

In his response on inhibiting factors, the principal emphasized a scheduled library, lack of

planning time, and lack of clerical personnel in the library.

The first issue explored in the nature of planning matrices was what happens during planning sessions. Three of the CTs and the principal responded that the planning occurred as a grade level group, with the CTs determining the topics to be covered. CT1 indicated that she planned with one other CT at her grade level. She explained:

We usually tell her what we will be planning in advance. Then we come in with our ideas. The other CT will have certain ideas of what we should do, week 1, week 2. I have mine and we just sit and together with her, we try to structure it and we try to come up with culminating activities or projects.

The LMS's response provided a view of the process from her perspective, "I have a folder of my own with my worksheets. I have a lot of units already made. I may use some of that or I may not." She continued with a description which paralleled procedures outlined by the CTs:

They start talking about what they are doing. I just sort of volunteer parts of the unit that I may want to do. Or they may say, "Will you do this or that?" They are all there with their planning folders. That's what it is, a brainstorming sort of thing of what's going on, and who's going to do what.

The principal of Mimosa Elementary revealed that he had a realistic understanding of what occurred during planning sessions:

That's when they meet at this hour block and the chairperson will be directing . . . in a very informal way. They just sit and get started and then everybody joins in. They share everything they want to, they talk about the objectives, they go through everything necessary in building a unit. That's the initial stages. Then they meet on a regular basis to talk about the lesson plans for that week and get more specific as they go along. The LMS will be on call. She won't just go automatically to every meeting. She keeps a record of those she's been with and tries to make sure that they know that she's ready to come in.

Continuing with the focus on the planning sessions themselves, CT1, a third grade CT, said the sessions took place about three times per quarter. CT2 recalled about three or four sessions per quarter. Different numbers were reported by the two kindergarten CTs; for CT3, the number was at least four to five times each nine weeks and CT4 indicated eight to nine meetings per quarter. CT1, from the third grade, observed that the sessions

lasted about one hour, plus follow-up informal sessions. Two other CTs said the sessions were about 10 to 15 minutes each. On the issue of who initiated the sessions, CT1 stated that it was the CT. The three other CTs responded that it could be any of the members of the group. The LMS said, "The session itself? I do. Orally or by memo, or something." On the question of whether all CTs or grade levels were equally receptive to collaborative planning, only one staff member, CT3, viewed it as a grade level issue; all participants indicated that there was a difference in the way various CTs reacted to the innovation. CT1 said, "It was more of an individual reaction and not even particularly centered around the older, more seasoned CTs. Not necessarily so. It's just basically what people had been used to doing before." The principal agreed that it was an individual response and disclosed, "There were some who wished to have library scheduled so they could leave."

The second matrix on the nature of planning focused on the actions of the different partners in the process to ensure the success of the innovation. The actions recommended for the LMS by the staff included being friendly, helpful, open, knowledgeable, willing to plan, and flexible. The CTs' recommended actions were to be prepared, organized, on time, including the LMS in meetings, able to accept suggestions, informing the LMS of the need for materials, and covering the needs of students. All staff members suggested that the principal should provide support, with several specifying clerical help in the library, materials, and funds. CT3 referred to another aspect of the principal's actions:

Encourage people to do it rather than mandating people to do it. I think they should be sensitive to who's at a grade level and try to maintain . . . an even mix of people so that they can work together. Sometimes you have very strong personalities, overpowering personalities and that may detract from . . . the block scheduling.

The final area of interest was the assessment of the project as a change effort. Five of the staff members rated the school's effort between eight and nine on a 10 point scale; however, the LMS ranked her school as five out of 10. She explained, "I think we are on the right track. But we have a long way to go. I want to meet with everyone all the time. I

want it automatic.” The principal provided perspective on the change effort:

I think it is essential. As we move into the new teaching paradigm, the LMS will become much, much more critical in the success of that CT’s effectiveness. I think her role is going to assume great and greater importance as the “new classroom” emerges.

Opinions were mixed on the influence of competing initiatives on the Library Power program. Two CTs indicated that there were no competing initiatives that had an impact on collaborative planning. Two CTs suggested that the Success Maker initiative helped in the implementation of collaborative planning. CT1 said, “It was the second year of Success Maker [a computer tutorial program] and that had a definite effect on it. By collaborating with the LMS, we could enhance the student’s involvement in . . . writing activities.” A variety of training methods were employed in this school including workshops in the school, reports from CTs who attended Library Power workshops, presentations from the LMS at faculty meetings and grade level meetings, memos, and talks from the principal.

The CTs and the LMS indicated that they hoped and believed that collaborative planning will be institutionalized in Mimosa Elementary. CT1 was positive about its continuation, “I think it will stay. It has been a good, productive year so I don’t because the grant is over it is going to die out.” CT2 expressed her opinion but recognized that not all staff members had accepted the innovation, “I hope it will because it has worked so well that I hope that those who resisted the change initially will see that it’s good.” All staff members recommended collaborative planning to other schools, citing its positive contributions to the school. CT1 said:

Collaborative planning and involvement of the LMS . . . gives you the boost. It just enhances your entire curriculum. I think the most important part of collaborative planning is the pre-organization of what you’re going to be teaching in advance. It’s a bit like cooking Chinese food; most of the work is in the preplanning stages.

The LMS stressed its advantages both for children and the LMS, “Just for the sanity of the LMS. Besides, of course, for the children. I can see it in the kids immediately. It’s more

fun for us. It's more work, but it is more fun." The principal advised other schools to work simultaneously to implement block scheduling for CTs and flexible scheduling for the library. He concluded, "Those are the necessary ingredients for collaboration. Then you work with the staff."

Apricot Elementary

This school experienced challenges unlike any other institution in the local Library Power project. Within a short time of receiving the grant in the second year of the program, Apricot Elementary's building was closed down because of the deteriorating condition of the facility. The school was temporarily housed within another school nearby, then the third through fifth grades of Apricot Elementary were moved to remodeled school board maintenance offices; a prekindergarten was added later to the school. At the time of the interviews, a new school facility was under construction which would reunite all of the students of Apricot Elementary.

The library collection in the school was also in poor condition. Apricot Elementary had been closed for six years until the time of the Mariel boatlift of Cuban refugees. The school was reopened to accommodate some of those children. A library collection was assembled of books discarded from other public school libraries, according to the principal. The need for resources for the collection was a prime reason that the school applied for the Library Power Grant. The school also was involved in the Reading Is Fundamental Program and had recently received a technology grant.

Presentation of Staff

The LMS who originally applied for the grant and began its implementation left the school and a CT on staff was selected by the principal to fill the library media position. "I had identified her as a person who would be ideal to get this job done," the principal said. "[The LMS] is working on certification as we speak. The assignment came as a reward for observed hard work, organization, and commitment to the mission."

CTL

This third grade CT with six years of experience as an educator had served as grade level chairperson and was a member of the school improvement plan committee. The reasons she cited for the school's involvement with the Library Power project were "to get the CTs involved and go with the new trend which has proven that it is more effective than to just have the LMS involved within the classroom." She reported that she had been working with the LMS for over four years even before the grant was received. At her grade level, CTs worked together to identify themes, then implemented in their own way. She explained, "We have a common set goal and try to cover all the curriculum we need to cover, but then after that . . . We discuss the themes and the way that we could go about it. Then the actual teaching is left up to the individual's own techniques and style."

CT1 indicated that she enjoyed planning with other CTs. When planning for instruction, she said, "We all bring in certain things . . . if we see something in a magazine, we bring that in. [The LMS] has a lot of information here in the library and we listen to other CTs." In science and social studies, the textbook did not dominate the instructional activities, but CTs pulled from the book as it fit the theme. She stated, "Sometimes the textbooks are not very up to date and the library could offer you updates and in the whole language approach, you need to get literature and involve [it] with your themes."

When asked about competing initiatives during the implementation of the Library Power Grant, CT1 replied, "I think the biggest competing factor was the fact that we had to move a couple of times within months. We didn't have a library. We didn't have a school." However, despite the difficulties in implementation, she was positive about the impact of the program:

It's effective. The kids enjoy it; they get a lot from it. Even if you have a child who is a little bit more, I wouldn't say undisciplined, but disconnected from the studies, books connect them. There is something in the library that they will like. We just have to find it. Sometimes they find it themselves. Just let them roam around. It's always a great experience.

CT2

“Exciting!” was the way that CT2 described the school’s involvement with the Library Power Grant. She said, “It changed our whole way of viewing the library.” This 14-year veteran CT served her entire career at Apricot Elementary. She was grade level chairperson numerous times and when interviewed was serving as chairperson of the school improvement committee. She provided details about the changes in the library program at her school:

Before Library Power came into existence, we basically came to the library and dropped our kids off, left. The librarian would show them films or videos and tell them stories and basically that was it. With Library Power, it just changed. We go with [our students] and there’s more excitement because the kids are finally beginning to realize that the library media center is not just full of books. There’s a whole world there and they get the opportunity to live in that world. We explain to the kids what everything is all about, how to go about doing it, and they set about their tasks. When they have completed the task, there is something to show for it. In the past, there was nothing to show from their trip to the media center. So in essence, Library Power has really enhanced my way of teaching.

She observed that school leaders were aware that the library program was not integrated with classroom activities, which was one reason they applied for the grant. Most CT’s, she said, “did not piggyback on the stories the librarian may have read.” She praised the LMS for bringing this program to the school and helping CTs adjust to it, emphasizing:

People . . . are not comfortable with change. I think the CTs thought that library time was a free time. We were giving up that time and most of us were not willing to do that. She showed us that it may be giving up some time, but there is something greater that comes out of it.

While CT2 used the teacher’s text, along with encyclopedias and educational magazines, in developing instructional activities, she did not use the student textbook as much as in the past. She said, “I found that I would be able to teach the same concepts using other materials. The textbook is so monotonous and it really lulls the children to sleep.” Though she did not plan with the LMS prior to the Library Power project, she now discussed units of instruction with her, which she indicated had greatly helped her. She recalled: “I was loading these kids down with 20 questions when all I needed was to ask

them five and still get to the meat of what I wanted them to do.” She stressed that the LMS not only helped with the development of assignments, but assisted while the students were in the library, serving as a monitor, facilitator, and teacher.

In summarizing her experience with collaborative planning, she observed:

I’ve seen my kids grow from children who depend on me for answers to their questions, to kids who ask to go to the media center to find the answers to questions that they may have. That is what I try to do with my students in my classroom, foster independence. I think collaborative planning is a route that CTs could take in order to do just that.

CT3.

This CT was introduced to collaborative planning by colleagues and the LMS at a previous school. There she coordinated topics with the LMS so that instructional activities were integrated. In the county system for four years during a time of lay-offs and surplusing of staff, this was her first year in a permanent position as a third grade CT at Apricot Elementary. She participated in some grade level planning, beginning with an overview of the units for the year which served as a broad outline and then was modified as needed. Her plans were developed for one week at a time because she found plans made two weeks ahead almost always had to be changed to adjust to the pace of student progress. She said, “We have grade level [meetings] where we communicate, ‘What do you want to do this week . . . this month?’ Everybody has their own teaching styles and we do things differently but sometimes we do things as a group.” She reported that the CTs at her grade level in this school did not plan themes together as much as she was used to from working in other schools. “Here it’s more general. Pretty much every CT kind of like . . . usually [does] their own thing.” In fact, this CT would like to see more planning at the grade level. She was accustomed to administrators checking to see that grade levels met together on a weekly or biweekly basis and felt that instructional planning improved as a result of the time CTs spent together. She specified that she had not heard CTs at Apricot Elementary talking negatively about collaborative planning, but, she continued:

I don't see them getting involved like they need to. Whether they don't see the importance or they don't understand it, or there's too much work. So I don't hear them saying anything bad about it, but I don't see them getting involved as much as they should."

CT3 had never experienced a flexibly scheduled library until she came to Apricot Elementary. In her previous school, her class was scheduled into the library twice a week. She said, "Now, it's more like, 'You can go to the library whenever you want to. Let me know when you would like me to work with your kids on this.' So it's nice." She emphasized that she preferred the flexible scheduling of the library media center:

I do because it gives the kids more opportunities where they don't feel like libraries are only once or twice a week. It's anytime. One week you may go four times, once week you may go twice. So, it provides more opportunities when you have an open schedule.

CT4.

This CT had a simple but eloquent description for collaborative planning, "It's called, like, sharing and ever since I started teaching I've shared everything I do . . . with my colleagues. So they're just making more emphasis with it now." The third grade CT had been an educator for 16 years with nine years of that time spent in private schools before coming to Apricot Elementary. She was enthusiastic about her school's association with the grant:

This month that just passed was exciting. It was like activity just about every day. They had four questions to answer each week . . . schoolwide, each classroom. They enjoyed visiting the media center. Us teachers, we got the change to review . . . how to work with resource materials. Besides that we had blanket days every nine weeks . . . that [were] related to library activities. Storytelling, we had speakers from public libraries and also our media specialist.

The instructional planning process began with collaboration with other CTs, focusing on skills needed by their students, according to CT4. CTs concentrated on identifying hands-on activities, which would make learning fun for students using many materials from the media center. She indicated that her planning was not affected by the principal's policies, but was impacted by scheduling. She said, "They don't give us

enough time. For example, these 30 minute classes are a joke. Because when you get down to it, you've taught maybe 15 minutes." She was also concerned about interruptions:

Sometimes you don't get to it . . . and you say, "No, I think this is more important, let me change [the schedule]." I personally . . . I mean I plan cause we have no other choice . . . but I don't like planning because I just like to go with the flow. I think kids learn better that way.

The ideal instructional environment described by this teacher was one with no disruptive students. She stressed, "With that one, no disruptive kids, every kid can learn. . . . Not all of them are going to be at the same level, but they'll get somewhere. . . . Once you accomplish discipline, that's it." Other elements of her ideal environment would include motivated students and supportive parents.

When CT4 came to Apricot Elementary, library classes were scheduled for a certain time each week. She preferred flexible scheduling for the library program "because we can make arrangements with the media specialist when it is the right time. [Before], if we were not ready, we still had to go and do whatever was [planned]. Now it's flexible."

LMS.

When this LMS first became involved with the Library Power Grant, she was a CT at Apricot Elementary. Shortly after the school received the grant, she was asked to take the library media position by the principal. She first learned about collaborative planning about the time that the school was notified about the availability of the grant. She actually worked on the grant application as a CT and recalled:

I think, personally, I've always collaborated. I've always shadowed our LMS. I was always pestering her, asking "What do you have? What are the resources?" I would browse, scrounge, and look and do whatever. Now, in my role as LMS, I think that might have been rare. I think it doesn't come naturally to the CT for many reasons. It may be personality, expertise in the media center, but then again, also lack of time. The CT is overwhelmed with a lot of things going on. Lots of responsibilities.

She was a CT for 13 years, including a period as the Title I facilitator in her school, before becoming a LMS; she was chairperson of her grade level four times during her career. She

remembered the reasons Apricot Elementary applied for the grant:

We were in dire need of refurbishing. The collection was in deplorable condition. It was one way to acquire the funding. And also, definitely in the hope of providing a new perspective on collaborating and how it should be. To bring the focus to the resources that were available in the media center, that should be the hub of the school.

From her dual roles as CT and LMS at Apricot Elementary, the LMS was well positioned to observe the changes that occurred in the school as a result of the implementation of collaborative planning and teaching. She observed:

We were very rigid and scheduled before Library Power. There was a big impact there when we went from a very rigid schedule to flexible. Obviously, and the studies bear out, we tapered off in the use of the library. It was just a sharp . . . the instructional personnel just did not know how to go about approaching the library. Every year since, the numbers have gone up. It is not to the degree that I would like it to be, but the quality has improved. I think when the students are in there, they are participating in meaningful activities.

Though she was pleased with the way the library program had developed at Apricot Elementary, she was concerned with the upcoming move, in which the prekindergarten, third, fourth, and fifth grades would be merged with the kindergarten, first, and second grades in a new facility. She explained, “[The primary grades] did not have the grant. . . . So I don’t know how that is going to affect. I don’t know who the LMS is going to be. I don’t believe it will be myself.” For this reason, she was unsure about the institutionalization of collaborative planning in the school. She continued, “I’m sure the grant givers, had they known some of these particulars, would probably not have chosen our site. . . . But they might have taken that into consideration.”

Her advice for any LMS seeking to implement collaborative planning was:

I just think we need to read as many professional articles as you can. Try to network as much as possible. In particular within your region if at all possible. I found that when I first came on board as a LMS, the networking wasn’t occurring to the degree that I needed at that time. I am glad to see that this year things are stepping up. New LMSs are being trained. Mentoring is very important when you start a new role.

Principal.

This principal described herself as “a voracious reader” who loved “frou-frou.” She had been involved with libraries since her childhood, even working in one briefly after graduating from college. “Frou-frou” was bright, colorful instructional materials including posters, books, decorations, and book-related dolls and animals, which she wanted visible in her school. She said, “When you walk in, I want you to know that this is a school where the principal, everybody loves frou-frou! Has to be a happy place.” However, three years ago she was not pleased with the library in this school; the collection was worn and inadequate. She explained, “Library Power came at a good time for us.” Funds from the grant were used to purchase new books and instructional materials and to refurbish the library itself. An educator for 36 years, this principal had taught English, and served in various administrative positions for Title I including reading coordinator and supervisor.

When asked to describe an ideal setting for the development of library/information literacy skills, the principal provided a basic response:

Our primary responsibility here at Apricot Elementary is to make sure that our children know how to read. Once that is accomplished, I believe the broader world will become more attractive to them. . . . I am a firm believer that exposure creates a desire for one to want to know more. If children are taught to read, the thirst comes. It’s just there, it’s innate.

She recognized the importance of information literacy, “That is the base of today’s students’ education. That is the foundation that is the be all and the end all.” While reading was the goal for her generation, she emphasized, now students must not only master reading, but understand and use technology. She said, “My prekindergarteners have access to technology.”

Teamwork was required by this principal from all staff members in the school. Describing favorable conditions for collaborative planning, she said, “Well, leadership. And good followship. . . . You’ve got to meet with your team. We feel that whatever happens to one here, happens to all of us. If Library Power [visitors] are coming, then the

preparation, the cooking, the decorating, we all take part of it.” Because of her strong belief in planning together, a common planning time was arranged for CTs in each grade levels. She emphasized, “What we try to do is make sure that everybody is in the same book, so to speak, and on the same page. . . . We really try to allow for planning time beyond the normal things.” After providing the time, motivation, and means for planning and teamwork, this principal insisted that all CTs contribute to team meetings. She stressed:

People who were reluctant to change . . . I do not hesitate to say, if you don't understand, I highly encourage requests for transfer. I give them no static. I give them no why. . . . It is imperative that you understand what the mission is. It ain't about us. In some instances, our days will come. Beginning CTs, your day will come. It's about children, here and now. You cannot fight me. I am a change agent.

Discussion of Data Displays

The staff of Apricot Elementary offered a range of opinions on the topic of views of instruction. CT1 observed, “You experience, you learn, you teach, and it's a revolving circle . . . and as you teach you learn;” she also advocated peer teaching by students. Other participants were proponents of hands-on learning and emphasis on learning style preferences. CT4 returned to an earlier theme, “They learn [in an] uninterrupted environment, which means no disruptive students, knocking on your door all day, and messages over the speaker.” The theme of the CT as a facilitator or manager appeared in the responses of two of the CTs, the LMS, and the principal. The LMS preferred a combination of facilitation and direct instruction. CT3 mentioned the necessity of presenting instruction in a variety of ways to meet the needs of all students. CT4 emphasized the role of building self-esteem and showing love for students. All of the staff members of Apricot Elementary participating in the study described a role for the LMS that was either the same or more complex than a CT's role in providing instruction. CT2 stated that the LMS's role was “facilitating, directing not only the students but the CTs also. I

think the CTs will always need the help of the LMS.” The principal offered her view of the LMS’s role, “To manage the manager! The role of the LMS is as important as any CEO when it comes to curriculum.” The LMS’s own response also centered on the curricular aspect, “I believe the LMS is a curriculum designer, is a CT . . . or should be more than a manager of resources. That person should be an instructional leader and a deliverer of instruction.”

The views of the CTs from Apricot Elementary on planning for instruction included both similar responses and diverse opinions. Each of the CTs reported that they developed and saved thematic units. All planned instruction in advance with two noting that considerable improvisation also occurred. Three of the CTs preferred planning with others, while CT4 chose to plan independently. While all indicated that they evaluated, CT2 qualified her response: “I evaluate what I did with my plan or how well I executed them . . . how effective my lessons were. If I evaluate my plan, I may become hesitant in doing things that I know should be done.” Two of the CTs completed their planning at school and two others preferred to plan in a relaxed atmosphere at home.

All of the CTs regarded the textbook as one source and used numerous other resources for instruction. Two of the CTs stated that they depended on the LMS for materials while the other two relied both on her input in planning instruction as well as suggestions for resources. Three of the CTs viewed the principal’s influence on their planning as minimal, providing they followed the district’s curriculum. CT4 also did not think that her planning was significantly influenced by policies from the principal, but stressed the influence of interruptions of her teaching and schedules which did not allow sufficient time for instruction in particular topics. All CT’s agreed that the district’s influence was centered in the CBC curriculum.

Information literacy instruction was considered to be a central issue for all educators. CT3 described the changing role of the library and how one Library Power

activity was effective for elementary school students:

It's very important because a long time ago . . . a library was just to check out books and read books. There's so much more involved, especially when we had our Library Power Quest [research] contest. The kids got to know there were different ways of getting information . . . That's what they need to survive.

On the point of an ideal setting for developing information literacy, two CTs emphasized the role of technology, while CT3 was more general in wanting to have materials that would excite children. The ideal instructional setting for CT4 would include no disruptive students, motivated students, and parental support of CTs. The LMS's response addressed both physical and program issues:

Ideally I think the media center should be in the middle of the school, in a very accessible place. . . . I think scheduling is a key issue for collaboration. All grade levels, or department levels, should have access to the LMS and she to them, in a planned way. Not in a haphazard way. I think a structured kind of planning approach is necessary, given all the different responsibilities and constraints that we have as educators.

Responses from the CTs about their role in information literacy instruction were providing assignments for students which required the use of research skills, designing exciting activities for students, and providing support for the LMS by introducing skills in the classroom, then arranging for the LMS to teach the skills in the library. The LMS recognized that CTs should be equally responsible for providing instruction in information literacy skills. The principal emphasized that CTs should take advantage of training provided to develop knowledge about how to use media in teaching, thereby providing a model for students. Three of the staff members mentioned that the relationship of CBC and information skills was one that "goes hand-in-hand" and the responses of the other CTs reflected the same idea. CT2 said, "The relationship is a good one because it not only allows children to seek out information but also to do something with it . . . actually apply it to something else. Before CBC was inaugurated, that wouldn't have been done."

The focus on issues directly related to collaborative planning began with definitions. All definitions included the concepts of working together and sharing ideas

about instruction. CT2 said:

It is an opportunity for CTs who share the same ideas to get together and work out the kinks. To write down, to experiment, to explore, and finally to refine ideas, concepts, practices. Anything that would be given to students in the form of instruction and/or assignments. I know I enjoy it.

Some of the definitions focused on group meetings of the grade level while others specified one-on-one sessions between a CT and the LMS. The LMS provided this definition:

It should be two professionals coming together; coming to a consensus about what the educational goals are for students. Identifying the needs of the students and how to best address them. The LMS coming up with resources that would enhance the activities that the CT has selected to present, whether it is in the classroom exclusively or where it is in the media center or both places. The collaborative effort should not fall on the shoulders of one or the other. It should be open communication between the two people or several people involved.

One CT and the LMS reported that they had been involved in collaborative planning before the grant started. The principal and other CTs indicated that it was about the time that the grant was received that collaborative planning began in Apricot Elementary. Advantages to collaborative planning identified by the CTs were: getting ideas from others, discussing activities that work, making plans in advance, and finding out about resources. The response of the LMS centered around advantages to students:

I think the students are going to get better services. The students are going to enjoy and get more out of their activity if it's integrated to what they are doing in the classroom. I am a very thematic person by nature. I enjoy watching students when they can integrate and bring in all the different parts, resources, and activities that all relate to one topic. I can see the lightbulb going on much quicker than if they are just haphazardly coming up with something that is a one-shot deal.

Two CTs stated that there were no disadvantages to collaborative planning; the disadvantage mentioned by the others was the time required for planning. Among the favorable conditions cited by CTs were a cooperative administration, time provided for planning, and flexibility with the scheduling of meetings. CT3 said, "I think the unity would be better where everybody would be of like mind, where their goals would be the same. Some CTs like to do their own thing for whatever reason." The LMS considered precursors to collaborative planning to be favorable conditions:

If . . . small groups, be it departments or grade levels, haven't met together on a regular basis, it's going to be hard to start from scratch. You are going to be starting in the negative rather than the positive. . . . If in every grade level you have lead CTs, or CTs who have taken the lead, who are willing to be examples and model good collaborative planning, I think that's a precursor to moving into that direction.

All staff members except one indicated that the school climate can influence the likelihood of successful collaborative planning. CT2 emphasized, "I think there has to be some type of cohesiveness at the school level in order for any program, new or old, to be effective." All of the participants who responded to the question reported that experience with team planning would be helpful in implementing collaborative planning.

A series of responses about the nature of planning sessions began with what actually occurred during the meetings. CT1 said, "A lot of themes are brought up and we decide on one theme and develop that theme. We set appointment dates, we set times for different students to visit the library, and we set times for the LMS to visit our class." CT2 related her experience with planning sessions:

I come into the library or see the LMS and say, "I had this idea . . . I'd like to get together with you to discuss it." She gives me the planning form and she tells me to jot down my ideas, objectives related to CBC, her role, my role, the student's role. I bring that back, we sit down and talk through it. The most important thing the LMS provides is criticism and insight into what is going to be done. She is the real support system in herself. There is no bickering. It's a total discussion.

There were considerable differences among the figures named for the number of planning sessions per nine-week period; the range of sessions varied from one to six. The time spent in each session was also variable, from 10 to 30 minutes each. The CTs responded that they were the initiators of the planning sessions, though the LMS sometimes came to them with activities. The LMS said, "I have a couple of colleagues who are very steady, very good. They will come to me. Most of the time, I am trying to be the initiator." Each of the staff members interviewed agreed that not all CTs were equally receptive, though it was an individual thing, not a grade level issue. The principal said, "What we want to do is include every CT. But not every CT wants to be included."

Beginning the discussion of actions that the different players in collaborative planning could take to ensure success, was a focus on actions of the LMS. Among the actions mentioned for the LMS were getting the CTs involved, providing some incentives for CTs, knowing the likes and dislikes of CTs, being willing to share, and having materials accessible for CTs. CT3 said, "I think that no matter how hard [the LMS] works, it's the people on the other end that make it successful." Included in the recommendations for CTs were more participation, talking with the LMS, sharing ideas, and being prepared for planning sessions. CTs also suggested actions for the principal which could ensure the success of the project: offering the media center financial support, encouraging articulation between CTs and the LMS, acting as a positive role model by showing enthusiasm for the project, and providing time for planning. CT4 said, "Support in discipline is very, very important. . . . Perhaps less meetings. [That] would give us some of the Wednesdays for our collaborative planning meetings."

On the topic of assessment of the project as a change effort, there was not a consensus about the success of the implementation at Apricot Elementary; on a scale of 10, the scores ranged between five and eight. CT2 stated, "We're growing. We're not at the point where we want to be. . . . I would give us a five . . . because half of us are aboard the wagon . . . and half of us are either contemplating or procrastinating and there's a fear in this." Two of the CTs and the principal did not think that there were any competing initiatives at this school; the other staff members maintained that there were competing initiatives for time and attention, including the two changes in the school's building. Several different methods were employed for training the staff about collaborative planning. Among the methods were presentations by the LMS at grade level meetings, faculty meetings, sending CTs to Library Power meetings, feedback by those CTs to the school staff, and discussions by the principal. All of the CTs and the principal responded that collaborative planning would be institutionalized at this school. However, the LMS

was concerned about the expected merger of the intermediate grades with the primary grades of the school. She explained, “When personnel changes, the whole culture changes. You can’t really institutionalize change like that.”

All of the respondents recommended collaborative planning to other schools. CT2 suggested that a mock collaborative planning session could be arranged as a demonstration. She continued, “Where you would . . . actually see and hear what goes on. This is what was done for us and it got some of us to accept it more readily.” The LMS also had advice for other schools:

I would tell them to go easy on themselves. Pick their allies. Work with people that they’ve already been successful with. Try to use them as models for the rest of the faculty. Pick somebody else that you think would be the next tier or group . . . maybe the young people on board. Most of all, make sure their administration is one board, before you go on.

The principal offered this advice to other colleagues, “I would encourage the principal to know their family. Flexible scheduling and collaborative learning and teaching requires maximum self-direction.”

Emerald Middle School

This site was a magnet school housing a specialized instructional program as well as the usual academic middle school program. It was an older facility which was considered to be overcrowded. The library media center was a newer building, but was not as spacious as media centers in other middle schools in the district. The principal was in her second year at the school at the time the grant was received. The school was involved in a national program to encourage systemic change, a community approach to education and distributed leadership called Co-NECT. This initiative also supported a team orientation to curriculum development and implementation.

Presentation of Staff

The staff of this middle school seemed particularly busy. After the interviews, this perception proved to be true. Because of the significant overcrowded situation in the

school, none of the CTs interviewed had a planning period. Since there was not space in the school building for additional teachers, the existing staff members received a supplement to teach the extra period which would normally have been their planning period. However, one staff member interviewed explained that this was not the principal's fault; in fact, she wanted them to have a planning period.

CT1.

Collaborative planning was not new to CT1 when the school received the grant. She explained, "I learned about it many years ago because we have been doing it for the longest. We just came up with the collaborative name. But I've always planned with the LMS because I feel I get the most out of it. Un-huh." With 25 years as a CT, this social studies department chairperson had also served on the school-based management cadre for three years and on the school improvement plan committee for one year. Her explanation of why her school applied for the Library Power grant was, "I think we applied because we wanted the most for our students and we wanted to broaden their horizons. To get the maximum benefit for our library. And we feel that we do that through the CTs and the LMS cooperating." She expressed concern about time for planning, both on the part of the CT and the LMS. She listed as a favorable condition for collaborative planning, "If we had two librarians instead of one librarian. That would allow her or him to go to the teams and visit with is on a more frequent basis. And we would be able to increase library power." CT1 also favored an idea she heard about at a Library Power training session; she suggested that the principal could provide "more substitute coverage so CTs can get out and meet with the LMS on a regular basis."

The advantages of collaborative planning were clear to CT1:

I see that person bringing in many areas of expertise that the CT may not be familiar with. I see the CT enlightening and enhancing the LMS as far as classes using the library. The LMS has so many roles to play now . . . it would be very wise to use her services.

She was eager to describe how the LMS at Emerald Middle School contributed to the development of instructional units:

I think it is her kindness for one. She is very kind and genuine. She is free with her information. You feel open toward her. . . . She is approachable. Her door is always open. . . . [You] feel free to go up to her, ask her, tell her what you need.

She phrased her advice for other schools without this form of library program in terms of benefits not only for CTs, but for students:

I would say, don't hesitate. Start it immediately and reap the benefits from Library Power. And therefore, you will become empowered. Not only as an individual, but as a professional, and a scholar of the world. You have to remember the library is the hub of the school. It represents the world. If cannot visit [a] place, you can visit it vicariously. The child can come to the library and get so enthusiastic. It brings enthusiasm into learning. It is bibliotherapy for the child. If the child is having a problem, they can find a book that relates to that same problem. If they don't have heroes in their lives, they can find books that have heroes and how they have suffered.

CT2.

Prior to this year, CT2 had never heard of the concept or term collaborative planning. This language arts CT was new to the school, though she had taught for two years in other schools. She now extolled the advantages of collaborative planning:

I found it so helpful. I really had no idea that librarians could help CTs in that way. I just didn't know that at all! Growing up in school, the LMS never did that. Be quiet and check out a book! That was it. That was the extent. Until this year, [when] I came here, it was still that way from what I had perceived. I don't want to insult LMSs, but I didn't realize that they knew so much. I really didn't. From my side of what I was seeing, it was just this person watching the books. Knowing all the numbers on them and keeping them in order. I was very impressed.

In one of the Library Power workshops that CT2 attended with the LMS, an assignment asked school staff members to plan a lesson together. The language arts CT reported that the simulated planning was beneficial to her:

When we worked together in that workshop, I wanted to have my students read biographies. So we sat down and planned for it. She helped me a lot in my focus. And in finding different sources in different books she pulled off. She also did some of the teaching. When the kids came down [to the library], they had already interviewed each other and they had written autobiographies. So when they interviewed people to write biographies, they knew a little bit about that beforehand. Then [the LMS] gave a little lesson on some things she wanted to

cover and explained different biographies.

CT2 stated that both the school climate and successful team planning impacted collaborative planning efforts. She recalled:

The climate of the other school that I was at, the previous school . . . there was some animosity between CTs, but I don't see that as much here. But also I feel there is just a family feeling here, and that if I had any problems at all, I could go to any of the administrators, whether it be one of the assistant principals or the principal. . . . Knowing also that they were CTs at one time and they still think about different and better ways to teach. It helps me out a lot.

She was a proponent of interdisciplinary units and recognized that strong team planning skills among CTs provided an ideal situation for the implementation of collaborative planning between the LMS and CTs. She related her experience with teaming:

My team, in particular, because of our unit that we just did, I now realize how much we all affect each other. If one subject area would like to do a unit on something, being that I'm a language arts CT, it's easiest for me to maneuver and to switch around and to find things to help along. I know it is difficult in a math class to do things. I think it is very important for the kids to see that there is a relationship between all of the subjects.

CT3.

This language arts CT did not plan with the LMS until after the school received the Library Power Grant; however, she now was a major supporter and advocate for the innovation. A 10 year veteran educator, she had taught at an elementary school and had served as the director for gifted in another region of the school district. She was a team leader and served on the school improvement plan committee. As a team leader, she had the major responsibility for planning interdisciplinary units. She described the process:

We first sat down and . . . came up with a theme. From there the other CTs gave me input as to what books they had read that they thought related to the topic. I, in turn, chose a book, the main book, for the class. A book that all the disciplines could pull from. From there, I went down to see the LMS. First and foremost to see if she had read the book. Most of them she had read. So she could tell me what she thought would be best that incorporated all the disciplines. She would sit down and say, 'Well, why don't we try this and we can add this.' . . . I am using the literature as the basis for everything. From my literature, the math CT is pulling her class. And from my literature the science CT is pulling and the social studies CT. We all kind of collaborate. . . . We try to do a different one every nine weeks.

CT3 stated emphatically that the role of the CT in instruction was to serve as a

facilitator who taught students how to think for themselves. She emphasized, “They need to learn how to go and find the information themselves and find out what they know.” She was also specific in detailing the role of the LMS in the delivery of instruction:

First and foremost, her role . . . should be like the trickle-down effect. Her role is to teach the CTs what’s in the library, what resources are there for them to use. Then in turn, teach them how to teach the kids. Then teach the kids. Because we are not as adept at it as she is. . . . We are not the LMS, so we may miss certain things. She comes back and follows up. But at least we have the knowledge. So that when we bring them down, if she is not available, we can assist them and help them. It should not be that we send them to the library. Because she has a lot of other things to do. So we go with them to the library and she can assist us. If we get stuck -- yesterday I couldn’t get into *Grolier’s Encyclopedia* on the computer. So she came and assisted me, and then in turn I assisted the kids.

She would “definitely, definitely” recommend the collaborative planning and teaching model to other schools. She advised, “It is beneficial for everybody involved: the CT, the student, the LMS. And you know, a lot of LMSs I’ve talked to said they missed, a lot of the time, being with the children.” When a LMS was active in collaborative planning, she was aware of what was happening in classroom units and could contribute to the process. She continued, “It’s almost like being in the classroom, but not being in the classroom. The kids come in, you know what they are learning and what they are looking for, and you can assist them a lot better.” She commented further:

It is unfortunate that it takes a grant to get people to use this type of planning. It’s something that is beneficial and should be done in all schools at all levels between a CT and a LMS. I think the CTs, once they do it, will realize how much it helps them. And I’m telling you I’m one who would sit down and try to plan units and sometimes get stumped -- and I’ve been teaching for a while. Where do I go to find this type of stuff? . . . There’s nothing wrong with not knowing, but most CTs don’t ever say they don’t know. In this instance, you have an opportunity to say ‘I want to do this but I don’t know where I should go to get the information.’ It allows you to say you don’t know and to learn. I would recommend it to everyone. It makes for a better CT and a smarter child.

CT4.

This special education CT labeled herself as a constant library user who frequently consulted with the LMS. She explained, “Being a special education CT, we always work together. We always have to integrate and things together. I don’t think there has been a

year when I haven't work with the librarian. As soon as I got here, I was basically the only one with any teaching experience on the team, so they followed my lead." With 10 years of experience as a CT, she had taught all areas of special education and had been in Emerald Middle School for two years, serving on the school improvement committee and as a department head and team leader. She described library use as essential in her field, "The more materials and the more audiovisuals, the more tactile materials I can get my hands on, the better off I am. And the better off the kids are." However, she reported that she had not always found receptive LMSs in all the schools she has been in:

No-o-o-o. Some of them are -- in a regular elementary school -- they tend to take special ed. and put them in a dark corner somewhere. Here it is a different story. We are definitely a part of the school. [The LMS] is phenomenal -- beyond phenomenal. She is awesome! Plus the fact that she did teach special ed. We've sort of adopted her, decided she is one of us.

While receiving the Library Power Grant in the school did not change her relationship with the LMS, it did improve the amount of resources available for use.

Describing her role as a facilitator, CT4 expressed a broad view of how students learn most effectively:

Multisensory. We try to give it to the kids in every form. Because not every kid learns the same. I know I am an auditory learner. . . . If you tell me to read that book, I'm not going to have a clue what it says in it. But if I sit in a class, in a lecture hall, and you tell me it, I will remember it. In all of our classes, they usually get videos. They get just tapes to listen to, a lot of times. Tons of hands-on activities. They involved they are, they more they learn. Plus I like to use a lot of my other classes. I'll teach my eighth graders something. Then I'll make my eighth graders teach my sixth graders. So I'm not involved in the teaching at all. They are learning from each other. So the eighth graders improve their skills and the sixth graders learn something. And they don't have to listen to me all the time.

When describing the LMS's role in the delivery of instruction, CT4 emphasized working with people, in addition to supplying resources:

In a lot of ways, she facilitates me. She helps me out. When we're down there, she does the same thing I do. She's right in there with all my kids, with all my classes, helping them in any way she can. Every student on my team knows who [the LMS] and [the library clerk] is. And they love the library. . . . Because I'm always enthusiastic about it. But our whole team is the same way. They have learned to love the library and they know it is someplace they can go with a

question. If they can't get it from me, I'll say, "I have no idea. Why don't we try [the LMS]?"

LMS.

This veteran educator with 25 years of experience had been a LMS for two years and was an enthusiastic proponent of collaborative planning between CTs and a LMS. However, she was first introduced to the idea of such planning in her college courses in educational media. She explained, "I have never experienced collaborative planning with a LMS in my 25 years of teaching." Clearly articulating the advantages of collaborative planning, she said:

Kids. Kids will benefit. CTs will benefit. . . . Students will become more and more information literate. Students will be able to filter through the masses of information that we have these days to find what they need for their own successes. CTs will find that they are not looking at the same report they've looked at for the last 12 years when they are doing a project. They will find it is easier for them to be more creative. The teaching will become easier again and it won't be as much the disciplinarian that it has become.

This individual brought a broad background in education to her media position; she had experience as a special education teacher, in middle school reading, language arts, and math, in ESOL, and in computer literacy and programming instruction. She had served as a team leader for four years, had worked on the school-based management cadre, and had been chairperson of the school improvement committee for two years. Referring to her multiple positions, she smiled and said simply, "I like change!"

She was enthusiastic about the benefits of the Library Power Grant for Emerald Middle School:

We're a first year Library Power school. We've sent CTs to workshops. It's helped CTs to understand more of what my capacity is as a teacher first and a paperwork pusher second. It has helped tremendously in my opinion to educate the principal as to what the LMS is supposed to do, what the true role of the LMS is. But I had help before because [my principal] was at a school with an outstanding LMS. All I have to do is try to live up to that role model, which is a challenge. . . . I think the biggest thing is helping CTs understand how I can help them. When I was in school-based management, they said 16% of the people will be out there and be zealous with you. 16% will fight against you. And the trick is to convince the mass in the middle to move toward the zealous end.

However, this LMS was also forthright about the effect of being out of the school to attend the training sessions: “To be perfectly honest, I probably did more collaborative planning last year than I did this year. Because of the added pressures this year of a larger student body . . . [and] more meetings because of participating in Library Power, ironically enough.”

She described the relationship between CBC and library/information literacy skills:

I think that information skills instruction and the CBCs for any subject area can go hand in glove. They can easily be intertwined. . . . I think that my job is to know the CBCs for all the other subject areas for the grade levels I am working with. And figure out exactly how I am going to fit mine in with theirs. Because they are not going to fit theirs in with mine. They’ve got enough to worry about. Which my background with the school improvement and teaching math and language arts and being on a team and a team leader helps tremendously. Because I know from years past what the seventh grade team does in social studies, what an eighth grade team does in American history.

Her advice to other LMSs wanting to get started with collaborative planning would be to focus on one CT at a time, perhaps someone with whom a rapport had already been established. She emphasized, “It’s got to be person to person. It spreads quickly when you are helping somebody. People are willing to have help. Most people.” She described the CT participation in the training sessions as one of the best parts of the grant. She stated:

At almost every session that I brought a CT with me, their eyes were opened, not only to what could be done, but also the role of the LMS. I think that sharing the job that we do and that we are trying to do, with CTs makes them understand so much more what this job is all about. A lot of people think librarians are people who retired to the library and who don’t want to do anything. We’ve got a very bad reputation that we need to change. Collaborative planning, doing it well, or even doing it at all, can change that a lot.

Principal.

The leader of Emerald Middle School described a natural affinity between collaborative planning and the team planning approach of the middle school.

When asked about the importance of information literacy, this principal provided both a practical and sociological response:

Probably the single most important thing in today's world. It's going to make the difference in being a "have" or "have not," being able to get decent employment, not being able to access it. Being able to access higher education, not being able to access it. There's a lot I would give up . . . I would not have said this four or five years ago . . . it's the single most important thing for our children to have before they leave public education. There's only a finite pot of dollars. This will make a difference in their lives.

Discussion of Data Displays

There was a high level of agreement among the responses of staff members in this school. Concerning views of instruction, all answered that students learned best by doing, through hands-on activities. The LMS expanded on the thought of learning by doing and added another strategy for effective student learning:

Kids learn by doing. And there is no other way. Kids have to have their hands on the research tools. Kids have to practice at taking notes. They have to stop and analyze what they have done and are they on the right track, just as we do as adults. Also, kids learn best from kids. You have students that you have taught something and you have them teach other students. If you really know something, you can teach it.

The principal agreed with her staff that students learned best by doing, but was not as confident that this was the answer to improved student learning:

I wish I knew! Key is the CT. The right CT with the right group of students. More by doing. Not that you can have them do all the time. Our CTs weren't taught by doing. It is hard for them to know how to do this. But little by little. I think that the computer is a tremendously useful tool in assisting children to learn. It is not threatening. It has the patience of a saint. It is a tool that should be utilized.

The four CTs and the LMS also concurred that the CTs role in delivering instruction should be a facilitative one, assisting students as they did the work. The LMS commented on additional aspects of the CT's role:

CTs still need to know the material that needs to be delivered to students. They need to know and plan ahead of time, not just for a day or week, but an overall unit. Which elementary CTs seem to do, but middle school CTs do not. They have to know the direction they are going in with their students. They need to be creative. They need to use a variety of resources. CTs need to change to help kids become actively engaged and responsible for their own learning. It's a hard change for many of us old salts, but it can be done. Of course, you have to lecture initially, to some degree, but not day in and day out.

The LMS's role was also described as facilitative by two of the CTs. CT1 and CT3 specified that the LMS introduced materials to CTs, provided assistance when needed, and sometimes taught students directly; in addition, CT3 emphasized the LMS's role in teaching the CTs how to use resources, then teaching students, with both staff members providing assistance to students. The LMS's response reflected the same views as the CTs:

I see it as a support in helping CTs find and make use of the resources available. To plug them into their CBCs, to plug them into their curriculum, so that CTs can provide a more engaging lesson. I see it as, when needed, sharing the role of the lesson. An example: one of the teams this year split the class into three groups: one group worked independently, one group worked with the CT, and one group came here and worked with me doing research with newspaper and magazine articles. That is sharing responsibility for student learning. Giving that direct instruction time is tough, with the ratio in the middle school.

The discussion on planning for instruction began with the use of themes. All CTs reporting developing themes; two of the CTs mentioned that they saved the units to be used again. CT4, the special education CT, observed that since her team planned themes together and had the same students for three years, themes could not be repeated, though a unit might be expanded on at another time. A preference for advance planning was acknowledged by all CTs, though each improvised as the need occurred. Each staff member was involved in planning with others, though CT1 and CT3 admitted that they preferred to plan alone first, then get together with others to share ideas and structure units. CT3 explained, "At first I have to sit down and plan independently. I have to get my thoughts together, on paper, first. Then I don't mind having other people sit down to plan. We can change it, rearrange it." All CTs recalled evaluating their planning frequently, sometimes on a daily basis. CT4 admitted that she did not evaluate at the end of the day, "Because I am burnt at the end of the day. If we see something isn't right or we need to discuss something that happened, we did it in the morning. We all help each other." Three of the CTs responded that they plan at home as well as before and after school. CT4 admitted that she has even called the LMS at home to plan with her.

A wide variety of instructional materials were used by CTs, with two CTs reporting little utilization of textbooks and the other two describing the use of texts for occasional reading assignments. The role of the LMS was characterized as a provider of resources by all CTs, with CT2 adding, "I wanted to have my students read biographies. We sat down and planned for it. She helped me a lot in my focus. . . . She also did some of the teaching." In discussing the principal's influence, two of the CTs mentioned the Co-NECT model and required interdisciplinary team planning. Three of the CTs answered that the district either did not influence their planning or did not provide any constraints to planning, with CT1 acknowledging influence, but with no details.

The staff universally agreed that it was vital for students to be information literate.

CT3 offered:

They don't have the skills. One of our CTs told them to do some research on their own. They didn't do it. Half of them said they didn't know how. These are kids who should have been going to the library in elementary school. It is something that is needed. They don't get a lot of it.

The LMS also affirmed the need for information literacy instruction, "In my opinion, they can't survive without being able to glean from the masses of information they get, the specific information they need." The query about the ideal setting for information literacy instruction brought a variety of responses, including an informal situation for research; time in the library, which was sometimes limited; smaller classes; and adequate resources. Both CT4 and the LMS focused on the need for human resources to assist in the development of information literacy. The LMS also declared that adequate physical resources would be ideal: "You need computers at every work table with every student. You need to have project tables, where students can be messing with the craft end of projects they need to do. Space and more space is vital." All CTs recognized the need for teachers to give assignments related to information literacy skills. CT4 stressed the necessity of coordinating planning with the LMS to make use of available resources. The response of

the LMS concerning the CT's role in information literacy instruction was detailed:

CTs need to learn, or work with me, to develop more specific objectives, to break down the assignment into smaller steps and smaller units. Just as I used to do with special ed. To truly know, before they go into a unit, what their specific end product is going to be and how they are going to grade it. What rubric they are going to use. If I could do that with just one team a year, from start to finish, I will feel I have . . . truly done a fantastic job.

All CTs and the LMS stated that CBC and information literacy skills were closely correlated.

All of the definitions of collaborative planning offered by the CTs and LMS emphasized the teamwork required when planning for instruction and the identification of resources for use during the unit. CT2 said, "Working together to create together. Working together to create plans that help teach the students. The key in that is working together." Two of the CTs reported that they planned with the LMS before the grant, while the other two stated that little or no planning had occurred prior to receiving the grant. Among the advantages of collaborative planning identified by the staff were: LMS expertise which was helpful to the CT; the CT's knowledge about students which was valuable to the LMS; more resources for students and CTs; the LMS understood the class' project and how to help them; more opportunities to develop information literacy; and increased teacher creativity. The only disadvantage listed by the CTs was the need for more time to plan. However, the LMS had another view:

Work! It's more work! You need to take time to sit down with people. It's much easier to just do my own thing and ignore everybody else. It's easy to work in isolation. Or to do the same thing with every class. I need to always be looking for materials that will support the kinds of units that different CTs like to teach. I need to help CTs find other sources when I don't have materials. That takes time. It's definitely more work, but that's what we are here for.

Each of the CTs named different favorable conditions for the implementation of collaborative planning; their suggestions were two LMSs instead of one; more time for planning; a well-equipped media center and a LMS that was knowledgeable and willing to help CTs; and more classroom space. For the LMS, favorable conditions were more time

and “to know ahead of time what kind of projects the CTs are going to be looking at. Not just for me to plan but for that team to work an interdisciplinary unit.” The three CTs who responded appropriately to the question reported that the school culture or climate could affect the likelihood of planning. The LMS indicated strongly that she believed the school culture was a significant influence on planning. She said, “I think that even the team culture, within a team, can affect collaborative planning.” Three of the CTs responded that experience with teaming in general can be a positive influence on collaborative planning between a LMS and CTs. CT3 suggested:

The whole idea of planning with someone else is foreign to a lot of people. A lot of people do not like it. They go into their classroom and close their door and teach what they want, when they want, how they want. So to ask them to sit down and plan with other people is difficult. So if they already have that team concept, that makes collaborative planning a lot easier.

Among the factors named by participants which could inhibit collaborative planning were insufficient time, lack of library staff for a large student body, CTs who were unwilling to change, negative CT attitudes, large classes, unsupportive administrators, and students who are disinterested in learning.

Three of the Emerald Middle School CTs provided extensive details of what happened during planning sessions. CT1 said, “She listens to our needs. Then she readily gives her input . . . on what she can do and how she can benefit our team. So it is like a sharing and discussing. Every chance she gets, she is connecting or collaborating.”

CT2 observed:

Normally we meet for half an hour in the morning. We try to get as much done [as possible] and then each of us takes a little home assignment home and we work on it. Then we come back and discuss it. There is a lot of communication and planning. Things click into place. It’s like the pieces of a puzzle.

CT3 said that she arranged the planning session at least a week in advance with the LMS.

She continued:

We start with the broad - the big unit. “I want to use this novel to teach this. This is where I want to go with it. What resources are available to use?” This is what I

usually say to her. . . . We set up a schedule of when and how to bring the kids in and what they are going to be looking for. She tells me what I can do in class to prepare them. She tells me if they need to do this before we do that.

The LMS emphasized that each planning meeting was different, depending on the CT. She explained:

Usually the CT comes and said, "I want to use the library to do research on so-and-so." My next question is, "What are you going to do?" They explain [the topic] to me. "Let's talk about what you've already done in the classroom." If they have done nothing, then "What are you going to do before they get here? What is it specifically that I can teach?" If they have no ideas, I make suggestions of what I can do for them. I write a rough draft of what we are going to do. Depending on the level that we plan with CTs, some of the CTs and I have sat down and planned the entire project from start to finish. But not all CTs are willing to give that up yet. Not to share that, even. We have talked about how they're going to be graded, what the end results are going to be. But that is my 16%, my supportive allies.

The frequency of the planning sessions varied from one to two times per quarter to three to four times per quarter. CT4, the special education CT, did not speak of number of times per quarter, but said, "I'm in here every day." The length of the sessions were from half an hour to an hour and up. Three CTs reported that the initiator of the sessions could be either the CT or the LMS; only CT2 stated that she was the initiator. CT1 and CT3 reported that their teams were receptive to collaborative planning; however, CT3 said that the math department did not participate in library activities because they did not feel that their students needed it. CT2 and CT4 did not find all CTs to be receptive. The LMS also found that some CTs were not receptive and said, "It boils down to individual personalities."

The CTs offered both typical and unusual responses to the question about actions the LMS could take to ensure the success of collaborative planning. Typical responses were that the LMS should be approachable and available, offer suggestions and not wait to be asked, enthusiastic and knowledgeable, patient with CTs, and a good listener. CT1 recommended that the LMS should put out a newspaper to inform the staff about library news. CT2 revealed another concern, "I think that a lot of CTs might feel threatened by the LMS. What are they trying to do. Are they trying to take over my class? I think the LMS

needs to let the CT know, "I am working with you." The view of the LMS on the potential actions that she could take to ensure the success of the innovation was:

Help the CT narrow their focus as needed. Help the CT come up with the rubrics that may be needed to evaluate. You should actually plan a unit backwards. You should figure out what you want as your end result and how you are going to grade it. Then . . . it is much easier to develop the specifics that you will need in the unit. The other thing is knowing what I have. Knowing where to get other materials if they are needed.

The actions on the part of a CT which could ensure success reported by the Emerald Middle School staff were to seek information in the library and to be familiar with the subjects to be covered and what the objectives and end product would be. Concerning the actions which a principal could take to influence the success of the planning, three CTs and the LMS emphasized that the principal could provide time, possibly with substitute coverage, to free CTs to meet with LMS. Other suggestions from CTs for the principal were to provide more workshops for CTs, to keep the media center equipped with up-to-date equipment, and to create an atmosphere in which collaborative planning can thrive. The LMS specified a range of actions which the principal could take:

Support the LMS in meetings. Include the LMS in planning for the school. Understand the role that a good LMS should have in teaching. Provide money, money, money to provide materials needed. The last thing would be to provide time in some way. I know that is the hardest thing for a principal to come up with, because there really is no solution. If you have substitutes, then the classroom work isn't - - there is no learning really going on. It is kind of a difficult balance.

The staff described many contributions which the LMS made to the planning sessions including sharing materials, rearranging the library for easier use by students, asking CTs to submit list of materials to be ordered, recommending resources for classroom projects, sending information to CTs on topics being studied, and providing encouragement for CTs. The principal stated:

She doesn't sit behind a desk in the library. She is in their classrooms, "What are you working on? How can I help?" She's also very technology literate. She is able to provide really expert information and hands-on to assist CTs. We use the library as a hub. CTs [in all subject areas] were told to develop a wish list of materials. It is run through the library. It really is a curriculum kind of position.

The staff portrayed Emerald Middle School's effort at creating change through the implementation of collaborative planning in a positive light. Two CTs ranked the success of implementation as an eight on a scale of 10. CT3 provided this assessment:

I think, so far, we are doing pretty good. I think it works better with some than with others. Overall, we've been pretty successful. It is a change for some CTs. Because of the LMS that we have, the CTs are very comfortable with her and sometimes dependent on her knowledge.

CT2 said, "I think it is working well. We're really moving forward. We are using the library more. I think that the students are learning more." The LMS referred to the Co-NECT design in her response:

[It] cannot be done without collaborative planning with CTs on a team and the LMS. It requires a lot of energy on the CT's part to organize their lessons, to plan ahead, to find resources, to figure out how they are going to use them. At his school, we have just begun and have a very long way to go. There are a lot of enthusiastic changes. I see it as taking at least three years. I feel like I've barely found the tip of the iceberg. I would consider it as maybe a 7 [out of 10], compared to when I first came here.

Three of the CTs recalled that there were competing initiatives underway in the school, but none of the three found that it had affected collaborative planning; CT2 said that she was not aware of competing projects. The LMS cited the Co-NECT project as another initiative being implemented at the same time but stressed that it positively helped collaborative planning. The principal said:

If it didn't tie in to what we were doing already - we were not looking for things that did not fit. Collaborative planning really and truly is the key to [this school]. If it were something that was fundamentally opposed, we haven't dealt with it.

On the issue of training efforts, both CTs who attended the Library Power training sessions reported that they came back and spoke to colleagues individually and in faculty meetings about what they learned. CT3 said she learned about collaboration from the LMS. CT4 observed that CTs learned from each other. The LMS responded that CTs learned from her one-to-one and in team meetings and from the principal. Each staff member answered that collaborative planning would be institutionalized at Emerald Middle

School. CT1 stated, “I hope it is here to stay. Even after the money is gone. . . . I just don’t see a class coming to the library and not consulting with the LMS first. You have to sit with her and plan so she can maximize your learning experience.” CT3 described it as a customary practice: “Everybody has gotten so used to it that they don’t realize that we are doing it because of the grant. It’s now something that we just do. Now it something they know how to do so they will continue to do it.” The LMS qualified her positive response about the longevity of collaborative planning in her school:

As long as I am here. I think that the only thing that is going to make collaborative planning institutionalized is individuals. Unless there is a LMS that is going to work with people and plan with people, and be happy to plan with people and students, it doesn’t work and it will never work. It is all dependent on the individual that is in that position. Entirely.

Each of the staff members of this school agreed that they would recommend this model for library programs to other schools. The principal placed a condition on her recommendation: “Only if you are going to give them the time to do it. It’s the only way we are going to improve student achievement.” If talking to another principal, she would urge the administrator to be patient. She explained:

It takes a lot of time. Change doesn’t happen overnight. Everyone is afraid of change. Know it and understand it and say it is O. K. Probably they need to do some group process. First you have storming, forming, norming, and performing. You see it in every group. Constantly say, “What can I do to help?”

Jade Elementary

Flexible scheduling of classes in the library was started in this school only two years ago. The school applied for the Library Power Grant the first year it was offered and did not receive it. A new application was made two years later and the school was a recipient of the grant. The library facility itself was small and the collection quite limited; the LMS made frequent use of interlibrary loan services available in the district to meet the needs of students and teachers. No paid staff members were available to fulfill clerical responsibilities in the library. Teachers in each grade level had one hour common planning

time each day which facilitated the implementation of collaborative planning. During the interviews, several teachers mentioned the new technology in the library as advantages of the Library Power Grant; however, the computers in the library were not purchased with Library Power funds, but were financed by a parent group project led by the LMS and by after-school care funds. The school had also been the recipient of an Urban Systemic Initiative grant and an Eisenhower Grant project. Special programs in the school included Exceptional Student Education programs including gifted and an Academic Excellence Program.

Presentation of Staff

This elementary school with about seven hundred and fifty students had a relatively stable staff; the LMS said, “Some CTs started teaching here and never left the school. . . . This is a school that you can retire at.” This was the first year at Jade Elementary for the principal and it was her first position as a principal. One third grade and three first grade CTs participated in this study.

CT1

This third grade CT first heard about collaborative planning two years ago. She had always planned with one or two other CTs and explained, “We have two other CTs on the team and we get together and pull in ideas.” Teaching information literacy skills was a priority for CT1, “We work with our students all the time on that. We know as they move from one grade level to another, it is very important that they know those skills. When they leave here and go to middle school, they have no difficulties.” A 25-year veteran, CT1 had taught most grades in the elementary school and had served on the school improvement plan committee and as grade level chairperson.

For this CT, the ideal setting for the development of library/information literacy skills included a reduction in the pull-out of students from her classroom:

If I could wish for anything, it would be that we not have so many interruptions.

That our schedule would be of such that our children are not pulled all the time, going in all directions. The scheduling is the main thing. I would just hope that we could get that back. Time.

CT1 also emphasized that the element of time was needed for another purpose. She observed that the favorable conditions that her school needed to further their implementation of collaborative planning were:

Timing. We need the time to really get the complete understanding of what collaborative planning and working together is all about. We have a lot of new CTs who have not had the opportunity to work together as teams. So it is timing and training. . . . Time to implement the program.

CT2.

This CT preferred to plan independently rather than with other CTs. She had nine years of experience in the primary grades, was now teaching first grade, and was grade level chairperson for prekindergarten through first grade. Collaborative planning was new to her when the grant was received this year; she accompanied the LMS to another school to observe collaborative planning sessions in action. She indicated that she planned instructional themes, but did not save them. She explained, “New kids, new opportunities. And the motto in the room is ‘every day is a new journey.’” Assisting her students in developing information literacy was important to her because she believed that certain skills about the library can be mastered in first grade. She suggested that the ideal setting for teaching information literacy skills was the classroom; she commented:

I would like to see a lot more of this taken out of [the library] and put into the classroom. Because if you plan something and you say ‘Oh, I have this,’ and I can keep it rather than run down [to the library.] Sometimes LMSs are busy.

CT2 emphasized that the CT’s role was paramount in a child’s education and “that CT is going to provide . . . everything that will make that child capable to learn.” When asked whether the instructional role of the CT had changed in the last 20 years, she said, “No comment.”

CT3.

This first grade CT was quick to admit that Jade Elementary’s library needed a lot

of improvement when the Library Power Grant was offered to the school. She explained, “We were a very old library that had never been updated. Obviously the times are changing. We need to keep up with the technology and . . . with the books out there. We definitely needed a grant to help us improve our library.” In her fifth year as a CT, she first heard about collaborative planning about two years ago. She described her approach to planning for instruction:

My grade level and I sit together. We plan together as far as language arts, science, and social studies. We take one morning during our planning time. We sit there and everybody brings out ideas that are beneficial for the kids.

She indicated that she worked closely with one of the three other CTs at her grade level. She added, “We let the others know what we are doing. But if they do it, I really don’t know.” Recognizing that the LMS and resources from the library influenced her planning, she said, “As far as using it as much as we can, I don’t think we have been able to because of time, library closures, things like that. It would benefit us to use it more.”

CT3 was realistic about her school’s implementation of collaborative planning: “At the beginning, it was gung ho, let’s go for it. The administration was involved. As the year progressed, it has become less. If the CT didn’t initiate it, really, nothing was done about it. It’s not being enforced.” She had advice for other schools considering adopting this model for library programs:

I would suggest having CTs become more open-minded. Some are very closed-minded. We have run into a lot of walls here, because they are not willing to make a change. Education is all change. And we only learn from opening our minds and seeing other things that are coming in. And if we don’t do that, there is not way that we could improve our relationships with the LMS.

CT4.

In only her second year in the profession, this CT taught a first grade ESOL class at the time of the interviews. She learned about collaborative planning from the LMS in her first year at Jade Elementary during which she taught kindergarten, and began planning with her during the first few months of school. “Within our grade level last year,

kindergarten used to collaboratively plan a lot, with or without the LMS,” she said. She outlined her planning procedures:

First I assess what the needs are of my students, where they’re at. Sometimes I might think that I’m going to be somewhere in a couple of weeks, and I see that we’re not ready for that yet, and I reteach or enrich what I’ve come with some other sources. I don’t just use the teacher’s manual. I pull together other resources from wherever I can. I use the library a lot . . . when we do, for example, a country. I get the books of that country and see if there’s any video on that. I try to supplement as much as I can and being ESOL students, they need a lot of repetition and a lot of different ways of looking at things.

Pointing out differences between the way she planned this year as a first grade ESOL CT and last year, as part of the kindergarten team, she observed that now she was not planning as closely with the other CTs at her grade level for two reasons. First, since her students were ESOL and the students in the other sections at her grade level were not, she did not plan the same activities. She explained, “Since I’m doing it for my kids’ needs and they’re [the other first grade CTs] doing for SATs and all the other things that they are pressured to comply with, we can’t plan together and we can’t do those kinds of things.” She continued:

The second reason is because CTs’ philosophies differ. Not that one is better than another, but being a younger CT fresh out of college, I have other ideas than they do. There’s another CT that also has similar ideas to me - not totally holistic but kind of a blend between whole language and phonics. The other CTs throw more towards the phonics, phonics. They don’t have a happy medium, I think.

CT4 was openly enthusiastic about the advantages of this innovation, “Personally I get excited when I do collaborative planning. It’s a lot more fun than just doing things on your own. We don’t just collaboratively plan, we team teach what we are planning.” She emphasized that not only did she and the LMS get excited when it was time to implement the plans, but the children did, too. “Whenever I say we’re going to the media center with [the LMS] they go wild. They just love to come here. They know it’s going to be something fun and they’re learning and they don’t even realize it.”

This young CT was concerned about the workload of her LMS, who did not have

clerical assistance in the library. She observed:

I think it's very important for the administrator to be very supportive with the LMS because sometimes they throw too much responsibility on her. She's got so much to do already and they think, 'Oh, she's just the LMS. She doesn't have a classroom . . . she'll take care of that.' And there's a lot of things to do to get a library organized to collaboratively plan. She's got a lot of responsibility.

LMS.

After eight years as a CT, this LMS completed certification in media and worked for one year in another county school before coming to Jade Elementary two years ago. She first learned about collaborative planning from classes in educational media. When she was a CT, she explained, "I used the library all the time, but not with the LMS." She found planning units with various grades to be easy because of the close relationship between information skills and the CBC. She explained:

Our information skills are so broad that you can really fit [them] into anything. You can give me something and we'll come up with a lesson. In a workshop, [another LMS] was saying that she looks at [the Library/Information Literacy] CBCs and then she'll come up with a lesson. I do the opposite. We develop something and then I'll look to see how I can fit it in. I don't know if I'm doing it right, but I find it easier that way. . . . I guess it's also because I'm at the beginning and I just want them to come here, so I'm easy. . . . I know I do the content first and we develop the lesson.

This LMS indicated that she enjoyed being part of a library program which incorporated collaborative planning and teaching because of the opportunity it gave her to work with children. She said, "I see a lot of CTs viewing me as a teacher, once again. It feels good. The kids just love the library. I feel bad for those CTs that don't plan with me because those kids are missing out." She admitted, "I still have a few CTs that don't use it. . . . Right now, honestly, I'm working with those that want to work with me and hopefully, a snowball effect will happen." She continued:

I'd say 40% actually work with me. Twenty, maybe 30% want to work with me, but still they say they don't have the time to plan or they . . . one CT just said, 'I don't fully understand how you can help me in fourth grade.' . . . So, I see her wanting to. So I still have to show her some more and try to get her in. But I would say there are maybe 10% here, that just don't want anything to do with me. And I hate to say it like that, but it is true.

Some CTs in the school did not understand the purpose of collaborative planning, the LMS reported; these CTs viewed planning with the LMS as another assignment they were given in addition to their normal teaching responsibilities. She emphasized:

“You mean we have to plan with the LMS? We’re doing her job!” is what some of the CTs are saying because they still believe that they should just drop [students] off and take off. . . . That’s what I had encountered at the beginning of the year and they don’t see it as me helping them achieve their goals.

Principal.

After teaching Spanish as a second language at the secondary level early in her career, this principal became interested in English as a second language and moved to an elementary teaching position. After completing a master’s degree in reading, she worked in an administrative position as a curriculum coordinator. Her most recent career change was to an elementary school administrator, first spending four years as an assistant principal. She has just completed her first year as a principal at Jade Elementary. During the years as an assistant principal, she reported that she associated closely with the LMS in two ways; first, she assisted CTs and the LMS in planning and implementing thematic units, including activities which were carried out in the library media center. A second area in which she worked with the LMS was in test preparation for the Stanford Achievement Test; questions about the use of research materials were included on the test, so she requested that the LMS instruct students on the appropriate time to use various research sources.

She described her school’s first year with the Library Power Grant as a time to attend many in-service sessions, to raise awareness of the LMS’s role in the school, and to begin implementation of collaborative planning. In terms of putting collaboration into practice at Jade Elementary, she said, “On the continuum, I’d say that we’re off the mark and we really have about a good 50% of the CTs involved with it.” She recalled attending about four Library Power inservices. “I think the one that gave me the greatest impression was the one that we looked at the physical library - the physical layout of the library and we

talked at length about what we could do without a lot of extra money . . . to emphasize centers, areas, etc.”

Her definition of collaborative planning highlighted the design of instruction:

From the education I really received from the Library Power Grant, I would describe it as being the development of . . . the goal of where we want the students to be at the end of this instruction. In watching it work, I’ve noticed that if everyone can have a clear focus on what they want the students to actually be able to do and the relevancy of that to their education, then from there working almost backwards, everything seems to fall into place and what kind of activities should lead up to that.

This principal indicated that collaborative planning fit very well into the school’s mission and goals. She explained, “We are looking at multiculturalism as being one of our goals, so we found that to be just a very rich and fertile area for us to have collaborative planning.” She also pointed to technology, which was often located in the library media center, as an important aspect of the school’s goals; children used the computer resources in the library as a part of instructional activities planned by CTs and the LMS. The principal continued, “We had a wonderful experience with the science fair and all of the activities that went on in the media center as well as in the classroom with the assistance from the LMS in order to have students work on their projects.”

The Jade Elementary principal offered advice to colleagues interested in learning about collaborative planning:

I would encourage other educators to attend workshops that are going to provide assistance and instruction in the area of collaborative planning. I would also encourage them to go visit schools and actually sit and observe. It really gives confirmation to those educators who are doing it and at the same time it is a very non-threatening way to learn a lot about it - a lot more than you can learn from reading about it, or even listening to someone talk about it. Going back to how people learn, it’s best to learn actually by getting in there and being a part of it and I think they will find it really does enhance and it brings about a wonderful collegiality among your staff.

Discussion of Data Displays

The section about views on instruction began with a focus on how students learned best. Four of the six staff members emphasized hands-on instruction and the use of

visually. The response of CT1 was similar, "My philosophy is to work with the child on his or her level. Work with the child in the best way that he or she learns." The principal stressed the role of emotions in learning, both the child's and the CT's: "I think children learn most effectively when they're excited about what they are learning. . . plus the enthusiasm of the one providing the instruction, the interest level there, then making it age-appropriate." The staff provided several different responses concerning the CT's role in instruction, including a facilitative, guiding role and instruction of the whole class and individuals. The LMS preferred holistic instruction, "I truly believe that they should merge everything together. Then they will learn to assimilate everything they learn." Two CTs, the LMS, and the principal viewed the LMS's role as being the same as a CT's. CT3 referred to the more traditional role of the LMS, "She is there to open their minds to different materials and different types of research that are available to them." CT4 described a complex role for the LMS, "I see it as a facilitator for the CT as well as the students. I feel that she's like the resource person. It adds if she's a creative person to help the CT find the best ways to supplement their lessons."

The first issue on the topic of planning for instruction was the use of thematic units. All of the four CTs responded that they planned units, and only CT2 indicated that she did not save some of those units to use again in the future. Also, all four CTs made lesson plans in advance, with three of them noting the occasional need to improvise. Two of the CTs clearly preferred to plan with other CTs, CT2 planned independently, and CT4 said her preference depended on who the other planning partner would be. Three of the CTs evaluated plans on a regular basis, either weekly or daily. Two of the CTs completed their planning during the week, while CT2 planned on the weekends. Though CT1 used the planning block during the day for that purpose, she still took things home to complete.

All of the CTs reported using a variety of information sources, including the textbook. Two CTs mentioned using parents to supply information. Two of the CTs

described a resource provider role for the LMS. CT4 said, “When I come up with something, I’ll tell her, ‘What do you have? Do you have any movies . . . books . . . ideas?’ She’ll help me out with that. Especially with the ideas part. It’s not just basically using books and stuff.” Three of the CTs did not identify any particular influence by the principal regarding planning for instruction. However, CT4 admitted, “Sometimes my creativity is stifled because I’m required to get so much done in a certain time.” The only CT to specify influence by the school district was CT4, “I feel that the Stanford Achievement Test is one of those things that, big time, clashes with student needs.”

Every staff member placed great importance on information literacy. The principal said:

Now in the age of technology, I think it is more important than ever. Our LMS does meet with every single group at the appropriate age to show how the IMPACT catalog is used and then, based on those skills, they jump into using the research to enhance the instruction that is going on in the classroom.

Two of the CTs and the LMS envisioned the library media center as the ideal setting for the development of information literacy skills. CT2 preferred another location, “The classroom. I would like to see a lot more of this taken out of here and put into the classroom.” The term ideal was interpreted in another way by CT1:

If I could wish for anything, it would be that we not have so many interruptions. That our schedule would be such that our children are not pulled all the time, going in all different directions. The scheduling is the main thing. Time.

A question about the CT’s role in information literacy instruction brought a variety of responses. CT1 said, “We play a big part in that. It’s almost a team that’s working with the LMS. Because what goes on in the classroom certainly affects the library. What affects the library affects the classroom. It’s something that works hand in hand.” CT3 suggested that the CT had great influence over students, “The CT is where it starts. If you are into the library and into using research books, they will be, too. They will want to know more about it. So I think it is important for the CT to motivate them.” CT4

recommended that CTs should not locate information for their students, even first graders, but should assist them in learning to find information for themselves. The LMS described the CT's role as "working with the LMS. Promote reading in the classroom and using the library to add to her lessons." The principal advised, "The CT is the catalyst, based on what the project is, for the child to go into the media center, to get on the computer and search, and be able to synthesize the final product for the CT." All of the CTs detected a relationship between information literacy skills and the CBC. CT3 said, "CBC gives us the flexibility in order to incorporate information literacy that we need. I find with CBC that we have so much open space that you can explore scenarios and are able to see different things." The LMS explained, "Our information skills are so broad that you can really fit it into anything. You give me something and we'll come up with a lesson." The principal specified, "Since CBC is competency-based, right there that's the strongest link. The students have to demonstrate, not just simple recall, at the bottom of Bloom's taxonomy. The CT's role then becomes creative as to how they're going to demonstrate those competencies."

The discussion of collaborative planning began with definitions from each respondent. All definitions included a team approach between the CT and the LMS. CT1 added several other elements to her definition, "Collaborative planning is a meeting of the minds with our LMS and CTs. Bring in ideas from students. It is bringing together skills that all of the children will learn from. The LMS is learning. The CT is also learning. So it is a learning/teaching situation." From the LMS's viewpoint, collaborative planning was, "Working together toward the same goal where you develop a means to an end. You look at the CT's objective and develop a plan to meet that specific objective." Two of the CTs reported that they did not plan with the LMS prior to receiving the grant. CT1 indicated that she had not planned to the extent that she did now, though the LMS did provide materials for her. CT4, who was in her second year at the school, said that she planned

with the LMS from the beginning. Advantages named by the CTs included more ideas for activities, more materials for units, both fun and increased services for students, a sense of excitement in planning lessons, and a partner for team teaching. The LMS elaborated:

The kids will learn more because you have the expertise of two teachers. Two different teaching styles, sometimes, so it benefits those students that need those certain teaching styles. I think there's more one-to-one with the students so they are able to have more questions and have more feedback. Then the library opens up a whole array of resources you can use.

The principal's response focused on the creativity involved:

Whenever you bring together a group of educators, you are almost guaranteed that there is going to be some very interesting brainstorming going on and that has been one of the most wonderful things that I've seen with the collaborative planning - the ideas that are being shared.

None of the CTs found any disadvantages to working with the LMS; however, several mentioned disadvantages to working with colleagues at their grade level. CT2 said, "I believe in higher order and some like to stay in just that little square. Cause this may be the only place that they get this information from the technology." A different disadvantage was described by CT3, "There are sometimes CTs who slack off and leave you the lead work to do. We found that." CT4 observed, "When collaboratively planning with other groups of people, some ideas can clash and maybe you don't feel free to say your ideas and maybe they get shut down. . . . Then again, it has to do with personality and philosophy."

The LMS also encountered problems with certain groups:

Sometimes I can force to work with CTs who I particularly don't agree with. We had some forced collaborative planning times and we planned, I thought, a great unit, but the CTs canceled every time and then said, 'We finished the unit.' I was disappointed because I made this huge map I had to make. I had gathered all these resources and these are the CTs I'm really trying to please. . . . Can't win them all.

The discussion of collaborative planning continued with a look at favorable conditions. The staff identified cooperative and enthusiastic CTs and LMS, a supportive principal, a good library collection, technology, time for implementation, and training as favorable elements. All staff members but one responded strongly that the school culture

did influence the implementation of collaborative planning. CT1 summarized, “We have a very good faculty here. We have so many people who are willing to learn new things. The climate is right. The administration backs us. They give us whatever we need.” The principal affirmed the influence of the school culture:

In order for collaborative planning to be successful, you need to ensure that people are feeling good about themselves, that they know that their contributions are, not only worthwhile, but an absolute necessity. We don't want anyone just kind of sitting back and looking on. We can tolerate that in the beginning because some people take a little bit longer before they are ready to jump and that's all part of the process, but that eventually everyone knows that they are stakeholders in this process and not only the children are going to win, but that they're [the CTs] going to be enriched by it. I've seen some of the CTs really learn a lot from their colleagues, as well as from the LMS. Some of the experiences that a LMS has are just unique and many CTs don't have the opportunity to engage in it.

Three of the CTs and the LMS recognized that previous experience with team planning prepared a staff for collaboration with the LMS. Inhibiting factors identified by the CTs were a lack of cooperation from CTs, the lack of administrative support, and differing philosophies about instruction. The LMS stressed, “CTs that talk negatively about it. Principal. Money -- I'd say that is a priority. You need the resources in order to help. Last year I had a lot of people come ask me for things and I just did not have it. Space -- I could use so much more.” The principal acknowledged several inhibiting factors:

Some of the factors, realistically, could be available planning time. I see also another stumbling block . . . could be strict adherence to . . . a very traditional approach to teaching. Maybe . . . it would be clearer to state “an educator who wants to teach everything in isolation.”

The nature of planning sessions was the theme of matrix 7. Five of the responses were similar, detailing what happened in a sequential order. The answer of CT3 was typical:

We sit down. Usually we are planning a theme or unit. We tell her what we are doing. Can she come up with any suggestions? Sometimes we say we want to use the computers. ‘Are there any things . . . that you can share with us?’ We set times and different activities that we want to do.

The response of CT2 was atypical, “Our LMS is very hyper and so am I. I'm very creative

and I like kids to do more than one thing. She just plans, she gets materials, she does crafts, she does the art, the hands-on, besides reading the books.” The LMS delineated the process in detail:

Some are like pulling teeth. Others are a flow, we get so excited. For the ones that are more formal, I say to them, “What do you want to do? What objective do you want to meet? What do you want the students to do in order to meet the objective?” That’s where I say I can help. It’s very slow. Then I show them the resources I have and from there, the creative part gets into it, hopefully. Some of them see it as just extra work. To me, the more creative, or the more exciting, the better the students will learn. Now I don’t think that everything should be a huge production, but I think it should be memorable, even if it’s just interviewing, taking a picture and putting that picture on paper.

The principal revealed an understanding of what occurs in planning sessions:

Conversation begins with the selection of what is going to be the theme, what is going to be the ultimate goal and which discipline is going to be the driving force. Once those details are talked about and agreed upon, then there is more of a breakdown. What are going to be the activities that we are going to take the students through? I see schedules and I see times and I see time lines being developed very quickly. In the next step I see a lot of discussion about materials. Then in conclusion, how the ultimate product is going to be shared. Is it something that is going to be performed, is it something that is going to be televised . . . so there is always that component.

Three of the CTs stated that they planned with the LMS about twice per nine-week period; CT3 indicated once per quarter. The LMS said, “It depends on the CT. Some come in here all of the time. [Some] once every two months. There are others who have not been in here. There are some that have been in here twice for the year and go, ‘Okay, I’ve done it.’” Responses about the length of the sessions varied from one-half hour to one hour.

Three of the CTs named CTs as the initiators of planning; one CT indicated that both she and the LMS initiated planning sessions. Interestingly, CT2 initially designated the administration as the initiator of planning before naming the CT as the instigator. None of the staff members at Jade Elementary responded that CTs were equally receptive to collaborative planning. CT3 said that about half of the CTs at her grade level were receptive. CT4 not only did not think that all CTs were equally receptive, but offered her view of a pattern in the resistance to collaborative planning: “People who have been

teaching for a long time . . . people that are used to doing something a certain way are resistant to change. That's normal and that's what happened. The veteran CTs have not been as flexible . . . and the newer CTs are gung-ho about it." The principal's response also indicated that she was aware of the lack of receptivity on the part of some staff members:

We did not have an across-the-board, open-arms reception to collaborative planning. I cannot say that necessarily the primary was more receptive than the intermediate because in every single grade level there were some people that were extremely enthusiastic about it and others who were not.

The second set of issues on the nature of planning began with the actions of the LMS to ensure the success of the innovation. Actions identified by the CTs included providing resources and activities, including borrowing materials through interlibrary loan, being available to CTs, and being enthusiastic. The principal elaborated on actions by the LMS:

Starting from the very basics . . . the openness, the demeanor, the enthusiasm . . . that the LMS brings to the meeting. That air of professionalism and eagerness . . . that makes such a difference. Then, of course, is the level of expertise and familiarity that the LMS has with the grade level objectives and competencies so that he/she can really be part of that conversation that occurs when they begin to discuss what is going to be the ultimate competency that they're going to focus on. Knowledge, too, of the skills that children have at that particular grade level. The LMS has to be very well-informed, very well-versed, and it is a very special hat he or she has to wear.

Among the actions by CTs named by the staff members were: willingness to plan; sharing of ideas, materials, and time; bringing an outline of the topic to planning sessions; an open mind; and enthusiasm. CTs suggested that appropriate actions by the principal were: exerting leadership; providing financial resources, time for planning and professional workshops, as well as school visits; and allowing flexibility with program requirements. CT3 offered a recommendation about the principal's role not mentioned by the other CTs, "She can . . . enforce the collaborative planning. Sit in on the . . . planning and give ideas and see what we are doing." This CT also stressed the importance of the library staff to the

success of collaborative planning, “The right people in the library. The right amount of people. People who are well-qualified and motivated.” The LMS also emphasized ways that the principal could show support for collaborative planning:

Come in and stay. Not a full hour, but come in every once in a while and look at what they are doing, ask questions. Promote it. Talk about it in a meeting. Actually show that she does care that they come in here.

The contributions made by the LMS to planning sessions, as viewed by the CTs, were planning and providing ideas, resources, and instruction for students. CT1 added other contributions made by the LMS:

There are times when she will come in and talk to the children. Sort of hyping them up about a certain theme. She also helps us with follow-up. . . . She works with us as a total group. Those projects are displayed in the library, around the school.

Opinions about the success of the project as a change effort varied among the CTs. For the three CTs who provided a numerical rating for the change effort at this school, on a scale of 1 to 10, CT1 indicated seven, CT3 a four, and CT4 a five. CT1 said, “In this school, it has been a dramatic change. I’ve been here a long time. . . . For some of our younger CTs, it has been a little bit difficult.” CT3 was more explicit in her assessment, indicating that the initial response to collaborative planning was very positive, with strong administrative support; however, the interest and support waned as the year progressed. She added, if the CT did not initiate a unit, nothing happened; she described this as a lack of enforcement of the planning model. CT4 stated, “When I student taught at another school, it was totally collaborative planning. Everybody just did it automatically, every grade level, so I can see a big difference.” Three of the CTs answered that there were no competing initiatives in the school that affected the progress of collaborative planning. However, CT4 responded that CTs felt that they must work on testing skills, limiting time for collaborative planning, “Something that stifles collaborative planning definitely is the SAT.” Several training methods for those CTs who did not attend Library Power training sessions were cited by the staff: word-of-mouth; presentations from the administration, the

LMS, and those CTs who attended the official training sessions; and visitations to collaborative planning sessions at a neighboring school. These methods were shared at both grade level meetings and faculty meetings. CT2 said, “Whenever we go to workshops, we are on the agenda at staff meetings. We have to give a report. We bring back the handouts and make copies and we keep it accessible to anyone who wants . . . it.” All CTs were either confident or hopeful that collaborative planning would be institutionalized at Jade Elementary. The LMS was specific in her response about institutionalization:

They have me to be on their back. We have our model school right next door to us. We have a wonderful region that supports us 100%. So if I encounter any problems, I’ll talk to my principal and the CTs, but I’m not going to let it go down. I might be small, but I’m a tough cookie.

The principal provided specific steps that would be followed to assure the continuation of collaborative planning: “We are going to continue our set up for planning and we expect the LMS to be involved in those plans. I review the LMS’s log on a regular basis and provide assistance to CTs that we do not see utilizing the library media center.”

Moss Middle School

This middle school served a large, multicultural student body, and had been undergoing renovation for over a year. The construction affected the library program directly because two different classes were held in the library throughout most of the day. CTs described difficulty in getting their classes to the library because of the other classes being housed there. The principal had been at Moss Middle School for about two years and had placed great emphasis on a team approach to instruction and working with students, establishing a common planning time for each interdisciplinary team on three days a week, in addition to one planning period per week for departments. The Comer model was being implemented in the school, which also emphasized a team approach.

Presentation of Staff

Three of the staff members interviewed had attended Library Power training, though one had participated only in a reading promotion workshop. A frequently heard comment in this school was that students lacked the basics. The Reading Rainbow television program was played in both of the language arts classrooms during the school visit. The recent implementation of the Accelerated Reader computer program to improve students' reading comprehension and motivation was described in positive ways by CTs, the LMS, and the principal.

CTL

This language arts CT had worked with the LMS at Moss Middle School for 10 years, and emphasized that she had been collaborating with her during that entire time. "She's always been one to plan with CTs, on skills teaching, and all the uses of the materials they have in the library, and on all the technology," she said. This 18-year veteran began her teaching career in an elementary school before moving to the middle school level. She observed that an elementary school was an excellent training ground for working as a team with other CTs: "That's the best thing that ever happened to me. I'm so glad I did not start out as a secondary teacher." She continued to describe the advantages of beginning as an elementary CT:

It opens you up to a lot of things. It opens you up to the whole spectrum of what teaching is. From cleaning the snotty nose. It opens you into knowing what it is to be with a child all day long whether you like them or not. . . . That's another thing! In elementary schools, CTs share! At least where I came from. When I came to a middle school, I saw that nobody shared. Big difference! . . . The secondary CT is more austere, they really are. I have a room that is fully decorated because I'm elementary.

She suggested that most secondary classrooms are more sterile than elementary rooms, adding, "And so is the CT. In many cases."

CT1 initially responded that she preferred to plan independently, then modified her answer. She described a geography CT who had been on her interdisciplinary team last

year, “We got along extremely well. She’s also an elementary person. So when she was studying about a particular place, I would read about that place to the kids. So, in that sense, we planned it together.” When asked to identify what made that relationship work, she stated:

Her knowledge. Her having the materials to augment mine. . . . Me having materials to augment what she was doing. . . . It has to do with personality and common interests on how to do things. Where you come from, that kind of thing. She was wonderful to work with, especially when we did interdisciplinary things. This year the CT on my team who does geography does not do it the same way, so we don’t have that opportunity.

She indicated that working with middle school students required special teaching strategies. “We have to be Eddie Murphy and Sylvester Stallone. We have to be show people. And we have to try to suck them into what we are teaching. They live hard lives, a lot of these kids.” She stressed the need for firmness and consistency in working with middle school students, in order to focus on instructional goals. While she wanted students to have fun in her class, she did not want them to waste time. Describing her attitude toward students as if speaking directly to them, she said, “You are my future . . . I have to make sure I am giving you what you need. Can’t do it if you don’t have some prior knowledge and you are here to play.”

On the topic of favorable conditions for collaborative planning, she referred to having time to plan, a willing planning partner in the library, and the CT setting planning as a priority. She explained:

No matter how willing the person in the library is, if you don’t have that priority to seek out this kind of help, you know. People would probably say I get a lot out of my LMS because we are friends. Yes, but we became friends here at school. Probably we became friends because she started helping me! When I needed something, she was very open to saying, “Hey! Look! I have this, why don’t you try it? Look at this book. You might read it and recommend it to your kids.” Because I read a lot of children’s literature. It comes from both ways. The faculty member who is open enough to accept that kind of help and the person in the library who is willing to give it. Because not all librarians are like that, and you know that! And there are many CTs who will make a student read a book and never read it themselves.

CT2

This language arts CT began his professional life as a foreign exchange trader in New York City. He reported that he always wanted to be a CT, so after he had worked on Wall Street for a number of years, he followed his dream to be an educator. "I had enough money to do it, so I decided to come back home to North Carolina to go to school. I was offered a job in Dade County and I decided to come and I've had a really good time so far."

CT2 began planning instructional activities with the LMS during the first year he came to Moss Middle School, which was his initial year as a CT. He approached the LMS, seeking to develop a research project for his class. He asked for her ideas for the unit and the two have continued to work together at various levels for six years, though most sessions are informal. He also attended a Library Power summer institute.

He reported planning for instruction in great detail, making lesson plans, long-term plans, and daily plans. He indicated that much of the eighth grade language arts curriculum was prescribed, though he did not begin his planning with CBC objectives. "I just do what I'm going to do and then I plug their numbers into it," he said. Referring to the students that he taught, he emphasized, "The beauty of Moss Middle School is that you can't teach them anything that they already know."

When asked about the advantages and disadvantages of collaborative planning, CT2's responses referred to interdisciplinary team planning. He was a proponent of team planning, stressing the benefit to students:

The more people that are interested in a topic, the better. The best thing about it is that the kids want some continuity and when they can go from one place to the next and see - "Okay, I can do this here and I can do that." Plus they think they are getting a bargain, too. Their knowledge is applicable in other places and they can like, "Oh, wow, I didn't waste my time in Mr. _____'s class because we're talking about it in Mr. _____'s class. . . . We give them extra credit for reading a book.

However, he was critical of the way a unit was handled by his team in the past. “If we decided as a team to do collaborative planning, we took one subject, like ecology. We just stopped whatever we were teaching and for an entire week did ecology. Everybody in every class did one part of the ecology.” He emphasized the need for more integration of themes with the content which must be taught by each department. He added, “You can’t force it in there. I can’t pull out a story - that moment has to be. It has to be part of a whole long string of track that you’ve laid before and once I’ve stopped the train, it’s really hard to get it started again.”

In Moss Middle School, most days began with team planning time; yet CT2 did not view this as an appropriate time for the communication about instruction that he thought was needed:

I don’t think that’s the way to do it. A team meeting is ineffective for that purpose because it’s used for everything but that -- political -- everything. We often focus on the bad kids. . . . We never get into the philosophical and professional. As a trader on Wall Street, I always thought I would come here and hang around people that read great books.

Addressing favorable conditions for the development of collaborative planning, CT2 identified good feelings among the CTs on the interdisciplinary team. He stated, “We have pursued friendships. I’ve gone after these people because I want to be able to work with them.” He added another element, “I think there has to be a fairly close code of conduct in classes. [We] all share students; we have to have the same deal going. We have to demand that they perform in the same sort of way.” Summarizing favorable conditions, he said, “There has to be compatibility and there has to be a group of people serious about teaching kids.”

CT2 outlined several things which a principal could do to make collaborative planning successful and specified two actions which would not work. The first point referred to student access to the library media center. “He has to clear the pathway for us to get in here and to do that he has to allow me to give hall passes. He has to trust me to use

my judgment to give hall passes,” the CT said. He continued, “Right now I have this Accelerated Reader program which is highly successful. . . . There’s five kids who need to take a test and I’ve got to give them all a pass.” He suggested that if the school would provide a computer in his room with Accelerated Reader he would not need to send students to the library as often. The second point was that the principal could promote collaborative planning by hiring staff members who would be willing to implement the program. CT2 said, “He’s going to have to have a LMS that’s really incredible open. You have to put them under fire, and say ‘what are you going to be like under pressure? Can you take the pressure and still allow people to come in [the library media center]?’” He recommended that candidates for both library media and teaching positions should be asked “What have you read recently?” He added that CTs should be asked, “What do you know about the library? Are you involved?”

The first of the two actions by a principal which would not promote collaborative planning was, according to CT2, to create competition among CTs, especially over student grades. He explained, “I feel that any kind of competitiveness that’s set up among us, I’m less likely to share my materials. Everything becomes mine and yours. So if you put us up against each other . . . you’ve got a problem.” He indicated that the scores achieved by students on SAT and Florida Writes tests influenced “what kind of job you get next year, where you’re put, where you’re placed. It’s huge.” CT2 also stressed that he did not think that principals should directly encourage CTs and the LMS to plan together:

I just don’t think they can. Here . . . when somebody like the administrator says something, people will immediately go, ‘Ugh, I’m not going to do it now.’ I don’t think authority figures . . . can influence it in a positive way except for themselves to be big media users and show/demonstrate rather than say. . . . I think they feel like he’s telling them, bossing them, demanding them to do something. It’s got to be between CTs. It’s got to be . . . a friendship that you establish between the CTs, a professional sort of thing.

CT3.

This language arts CT was department chairperson for 15 years and had worked on

the school improvement plan for four years. She began her 25-year teaching career at the high school level before transferring to a middle school. Though Moss Middle School was part of the Library Power Grant for only one year, CT3 stated that she had participated in collaborative planning not only with the current LMS, but also with the previous LMS. She explained, "It's kind of a natural thing if you want to expose the children to skills, and research, and love of reading. You just work together as teachers. It has also helped that the LMS has been considered a part of our department." She elaborated on departmental meetings: "That's all collaboration. We try to allow time to talk about what works and what doesn't work and how we can do more things. The LMS has done lots of demonstrations on using equipment and organizing things."

CT3 considered information literacy skills to be very important for students. She said, "We're living in a technological age. We're working with students who are clueless about anything but video games. And they are very good at video games, but it's especially important in an area where the kids are not culturally aware." When asked about the relationship between CBC and library/information literacy skills instruction, she referred to word processing:

I don't think I have more than a tiny handful of student who are aware of word processing. Some of them that are taking the organized computer classes. But I think that's important. They are going to need that. . . . I write in my journal and I solve my problems in my journal. But I do it on a computer. I live my life by writing and thinking, and creating, but I need information from other sources to do it, also.

She defined collaborative planning as "networking. Deciding what works. Sharing what has worked. And as much as that, sharing what has not worked. Demonstrating for each other. Being brave and trying something with each other." When responding to a question about the role of the school culture in the development of collaborative planning, she said, "It depends on what rules and regulations there are . . . For example, our administration has its own agenda. They do allow us to do our own thing once the door is

closed . . . but as far as . . . I don't want to say any more."

CT3 evaluated her school's association with the Library Power project as a positive one, stating, "It's worked very well. We've been very blessed with this. And we've had a good relationship with the media center all along." Her advice to another school considering the collaborative planning and teaching model for library programs was: "I guess work on relationships. Work on networking with other CTs, so you know what is available and how you can get yourself involved in it."

CT4.

Social studies was the specialty for this 15-year veteran CT in the local school district. He had taught at Moss Middle School for nine years and had served both as a team leader and a department chairman. When asked to describe the school's association with the Library Power grant, he replied, "I assume Library Power includes the books -- where they come in and take computerized tests?" referring to Accelerated Reader, then said, "I guess I need to know what that encompasses." He indicated that the school applied for the grant because school leaders recognized that student test scores had been deficient for several years and that it would be beneficial to improve the library collection and to encourage students to read. He explained:

[The LMS] has been on my team for several years -- not using buzz words like collaborative planning. She has been a very supportive person to integrate the media center into any classroom instruction. I'm sure she went after the grant because it gave her the opportunity to expand what she was doing already. She's been very helpful and supportive and she sees a lot of kids every day.

CT4 reported that he makes a plan for his civics classes during the first few days of school each year. He outlined the process, "Basically I take the text and the supplementary materials that I have [and] have a look at the objectives I'm supposed to accomplish in CBC and just try to put together a year-long plan. One reason I do that is . . . because I do utilize a lot of films and videos." He usually followed his instructional plans, though he sometimes improvised:

I'd say 80% in advance. After teaching the same thing over the years, you keep a pile of what works and throw away a pile of what doesn't work. This year they had us all attend a reading and content workshop and there was some valuable stuff in there. It's obvious that we're almost in a crisis stage of kids not reading. Kids looking at words and not being able to draw information from the book they are looking at.

This social studies CT was clear in his preference for planning independently, rather than with others:

There's my problem with the middle school. I'm an independent person. . . . I'm an early riser and I get here at 6:45 and until advisory class, I always saw that as my private time. It's quiet and I'm full of energy -- and that's when I would do my planning. Now, that's when we have our team time, with our schedule here, and that is a lot of dead time for me. Also, having team meetings before school . . . it takes away a lot of time you could spend with kids. Usually, my door would be open at 6:45 and the part of this job I enjoy is being with kids, not adults. I hate faculty meetings because I look around and I say, 'I don't have anything in common with these people.' Definitely, I'm more of an independent planner.

When discussing the need for students to develop information literacy, CT4 referred back to the workshop he attended on reading in the content areas. "The kid comes in, 'I want to find out about George Washington Carver.' The first step is having him locate what he wants, second step is read it, comprehend it, spit it back out and then take it and do some of the higher level stuff." Speaking of the situation in Moss Middle School, he said, "That's where we are falling short. Truthfully, it's because you have a kid coming to you with the reading ability of a second grader." He described the CT's role in promoting information literacy as:

Giving the kids the opportunity to utilize the resources we have. I have never been a CT to bring a class to the library, which is probably wrong on my part, but I've always . . . felt that I could get the materials to the kids in my room and that's more convenient for me. . . . One thing that I have noticed -- and it's a reason I've been reluctant to use the media center too much in the past -- is if I send the kids without something very structured, I won't get anything back. Nothing of value. If the assignment is to do a report on Benjamin Franklin, I will get, word for word, the World Book Encyclopedia. The kids don't really understand the concept of plagiarism . . . all the strategies of the reading workshop -- maybe if every CT utilizes that stuff, that'll change. There were some good ideas. To get the kids to write, to create their own stuff.

CT4 considered favorable conditions for collaborative planning to be a comfortable,

friendly atmosphere in the school. He continued, “This is not a comfortable building. Administration and teaching staff -- it’s very adversarial -- we get scolded, we get told. In terms of cooperative planning on things, there’s absolutely no cooperative planning between the administration and teaching staff.”

LMS.

Though she trained originally in a library school, Moss Middle School’s LMS taught for 15 years at the sixth grade level before taking this position in the library media center. She was chairperson of the school advisory council for four years and had served as a team leader and department chair previously. She indicated that some of the members of the staff had been collaboratively planning with her for some time, though the majority of the planning activities had been with the language arts department. Considering the changes in her library program since the involvement with the Library Power grant as an amplification of the previous collaborative planning efforts, she said:

I’m trying to get other departments and individual CTs to be ready to include me in their planning as much as the language arts department does. I do some planning with the science department, but that needs to grow. We most definitely need to do more with the social studies department. I had sort of a target this year, but I haven’t quite hit the bull’s eye yet.

This LMS described the advantages of collaborative planning from a child’s point of view, “The children get so much more out of whatever the unit might be.” Referring to the capacity of instructional videos and other media to help students in understanding content, she said:

That’s where we come in. There are all of these other things that when you put them in conjunction with what’s in the textbook is going to make the child say, ‘Aha, so that’s what that means.’ . . . There are so many kids walking around with so much misinformation that I am horrified sometimes. When their knowledge comes from television and movies, sometimes we have to undo the damage that has been done.

Though she believed that schools with a pattern of team planning would be more likely to be successful with collaborative planning, she was less sure about the results of

the frequent team meetings at Moss Middle School. “We have team meetings in the morning -- we meet at least three times each week -- but so much time is taken up with administrative concerns and concerns about students, that there is not much time left in there for academics, curriculum planning within the teams,” the LMS stated. She continued:

One of the concepts that goes with the middle school program is that you do interdisciplinary units. The theory is that this group of CTs are close to the students, [yet] we don’t have time to plan those units. If we do, it’s then left upon one person to do all the planning for the team.

She expressed confidence that collaborative planning would continue at Moss Middle School, even though the grant lasted only one year. She explained, “This is something I’m going to continue because I believe that this planning together will make a difference in what our children learn. With or without a title, there are other ways that the media center should be used than just sending children on passes to check out books.”

Principal.

With experience as a CT in grades kindergarten through 8th grade, as a mathematics, science, and music CT in upper grades, and as an assistant principal at two schools, the principal of Moss Middle School outlined a broad educational background. However, he described his experience with school libraries as less extensive than he would like:

As a CT I’ve used the media center, of course, as a resource for research papers and things like that. As an administrator, I’ve had to encourage CTs to use the library more -- not just for research but the new technology that’s available. Many schools that I’ve been at, it’s not being used on a regular basis. They need to maximize that. It is my belief that the media center is the central arm of the school and it needs to be made available to CTs and to students as much as possible.

In his opinion, collaboration between the LMS and CTs was a natural fit for a middle school: “Collaboration is the central theme of the school and all aspects of it so it coincided very easily with that aspect of Library Power.” However, the LMS in this school was already planning with CTs, particularly the language arts department, before the

grant. "She has probably made it more formalized," he explained. "Because of the grant, we have to certify that we're doing certain things. Formally, she may be documenting in different ways." He also described the LMS's involvement in curriculum development:

She has been for years, the chairman of our school improvement committee, until this year. . . . She's a very gifted writer. She asked to be relieved of it but she's still a vital functioning member of the committee and I recently started to really rely on her contributions in terms of that. So, she's very forced . . . to be an expert in our curricular offerings.

The principal was guarded in his view of what a LMS can do to make collaborative planning a success:

It's very hard to say in this kind of faculty. In an ideal faculty, it is not as hard but this faculty is very closed-minded to change. I think in this particular case, the LMS has to be 1) patient, 2) focused on the goal of 100% participation because it's going to take time to get people to buy-on. It may never get 100% participation, but we need to get improved participation as time goes on. If the LMS is aware of that, we will make improvements by adding one more CT a month or two more CTs every month. Whatever the increment, as long as there is improvement going on. I think that's what we should be working on. I'll be happy with that. I'm not really focused on all 55 CTs doing it right now. It's not going to be easy. It's going to be real impossible.

When asked what a CT can do to make the collaborative experience successful, the principal responded first in terms of technology, then referred to the book collection in the library:

To tell the truth, with the technology, I would like to see the youngsters walk in the classroom and be able to see them doing a project -- calling up FERN -- being able to access the Library of Congress on a book or page. . . . I think we need to have a proper marriage of books and technology. One of the problems we have, in most media centers, is that books are outdated. Especially the books dealing with science and math, totally gone. Like the encyclopedia section, I think it should be all on electronics. . . . Most libraries I go into, I see a bunch of old books sitting on a shelf and nobody ever pulls them down and I think the LMS is going to have to be aware. And the only criticism I have with most LMSs is that they tend to collect. They find it very hard to throw out things. . . . Sometimes I feel that the library is just a collection, an unnecessary collection, of junk.

Continuing his discussion of library personnel, he said, "I have met some librarians -- this one is not a problem -- they don't like the students coming into the library. [Our LMS] is atypical. She loves kids coming in before school and after school and using the facility."

This principal considered it critically important that students develop information literacy. He emphasized, "This is our focus for the 21st century. We have no choice but to provide students with [training in technology.] It's the primary focus of all schools right now." He continued:

We just received our technology grant which is effective this year coming up. But, we're severely handicapped for lack of hardware in the school. Secondly, now we're finding the prejudice of many of these CTs who are not computer literate, who don't want to teach with computers and want nothing to do with them. So we have our difficult road to go here with the trends. We're in the process now of trying to reach change again in people's thinking because the hardware is coming in September.

Continuing to stress the role of technology in school reform at Moss Middle School, he said, "The Accelerated Reader has done marvelous things for the reading -- to bring students to want to read in the school. They have taken to it like fish to water. . . . They just love it and that's a big change over two years ago."

When questioned about his advice to another principal who might be considering the collaborative planning model for a school library program, he said, "Get it. Apply for it. I don't see any negatives, personally. It forces communication from the LMS with -- again, sometimes they go in their areas and don't communicate. They expect the CTs to come to them." Urging LMSs to put out more effort to communicate effectively with others, he continued:

We have all been chastised by librarians. Traditionally, we just don't like librarians, point one. We use them as disciplinarians and people were always making you be quiet in the library. So most CTs themselves don't want -- unless they personally know their librarian -- don't even want to talk to them. That's a problem. . . . Collaboration forces the LMS to go up and make the initial contact and be friendly and encouraging to the CT so that the CT can overcome the prejudices.

Discussion of Data Displays

Various levels of understanding of the Library Power project were expressed by the participants from Moss Middle School. Both similarities and differences of opinions were expressed on most questions. The responses about how students learn best were typically

varied; among the answers were a comfortable environment; discipline, structure, and a variety of modalities; individual attention and clear expectations; and hands-on. The principal also specified that a variety of learning methods were required to reach all students. Regarding the CT's role in providing instruction, two respondents mentioned the facilitative role. CT1 viewed the role as a combination of show person and leader, with the appropriate role evolving from the responses of a particular group of students. CT3 described a combination role as facilitator and benevolent dictator. On the issue of the role of the LMS in instruction, two CTs mentioned supplementary; CT2 added that "She can also coordinate between two or three of us [CTs]." CT3 stated that the LMS worked with children in the library; coordinated materials, equipment, and supplies; trained CTs in available resources; and provided coffee for CTs. The LMS's own view was that she served as support personnel for the curriculum.

Many issues were explored regarding planning for instruction, including the use of themes. Three of the CTs reported using themes, but seldom repeated the units using the same approach. CT4 responded that he used the themes provided by the textbook. All CTs planned units in advance, though not always implementing lessons as they were originally planned. The two men at Moss Middle described themselves as independent planners while the two females planned both independently and with others. All CTs evaluated plans, with CT4 specifying a locale for the session, "Usually over a couple of beers on the porch of a colleague. That's good each day, to look at what's happened." All CTs also planned both at school and at home, with two of the CTs indicating that they did not have a planning period because of teaching six periods per day.

The three language arts CTs used classroom novels extensively and the literature textbook to a limited extent. The social studies CT specified using the text and nonprint media, as well as out-of-adoption texts. He explained, "There's not a whole lot that's changed about the Constitution." The reports of the contribution of the LMS to the

planning process varied considerably. CT1 and CT3 indicated that they went to the LMS frequently with questions, sometimes regarding multimedia to use with a unit. CT2 used the professional library, implemented a research unit each year, and said that the LMS provided resources, personal help, and reading guidance for students. CT4 identified the LMS's role as providing films, videos, and the Accelerated Reader. Two CTs did not think that the principal influenced their planning for instruction. CT2 did not detect influence by the principal except when students were frequently not in class because of field trips such as the band. CT4 was concerned about frequent interruptions to his classes which disrupted his instructional plans. Three CTs gave different responses about the influence of the school district. CT1 mentioned students that should not have been promoted. CT2 recognized the district's influence in the CBC curriculum but was not unduly affected by it. CT3 also cited CBC but was especially concerned by the influence on planning and instruction exerted by eighth grade writing and SAT tests.

Most of the educators at Moss Middle School responded that information literacy instruction was of great importance. CT2 said, "I think there are two components to great education and both of them are associated with the library media. They are inseparable. Those two components would be where to find all the answers and how to think for yourself." The ideal setting for information literacy instruction was the library for CT1. CT2 preferred for the CT to arouse student's curiosity, then to send them to the library. CT3 was undecided about the best location for instruction. The LMS preferred the media center for instruction in information literacy, though she recognized that networked schools could have access to library resources from other locations. The principal stated that he did not have an ideal setting; however, he identified necessary conditions for instruction, "You can teach under any circumstances if the CT is organized, dependable, has a command of the subject, and control of the students. These four things have to be in place and learning will take place." Three of the CTs recognized the need to give students assignments

requiring them to locate information in the library. CT1 added that she taught students to outline and that plagiarism is against the law. CT4 recognized the need to give students the opportunity to use resources available in the library, but stated that he had not used the library much in the past. The LMS said regarding the CT's role, "I think there is one of attitude to start with. The CT has to present an attitude to their students that they regard media information as important, and that we're partners in any and every subject in the building." The principal described the CT's role as one of guiding students toward information literacy, acting as a resource themselves, "in addition to the machinery. Making sure that students understand that they should no longer depend on this human being for all of the knowledge."

Participants responded to a question about the relationship of CBC and information literacy skills in diverse ways; CT1 referred only to the language arts portion of CBC. CT2 commented that all of the curriculum objectives were aimed at the same thing. CT3 addressed only the word processing and journal writing objectives. According to CT4, references to CBC were fewer than in past years. He continued, "What I dislike about CBC [is] . . . most of the competencies are artistic in nature. To draw the poster . . . is not preparing these kids for what they are going to be doing in high school or college. I don't like to be limited." For the LMS, CBC served a valuable purpose: "CBC helps to spell out what we need to convey to our kids. It's a resource for the LMS and a CT, too. . . . What do I need, what have I covered, what do I still need to cover and get across to our kids."

The definition of collaborative planning was explored on a variety of levels. For CT1, collaborative planning was "being able to work together. The CT coming up with the unit they want to do and the LMS being able to supplement the resources and the how-to's." CT2 said, "It's working together toward the same goal. She comes up with this stuff where I go 'Why didn't I think of that?' It's brainstorming to solve the problem." CT3's definition was networking to find out what materials and strategies worked most

effectively, sharing ideas at departmental meetings, and taking the risk of planning and implementing activities together. For CT4, collaboration is “for the LMS to make me aware of the information, materials, and resources that she has pertinent to my topic. To do a little inservice on me with the technology involved. I am a non-computer user and she’s been prodding me in a gentle way.” The LMS stated, “Ideally, when a CT is planning a unit or lesson, they would regard me, and the materials which are in here, as something to add to that . . . They would see me before they get into the unit.” The principal explained, “It should be shared. One should not be more dominant than the other. The ideal thing is for them to equally share the instructional planning, although the CT is responsible, ultimately, for it, but the LMS also can suggest more creative ways to present a lesson.”

All of the CTs indicated that they had planned with the LMS prior to the school’s involvement with the Library Power grant, though CT4 specified that she had not previously used the term, “collaborative planning.” The advantage of collaborative planning for two CTs was being able to work with others on instructional plans. CT3 stressed getting the best materials and strategies, with CT4 concurring and emphasizing the advantage of learning about new trends and strategies. The LMS cited the benefits to students, especially when units incorporated a variety of instructional approaches including films to assist in conveying the meaning of the topic.

The four CTs responded differently to the question of disadvantages to collaborative planning. CT1 found no disadvantages, stating “because when you do something with someone who is open, you don’t always have to agree.” CT2 did not like implementing a short interdisciplinary thematic unit in all classrooms at the same time, explaining that any theme should naturally be a part of each CT’s curriculum. CT3 said that working with someone who insisted that a unit be implemented in a certain way would be a disadvantage. CT4 commented on the disadvantages of technology, pointing out that

some products were very good, while others were not. Both the LMS and the principal cited time as the disadvantage. The LMS said, "Really thorough collaborative planning would take a lot of time to manage." The principal stated, "We have only one LMS and 50 CTs and you just can't allocate the amount of time that may be necessary to do a good job with all 50 CTs."

The question of favorable conditions for collaborative planning brought out some new issues and reinforced ones already mentioned. CT1 responded, "Having the time is probably the most important. It comes from both ways. The faculty member who is open enough to accept that kind of help and the person in the library who is willing to give it." CT2 referred to a professional atmosphere in the school and staff members who are compatible, noncompetitive, and serious about teaching. CT4 considered positive conditions to be "a comfortable, non-hostile, non-threatening atmosphere." Three issues were raised by the LMS as favorable conditions: administrative support and encouragement, adequate planning time, and an attitude change with CTs. The principal's perception was that the administration, faculty, and the LMS would need to be in agreement for collaborative planning to work.

There was agreement that the school culture influenced collaborative planning efforts by the four CTs and the principal. CT1 explained, "Sure, because if you are not comfortable where you work, it could make you become secluded. I mean, you just don't want to plan with anybody." The principal commented, "The administration controls a lot. The school climate is something the school leadership has to [deal with]." The LMS was not sure about the effect of school climate. She said, "I guess there could be a cultural effect there if people were from a background where they expected to work on their own." Two CTs concurred that it would be advantageous if educators had experience with teams before beginning a collaborative planning effort. The LMS's reaction was that there was not sufficient time at Moss Middle School to plan interdisciplinary units. The

administration was the most frequently mentioned inhibiting factor; other responses were competitiveness among CTs, racial tension, and lack of time. The principal identified lack of 100% support by any of the areas, administration, faculty, or the LMS, as an inhibiting factor.

What happened during planning sessions was the first issue explored concerning the nature of planning. CT1 said, "First of all, we joke for a long time. Then I tell what I'd like to do and she tells me how I could. Or could not!" CT2 characterized his planning sessions with the LMS as mostly informal. CT3 reported that planning sessions focused on developing research units including organizing and making timelines, as well as demonstrations of how to use various resources. CT4 referred to discussions about the use of Accelerated Reader. The LMS explained, "They may come to me with a curricular concern. I will ask him what he wants to cover and we'll talk about materials, how much time they're going to spend in here, what they need to do before they come here." Other topics discussed included student assignments and evaluation, which was generally left to the CT to decide, though the LMS was sometimes involved with assisting in a draft of an evaluation, if it was related to library skills or research. The LMS added that she talked over the unit with the CT upon its completion. The principal indicated that he had not attended a separate collaborative planning session; however, he stated, "I have seen her collaborating in team meetings. It's not power-oriented. It's very cooperative with the discussion back and forth." The frequency of planning sessions varied considerably; CT1 reported that unit planning "might be [every] 5, 6, 9 weeks." For CT3, formal planning occurred "maybe once a month or once every other month." CT4 said that formal planning sessions did not happen very often. The LMS responded, "I can't generalize that very well. There are certain ones that we do repeatedly throughout the year. Three or four times a quarter, maybe." Only two respondents addressed the length of the planning sessions; CT1 estimated that the sessions were from a few minutes to longer. The LMS was more

specific, “That varies depending on the complexity of the unit. From an hour . . . to at least half an hour. There are others that may be 10 or 15 minutes.” Both CT1 and the LMS indicated that the role of initiator alternated; CT2 said that the LMS was the initiator most often. Regarding receptivity to collaborative planning, CT1 and CT2 agreed that language arts CTs were receptive to the program. However, CT2 also specified, “I think that is some resistance to the notion by other people. I don’t think math or science CTs are prepared to implement anything, for the most part.” The LMS responded that CTs at all grade levels were equally receptive to collaborative planning.

Continuing the focus on the nature of planning, CT1 addressed the issue of LMSs’ actions to ensure the success of collaborative planning by advising all LMSs to “be open. To offer what you have. A lot of times your library is full of things but nobody knows about it.” She added that the LMS should be invited to every department meeting occasionally, which was not the case at Moss Middle School. Priority characteristics for the LMS, according to CT2, were enthusiasm and knowledge. “In the face of all the stuff that goes on in this school, being able to throw all that off and still say, ‘This space and these books are everybody’s.’ She is flexible. I come in here fretting at 7 a.m. and she says, ‘Okay, no problem.’” CT3 recommended that the LMS should be prepared, knowledgeable, willing and approachable. The Moss Middle School LMS’s view was, “I’ve got to find more interesting, arousing methods of presenting material to students. I’ve got to be available to help the students when they start to look for material.” The principal suggested that the LMS should be patient and strive for a high level of participation in library activities. On the issue of what actions a CT could take to ensure success, CT1 urged a CT to reach out to the LMS and to share with others the positive things that had resulted from the partnership. CT2 recommended that the CT be prepared, inform the LMS early in the year about the units to be covered, train students in appropriate behavior in the library, and encourage students to respect the LMS. The advice from CT3

was to seek help from the LMS, follow through with lessons, and to provide discipline and assistance for students. The LMS said it would be beneficial for the CT to prepare students in the classroom before going to the library and to work jointly with the LMS in instructing students in the library rather than regarding that time as a break for the CT.

Among the CTs' recommendations for actions by the principal to ensure the success of collaborative planning were supporting library funding, reducing interruptions to the library schedule, respecting the professional work of the LMS, and providing time for planning with CTs. CT2 added that the principal should provide access to the library, including sufficient hall passes for students, and hire a LMS who was open, enjoyed reading, and handled pressure well. The LMS stated that she would like to see the principal support the concept of collaborative planning as a valuable staff activity, and assign fewer administrative tasks to the LMS such as working on school improvement plans. CT1 described the LMS's contribution to the planning process as providing and ordering materials, as well as instructing students when they went to the library.

The final group of issues focused on assessment of the project as a change effort. The two staff members responding to the question regarding competing initiatives did not indicate that it was an issue at Moss Middle School because schools have new programs all the time. Staff members reported that training efforts were conducted during departmental and faculty meetings. Two CTs and the LMS indicated that collaborative planning would be institutionalized in this school; however CT1 stressed that the CTs who enjoyed the planning would practice it, while other CTs who had negative feelings about it would continue to ignore it. The principal said, "It is already institutionalized because we are a Comer school. . . . We really didn't do some things as well as we could because of construction. We're all looking forward to starting fresh again." All educators at Moss Middle School recommended the collaborative planning model to other schools. CT2 advocated a low-key approach, "It should start . . . maybe off of school grounds . . .

everyone should go and have a drink and talk about what they are doing and start that way in an informal situation. Nobody to tell them, 'this is the way you gotta do this,' but start out 'what are you doing?'" CT3 suggested working on relationships. For CT4, the important aspect was using materials which generated enthusiasm. The LMS advised others to start implementation slowly, one group at a time, making allies to help spread the word about the program. The principal indicated that he would be an advocate of the program, stating that it would force the LMS to communicate with others, which he viewed as an advantage.

Cross-Case Analysis of Data

Numerous factors within a school contributed to the outcome of an effort to implement collaborative planning. Cross-case charts displaying the responses of all participants in the ten schools were included in Appendix E. The data were presented in response to the five subsidiary questions of the study.

What are the discernable elements of collaborative planning sessions between LMSs and CTs?

Collaborative planning sessions were meetings of either individuals or groups with the LMS to discuss student instruction. Participants described a variety of settings for these events. Individual meetings could be spontaneous, spur-of-the-moment or deliberate encounters, in the library media center, classroom, or hallways of the school, or scheduled sessions, usually in the library or classroom; some respondents described such meetings as informal, or formal, respectively. The time duration of such meetings ranged from a few minutes to several hours. Depending on the nature of the instructional issue and the length of the session, one meeting could have occurred, or a series of meeting on the same unit could have been necessary. Group meetings could have included two or more teachers, or an entire grade level or department. These sessions could have occurred during CT's regular planning blocks, on work days, after school, as part of workshops, or during

special planning times, with substitutes for the CTs provided by the school administration.

At Cerise Elementary, collaborative planning was both formal and informal. Planning days were provided for all grade levels; however some individual planning continued, though the LMS indicated that it was less than before formal planning sessions began. The special education CT planned only with the LMS, because she worked with individual students from several grades. The LMS and two of the CTs agreed that the CTs usually initiated projects, with the LMS occasionally bringing up a topic. The usual pattern for planning sessions was for the CTs to bring up themes, then the LMS would inform them about available sources. Ideas for activities would be discussed, then specific plans made for activities in the library media center and in the classroom. The final step was scheduling classes and groups into the library media center.

The LMSs at Azure Elementary began planning sessions by listening to CTs' themes and ideas, then suggested books and other resources. Activities in the library media center would also be planned. Three of the CTs said they usually initiated planning, with one stating that both she and the LMSs provided the initial contact for various projects. For three of the CTs, their themes for projects were set when they met with the LMSs; for the physical education CT, the projects were designed together, with the LMS researching and typing up questions for students.

At Turquoise Elementary, only one formal planning day was held, so most sessions were between the LMS and one CT. The sessions began with the LMS asking what subjects the CTs were planning, then brainstorming for activities occurred. The responsibility for various planning tasks were determined and the LMS identified resources for the unit. All of the CTs and the LMS agreed that the CTs usually initiated planning.

The LMS was invited to plan with one grade on a regular basis at Indigo Elementary. She planned individually with a few CTs but expressed regret over the low number of planning sessions this year. Two CTs said both they and the LMS initiated

planning sessions, with one CT indicating that she initiated most sessions with the LMS only occasionally bringing up an idea for a unit. Another CT stated adamantly that he initiated all planning; for this CT, the brief, usually spur-of-the-moment, planning sessions concentrated on identifying resources, with some exchange of ideas.

At Amber Middle School, the LMS planned with individuals, interdisciplinary teams, and grade levels. Usually the CTs initiated sessions, with the LMS explaining that she no longer needed to approach CTs, since they knew they wanted their units to include a component in the library media center. The sessions usually started with a CT describing an idea for a unit, then ideas were brainstormed and responsibilities for preparation assigned. Prerequisite skills which could be covered in the classroom before the library session were identified and resources discussed. Several brief planning meetings were described by several CTs.

The LMS at Mimosa Elementary met weekly with kindergarten CTs, but less frequently with other grades; many of her planning sessions were with one or two CTs. One CT stressed that she informed the LMS in advance of what topic would be discussed. During the meeting ideas for activities and resources were exchanged. Two CTs indicated that they initiated the sessions while the other two said that both the LMS and CTs were the initiators at various times.

Three of the four CTs at Apricot Elementary reported that both CTs and the LMS initiated planning sessions; the other CT said that she provided the initial contact for planning. The LMS stated that sometimes CTs came to her with ideas, but frequently she was the initiator. At times CTs had a specific topic to be planned, but other times, several themes are brought up, then one selected for development. Library activities were discussed and specific times booked for students to use the library media center. The LMS recommended materials for the unit and often ordered resources from other sources outside the school.

At Emerald Middle School, planning sessions sometimes revolved around a novel selected for use in the classroom; resources and skills to be incorporated into the unit were discussed and the final outcome determined. At times, the LMS wrote a draft of the activities for the unit, then modified it with the CT. With some CTs, the LMS jointly planned the unit from start to finish, including evaluation. Three of the four CTs said both the CT and LMS initiated planning sessions.

All four CTs at Jade Elementary said they brought a topic to the planning table. During the session, classroom objectives were correlated with information skills and resources identified, then activities frequently including crafts and technology were planned. Finally, classes were scheduled into the library. Two CTs reported that both CTs and the LMS initiated planning; a third CT said she initiated, and the fourth stated that the CT and the administration set planning schedules.

Most planning sessions at Moss Middle School were with individual CTs; the language arts department and the eighth grade were the primary groups planning with the LMS. CTs described most sessions as informal. Frequently, the LMS was the initiator in this school; at times, she informally evaluated the unit with the CT. Most contacts with CTs concerned the use of materials.

What specific issues, behaviors, and configurations within the school impact collaborative planning as perceived by the LMS, CTs, and the principal?

Collectively, at least two CTs identified each of the following issues as creating favorable conditions for this innovation: adequate resources in the library media center, planning time, a cooperative faculty, a supportive administration, a cooperative LMS, flexible CTs, inservices on collaborative planning, the professionalism of the staff, block scheduling, a nonthreatening approach to CTs, the willingness of the staff to work together, a positive LMS, and technology use. At least two LMSs specified these favorable conditions: an administration which promoted and valued collaboration, a

supportive administration, a specific time to plan, willing and patient CTs, staff members who were change agents, and clerical personnel in the library.

Favorable conditions named by at least two principals were: a favorable schedule for planning, a staff willing to work and plan together, a favorable physical plan, and adequate resources in the library media center. Four of the conditions mentioned centered around the skills and traits of the LMS; principals specified that the LMS should be supportive, have a good personality, be perceived as a colleague by the staff, and have skill as a CT. Other comments reflected on their own roles as principals; it would be favorable for collaborative planning if the administrator was committed to the innovation, was facilitative, was willing to spend money for staff coverage at the elementary level, and held a compatible philosophy about the role of the LMS and the library program in the school. Favorable characteristics about CTs which were expressed by principals were attitude, willingness to give up some independence, willingness to put in extra planning time, and the selection of a grade level chairperson who was capable at planning and willing to provide leadership for the group.

The issue of the LMS planning with grade level groups or departments was addressed to some extent in interviews at every school. While the amount of group planning varied from school to school, at Cerise Elementary it was the primary arrangement for planning and was considered a practical, time-efficient, and productive method of developing instructional units. In this researcher's own experiences in working with grade groups, one grade level proved to be reluctant to participate in planning for several years. A few units involving the use of the library were planned and implemented with individual CTs, but no units were planned and used by the group itself; this grade level scheduled fewer sessions in the library than any other grade in the school.

During this time, two different individuals were appointed grade chair by the principal, but the change did not make a difference in the level of collaborative activity.

When a different grade level chair was designated by the principal, there was an immediate increase in the amount and quality of grade level planning. This CT had been part of the grade group for at least five years, but rarely spoke up in grade level meetings. At this time when units were planned by the group, the chairperson brought up topics to be developed into units, encouraged other CTs to take part, supplied curricular materials to be used, and followed up after meetings, continuing to refine lessons and working with this researcher to design transparencies and student worksheets. When the units were ready, all members of the grade level enthusiastically signed up for library time though not all CTs had contributed to the development of the lessons; the number of units implemented by that grade level increased three-fold that year. When discussing the change with the chairperson, she was asked why she had not actively participated with the LMS in previous years. She responded that when she was not grade level chair, she was reluctant to speak up or plan because she did not want to “step on the toes” of the person serving as grade level chair at that time. In this situation, when a particular CT was designated leader of the group, it opened the door to increased information literacy activities for the entire grade level.

Another way of viewing the conditions in the school was to identify factors which inhibit the implementation of collaborative planning. At least two CTs considered these issues to be inhibiting factors: a nonsupportive administration, an uncooperative faculty, a lack of time for planning, CTs who were reluctant to change, individuals who were not willing to plan, administrative policies, CTs who preferred to use their own methods, and personality conflict among the staff. For at least two LMSs, these factors were inhibiting: a lack of administrative support, personality conflicts among staff members, lack of teamwork, a faculty not open to change, and a lack of funding from the administration.

The only inhibiting factor named by at least two principals was lack of time during the day for grade level planning. Other limiting factors were a scheduled library media

center or the lack of several conditions including a supportive LMS, a library clerk, asupportive staff, or a supportive administration. Principals also described CTs' style, preference for planning in isolation, or lack of perception of themselves as learners as potential inhibiting factors.

Though it was not identified specifically as a favorable or inhibiting factor, most participants indicated that the school culture influenced the likelihood of collaborative planning. Among the CTs, 16 said that the school culture definitely influenced collaborative planning and 12 stated that the culture did affect the innovation. Six LMSs agreed that the school culture could clearly affect the likelihood of collaborative planning, with three others recognizing some influence from school culture. In the view of eight principals school climate could clearly affect the likelihood of collaborative planning.

Opinions on the issue of whether competing initiatives impacted the implementation of collaborative planning varied among the CTs, LMSs, and principals. The CTs responded no in a ratio of 20 to 12. However, LMSs indicated six to five that other initiatives in the school did affect the implementation; principals also answered five to three that competing priorities were a factor.

Most members of each of the three groups of participants affirmed their participation in collaborative planning before receiving the Library Power grant. Ten CTs stated they had not planned with the LMS prior to the grant; 29 other CTs replied that they had planned with the LMS to some degree before the grant began. Among the LMSs, most planned with CTs to some degree, though one LMS had scheduled classes prior to the grant and another came to the school after the grant began. Two principals stated that the LMS did not collaboratively plan before the grant.

All CTs were not equally receptive to collaborative planning, according to a large majority of each of the participant groups. A few CTs described it as varying by grade levels, with a larger number maintaining that reception to the innovation was an individual

issue. Only two LMSs specified that CT response to planning was approximately equal, with others attributing the differences to grade level or individual issues. None of the principals responded that CTs were equally receptive to collaborative planning.

CTs' planning patterns provided some clues concerning a person's willing to work with others in the planning process. Most of the CTs in the study preferred to plan with others at least some of the time. Five CTs acknowledged a preference for planning alone, though they planned with the LMS at least for certain units. A large majority of the CTs made lesson and/or unit plans in advance, with a few improvising or changing plans frequently.

Actions by the major participants in the planning process were the final areas related to the questions concerning issues in the school which impacted collaborative planning. In viewing their own role in the planning process, the action suggested by the most CTs was the willingness to plan with the LMS. Other similar responses were working with the LMS in a flexible manner, cooperating with the LMS, and making the planning partner feel comfortable. Several comments pertained to CTs' actions that would occur prior to the planning session itself including finding time to plan, determining goals for the unit, knowing the content to be covered, and informing the LMS that the CT wanted to schedule a planning session. Other suggestions were to cover the needs of students when planning, follow through with planning and instructional responsibilities, participate in the delivery of the lesson in the library media center, take advantage of resources, share positive collaborative experiences with others, and encourage students to use the library.

LMSs advised that before coming to the planning table, CTs should know the skills, final product, evaluation, and time frame for the unit; should think through their idea for the unit carefully; and should inform the LMS about grade level meetings; and should provide the LMS with information on the units in advance. During the planning sessions, the CT should be flexible, cooperative, realistic, and follow through with preparations for

the unit. Before the lesson in the library the CT should have prepared the class for the activity, then participated in the delivery of the lesson. Other suggestions for CTs from LMSs were to show enthusiasm and take on responsibility for the library media center, to place value on the activities in the library, and provide more time for the LMS to work with students.

General recommendations from principals for CTs were to learn about the library media center and its resources, to be aware of the role of the LMS in the school, to develop effective planning skills, and to participate on grade level teams. Prior to a planning session with the LMS, the principals advised that CTs make long-range plans for the unit, think through possible activities, and inform the LMS of the topic in advance. Principals specified that CTs should come to meetings with an open mind; during the session, curriculum planning should occur incorporating fresh ideas and including the use of equipment and resources as well as class visits to the library.

Though some recommendations made by CTs concerning the LMS's role involved instructional support activities, many reflected personal traits and interpersonal skills. LMSs were advised to be open, friendly, helpful, receptive, patient, enthusiastic, flexible, creative, good listeners, and excellent communicators. CTs suggested that the LMS should know educational research, be knowledgeable about curriculum and instruction as well as the library media center's resources, and familiar with activities in various classrooms. Further, the LMS should organize the library's collection, should be willing and prepared for planning sessions, and should offer suggestions for activities and resources. A final comment was that the LMS should make children comfortable in the library.

In describing their own actions which could ensure the success of collaborative planning, LMSs reflected briefly on their own traits including being flexible, diplomatic, and showing enthusiasm about activities, but focused primarily on specific procedural and instructional behaviors. LMSs delineated several aspects of the resource provider role

including the need to be knowledgeable about resources in the school and how to procure materials from other sources, informing CTS about new products available, providing technology workshops, and suggesting resources for specific projects. LMSs emphasized the necessity of letting CTs know that media professionals want to fulfill instructional needs; by finding out the CT's topic or objective in advance of a planning session, LMSs can be prepared for bringing resources to the table. During planning sessions, LMSs should begin by listening to CTs before making suggestions; one LMS stressed the appropriateness of participating in but not dominating such meetings. It would be appropriate for LMSs to act as curriculum designers with CTs, assisting them with narrowing the focus of the unit, organizing and refining lessons, and designing rubrics for evaluation. At the same time, the LMS should incorporate and plan information skill instruction carefully, using methods that involve and interest students in the topic. Once initial plans are set, LMSs stressed following through with plans. During the implementation phase, LMSs suggested involving the CT during activities in the library and letting students know that the LMS and the CT planned the unit together.

From the principal's perspective, a LMS needs to have a good sense of humor and show enthusiasm for working with students and CTs. Good interpersonal skills are also necessary including a personality that creates a collaborative atmosphere, listening skills, communication skills, and an approachable manner. Principals indicated that a LMS should have knowledge and skills about resources and teaching, should be familiar with the developmental skill level of students in all grades, and should know the curriculum for each grade. Also, a LMS should use appropriate organizational skills in the library media center, should provide leadership within the school staff, and be able to accept criticism effectively and make adjustments. One principal placed importance on a LMS being accepted by the staff as a colleague and hard worker. Several principals suggested that the LMS should be involved in CTs' units and should find out about topics in advance of

planning meetings so that ideas and resources could be gathered. However, one principal specified that the LMS should meet with CTs only when they requested her presence. A final recommendation was that the LMS display patience with collaborative planning in order to reach all CTs in the school.

More CTs wanted the principal to provide time for planning than any other action. The second most desired action by CTs was for the principal to provide funds for the library media center. Five CTs proposed that the principal provide clerical help in the library media center. Providing support and encouragement for collaborative planning was also considered important by several LMSs. Two LMSs suggested that the principal could set a climate for planning in the school. Others wanted the principal to actively promote collaborative planning with CTs, displaying enthusiasm. Another request was for the principal to appreciate the planning done by CTs and LMSs. Some CTs wanted the principal to arrange for them to attend workshops and visit other schools practicing collaborative planning. One CT requested that the principal should encourage, rather than mandate, collaborative planning; according to another CT, the principal needed to provide support in discipline and less required meetings for CTs. The most important actions the principal could take would be to provide increased access for students to the library and to hire a LMS who is open, could handle pressure, and likes to read, in the view of a middle school CT. A few CTs suggested that it is important for the principal to attend collaborative planning sessions, at least occasionally.

LMSs reinforced the CTs' opinions that the most critical action for principals was to provide time for planning. Several specified that the best practice was to provide substitutes during the day so various grade groups could plan; one LMS pointed out that using substitutes sent the message that the principal believed that collaborative planning was vital for kids' education and to the delivery of the curriculum. LMSs agreed that the principal's support was essential; this support could come in the form of resources for the

library; staffing in the library included clerks beyond the district allocation; or support for the LMS in staff meetings. In more general terms, various LMSs indicated that it was important for principals to understand the LMS's role in teaching. Regarding collaborative planning, LMSs would like to see the principal check if the LMS was included in grade level meetings, know what units the CTs were doing, and attend occasional planning sessions. One LMS wanted the principal to mandate collaborative planning, if necessary; however, another LMS preferred that the principal be diplomatic when encouraging CT participation and not mandate planning, since she thought that such action can cause resentment among CTs. The comment from another LMS indicated that the principal could improve conditions for collaborative planning if there were fewer administrative assignments for the LMS. Several specific actions which various LMSs advocated were including the LMS in general planning for the school, placing the LMS on the school advisory council, and making the LMS a department chair in the middle school. Finally, LMSs would like to see the principal express views on the importance of the library media center in the school and promote library activities with students.

Throughout the Library Power project, schools were required to bring a team to inservice meetings. During the first year of the grant, schools were asked to bring two CTs to meetings, but during the second and third years of the grant, each school was limited to one CT. This Library Power team was expected to provide training for the remainder of the school staff. Many different training methods were used by the ten schools. CTs identified grade level meetings as the most frequent training strategy, followed by reports from the CTs attending the training sessions, faculty inservice by the LMS, a CT telling other CTs about planning successes, an administrator speaking about collaboration, informal discussions between the LMS and CTs, and others. For LMSs, the most frequently occurring strategy was faculty inservices by the LMS, then grade level meetings, informal training by the LMS, reports from CTs who attended training sessions,

department/team meetings, and others. Principals reported that the most frequently used strategy was faculty inservice by the LMS, followed by grade level meetings, reports from CTs who attended training sessions, and others.

What beliefs about instructional practices and learning are held by the participants in collaborative planning?

The first series of questions addressed learning and teaching issues in general terms. The most frequent response to the question how students learned best was “hands-on;” others expressed the same thought as “getting dirty” or “by doing.” Other versions of how students learned best were through personal learning styles, when learning was fun, when the subject was meaningful to the child, through groups or peer teaching, through individualized instruction, and discovery learning.

Most CTs described their teaching role as a facilitator or guide; others reported that they provided direct instruction or a combination of methods. LMSs and principals also viewed the CT’s role as a facilitator, lecturer, or a combination of those roles.

The LMS’s role in instruction was portrayed by CTs as a support for the CT, an idea person, a facilitator, an instructor, a director of learning for both students and CTs, reader of stories, and instructional partner.

When LMSs considered their own roles in instruction, one of the most frequent responses was teaching information literacy skills. The other common response was coordinating objectives, competencies, instructional strategies, technological resources, and print materials; one LMS referred to this as a “salad maker.” This concept was related to the resource person role which included managing materials and assisting CTs in finding and using resources to deliver CBC and to provide more engaging lessons. LMSs viewed themselves as support for all areas of the curriculum, as creators of integrated instruction, as providers of ideas and research from professional sources for CTs, as instructional leaders, as curriculum designers, and as partners with CTs in planning instruction that will

work with a particular group of students. In relation to students, the LMS provided a welcoming atmosphere in the library media center, set a purpose for lessons to provide motivation, acted as a facilitator in assisting students in finding information, and shared responsibility with CTs for student learning.

While principals shared some ideas about the role of the LMS in instruction, other views differed. Two principals contended that the LMS should provide support for instructional decisions made by CTs; one of them specified that the LMS should attend grade level meetings when requested by CTs only. Another position promoted by two principals was that the LMS acted as the hub in the school and should be in on every curricular decision; one of the principals described the LMS functioning as the CEO of curriculum. A more common view of the LMS's role was that of a partner working side by side with CTs, functioning as part of a team. Specific descriptions of the LMS's role included providing a physical facility where CTs' needs and the information and literary needs of children are met, adding creativity to lesson planning, acting as a catalyst for authentic instruction and assessment, and working with the principal.

Beliefs about the importance of information literacy were similar for all three school staff groups. CT's responses ranged from very important to the most important thing. Several commented on the changes in requirements to deal with information from their own school days to now. For all CTs, it was considered to be today's basic skill, which is necessary to function in a technological age.

When considering information literacy, most LMSs focused on the need for students to locate and use information independently. The rationale for the importance of this literacy included meeting the research needs for higher levels of education, finding resources to solve problems, applying what they have learned, providing tools for lifelong learning, fulfilling a requirement to function in society, and preparing students to locate specific facts from a mass of information. Two of the LMSs stressed that the acquisition of

information literacy served as a part of their schools' missions.

Principals described information literacy as a basic skill, one which can empower people or, if lacking, can cripple a person. One principal declared that developing information literate students was the single most important aspect of public education; further, information literacy was key in providing access to higher education and better jobs. A principal commented that the focus on information literacy required Internet access in schools, while another stressed the need to link information skills instruction to subject areas, rather than teaching it in isolation.

At the simplest level CTs defined collaborative planning as a meeting between the LMS and one or more CTs during which the CT outlined the unit being planned and the resources needed, then the LMS suggested resources. Many CTs described a sharing of ideas during the session, frequently using the term brainstorming on the unit topic. Another key element mentioned by CTs was working together on common goals. Some definitions provided indicated that the unit topic and major activities were determined by CTs before the meeting with the LMS; others described deciding on a topic or competency, then working out instructional activities and creative details with the LMS. One CT stated that a CT inexperienced with collaborative planning brought a unit to the LMS and sought help with resources; an experienced CT brought the idea and planned the unit with the LMS.

Definitions provided by LMSs contained these elements: two or more professionals working together toward the common goal of providing the best instruction for students; the planners selected subject area and information literacy objectives and a competency jointly, then developed activities and decided on the roles each would implement during the instructional process. One LMS expanded this definition to include the mutual development of evaluation for the unit. Another LMS referred to levels of planning, from providing resources at the lowest level to structuring the school's curriculum.

Principals also took a broad approach when offering definitions of collaborative planning; for example, one principal said it was a dual effort by professionals to establish appropriate curriculum and instruction for students. Another principal referred to a LMS and CT planning a unit of instruction together from beginning to end. A common element to the definitions was the sharing of expertise and the tasks involved in the planning process.

The advantage of collaborative planning which was identified by the most CTs was being able to call on someone else's experience, knowledge, and creativity; many referred to this as "two heads are better than one." Two advantages named by each of eight CTs were improved learning for students and additional resources for teaching. Other advantages for students were also reported including helping students with information literacy skills, providing students with more approaches and instructors, and the application of skills in the classroom which were learned by students in the library media center. Additional advantages for CTs included making teaching easier for CTs, increasing CT confidence, facilitating the learning of new strategies and information by CTs, making the unit more fun for CTs, improving the planning process, and helping CTs to provide variety in their instruction.

Among the advantages of collaborative planning named by the most LMSs were integrating information literacy instruction with subject area skills, improving the quality of instruction, and facilitating the use of a planning process which makes sense. Advantages which affected students included providing students with a diverse approach to instruction, increasing the relevancy of instruction, increasing student achievement, and improving students' use of the library media center. LMSs also found additional advantages for CTs which were reducing the workload, developing units which could be reused in the future, promoting professionalism, maximizing the impact of time spent planning, and improving the quality of student reports. Advantages for LMSs themselves included providing a way

to find out about student assignments in advance, identifying areas of the library collection which needed to be expanded, assisting LMSs in getting to know students, increasing the use of the library media center, and promoting the sharing of instructional strategies, information, and ideas with CTs.

The foremost advantages of collaborative planning were the improved quality of education for students and the stimulation of creativity as reflected in instructional units, according to principals. Two other benefits to students of collaboration were highlighted by two principals, increased access to information and more exposure to various teaching styles. In addition, principals detected increases in student achievement and reading by students. From a practical perspective, planning helped to manage instruction, to avoid duplication of services, to lighten the CT's work load, and stimulated the use of resources. One principal cited the advantages which accrued when CTs and the LMS pooled their experience, skills, and talents. Another principal pointed out that collaborative planning by grade levels helped less strong CTs to present quality lessons as a result of the collective development of units. The final group of benefits focused on ones which applied to all staff members; collaborative planning created one mission for the staff, developed buy-in by all personnel, and increased communication among the staff members.

CTs responded most frequently that there were no disadvantages to collaborative planning. The second most frequent disadvantage mentioned was the time required for planning. Several CTs commented about colleagues who didn't cooperate, did not want to be part of a particular team, did not participate in the development of grade level activities, or insisted on doing activities their way. One CT cited the situation where the LMS and CT didn't work well together. Another CT objected to being forced to implement units on a timeline. Finally, a CT described the difficulty in reaching the level of closeness with a colleague which was necessary to be able to depend on each other in developing instruction.

Equal numbers of LMSs observed that there were no disadvantages to collaborative planning or that the major disadvantage was the time required for planning. Several LMSs agreed that collaborative planning was difficult or that disagreements occasionally arose on the details of instructional units. Similar comments were that conflicts sometimes occurred between personnel, some colleagues did not follow through on various aspects of the unit, or ideas from two people could be more difficult to coordinate and implement.

Four principals responded that there were no disadvantages to collaboration. Other frequent responses were that the time required was a disadvantage and some CTs prefer to do their own individual units. One principal considered the time need for meetings to be a disadvantage while another observed that the time in meetings was not always used well. A final response was the some CTs resent their peers who did not contribute to the units.

The data for the success of the implementation of collaborative planning were considered, in part, in terms of numerical rankings provided by staff members. Cerise Elementary had a high level of agreement concerning their school's success in planning; each CT, the LMS, and the principal agreed that 9 out of a possible 10 was appropriate. Azure Elementary's four CTs placed their school's effort at an 8 or 9; however, the two LMSs scored their work as an 8 and a 7 with the principal assigning a 5 out of 10 points. Turquoise Elementary CTs named scores between five and eight and one half; however, the LMS and the principal agreed that a 4 was appropriate for their effort. The staff of Indigo Elementary assigned themselves midrange scores; CTs' numbers ranged from 3.5 to 7 with the LMS responding 4.5 and the principal giving a 6 to their work.

Amber Middle School had high, relatively consistent scores; the CTs gave themselves 8 to 10 points, the LMS an 8, and the principal a 7. The CTs and principal of Mimosa Elementary graded themselves at between 8 and 9.5, with the LMS offering only 4 points to show their success at implementation. For Apricot Elementary, the CTs' scores were midrange at 5 to 8; the LMS specified an 8 and the principal a 9 out of 10.

Among the year III schools, Emerald Middle School's scores were the most consistent; the CTs points ranged between 8 and 10 with the LMS assigning a 7 to their project. The scores for Jade Elementary were clustered around the middle of the range; the CTs points went from a 4 up to 8 with the LMS giving 6 points out of 10. Moss Middle School's staff showed the broadest range of scores with CTs grading their work at 3 and over 9.5, the LMS placing the number at 5 out of 10 and the principal setting the number between 7 and 8.

Chapter VI

Summary and Conclusions

In a search for an ideal learning environment which will encourage students to develop information literacy, this study has investigated ten Library Power sites which implemented collaborative planning and teaching in a southern county in Florida. In each school, the principal, LMS, and CTs have worked together to create a setting in which students will be assigned projects in the classroom, will use library resources to investigate the topic, accessing, evaluating, and selecting appropriate information, then will create and evaluate a product which will demonstrate the learning which has occurred during the research process. In order for these projects to be developmentally appropriate; representative of important content knowledge; focused on objectives required by the national, state and local district curricula; and feasible considering the resources available locally, through interlibrary loan, or on-line, the LMS and CTs must work together in advance to plan the instructional unit, then jointly implement it. Additional advantages resulting from this professional partnership will be curriculum units which are useful in providing experiences which lead to information literacy, creative, and relevant, meaningful, and enjoyable for students. For younger students, literature activities and introductory research skills will center around classroom units of study, which are collaboratively planned by one or more CTs and the LMS. An important underlying assumption concerning these schools was that the library media center operated on a flexible schedule, which was a condition required by sites applying for the Library Power grant.

The schools participated in the grant for varying lengths of time, providing an additional element to be examined. Also, two of the CTs from each site attended key training sessions and two did not. One of the ten schools, Cerise Elementary, was

investigated at two stages of implementation and served as an exemplary model for collaborative planning.

In an effort to understand the nature of and effectiveness of collaborative planning and teaching, this researcher, who was also a participant in the Library Power Grant, interviewed 61 LMSs, CTs, and principals in ten schools, viewed videotapes, and examined documents developed during the years of the grant using qualitative methods. The overarching question directing this study is: What factors facilitate the collaborative planning process among the LMS, CTs, and the principal in a school? Subsidiary questions are:

1. What are the discernable elements of collaborative planning sessions between LMSs and CTs?
2. What specific issues, behaviors, and configurations within the school impact collaborative planning as perceived by the LMS, CTs, and the principal?
3. What beliefs about instructional practices and learning are held by the participants in collaborative planning?
4. Do CTs responses about instructional practices and learning vary with length of time in the program?
5. Does participation in key inservices affect teacher's responses about instructional practices and learning?

In this chapter, the subsidiary questions will be addressed first, then the broader question concerning the factors which facilitate the collaborative planning process will be presented as conclusions of the study. Implications of these factors will be discussed, and finally, suggestions made for further research.

What are the Discernable Elements of Collaborative Planning Sessions between LMSs and CTs?

Collaborative planning sessions ranged from informal encounters in the hallways of schools to scheduled grade level or departmental meetings complete with substitutes for CTs. The objective for any of these sessions was to create productive learning experiences for students in the library media center and/or in classrooms, using appropriate resources as well as the teaching skills and content knowledge of LMSs and CTs. The compilation of data in cross-case charts from CTs, LMSs, and principals in Appendix E and in the school data tables in Appendix C and Appendix D portrays a variety of views of what happens during collaborative planning sessions for the ten schools of this study. In an effort to provide insight into a planning model with potential for creating significant learning opportunities for students, a composite image of the collaborative process incorporating the best practices emerging from this study will be described here.

First, a typical planning session with one CT and the LMS will be portrayed, then a grade group session will be outlined. The initiating event in the individual session is a request from a fourth grade CT to the LMS to meet and plan a unit on coral reefs. The CT indicated that she had some student activity books, but would like for students to be involved with researching animals and plants of the coral reefs. The CT requested a certain time on Tuesday for the first meeting, which was her art time when she would be free for an hour. The LMS wrote this time into her plan book.

As the LMS began to prepare for the session, she thought about the reading levels of the students in the class, as well as the grade level. Many of the students read below grade level, which had implications for the levels of materials. After gathering books and media on the topic, the LMS began to make a list of coral reef animals and plants. She checked the indexes of several encyclopedias to see which animals and plants had articles available. The LMS also thought about the previous research projects this class had

participated in this year, which would provide a skill base for this unit. All students who had been in this school the previous year had learned to use the electronic library catalog. The CT gathered her resources on coral reefs, checked the science textbook, and consulted her long-term schedule for the quarter, thinking about possible dates for the unit.

During the first planning session, the LMS and CT identified Competency-Based Curriculum objectives and information literacy skills for the unit. The CT had decided that the class would create a large mural of a coral reef as a culminating activity. The LMS began to fill out a collaborative unit planning form with this information, adding details on prerequisite skills required for the unit. This comprehensive planning form was recommended by the district's library media services office. The CT reported that she hoped the unit could be implemented beginning in about three weeks. Since the CT felt that her students needed some structure for their research, it was decided that a generic research form would be helpful. Next, the LMS asked the CT how she would like to start the unit. The CT said that she would introduce the unit in the classroom, tying the theme into a larger unit on water. Through open discussion, the LMS and CT sequenced the various lessons in the unit, planning the timing of the library research lesson, group sessions in the classroom, the viewing of a laserdisk on coral reefs, and group visits to the library to use resource materials. The CT requested the LMS to model the research process for the students, as she had done in earlier units, to assist them in understanding the questions and where to find information. Together the CT and the LMS began to develop the worksheet, when the CT realized that it was almost time to pick up her class. She quickly checked out several of the books the LMS had provided on coral reefs. A second date for planning was set for three days later, during the CT's physical education break.

In the days before the next meeting, both the CT and the LMS continued to research and read about coral reef life. The LMS began to word-process a draft of the worksheet, though she did not complete it. She then located information on a local coral reef in a

library file, and further researched it on the Internet, printing several articles on Pennekamp National Park from newspaper archives and bookmarking web sites for students to visit. She also began to think about which example she would use with the class to model the research process. The CT checked with the art teacher to collect supplies to be needed for the mural.

During the second meeting, both worked with the draft of the student research sheet, revising one question and adding new ones. The last portion of the research sheet required students to record details on resources used for the project, which would be developed into a bibliography later in the classroom. The LMS suggested that she use the Florida conch as her example in class, since she could bring in a conch shell for the class to view; the CT agreed that would be appropriate. Using calendars and planning books, The team selected dates and times were for the class visit and for the viewing of the laserdisk. It was agreed that small groups of students could come to the library at any time to use reserved materials to complete the worksheet on the animal or plant assigned to them by the CT. The CT also reported that the textbook had only very general information on coral reefs, so most information would have to come from library resources. The remaining portions of the unit planning form were completed and the LMS promised to duplicate it and place a copy in the CT's mailbox.

In the two weeks before the class visit, the LMS checked her files for materials to use with the class, deciding that the transparency on resources would have to be updated to include the Internet. The worksheet was completed, given a final approval by the CT, and two sets duplicated. Each child would complete one during the library visit on the conch, using an information sheet provided by the LMS, then each student would complete another sheet independently on the topic assigned by the CT. The LMS filled out a lesson planning form for the session in the library, which was duplicated for the CT. The LMS would be the lead instructor during the session, with the CT assisting students as needed.

The CT continued to work in her lesson plan book, filling in details of the unit.

After the lesson in the library was completed, students continued their research in the library. When the mural was completed, the LMS was invited to the classroom to view it. It was later displayed in the library during the school's language arts fair. The final component of the collaboration was a brief meeting to fill out a collaborative planning evaluation form, which reviewed the unit and resources used.

In the grade level planning session, the initiating event was the scheduling of the session by the principal and the LMS. The LMS was informed before the session about the topics to be addressed in the meeting. The grade level could have met in advance without the LMS to brainstorm and decide on the instructional units for the upcoming quarter. The LMS checked the library catalog and other sources for materials on the topic and brought these resources to the meeting. Usually the session began with a CT from the grade, most likely the grade level chairperson, identifying the subjects anticipated for the nine-week period. Possibly the LMS made announcements about events planned in the library media center for the coming nine-week period. A brainstorming process would follow, with various possibilities for the unit emerging. At one or more points in the dialogue, the LMS asked how the CTs would like for her to contribute to the unit. The CBC objectives and competencies were specified and included on the LMS's collaborative planning worksheet. Depending on the subject, instructional strategies and materials were discussed, then decisions made and recorded. The roles of the students, CTs, and the LMS were determined for the preparation, delivery, and culminating product and/or activity of the unit. Questions could be considered about prerequisite skills needed by students for a particular lesson. After details of the unit have been determined, the LMS's schedule was filled in for each CT in the group. Before leaving, CTs would check out materials for the unit. If materials were being produced for the unit, arrangements would be made to work on the items, then check with each other before finalizing the products. After the session,

the LMS completed the collaborative planning worksheet, duplicated it for each CT, and placed it in their mailboxes. When the lesson was implemented, the CT would remain with her class in the library media center, contributing in various ways, depending on the unit.

When collaborative planning is occurring at all grade levels, the usual pattern evidenced in this study was for about two collaborative units to be implemented per quarter in intermediate grades or middle schools. The frequency of units could be less when the lessons required a series of class visits and small group use of the library or during busy times such as testing periods or book fairs. For primary grades, the sessions often were more frequent during each quarter. Another factor which could impact the frequency of units was when the LMS was heavily involved in technology implementation, serving on school improvement plan committees, or other related assignments.

In summary, there are four typical stages in the collaborative planning process: initial communication, a planning session or series of planning sessions, delivery of the unit of instruction, and unit evaluation. During the initial communication stage, a topic is identified, possibly with objectives and/or a competency in mind; in addition, a time for a planning session is established.

During the planning session or series of short sessions, the CT usually brings the topic or idea to the table, though it could be the LMS who identifies a subject to be developed into a unit.. Next the subject area competency and objectives are clarified or established. From this point forward, decisions are recorded on a collaborative planning unit form. Prerequisite skills which are necessary for students to be successful in this unit are recorded. The CT may request that certain information literacy skills be taught and/or the LMS suggests specific information literacy skills which would be appropriate for this unit. The LMS displays resources available for the unit, perhaps in a prepared bibliography; the CT selected materials for use in the classroom. The CT and/or the LMS sequences the lessons in the unit, indicating which activity will occur first. The

responsibilities of the LMS and the CT in developing and delivering the unit are determined and recorded. Student activities are planned in detail, perhaps with the LMS and/or the CT conducting research of the topic first. A culminating activity or product and method of student evaluation are determined. Next instructional materials are designed and developed, including student worksheets.

The class is scheduled into the library media center for one or more sessions, in full class groupings and/or small groups; usually the unit is scheduled two to three weeks in advance to allow time for preparations to be completed. The LMS completes the unit plan and duplicates it for the CT. The LMS writes out his/her own lesson plan and produces visuals needed; the CT completes her/his own lesson plan.

In the third stage of the process, the unit of instruction is delivered, with the CT present during sessions in the library, perhaps participating during the lesson and assisting as students complete activities. Finally, the CT and LMS meet briefly to evaluate the unit, perhaps at the planning session for the next unit. The instructional unit is filed by the CT and the LMS.

What specific issues, behaviors, and configurations within the school impact collaborative planning as perceived by the LMS, CTs, and the principal?

The data gathered in this study identify several major factors which affect collaborative planning: the people involved, the facility and collection, time for planning, the organization of the school, the school culture, and training.

Responses from participants identified behaviors and characteristics of the LMS, the principal, and the CTs which will determine if the innovation will be successful. The LMS plays a central role in collaborative planning; the position requires an individual who is knowledgeable, has good interpersonal skills, possesses certain personal traits, and is committed to the profession. The LMS needs to be knowledgeable about the needs of students, educational research, instructional resources, curriculum, how to plan and design

instruction, and how to teach.

Both LMSs and CTs call for principals to be supportive of collaborative planning which indicates acceptance and advocacy for this pattern of organizing and delivering instruction; to provide resources including the library media center facility, clerical staff in the library, learning materials, and, above all, time for staff members to plan together; to arrange a favorable school organization which necessitates flexible scheduling for the library program and favors common planning times for grade levels; and to work toward the creation of a favorable school climate which fosters teamwork, experimentation, and change. Of all of these recommendations for administrators, most staff members urged them to arrange for time for planning sessions; many LMSs and CTs had observed or heard about the collaborative planning days each quarter at Cerise Elementary which used substitutes to provide release time for CTs and viewed that as the ideal pattern for the provision of planning time. Responses from principals themselves confirmed the need for a favorable schedule for planning, adequate library resources and facility as well as a capable LMS and a willing staff.

The role of the CT in collaboration was addressed in various ways throughout the study. All respondents considered it crucial for CTs to be cooperative, flexible, and open to change when planning and implementing collaborative instructional units. Examination of the planning preferences of CTs revealed that most of the CTs in this study group preferred to plan with others and to plan in advance. Also, most LMSs, CTs, and principals agreed that not all CTs were equally willing to plan collaboratively with the LMS. Most CTs had been involved in collaborative planning before the grant was awarded; in a ratio of approximately 3 to 1, CTs reported that they had been involved with planning with the LMS to some degree before the Library Power program began. The figure represents an increase in the amount of collaboration among this group of CTs; this trend showing an increase in planning was also noted in the early reports of the National

Library Power Evaluation (Zweizig & Hopkins, 1998). Actions from CTs which facilitated the planning and implementation process included informing the LMS in advance of the topic of the unit, knowing the desired outcome of the unit, following through with preparations for the unit, and participating in the delivery of lessons in the library.

All groups participating in the study recognized the role that the library facility and collection played in encouraging or discouraging collaborative planning. Many mentioned the provision of resources to be used in instructional units as a primary advantage of participating in planning. In addition, if equipment, space, and resources in adequate numbers were not available in the library media center, it would be difficult to involve students in the retrieval of information which is an essential activity in developing information literacy.

Among all factors identified by the three groups of staff members in the study, time was mentioned most frequently, though in two contexts. First, time to sit down with the LMS and plan was considered to be paramount. However, it was also necessary to allow time for the innovation of collaborative planning to be understood, accepted, and integrated into practice in the school. It was recommended that when beginning the process, the LMS work with a few individuals or perhaps one grade level, allowing time for other staff members to observe the outcome of the collaboration, then gradually adding more CTs and grade levels.

It was primarily principals and LMSs who recognized the role of the organization of the school in promoting the development of collaborative planning and teaching. The middle school model with interdisciplinary teams was considered to be ideal for nurturing collaborative planning. Meetings of CTs from various disciplines were required and it was easy to add the LMS to the planning group. Schools which provided common planning times for CTs at each grade level also facilitated collaborative planning. However, CTs and the LMS in at least one school were quick to point out that those planning times were

frequently required to deal with administrative issues and were not sufficient for conducting formal planning sessions with the LMS. However, those common planning blocks could provide a time for the LMS to determine grade level topics and establish additional planning sessions.

The role of the school culture was emphasized by various principals, CTs, and LMSs. In schools with positive, open cultures in which staff members work together toward common goals and feel comfortable trying out new practices, collaborative planning between LMSs and CTs is more likely to flourish.

A variety of types of staff training were used in the ten schools of this study. LMSs and principals agreed that faculty inservices by the LMS were the most frequent form of training; however, CTs recalled that grade level meetings were used most often. Reports from CTs attending training sessions was the second most frequent type of training according to CTs and the third most frequent mentioned by LMSs and principals. There was also considerable variation in the types of training used in each of the ten schools, ranging from nine to three types of training strategies. The three schools giving themselves the lowest scores on implementation used three or four different training strategies. Those with the highest scores used up to nine training strategies.

What beliefs about instructional practices and learning are held by participants in collaborative planning?

On the topics of learning and instructional practices, participants express views on how students learn best, the importance of information literacy skills, the role of the CT in instruction, and the role of the LMS in instruction. Also views were shared on the topics of the advantages of collaboration, the disadvantages of collaboration, and the success of the collaborative planning project in each school.

Most CTs, LMSs, and principals responded that students learn best when involved in “hands-on” activities. Information literacy skills were considered essential for all

students, especially at this time in history, when information is presented in great volume and in multiple formats, including the Internet.

Changes in understandings about the roles of the CT and the LMS in the school were part of the shift from the traditional view of the CT as lecturer behind closed doors and the LMS as keeper of books in the library. In this study, the teaching role of CTs was most often described as a facilitator or guide for students, though many indicated that there was still a place for direct instruction, in combination with other methods. Views about the role of the LMS were complex; CTs described the LMS's role as providing support for the classroom, especially for materials, as an instructor, as a trainer for CTs, and as a planning partner. For LMSs, the role as teacher of information literacy skills came first, followed by coordinator of objectives, competencies, and strategies with print and nonprint resources. Other instructional responsibilities mentioned by LMSs were providers of ideas and research from professional sources for CTs, assistants for students in finding and evaluating information, and instructional designers with CTs in planning learning units. Several principals described the LMS's role as either an instructional leader in the school or a supporter of instructional decisions made by CTs, while most, in a more general way, suggested that LMSs work with CTs in a partnership, sharing planning and teaching responsibilities.

While the nuances of definitions of collaborative planning varied, most definitions included the elements of the LMS and CTs meeting to jointly plan instructional units which would involve students in learning and practicing information literacy skills while researching classroom topics. During the meeting, two or more professionals would identify the intended outcome of the unit, then determine objectives, activities, and resources to be used, as well as planning and implementation roles and responsibilities of the LMS and CTs. The unit would be written by one or more partners and shared with all members of the group.

The advantages of collaborative planning named by the three groups were similar but varied somewhat, with all including benefits for students. The advantages identified the most frequently by the forty CTs participating in this study were being able to share someone else's knowledge, experience, and creativity; improved learning for students; and additional resources for teaching. The most important benefits for LMSs were integrating information literacy instruction with subject area skills, improving the quality of instruction, and making possible the use of a sensible planning process. Principals placed emphasis on the advantages of improved quality of education for students, the increase in creativity in instructional units, and increased access to information for students.

Concerning disadvantages of collaborative planning, the most frequent response from CTs and principals was that there were no disadvantages; LMSs responded in equal numbers that there were no disadvantages or the disadvantage was the time required for planning. CTs and principals were also concerned about the time needed for planning. Other comments about disadvantages were the increased work involved with collaborative planning, the fact that some CTs preferred to plan their own units, and colleagues who did not cooperate or follow through with plans.

In general, all CTs and LMSs in this study described their planning experiences with each other as successful, but they did not always agree that the Library Power project was successful in their schools. All staff members interviewed from Cerise Elementary were very pleased with their efforts, which involved all classroom CTs. Among the year I schools, the staff of Azure Elementary gave themselves the highest scores, though the principal awarded their effort 5 points of a possible 10. In the other two year I schools, administrators changed during the project. At Indigo Elementary, scores were low to midrange, with the LMS grading the effort at 4.5 points out of 10. At Turquoise Elementary, the LMS changed and three administrators served the school during the three-year period; the principal and LMS evaluated their effort as 4 out of 10 with CTs giving

midrange scores. Among the year II schools, Amber Middle School staff members agreed that their effort was very good. The Mimosa Elementary principal and CTs gave themselves high scores, but the LMS ranked their effort as a 4 out of 10 points. At Apricot Elementary, scores were moderately high for CTs with high marks from the LMS and principal. Emerald Middle School fared the best of the year III schools; the CTs and LMS at Emerald Middle consistently assigned moderately high scores to their effort. At Jade Elementary, the CTs and LMS graded their work at a midrange level. Finally, at Moss Middle School, the scores showed a broad range from low to high, with a 5 out of 10 points from the LMS and 7.5 points from the principal.

Do CTs responses about instructional practices and learning vary with the length of time in the program?

There were few differences in responses of CTs from schools in the Library Power program for one, two, or three years. Perhaps this occurred because most CTs in the study had been involved with collaboration with the LMS before the grant began and were familiar with the process and terminology. Also, all CTs had attended the district's Competency-Based Curriculum training sessions which characterized the appropriate role of the CT in instruction.

On the topics of how students learn best and the CT's role in instruction, there were no differences detected among responses of CTs of Year I, Year II, and Year III schools. On the role of the LMS in instruction, a slight difference in the response of one CT at Moss Middle School was noted; CT4 showed a limited understanding of the role of the LMS. On the definition of collaborative planning and the importance of information literacy, all responses were similar with the exception of the same CT from Moss Middle School; for example, his definition of collaborative planning was "for the LMS to make me aware of the information and resources that she has pertinent to my topic. To do a little inservice on me with the technology involved." This definition did not indicate a complete

understanding of collaboration. No differences in responses could be determined on the advantages and disadvantages of collaborative planning.

In CTs' views of their schools' implementation of collaborative planning, there seems to be no relationship between years in the program and implementation success. For the four schools that were in the program for three years, Cerise Elementary CTs gave their school excellent scores; high scores were also assigned by the CTs from Azure Elementary. However, moderate numbers were given by CTs from Turquoise Elementary. CTs from Indigo Elementary rated their school's progress as low. Among the three schools from Year II schools, the scores were high from Amber Middle School CTs and Mimosa Elementary CTs. Moderate scores were assigned to the efforts by Apricot Elementary. For the Year III schools, CTs at Emerald Middle School gave their project excellent marks. For Jade Elementary the scores were midrange and for Moss Middle School, the ratings were low.

Does participation in key inservices affect teachers' responses about instructional practices and learning?

Some differences in responses from CTs who had not attended key inservices on collaborative planning have been noted. However, these variations in responses were limited, perhaps because the CTs in each school attending the Library Power training sessions made reports to the faculty and sometimes distributed handouts from the sessions to the staff. The Library Power project employed a "train the trainer" model, encouraging those in attendance to convey the information presented to the rest of the school staff.

On the topic of how students learn best, CT4 from Apricot Elementary, a Year II school, referred only to an uninterrupted environment, which was a limited response to the question. No differences in responses to the CT's role in instruction were detected, though there were variances in responses about the LMS's role from CTs who had not attended Library Power inservices outside the school. Limited responses were made by CTs from

Turquoise and Indigo Elementary, Year I schools, and CT3 and CT4 from Moss Middle School, a Year III school. For example, CT3 from Moss Middle School answered that the LMS's role is to organize resources, work with students, and train CTs in the use of resources, which did not address the instructional planning role adequately. Also, a few limited responses to the definition of information literacy were received; CT 4 from Apricot Elementary, a Year II school, said, "Reading is the key to success, because everything requires reading," which did not show an understanding of information literacy.

Concerning the definition of collaborative planning, a few CTs who did not attend Library Power training sessions did not have a complete understanding of collaborative planning. CT4 from Indigo Elementary responded that the CT and LMS bounce ideas off of each other, then the LMS asks the CT about the direction of the unit and the CT asks for resources to be used by the students and himself. On the subject of the advantages of collaborative planning, two CTs responded in terms of additional resources only. Opinions of the success of the implementation of collaborative planning in schools were mostly similar for CTs who had attended training sessions outside the school and those who had not attended those meetings, with the exception of CT 4 from Moss Middle School, who said he had not been involved in collaborative planning except in a limited way in the social studies department, though others in the English department had been involved more in planning.

Conclusions

The implementation of collaborative planning and teaching improved the educational programs of all ten schools in this study. It strengthened the role of the library media center and the LMS in the curriculum delivery systems of the school and provided CTs with more resources and ideas to use in their classrooms. Integrated instructional units designed by CTs and LMSs engaged students in locating, evaluating, and using information. While some schools were more effective than others in collaborative

planning because of the interrelationships among vital factors at each site, certainly learning opportunities for students were more abundant because of this innovation. In fact, staff members in successful schools attributed part of the increases in student achievement to collaborative planning. The leadership, funding, and training provided by the Library Power grant not only rejuvenated school library media centers, but focused attention on the potential of library programs to improve the quality of instruction in the entire school. The following points highlight the insights provided by this study into the implementation of collaborative planning and teaching; the discussion of each point will frequently include an instructional leadership perspective.

1. The role of the LMS in collaborative planning is pivotal; CTs, principals, and LMSs themselves declared that, first of all, the LMS must be open and welcoming to CTs, willing to listen to the CT's ideas about unit topics, then locate resources and plan around that topic. Good interpersonal skills are required to work with individual CTs or with grade level groups. In addition, LMSs must possess knowledge of the library media center collection and the school's curriculum, as well as how to plan and teach. Also, the LMS needs to be perceived as a team player by the administration and CTs in all grades. Another important element for the LMS is a commitment to the delivery of information literacy instruction. At least one of the LMSs in this study chose to continue with a reading-based program for kindergarten and first grade students and other traditional activities rather than to reach out to intermediate CTs to promote information literacy instruction; it is indeed easier to continue with comfortable programs than to struggle with seeking acceptance of CTs who are not accustomed to working with other professionals in the building. If this innovation is to have a chance to succeed, it is imperative that the LMS be willing to accept the role of change agent which involves risk-taking in some situations.

2. The principal has great influence on the nature of the library media program itself as well as how the staff and students use the library media center and its services. This

influence manifests itself in several ways; first of all, the principal controls the school's budget, which directly impacts the quality of the library media center collection. One of the initial appeals of collaborative planning for CTs is the assistance with locating resources to be used in the classroom. The principal also needs to provide time for planning, which is one of the most difficult commodities to allocate in a school. The visible support of the principal is also key in persuading some CTs that this innovation is worth their effort. In order to maximize the implementation of collaborative planning, the administrator of the most successful school in this study declared that it will probably be necessary for the principal to mandate at least some level of collaboration for certain isolationist CTs. This action would be an example of using a power-coercive strategy (Chin and Benne, 1985) to achieve the goals of the innovation. In addition, the principal of the same school stated that she had suggested to nonparticipating CTs that a transfer to another school was an option if they chose not to take part in at least some of the activities planned by the grade level. This statement reflected the advice of Ott (1989) to encourage cultural deviates to leave the organization in order to perpetuate the organizational culture.

3. The collaborative planning and teaching model supports the active learning strategies which were identified by most participants in this study as the best way for students to learn. The majority of CTs favored a facilitative role for themselves, with students involved in finding information independently. Collaborative planning and teaching encourages the development of activities for students involving the use of resources in a constructivist mode.

4. Most CTs in this study prefer to use a variety of instructional materials and view the textbook as one of many information sources in a resource-based learning approach. In addition, many CTs and administrators think that it is important to incorporate a variety of learning strategies into lessons to appeal to all learning modalities. When aware of classroom topics, the LMS recommends resources for instructional units, improving the

utilization of the school's materials, and providing the means of making content information available for various learning modalities.

5. The most vital and relevant lessons in the library media center occur when the CT teams with the LMS in delivering instruction. The LMS would be the lead teacher with the contribution of the CT varying according to the topic of the lesson. For example, if the topic is the use of certain reference materials, the LMS would have the primary instructional role, with the CT perhaps speaking on connections to skills previously covered in class or on specifics related to the upcoming assignment, and then working with the LMS to assist students in completing in-class assignments. If the class was working on research stations in the library, the LMS and CT would supervise different stations. The participation of both professionals reduces the student-teacher ratio, enables students to understand the relevancy of the lessons in the library media center, and provides a model of teamwork for students.

6. Schools which have identified information literacy as a key goal for the school are more focused in their implementation of collaborative planning and teaching. Both Cerise Elementary and Amber Middle School had targeted information literacy as a priority in their schools and each rated their own implementation of collaborative planning as outstanding. When staff members share a common goal, change is more likely to occur. The development of information literacy is a worthy cause which was considered desirable by all participants in this study. Chin and Benne (1985) advocated the application of moral power as a useful method of encouraging change. Another researcher (Martin, 1994) investigating school programs wrote, "The congruence of teacher beliefs with the underlying purposes of proposed curriculum has been a critical but overlooked factor in the success or failure of many curriculum innovation attempts" (p. 219).

7. Collaborative planning both contributes to and benefits from a positive school climate. When staff members perceive that their work site is a good place to be where their

efforts are valued and where the entire staff is striving toward common goals, they are more likely to be open to change. The collegial atmosphere present in such schools extends to innovations that will benefit student learning. However, when CTs are not comfortable in their surroundings and feel that they are being forced into new practices, they will sometimes withdraw and are less likely to cooperate. In the schools where collaborative planning was accepted by a majority of CTs, the success experienced with instructional units contributed to a positive attitude about the school.

8. Principals, CTs, and LMSs believe that when CTs and LMSs combine their skills and efforts in designing instruction, the quality and creativity of lessons and units will improve. In addition, both CTs and LMSs expressed their appreciation for the assistance they received from each other in dividing the work load as they developed units together.

9. Participation in collaborative planning increases the knowledge base and teaching skills of all staff members as they learn from each other and the research projects they organize for students. A secondary contribution of collaborative planning is this fostering of each educator's innate capacity to become a perpetual learner, which is referred to as a normative-re-educative strategy for change by Chin and Benne (1985).

10. All CTs are not equally receptive to collaborative planning. The participants in this study indicated that this is most often related to personal characteristics of the individual or perhaps an unwillingness to put in the extra time and work required to plan collaboratively with others. Indicators of a person who would be less likely to plan collaboratively are a preference for planning alone or frequently improvising lessons rather than planning in advance. Klein (1985) suggested that those who oppose change can provide a valuable service to the innovation; these individuals would be more likely to identify potential threats to the education of students which might result from the innovation. Klein's recommendation is for change agents and leaders to listen to the opinions of those who defend the status quo and to adjust the strategies being used or to modify the innovation

itself.

11. In some circumstances, grade level chairpersons serve as gatekeepers to the collaborative process for their entire team. While some CTs would not willingly go to the LMS to plan a lesson or unit, after it is organized and written out, based on the required curriculum and complete with worksheets and bibliographies of resources, other CTs at the grade will use the unit with their students. In this case, the efforts of the grade level chairperson or other teacher and the LMS provide enriched experiences not only for the initiating CT's students, but for all the pupils at the grade level. In a sense, this process also serves as training in how to plan instruction for the reluctant CTs.

12. Collaborative planning among LMSs and CTs share many common characteristics with the team approach advocated in the middle school movement; sites in which key players are comfortable with or have successfully implemented the middle school model are more successful in implementing collaborative planning in the library program.

13. Members of the three groups of educators involved in this study acknowledge the necessity of clerical staff in the library media center. In order for the LMS to have time to plan with teachers, locate resources and prepare bibliographies, develop visuals and other instructional materials, and teach students, someone else needs to shelve materials, check out books, prepare overdue notices, carry out the LMS's instructions on processing materials, laminate visuals, etc. Though the school district determines the student ratio to qualify for a full-time library clerk, the principal has the authority to provide part-time clerical assistance. In the case of larger elementaries and middle schools, both full-time and part-time clerical staff are needed to provide the services required by students, CTs, and administrators.

14. Staff development needs to be presented in a variety of ways and over a period of time. In this study, the schools that were the least successful in implementing collaborative planning used fewer methods of delivering the message to staff members.

Two of the four schools in this study that were part of the grant for three years were successful. Though the other two schools receiving staff training for three years were not as successful as schools in the grant for less time, other strong factors affected the outcomes in those sites including changes of administrators in two schools, and a change in the LMS in one of the schools. It is the conclusion of this researcher that staff development should be delivered in a variety of methods over an extended period of time; these methods could include support statements from the principal, explanations and examples from the LMS, sessions by experts from the district and national level, discussions within each grade level, and personal contacts with individual CTs.

15. Few differences were noted in the responses of those CTs attending Library Power training sessions themselves and those who did not attend sessions outside the school. Perhaps that was due in part to the reports made to the school staff by the attending CTs about the content of those training sessions; the representatives attending the training sessions were able to convey important points to other staff members in the school. One suspects that the CTs selected for inclusion in this study did not provide a realistic test of the value of being exposed to experts in the field. Few of these CTs were unaware of the possibility of collaboration with the LMS; most of these CTs were favorably inclined toward collaboration with the LMS and had been involved in planning with the LMS to some level prior to involvement with the Library Power project.

16. One of the strongest messages communicated by the educators in this study is that time must be provided for collaborative planning. While researchers in various areas of education identify time as an important element in the success of innovations (Kinnucan-Welsch, 1995; Martin, 1994, Olsen, 1991), research concerned with CTs and LMSs working together consider the provision of time to be critical (Giorgis, 1994; Stoddard, 1991). The practice of providing substitutes for three grade levels of CTs to have two hours of planning time in one day worked well for Cerise Elementary and was admired by

CTs and LMSs in other schools in this study. When this time was made available at the beginning of each quarter, CTs were encouraged to plan in advance.

17. The success of collaborative planning efforts require a number of factors to be in place and is not assured if major players or conditions change. Among the schools in this study, two had changes in principal and one had a new LMS assigned to the school. These events caused major disruptions to the progress of the innovation. This phenomenon has been referred to as the domino effect by Stoddard (1991).

18. Collaborative planning activities would not look alike in different schools, even though each implemented a version of the collaborative process. In fact, the beauty of the collaborative planning and teaching model is that it is flexible and adaptable to conditions in each school; levels of collaborative planning have been described in the literature and were observed in this study. Further, even within one school variations in the extent of collaborative relationships would exist at different grade levels and with different CTs. The implementation of a collaborative planning model is an example of adapting new ideas into existing patterns of the school which was recommended by Klein (1985) as a valuable change strategy. Most importantly, any increase in planning efforts between CTs and LMSs yields improved learning opportunities for students.

Implications

Drawing on the findings of this study, implications will be presented for schools, school districts, and two other entities with vital connections to the key players involved in developing appropriate educational programs, colleges and universities training administrators and CTs, and colleges and universities training LMSs.

K - 12 Schools

- While background knowledge in teaching, how to develop and maintain libraries, and the school's curriculum is very important for LMSs, interpersonal skills and the willingness to act as a leader and change agent are also critical. In addition, an

understanding of and strong commitment to information literacy instruction appears to be essential for LMSs who are successful in the difficult task of working with CTs to create meaningful learning experiences for students. Flexibility and the ability to compromise are also necessary components when seeking to involve all CTs in collaborative efforts, thereby reaching all students. It may be necessary to reconsider the LMS's traditional responsibilities in order to make time and energy available for this challenging task.

- It is critical to use every means of educating principals on the value of collaborative planning and teaching. Without the principal's support, it will be almost impossible to implement a program which, when fully functioning, could alter the dynamics of the school. The best means of bringing the principal on board for this effort would be attendance at inservices with experts in the field, including national leaders and local principals who have implemented the program in their schools. Seeing collaborative planning in action in others schools is another excellent way for the principal to develop an understanding of how this innovation works. Other methods for informing the principal would be videos and articles on the topic.

- In order to maximize opportunities for early success with collaborative planning and teaching, the LMS and principal should consider the characteristics of CTs in targeting individuals for initial involvement with collaborative planning. Those CTs who already come into the library media center frequently searching for instructional materials would be likely candidates to become planning partners. CTs who show a willingness to plan with others in the building probably are comfortable in cooperative activities. Further, CTs who show evidence of planning instructional themes rather than depending on the organization of the textbook would be more likely to value the assistance of the LMS in designing lessons and units. Finally, choosing a CT who is respected by colleagues could increase the value of the modeling of the positive patterns which this CT could provide. Using the findings of this study, a teacher survey could be developed which would indicate which

individuals would be most likely to plan collaboratively; this approach could be useful for a LMS new to a school building.

- Because of the potential benefits of working with grade levels, it would be advantageous to target at least one CT in each grade level or department for early involvement with collaborative planning, with the expectation of that individual providing modeling and leadership for other members of the group. When at least one CT at each grade advocates and practices collaborative planning, units can be developed which serve as models for others, providing a visual and relevant example of the results of planning, which can immediately be used by others at the grade level.
- To have a reasonable opportunity for this innovation to succeed, blocks of time will have to be provided for CTs and the LMS to plan. When CTs and the LMS have no choice but to plan after school, during lunch, or when CTs usually duplicate materials, call parents, etc., a clear message is sent that the administration does not place a high value on collaborative planning.
- Attention needs to be paid to the culture of the school. When all CTs have a sense of being valued members of a team of educators looking at what is best for students in all grades of the school, instead of focusing only on the students at the CT's particular grade level, staff members develop a broader view of the mission of the school. Also important is time spent learning together how to approach issues in a cooperative way. When administrators and CTs talk about the goals of the school and set targets for school improvement, the stage can be set for collaborative planning. For example, sites in this study with school-based management and/or middle schools which had adopted a teaming approach already had experience with collaboration and were able to move more quickly into planning among the LMS and CTs.
- When introducing collaborative planning to a school, it is probably best to implement it in phases, to give the staff time to contribute to the planning process, to

observe successful units, and to gradually develop an appreciation for its worth. When the planning process has been secretive and a plan is presented to the staff as a completed package, CTs may suspect the motives of those advocating the change (Klein, 1989). Some of the participants in this study recommended that the LMS begin with a few teachers across grade levels, then select one grade level to target for implementation. This pattern for implementation was also suggested by others researching library programs (Martin, 1994; Wolcott, 1996)

- A variety of inservice techniques should be used to familiarize CTs with collaborative planning. A suggested pattern would be a brief overview of the innovation in a faculty meeting, with the principal giving endorsement to the idea. This should be followed up in grade level meetings with discussions of how collaborative planning would affect each grade; at this time details may be covered which would be quite different for kindergarten and fifth grade CTs. One-on-one explanations are also necessary to bolster the message for individuals. Details about how planning works in writing as well as success stories of outstanding instructional units are appropriate for newsletters or memos. As the innovation takes hold, the expectation is that word-of-mouth discussions of the benefits of collaborative planning will take place among CTs. When CTs attend inservices outside of the school or visit other locations practicing collaborative planning, reports from these individuals back to the staff will be valuable. One of the best ways to promote the innovation is for the principal to occasionally sit in on planning sessions, then follow through to observe the activities that result from the planning; when the principal comments on the quality of the resulting instruction to the CTs, LMS, and students involved, this is the most effective message.

- Though the school district determines the student ratio to qualify for a full-time library clerk, the principal has the authority to provide part-time clerical assistance. This clerical help is essential to free the LMS to work with CTs in planning and students in the

complex learning activities required to develop information literacy. In the case of larger elementaries and middle schools, both full-time and part-time clerical staff are needed to provide the services required by students, CTs, and administrators.

- The timing of a major effort to establish collaborative planning and teaching in a school may affect the implementation effort. For example, if a change in administrator or a major curriculum change was anticipated, it would be advisable for the LMS to continue working with individual CTs with collaborative planning rather than undertaking a major effort to involve all grade levels at that time. Also, if other major curricular changes were required careful consideration should be given to the timing of these innovations; attempting more than one major effort at a time could weaken the effect of each.

School Districts

For school districts that are concerned with graduating information literate students, the following recommendations are made:

- Providing for planning time for CTs by other means than scheduled classes for LMSs promotes the use of flexible scheduling of library media centers in elementary schools, which is a necessary condition for the development of collaborative library media programs.
- Among the factors creating the opportunity for collaborative planning and teaching, the issue of clerical personnel in the library is paramount to allow the LMS time to plan and teach (Kuhlthau, 1993). Placing library clerks in all elementary schools regardless of size would increase the likelihood of collaboration between CTs and the LMS. For larger elementary schools and middle schools, additional clerical help is required to enable the LMS to devote time to planning and teaching.
- Funding for substitutes for collaborative planning days each quarter or another provision for planning time for CTs and LMSs would facilitate the institutionalization of collaborative planning and teaching.

- The ratio of the LMS to students needs to be evaluated. At the time of this study in the schools of Miami-Dade County, FL, the ratio is 1200 students for one LMS in elementary schools. Quality information literacy programs are extremely difficult to plan and implement with this number of students for each LMS.

College and University Programs Training Administrators and CTs

It is from these institutions that administrators and CTs learn about organizational systems and best practices to be used in schools. For academic educators, the following implications from this study are suggested:

- The role of the library media center in the school program should be discussed in college classrooms. While school libraries are generally recommended for funding, information about the goals, requirements, and services of library media program is also necessary to prepare CTs and administrators to work productively in schools.
- Professional preparation for CTs should include information on the role of the LMS as an instructional partner as well as a resource provider and literature expert.
- It would be beneficial and appropriate to refer students to key articles on information literacy and the role of the LMS in the school in professional journals in the library literature as well as articles in education journals.

College and University Programs Training LMSs

For educators in information studies or educational media programs, these implications from this investigation are shared:

- Candidates for LMS training should be advised that the position requires a person who is outgoing, open to others, energetic, flexible, and a team player extraordinaire. The notion of a library staff which works quietly, often in solitude, selecting, purchasing, reading, processing, and circulating materials, with occasional sessions in the story corner reading favorite books to children, does not reflect reality. Individuals who come into the profession with that expectation might not be suited for the hectic pace required in a library

media center implementing collaborative planning and teaching.

- Training for LMSs should include instruction on teamwork, interpersonal relations, group work, the characteristics of change, and working with adult learners.
- Potential LMSs need considerable guidance in designing instructional units which address the requirements of information literacy. LMSs and CTs must teach students to evaluate information in print and nonprint sources including the Internet, require students to create new information from facts they have gathered on a topic, and involve students in process and product assessment.

Suggestions for Further Research

Further study of these 10 schools to determine if collaborative planning and teaching was in fact institutionalized could identify or confirm reasons for the success of this innovation in certain sites.

To test the value of the instructional experiences provided for students, a comparison of student achievement on a certain topic in schools with collaborative planning and schools without such planning could be made. However, to measure the true value of collaborative planning and teaching, a comparison of competence in information literacy skills would also need to be made for the same groups of students. The expectation is that students who complete assignments developed collaboratively by CTs and the LMS would not only improve in subject area knowledge but would also learn the process skills required to succeed in other assignments.

To understand more about the dynamics of collaborative planning, an investigation of the role of the grade level chairperson in the elementary school could yield valuable information. Such a study should include situations in which the grade leader is selected by the principal, voted on by the CTs at the grade level, and automatically rotated among all CTs in a grade.

A Final Word

Educators agree that all students should be information literate; however, a clear plan for accomplishing that goal has not emerged. The specific information skills which must be combined with critical thinking and problem solving require a context, which is provided by the school's curriculum. In order to learn and practice these skills, resources are necessary, which are available in the library media center as well as in the classroom. When the educators working in classrooms and library media centers combine their skills and knowledge to plan instructional units on required curriculum topics which involve the use of information literacy skills, students will begin to acquire the characteristics of an information literate person. Collaborative planning and teaching is a process which meets the needs of today's schools.

The most promising formula for successful information literacy instruction is a combination of an energetic, knowledgeable, open-minded, and committed LMS; a flexible, confident, team-oriented staff; a risk-taking principal who understands change, how to manage both people and budgets, and the advantages and needs of an integrated, resource-based instructional program; and a system for providing regular collaborative planning time during the school day. As the calls continue for all students to acquire information literacy skills, collaborative planning between CTs and the LMS provides a model which is demanding but reflects both research findings and a practical approach to teaching and learning.

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APPENDIX A
RESEARCH PERMISSION LETTER

DADE COUNTY PUBLIC SCHOOLS

OFFICE OF EDUCATIONAL ACCOUNTABILITY • 1500 BISCAYNE BOULEVARD, SUITE 225 • MIAMI, FLORIDA 33132

OCTAVIO J. VISIEDO
SUPERINTENDENT OF SCHOOLS

HERBERT F. WEINFELD
DISTRICT DIRECTOR
OFFICE OF EDUCATIONAL ACCOUNTABILITY
(305) 995-7501
FAX: 995-7571

DADE COUNTY SCHOOL BOARD
MS. BETSY H. KAPLAN, CHAIRMAN
MR. G. HOLMES BRADDOCK, VICE-CHAIRMAN
DR. ROSA CASTRO FEINBERG
DR. MICHAEL KROP
MS. JANET R. McALLEY
MR. ROBERT RENICK
MS. FREDERICA S. WILSON

Dear Applicant:

We appreciate your interest in conducting research in the Dade County Public Schools. Because Dade County is one of the largest and most progressive school systems in the nation, we routinely receive numerous requests to conduct research. Consequently, we have developed a formal process to review these requests.

The review process involves the submission of certain forms and documents to the Research Review Committee. All the information and forms you will need to submit a request are enclosed; specifically, they include:

Research Application Instructions
Applicant Identification Form
Research Review Form

The review process takes approximately four weeks; however, delays occasionally occur. The most common stem from the parent permission form. If your research will involve students, you must submit this form. Follow the instructions regarding its format carefully.

Good luck with your request and your subsequent research. If you have any questions or if you need assistance during the review process, please contact either Mrs. Pearl Waugh, the secretary for the committee, or me at (305) 995-7501.

Sincerely,

Joseph J. Gomez, Ph.D.
Chairperson
Research Review Committee

JJG:ej
Enclosure

APPENDIX B
QUESTIONNAIRES

Interviewer's Guide for Classroom Teachers (CTs)

1. **Briefly describe your experiences as an educator.**

Data to be collected:

Years as a teacher _____

Grade levels or subjects taught _____

Other positions _____

Have you been a grade level chairperson, team leader, or lead teacher? _____

Have you worked on the school improvement plan? _____

2. **Describe your school's association with the Library Power Grant.**

Data to be collected:

Length of time that your school has been a part of the grant ____

Why did your school apply for the Library Power Grant?

How and when did you first learn about collaborative planning between the LMS and CTs?

Which Library Power inservices did you attend?

3. **How do you plan for instruction?**

Prompts:

Do you plan instructional units or themes?

Do you save the units and reuse them?

How is your planning affected by policies and regulations set by the principal?

How about by the district?

Do you usually make most instructional plans in advance or do you frequently improvise on a preplanned topic?

Do you prefer to plan independently or with other teachers?

What information sources and materials do you use in planning for instruction?

What role does the LMS and/or library media center resources have in your planning?

Prior to the Library Power project, did you plan with the LMS?

Do you evaluate your plans at the end of the day or at other intervals?

When do you plan?

4. **In our district the outline of instruction objectives and competencies is called library/information literacy skills. How important do you think it is for students to develop information literacy?**

Prompts:

What is the CT's role in promoting library/information literacy instruction?

What do you consider the ideal instructional setting for the development of the library/information literacy skills?

What do you see as the relationship between our district's Competency-Based Curriculum (CBC) and library/information literacy skills instruction?

5. **What is your philosophy of how students learn most effectively?**

Prompts:

How do you view the CT's role in delivering instruction to students?

What is the LMS's role in the delivery of instruction?

6. **How would you define collaborative planning between a LMS and CTs?**

Prompts:

What do you see as the advantages of collaborative planning?

Have you found any disadvantages to collaborative planning?

What do you consider to be favorable conditions within a school for the development of collaborative planning?

Do you believe that the school culture or climate could affect the likelihood of collaborative planning between a LMS and CTs?

How do you perceive that team planning by grade levels or departments would impact collaborative planning efforts?

What are factors within a school which could inhibit the success of collaborative planning?

7. **Characterize your planning sessions with the LMS.**

Prompts:

What occurs in these planning sessions?

In what ways does the LMS contribute to the development and proposed implementation of the learning activity or unit?

How frequently do the sessions occur and what is their length?

Who usually initiates a collaborative project?

What are the things that a LMS can do to make the collaborative experience successful?

What are the things that a CT can do to make the collaborative experience successful?

What can a principal do to make the collaborative experience successful?

8. **How would you assess your school's implementation of collaborative planning and teaching as a change effort?**

Prompt:

How do you perceive that the library program in your school has changed as a result of the implementation of collaborative planning and teaching?

Were teachers at all grade levels equally receptive to the changes in the library media program?

Did your school experience any competing initiatives and how did they impact the collaborative planning effort?

How did teachers who did not attend the Library Power inservices learn about collaborative planning and teaching?

Do you think the collaborative planning and teaching initiative was successful in your school and why?

How will collaborative planning and teaching be institutionalized when the Library Power Grant is over?

9. **Would you recommend the collaborative planning and teaching model for library programs to other schools?**

Prompt:

Are there any other comments or observations that you would like to make that could illuminate the subject of collaborative planning and teaching among the LMS and CTs?

Interviewer's Guide for Library Media Specialists (LMSs)

1. Briefly describe your experiences as an educator.

Data to be collected:

Years as a LMS _____

Years as a teacher _____

Grade levels or subjects taught _____

Other positions _____

Have you been a grade level chairperson, team leader, or lead teacher? _____

Have you worked on the school improvement plan? _____

2. Describe your school's association with the Library Power Grant.

Data to be collected:

Length of time that your school has been a part of the Grant ____

Why did your school apply for the Library Power Grant?

How and when did you first learn about collaborative planning between the LMS and CTs?

Which Library Power inservices did you attend?

3. In our district the outline of instruction objectives and competencies is called library/information literacy skills. How important do you think it is for students to develop information literacy?

Prompts:

What is the CT's role in promoting library/information literacy instruction?

What do you consider the ideal instructional setting for the development of the library/information literacy skills?

What do you see as the relationship between our district's Competency-Based Curriculum (CBC) and library/information literacy skills instruction?

How has your instructional program changed as a result of the implementation of collaborative planning and teaching?

4. What is your philosophy of how students learn most effectively?

Prompts:

How do you view the CT's role in delivering instruction to students?

What is the LMS's role in the delivery of instruction?

5. How would you define collaborative planning between a LMS and CT?

Prompts:

Were you involved with collaborative planning before your school became a part of the Library Power project?

When did your school begin flexible scheduling of the library?

What do you see as the advantages of collaborative planning?

Have you found any disadvantages to collaborative planning?

What do you consider to be favorable conditions within a school for the development of collaborative planning?

Do you believe that the school culture or climate could affect the likelihood of collaborative planning between a LMS and CTs?
How do you perceive that team planning by grade levels or departments would impact collaborative planning efforts?
What are factors within a school which could inhibit the success of collaborative planning?

6. **Characterize your planning sessions with CTs.**

Prompts:

What usually occurs during these sessions?
In what ways do you contribute to the development and proposed implementation of the learning activity or unit?
How frequently do the sessions occur and what is their length?
Who usually initiates a collaborative project?
What are the things that a CT can do to make the collaborative experience successful?
What are the things that a LMS can do to make the collaborative experience successful?
What can a principal do to make the collaborative experience successful?

7. **How would you assess your school's implementation of collaborative planning and teaching as a change effort?**

Prompts:

How do you perceive that the library program in your school has changed as a result of the implementation of collaborative planning and teaching?
Were teachers at all grade levels equally receptive to the changes in the library media program?
Did your school experience any competing initiatives and how did they impact the collaborative planning effort?
How did teachers who did not attend the Library Power inservices learn about collaborative planning and teaching?
Do you think the collaborative planning and teaching initiative was successful in your school and why?
How will collaborative planning and teaching be institutionalized when the Library Power Grant is over?

8. **Would you recommend the collaborative planning and teaching model, including flexible scheduling, to other schools?**

Prompt:

Are there any other comments or observations that you would like to make that could illuminate the subject of collaborative planning and teaching between the LMS and CTs?

Interviewer's Guide for Principals

1. **Briefly describe your experiences as an educator**

Data to be collected:

Years as an educator _____

Grade levels or subjects taught: _____

Other positions _____

What has been your experience with school libraries?

2. **Describe your school's association with the Library Power Grant.**

Data to be collected:

Length of time that your school has been a part of the grant _____

Why did your school apply for the Library Power Grant?

Which Library Power inservices did you attend?

3. **How do the teachers in your school plan for instruction?**

Prompts:

What policies or guidelines have you established about instructional planning?

Have you modified or changed those policies or guidelines since becoming a part of the Library Power program?

How is team planning being used in your school? What do you think are the advantages of team planning?

When do the teachers in your school plan?

What steps have you taken to facilitate collaborative planning between the LMS and CTs?

4. **In our district the outline of instruction objectives and competencies is called library/information literacy skills. How important do you think it is for students to develop information literacy?**

Prompts:

What is the CT's role in promoting library/information literacy instruction?

What do you consider the ideal instructional setting for the development of the library/information literacy skills?

What do you see as the relationship between our district's Competency-Based Curriculum (CBC) and library/information literacy skills instruction?

5. **What is your philosophy of how students learn most effectively?**

Prompts:

How do you view the CT's role in delivering instruction to students?

What is the LMS's role in the delivery of instruction?

6. **How does the LMS in your school participate in curriculum development?**

Prompts:

How has the curricular role of the LMS changed after the school became involved

in the Library Power program?
Does the LMS in your school serve on the school improvement plan committee in any capacity?

7. **How would you define collaborative planning between a LMS and CT?**

Prompts:

Was your school staff involved with collaborative planning before the school became a part of the Library Power project?

When did your school begin flexible scheduling of the library?

What do you see as the advantages of collaborative planning?

What are the disadvantages to collaborative planning?

What do you consider to be favorable conditions within a school for the development of collaborative planning?

Do you believe that the school culture or climate could affect the likelihood of collaborative planning between a LMS and CTs?

What are factors within a school which could inhibit the success of collaborative planning?

How does collaborative planning fit into your school's mission and goals?

8. **Characterize the collaborative planning sessions between the LMS and CTs.**

Prompts:

What occurs during these sessions?

In what ways does the LMS contribute to the development and proposed implementation of the learning activity or unit?

How frequently do the sessions occur and what is their length?

What are the things that a LMS can do to make the collaborative experience successful?

What are the things that a CT can do to make the collaborative experience successful?

9. **How would you assess your school's implementation of collaborative planning and teaching as a change effort?**

Prompts:

How do you perceive that the library program in your school has changed as a result of the implementation of collaborative planning and teaching?

Were teachers at all grade levels equally receptive to the changes in the library media program?

Did your school experience any competing initiatives and how did they impact the collaborative planning effort?

How did teachers who did not attend the Library Power inservices learn about collaborative planning and teaching?

Do you think the collaborative planning and teaching initiative was successful in your school and why?

How will collaborative planning and teaching be institutionalized when the Library Power Grant is over?

10. **Would you recommend the collaborative planning and teaching model, including flexible scheduling, to other schools?**

Prompt:

Are there any other comments or observations that you would like to make that could illuminate the subject of collaborative planning and teaching between the LMS and CTs?

APPENDIX C
STAGE ONE TABLES

Cerise Elementary

Influences on CT's Attitudes

Table 1

SGT

TGT

FGT

SET

Childhood Library Experiences

X

X

X

College Introduction To School Libraries

X

X

Other Teaming Situations

X

X

X

Principal's Encouragement

X

X

X

X

Library Power Training

X

X

X

Inservice/Discussion In School

X

X

X

X

	SGT	TGT	FGT	SET	LMS
# of Units per Year	2 to 3	6 to 7	8	5 to 6	40 to 50
Nature of Planning Session	[Formal and informal]	[Both]	[Both]	"Informal"	"Formal and informal"
LMS's Actions	"Share ideas"	"Be flexible" "Be a good listener" "Use group facilitation skills ... to keep CTs on track" [Adult learning and management skills]	[Be flexible with time & types of activities in the library] "Interesting to the kids" "Knowledgeable ... energetic"	[Be creative and open]	"Inform CTs about materials" "Provide technology training" "Be open to CT's needs"
CT's Actions	"Communicate often"	"Be open to it" "Be realistic about what you can accomplish" "Narrow down what you want to do" "Realize that both the LMS & CT are contributing"	"Come with your own agenda" "Don't expect the LMS to do all the work" [Participate in the session in the library]	[Know your goals, accept joint responsibility for the unit, and follow-up]	"Know the skills needed and the time span"

“ “ indicates quotation [] indicates paraphrase

	Importance of Library/Info Literacy Instruction	Philosophy of How Students Learn Best	Ideal Instructional Setting
SGT	"As vital as typewriting is to a secretary"	[Attention to individual learning styles"	[Large classroom & library spaces] "Warm & inviting environment" [Stimulating CT]
TGT	"Extremely vital ... the more you can do it independently, the better off you will be in later life"	"Students have to be active ... manipulating information" [A variety of learning strategies is required to reach all students] "Teacher directed lessons are needed"	"Spacious room" "Flexibility in seating" "Enough materials & technology" "Clerical staff in the library"
FGT	"Incorporates just about everything that would be important for them to know"	"When students get more involved with finding the answer" [CT is enthusiastic] "When ... presented with information in different ways."	"If we all are attached to the library" "More computers" [Use of newspaper & television as learning tools] "A library clerk"
SET	"Of supreme importance"	"Learn by doing"	"Big enough to accomodate several groups" "Enough technology available" "A minimum of two qualified library staff members"
LMS	"Very, very important"	"Hands-on ... active learners" "Involves use of technology"	"Collaboration between CTs & LMS" "Sufficient space in the library" "Enough technology" "Clerk in the library"

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Planning	Planning Time
CT1	"Yes. I plan with my grade level."	"I am a planner. I like to plan. I have a back-up plan. You may teach a lesson one way one year, for this group of kids, it may not work. You have to be ready."	"I've done both. I enjoy planning with others because we like to share our ideas. For those CTs who aren't as verbal & as creative, we enhance each other & we stimulate the others. But mainly, I like planning as a group."	"I always evaluate my day when I go home in my car. That's my relaxing time. I reflect back on the lesson. What I could have done better."	"I usually plan on Wednesday afternoon. I start on Monday -- building up until Friday." [She also plans at home.]
CT2	"Not really. I do roughly sometimes. I don't teach science & social studies & things that lead to thematic approaches. I teach individually."	"I make plans in advance, always. But I do improvise a lot as I go along."	[This special education CT plans alone, primarily.] "The advantage to me of planning with other CTs is so that I have some general idea of what is going on in homeroom classes, so I can support what they are doing."	"It is very informal. It's almost an instinctive evaluation. If I'm not comfortable with something, then I'll rearrange. It's certainly nothing formal."	"Whenever I can. I have an hour, usually from 2 to 3 p.m. I'm usually here after 3 p.m."
CT3	"Yes. We are doing a theme on bats right now. That was not my personal choice. That came out of our grade level planning. I teach just the language skills." [She rarely saves units.] "Almost never! I get bored with it. I'm not a packrat either."	"Yes to both questions. I have always had plans on my desk for the following week. I go home on Friday & have the whole week mapped out. But I don't get bent out of shape if I don't follow them verbatim. I try to see where the natural flow of things is going. I like to be overprepared."	"I don't really have a preference. I like to plan alone because it's quicker sometimes. It allows me to have more clarity about what I want to do. I'm a pretty linear thinking person. But on the other hand, I think my plans are definitely better. There is more depth & variety now that I'm working with other CTs."	"Yes. I won't say daily. I pretty much know when I finish delivering a lesson. Because I team teach, I ... do the same lesson twice. I do get a chance to refine it the 2nd time."	"Whenever I can. Now that my family life is a lot busier, I tend to make better use of my breaks during the day. I'm not planning in as much detail as I used to."
CT4	"We use our CBC. We look at what we need to cover." [A major theme from CBC is selected for each 9-week period. She saves the units.]	"I improvise! Unless it is something major ... like major projects that I've thought out in advance. I do some planning ahead. A lot of it is improvised."	"Day to day I like to plan myself. But, major projects, I do like to plan with other members of the grade level."	"Usually when I do my plans for the next week. I always check off what's been covered, what needs to be repeated, because I don't think the kids got it."	"I'll jot notes for myself. I don't even have a set day of the week to plan. It's whenever I have quiet time."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"Things we know. Resource books. Magazines. Trips that we've taken. We use all the resources we can get our hands on. Written, filmstrips. [A textbook is used] as a springboard. Not as the gospel. Then I build upon that."	"We are hand in hand. The LMS plays a large role in our planning because everything that we do ... we related that information back to her & she delivers. She also helps us come up with ideas."	"I think we are very creative in bringing about the learning process & the curriculum that. We enhance it by adding our ideas & activities to stimulate learning. [The principal] allows us to explore. She's very open & receptive to our ideas. She trusts us & that makes a difference."	"Not really."
CT2	"Anything I can get my hands on! I use a wide range of manuals, of ideas books, of magazines, listening to other people talk, media materials. Anything that will motivate my students to read & write. I do use reading texts pretty systematically & a textbook for math."	"They are a large part of my planning. The way that I use a theme is that we'll write about [it]. So that I have something to focus on. The majority of writing ideas come from media materials. We'll read a book & write about it."	"She's a very important part of it in terms of facilitating. She can ... make it known she does support, that she does believe in it, providing scheduling so CTs are released for collaborative planning."	"They could make it easier for principals to facilitate collaborative planning by releasing substitute funds, so that they didn't come out of the school's budget."
CT3	"I like to go through the teacher's editions. I think there are gems of ideas in there that get overlooked. A lot of ideas I get from other CTs. I have resource books that I've accumulated over the years. Some of it is my own ideas on, if I were a student, what would make sense to me? [A text] is just a support. The dominating feature needs to be the performance outcome."	"Invaluable! Just to be able to add to the variety, the richness of information. The basal reader had nothing on bats. So I went to my LMS & immediately had, like 7 other sources. We went to electronic encyclopedias. She pulled a classroom collection for us. She has some ideas on what we could do as far as writing outcomes."	"I think I am harder on myself than my administrator is on me. I have never worked for an administrator that I felt was putting pressure on me. I don't mean to imply that my administrators aren't setting the tone, & telling us what they want. They have definitely all been curriculum-oriented administrators, which I think is great. But I basically drive myself crazy!"	"I love CBC. To me that has been very freeing. I hated balanced curriculum. I hated all that micromanagement, all those forms & minutia of it. [We focused] on that instead of the real essence of teaching & learning. So I would say, since CBC came in, the district policies have been great."
CT4	"We use our teacher's editions. I use my computer encyclopedia ... library materials on space ... workbooks things that I bought. Magazines. [The text] is just one ... a guideline."	[The LMS encourages questions & asks how she can help CTs.] "The LMS writes up the lesson for you, gives you a copy to put in your lesson plan book."	"It is mandatory that we meet as a grade level. Because she demands from us grade level minutes of our meetings. We have to meet once every two weeks. Not every meeting involves instructional planning."	"We have to make sure we cover CBC every year. The district puts pressure on the principal ... to get scores up. So expectations on [tests]."

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Grade Level Influence

Receptivity to Program

Change in Students' Information Literacy Level

CT1	<p>"We plan together. Yet the same lesson, if you walked into each classroom, you would see a different delivery in each classroom. And that's unique. That's good, because the children ... some of them are sisters & brothers & cousins & friends. They share the same things. The same lesson may be delivered in a different way."</p>	<p>[This CT does not think all CTs were equally receptive to collaborative planning.] "It was the excitement of maybe one or two on each grade level getting the rest of the group to buy into it. By watching the grade levels through the years, I think more CTs bought into the idea. And let their guards down & jumped into it. It just didn't happen. It was a gradual process."</p>	<p>[She believes that her students had more opportunities to develop information literacy this year. Her second graders are more involved with hands-on activities using information & there is more variety in assignments.] "Now I am more comfortable with it. So it's part of my program. Our kids have been doing Venn diagrams. Doing research papers & doing a fine job. We were surprised. It's ... believing in them & setting your expectations high."</p>
CT2	<p>[This special ed. CT works with students from regular classrooms on a pull-out basis. She plans individually for each child in reading and for the group in writing. She plans one-on-one with the LMS & finds out from her what is planned by 4th & 5th grade CTs. She eats lunch with 5th grade CTs & finds out what is happening in their classrooms, so that she can support her students in homeroom projects.]</p>	<p>"It started as an individualistic thing. It became a grade level thing. With some grade levels heading in that direction much faster than other grade levels. I think generally speaking, this staff is open to new things, anyway. Of course there are a few [who are not open], but there are always going to be a few who are resistant. Generally, they are open."</p>	<p>[This special ed. CT thinks her students had increased involvement in activities which promote information literacy.] "Part of that is because I have become more comfortable with using technology. Which is one of the reasons my students are more information literate. This has been a whole new ballgame for me. I think all of the students in this building have."</p>
CT3	<p>"My particular grade group is pretty laissez faire as far as setting up policies or implying policies. We haven't planned together ... enough to get any traditions going or anything institutionalized. Actually, our grade level is just now ... beginning to gel. I think we are probably the last group to really come together. We have quite a divergent group. I would say I have never felt stifled by them."</p>	<p>[She does not think all CTs were equally receptive to collaborative planning.] "There are certain grade levels where they are all pretty much on the same page about things. There might be one dissenter. My grade level didn't really understand collaborative planning. Didn't adapt to it readily. There were other grade levels who were already doing quite a bit of. You have to give it plenty of time. I don't see a rush on it. It makes more sense to let it develop over time & to nurture it."</p>	<p>N/R</p>

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Grade Level Influence

Receptivity to Program

Change in Students' Information Literacy Level

CT4

<p>[This CT states that her grade level has no policies that affect her planning.] "At the beginning of the nine-weeks, as a grade level we always meet & decide what we are going to teach for this nine weeks. Then we brainstorm ideas of what would be fun, interesting activities to do with each unit. We get collaborative planning time & that's when we tie that in as well. We usually try at the beginning of the school year, those first teacher planning days, to do a rough draft of the year. Things we are going to cover each nine weeks. We always try to tie it in with ... a major theme for each year. Last year we did space. And we went to space camp."</p>	<p>[She does not think all CTs are equally receptive to collaborative planning.] "Even at my own grade level, I had one CT who wasn't particularly receptive. And would not always come prepared & missed some that dates that they had to video-tape some stuff. No, not everyone is receptive. It is an individual thing."</p>	<p>[She believes her students had increased opportunities this year to develop information literacy.] "Absolutely. That goes without saying."</p>
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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning
CT1	"I'd give us a A+. I think we have made great strides." [On a scale of 1 to 10, she would rate her school's program as a 10.]	"No."	"From other CTs coming back & expressing things that took place in the workshops." [After Ken Haycock's session, she reported to the faculty.] "We were excited. We discussed a little bit of what took place." [Training also occurs at grade level meetings.]	[The CT thinks that collaborative planning will continue at this school.]
CT2	"I think we are well on the way to collaborative planning. It's really expanding. It's beginning to move across grade levels. People are beginning to go into planning sessions with ideas already formulated about where they want to go. When we first started doing this informally 6 or 7 years ago, we had no idea we were heading in this direction. I don't think it will ever be a finished product. For that reason, I would say a 9."	"Sometimes we feel overwhelmed because we feel like we've got so many different kinds of things going. So there is competition in that respect. We've got CBC -- Library Power -- this new technology. The competition has to do with how do I spend my time, where do I focus my energy?"	"From fellow CTs, from staff meetings. At this point, all of our CTs are involved in collaborative planning." [The principal began requiring all CTs to participate in collaborative planning last year.] "Requirement is a very fair word to use."	"Yes. I would say it is part of our daily routine and that it will continue to be. It's very much a part of what happens here."
CT3	"It has been great. I think that it has opened up new ways of thinking for all of us. Some of us needed for it to be on a more formalized structure ... It's probably made the curriculum a lot stronger for us. Probably compared to others, we would rank as a 9."	"We always participate in a lot of programs. But I won't say that we give them all equal focus. I do think [competing issues] was a factor. Our leadership cadre had discussions about not applying for everything. Is this going to be in line with what we want to do? Or would we be doing it just to look good?"	"I think the collaborative process really spreads most effectively CT to CT, a little bit at a time. I think having a significant number of CTs who are well respected already in their school site, hearing them talk about it, seeing the enthusiasm. Especially when the kids start talking about it. "We are doing this in my class."	"I really believe it. Unless the staff changes significantly in a short period. In those schools where it has taken hold, it will flourish. I don't know how you institutionalize it from school to school. Unless you keep doing word of mouth. Contagious enthusiasm is the only way. Otherwise, you get compliance, not true participation."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning
CT4	"It has been going excellent. Even if you have to reschedule, she is very flexible. I would give it a 10! We have had other schools come in & observe us during our planning. We have been on display sometimes!"	"No. We were involved in other projects, at least my grade level was, but no, it didn't interfere."	"It was the first session we had, many years ago [by the LMS]. Basically it explained how it worked." [The principal also spoke about collaboration.] "Without her, it couldn't happen."	[She thinks the planning will continue.]
LMS	"It was very gradual. I think that's why it has been successful. It was important that I started out working with a few CTs here & there, then branched out, & finally made it mandatory for all CTs to attend. The principal & her assertiveness didn't step in until the very end, when we felt that if it wasn't administratively directed, perhaps we would never get 4 or 5 CTs. We thought it was more important to meet the kids' needs than to make the CTs happy." [She ranks their effort as a 9 out of 10.] "We thought that meeting at grade levels was our goal. Now we see that it's not. We want to do across grade level grouping & curriculum planning. Our plans are to do a formal research booklet that kids will work through at every grade & every grade level will add skills to that booklet. So we know the kids are getting it at all grade levels."	"We have a million programs! We had the Teacher Leader Grant & that took ... time from this program. Even though we learned a lot & gained a lot, now it is time to put it in practice. We had PACE ... Tech Grant ... STAR, which took them out of the building. If it takes them out of the building, then they need more class time to fill the minimum requirements. So it does affect it."	"Because we wrote the handbook for the Teacher Leader Grant, we gave copies of that to all of our CTs. We did a short inservice during one of our faculty meetings. And let our CTs know what we were working on, the purpose of it. The handbook was extremely difficult to write. The concept of it was so gradual in our building. We had to take a long look back, into how the school had evolved, as far as how its faculty worked together."	"It is up to the three things ... the CTs, the LMS, & the principal. It has to come from all three. If we have a principal that doesn't give us that financial support, it is going to be very difficult again. If for some reason, I am not here & a new person comes in with new ideas or the faculty changes drastically ... It has to stay with the people who are here. The people who are here have to continue to teach the new people who come in. The financial support from the principal is vital. Even if you have people who want to do it, CTs are responsible for a lot. Asking them to stay another afternoon is asking a lot."

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Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning
<p>"We are probably far away & above what most other places are doing. I like the way we are doing it. I like releasing CTs. Even though it is part of the budget & I've got to be able to manage the money correctly. I like the freedom the CTs feel when they are sitting in a collaborative planning session. They are not worried. They are not constantly looking at their watches. They know their classes are covered. They are responsible to leave the plans for the person who is covering. I think it has made a difference as far as creating that kind of environment in which CTs want to do it. They know they are going to be released to do it. They know that this is the amount of time that they have to do it. And they need to make the best of that time." [She rates the school's effort as a 9, out of 10.] "We will never be perfect! There are still things I want to do. Those bilingual CTs ... The special areas. I usually have music ... & art. They work in so perfectly with planning. The Spanish teachers. We are still looking at that vertical, grade level with grade level."</p>	<p>"Technology maybe? I think just the day to day pressures of CTs maybe kind of got them off track at times. Florida Writes gets you off track of everything. And then on the heels of that, is Stanford Testing. That gets you off track of everything."</p>	<p>"Oh, well, we told them they were going to do it! No. But, basically that's the answer. I have memos that I wrote to CTs explaining what collaborative planning was. In staff meetings, we talked about it. [The LMS] talked about it. I talked about it. We tried it. We called it a pilot kind of thing, the first year we did it. We said we would evaluate each of the sessions. I have all their responses. I wanted to know what they thought. What did they gain from it? How did they feel about it? It was presented at a faculty meeting."</p>	<p>"It is here to stay. It really is."</p>

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Principal

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APPENDIX D
STAGE TWO TABLES

How Students
Learn Best

CT's Role

LMS's Role

CT1	"Getting dirty! That's how I would put it. Getting their hands into whatever they are doing."	"Be lazy. Let the children do the work & you just be the facilitator. Let them do the thinking & the working & the cleaning up. Your job is to get it all there and to plan it. And to be the guide."	"To make the written word interesting. And in this school it is. Because she's like a magic little lady! She wears shoes, she puts on hats, she has a moving Santa."
CT2	"They learn most effectively by hands-on & a little guidance."	"You need direct instruction. ... There are kids that need direction. You need everything to reach a happy medium. There are a lot of kids that I could send to do research & it would be great. Then there are a lot of kids that need me to walk them through it."	"They're very important too because I think they need to be the kids' teachers. The kids needs to feel comfortable coming in here."
CT3	"My biggest problem in this school is convincing these children that they can learn ... A lot depends on the subject area. Hands-on science is extremely important."	"A lot of it is direct instruction. Look at this, this is how we read this, & then guiding them. They are a lot smarter than people give them credit for."	"She reads to them. She introduces them to fine literature. She helps the CT. I know I like to do author studies. ... She'll guide me toward an author that I'm not familiar with."
CT4	"Hands-on. Definitely. The more they can experience themselves, the better they do. And it sticks with them."	N/R	N/R
LMS1	"To be multimedia, multisensory. I believe in a lot of realia, role playing. As much as I like student-centered kinds of things ... there are times that teacher-centered serves itself very well."	N/R	N/R

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	How Students Learn Best	CT's Role	LMS's Role
LMS2	"Students learn most effectively when they are having fun. If the environment is relaxing & fun ... yet under control. Learning is not a chore, but it becomes a part of the developing and growing process."	"If a CT is a change agent, or if the CT is one of those who is ... flexible, willing to change, then when new & innovative things come in, they are not afraid to fail. Kids need to be actively involved. If you are actively involved in learning, you're showing the initiative that 'I want to know, and I want to grow.'"	"The LMS's role is the salad maker ... or the jigsaw fixer. We have to take all the pieces & put them together so that what the CT has demonstrated, what the child is learning, we provide the glue to help stick it together. The LMS ... provides the technology resources, the print, nonprint, so that each one can come to a very good conclusion."
Principal	"Most people learn that we have a multi-faceted approach to learning. Some kinesthetics, some visual, some auditory. So my philosophy is that you would address all the senses within an instructional lesson ... Not 100% lecture because that could be redundant & tedious & boring. When you want to master a competency, a person has to do something. They need to touch, manipulate, do something in order to learn effectively."	"The CT's role has changed significantly. Before it was just, 'I'm a full pot & I'm going to fill your bowl.' Now it's, 'I'm a guide, I'm a resource to help you learn those things you need to learn.' CTs still need to teach children, but they also have to show children how to learn other than from someone else. They can go out & research, find information ... share information with their classmates, access information that the CT might not have, magazines, computers. So the CT's role is a guide or a leader to show them how to learn, how to access information, not to just be the imparter of information."	"The LMS role is a support person. Always one of support. She can give suggestion & direction but it should be in support of planning that has already been done with the best interest of the child in mind. I do get many quality ideas from my LMS because she is a forward-thinking person. Her main job is to support instruction that is already being initiated in the classroom."

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	Use of Themes	Advance Planning / Improvising	Individual Planning Planning with Others	Evaluation Of Plan	Planning Time
CT1	"I teach thematically throughout the year & so do most of the 4th grade CTs. [She sometimes saves units.] I like to approach each year fresh. I don't like to reteach."	"Usually I have preplanning. I'm not terribly specific. If a jet would land, I would try to integrate it into the program. I think the only way to be a facilitator is to have preplanning."	"I like to plan with other CTs because I get ideas. I'm very, very creative, but I've gotten a lot of help when you sit with somebody who is very structured. Because they will teach you their way. So you can learn from each other."	"Usually at the end of the day. I'll make a note. I use smile & sad faces. It's a really bad lesson, I'll think about while I am moving on."	"I plan when we have grade level meetings. I plan usually late at night or early in the morning."
CT2	"Yes, I do. I usually save the idea in my head & I'll reuse some of the stuff. I'm not a very good keeper. I'm a more spontaneous person."	"The plans are made in advance. Maybe by week. The unit is going to take this much & I'll get the books I need, but the individual written plan, I plan by week."	"That's a tough question. My personality is kind of independent. I do enjoy sharing ideas. We'll plan in general. But not specific [planning] with other CTs."	"Maybe not formally, but in my mind."	"Usually Fridays for the next week." [She has time to plan at school.] This year, yes. I've made it a point, even if I have to stay after school."
CT3	"To an extent. It's not like all the subject areas are tied into one theme. It's like if we are doing science & I know there is a social studies that will tie in."	"It depends on the subject. In math, I pretty much know. You see how the lesson is going & make midcourse changes. The basic activities I plan out but I stay very flexible."	"To tell the truth, I'd rather plan with other CTs. Because I think with brainstorming, a lot of good ideas come out."	"Sort of informally. I think that everybody does. This works & this didn't."	"Most of it at home. I'm too tired in the afternoons. I can't think through it. I do a lot of it on the weekends. Or driving home in the car."
CT4	"Physical education is basically consistent throughout." [CBC is used for planning.] "We use those, revise them, then integrate new ideas."	"Most of them are preplanned. There is a mode of change if something comes up. Raining plans are in the back of the book. If we are inside, we try to do something with writing. We teach them games ... like Bingo."	"I prefer doing it by myself. I don't mind working with others. That's one thing about p. e. that I've found. We do collaborate verbally with each other."	"I definitely do. I go back over & see what worked & what didn't. If I change something, did it benefit the kids or not. Usually, a weekly thing."	"On the weekends. I take all of my work home. We have only a 45 minute break a day. It's very difficult to sit down & concentrate & plan. I am more relaxed & focused at home."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"I use the media center. I use CBC, because that has to be first. I use my basal. I have National Geographic & encyclopedias."	"A very important one, both at grade level & in the classroom. As resource people. They are always there. I have a field trip & I have a problem. We need to know where it is in Dade County, so I'll go to the media center."	"The only thing that we are required [to do] is to follow the CBC. She loves creativity. When I've gone to her when I needed a classroom set of books, she was very generous. The only time planning was controlled was when we were studying for SAT."	"Not in an adverse way."
CT2	"Basically the textbooks." [Also teaching guides from the district.]	"A lot. Because I'll plan a unit. So I'll get a classroom collection & they'll help me demonstrate. This media center, I have never found anything they couldn't ... it's very well stocked."	[She follows CBC. She is not directive.] "Not as far as planning. Not as a faculty & not with me personally. I do what, professionally, I think is correct for my class."	"Besides CBC, no, not really."
CT3	[This CT begins with the textbook.] "I'll come in [the library] & see if there is any literature that ties in with it. A lot of the little folders that go with the books are good."	"It's just another resource that I have. Right now I am doing the continents. So I came to [the LMS] and said I wanted a good fiction story that ties in with the people & animals of the continent. She always says, 'Oh, I know just the one.'"	"Pretty much as long as we are sticking with CBC and doing things that help the children, she doesn't impose any."	"The CBC comes from the district. Some of the CBC is good for the children we are teaching. Some of it I look at & go, 'Heavens, how can you do that at this level?' Some of it is hard."
CT4	"It's the elementary physical education book that we have. We use the CBC, of course."	"They have books that we need to research something. We have a student that can't participate because of an injury. We send them [to the library]. We give them a topic or an athlete to look up. They read what they need, and then for a grade, they will write a paragraph. [The library staff] is very helpful. "	"The principal usually lets us do what we need to do. As long as we go by the guidelines from CBC, the principal pretty much lets us do our own thing."	"Usually if the district wants us to do something, they let us know through the school mail or we have our general meetings. The only directives we basically get are about the physical fitness test."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"I think it is the utmost. We can teach, but a child has to be able to perform & find things on their own. I can never teach them everything they need to know. I think it is paramount. Not just for jobs, but for themselves."	"I like my classroom. I like books all around. I like the freedom of a child not having to raise their hand to get a library book. They should have the free flow. ... I like them to do cooperative learning."	"I think that we have to work along with the LMS. [This year this CT & the LMS did a unit using books, magazine, & newspapers. The LMS presented them to the students.] "In the classroom, they had projects to do where they looked something up. I don't think it will work unless it is reinforced in the classroom."	"I find the CBC very flexible. You can manage to squeeze just about anything into it." [She thinks that CBC becomes the context for information literacy instruction. She wants the child to be an independent learner and capable of working in groups.] [CBC calls for big projects & final products, not just teaching the objectives.] "They're into a lot of research. Research this & make a project or drawing. It's kind of like the media center is part of my classroom."
CT2	"Very important."	"The physical component would be to bring them to the media center. Letting them just research, having encyclopedias available, having [well-stocked libraries]"	"I will send them here to research. I'll send them here to check out, to teach them where the animal books are. Teach them how to look in the encyclopedia. [She integrates opportunities for students to practice skills within the classroom units.]	
CT3	"I've heard that what a child learns is not that important. Learning where to find the information is important. That's very true."	"Smaller classes. I have 26 right now. A few are fluent readers. Others ... don't know the alphabet yet."	"Probably teaching our units." [The CT can incorporate opportunities for students to seek out information.] "It also works with cooperative groups with one or two brighter children & a couple more that they can pull along & expose them."	"The thing with CBC is that it helps to build skills in different areas, because in social studies & science, they have to be able to find that material & to find it they have to be able to use the library adequately."
CT4	"Very important. Having the media center here, having the resources that they've pulled in from the grants, has made this a central location for everybody. They are learning how to use the library."	"Ideal setting? They need time! It's hard to say incorporate it. CTs have so much to do in the classroom."	"The CTs are very important because they can really push it with the kids. They can make it exciting for the children. The CT can give the children a list of things to research. Library for the CT is a welcome resource. Because they can really do a lot with it."	"I think the ideas in CBC are good. CBC coincides with what the library has to offer. It's a on-going transference. It's like a rotating cycle. Without the library, we would have no resources to pull from."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Skills
LMS1	"It is essential. I don't see any way that students are going to become functioning members of society unless they can retrieve & use information. Now [students] have to be able to discriminate, because of the wealth of information that is available. The other thing is the ability to present information. I think that's probably our new frontier."	"Ideally, we would like all the classes full time in the media center. Probably the collaborative model, where you meet with CTs ... I hesitate to say on a regular basis, because it becomes rote, mechanical, but I don't see how we can touch bases & stay with the structure unless we put it on a schedule. I would like to us have it become so vital that it can have less structure."	"I think that CTs need to structure lessons, units, so that they place students in situations which require them to retrieve information, a; and b, evaluate it; and c, present it, and that's without rote retrieval, without snap decisions on evaluation, without regurgitation of the presentation. It's got to have some creativity to it."	"We have our own section. They fit. The CT doesn't always flip over to our pages. Of course, we flip to theirs. But it's asking a lot of the CT & LMS to make that fit. It could be meshed together. I would like to see support material ... suggestions for structuring units which promote the use of literacy & info. skills."
LMS2	"It's very important. Because as the world progresses, & with the age of technology, everything is moving so quickly. The old was you give the information to the children. Today ... you have to tell them where they can find the information because [it] changes so quickly."	"I think a holistic approach to learning is the ideal. It gives the instructor flexibility, & my favorite word to use there is 'to fly.' You begin with a lesson & you can go in any direction to help children achieve the goal. You can integrate your content ... you bring them into the media center to do research."	"Their role can be an important one. If the CT buys into the fact that the media center is a part of instruction in the school & not a waiting room or a filler, then they teach the kids that 'As a CT, I am one resource & the library is another resource.'"	"CBC describes the theory as ... a journey. You start at point A & are going to point B. [What's important is how you get to point B.] Information skills help you with the how part. The media center can help assist that child get through the maze."
Principal	"Information literacy is key. To have a question & not know how to answer it except to ask someone else cripples a person. Kids ... should be able to look it up, go & find it. That enables a person to access information anywhere, even on the Internet."	N/R	"My concern is that CTs have to be able to show students how to access information in a timely manner. It's their job to show kids how to collect data. How to put that data together. In this information age, kids have to be able to access information quickly and in a reliable manner."	"To me it's a one to one correlation. The skills & strategies & competencies that are required can be taught through information searches. It opens up more things for the CT & it makes learning more appropriate for this age."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"It's a time when we both sit down. I give her my needs. She gives me her resources. We bang heads together. We try to come up with solutions. If it is not in our library, I have been fortunate enough for them to resource it [through interlibrary loan.]"	"With the LMS for major topics, but not the way it is now. We do much more now. The degree is much more now. We do it at grade level, we do it individually. The doors are there, the tools are there."	"Increases resources, methods. Start thinking more professionally."	"I've always been delighted to go in before & after school, but I do know it is time-consuming. I don't complain about that, but others do."
CT2	"Basically planning together. Getting a unit, picking a unit, or making one. Planning together, using media resources and what I might have."	"Maybe not as formally, but we were definitely planning together."	"I think two minds are better than one to start off with. I might come up with a unit or theme, but [the LMSs] might come up with other ideas & you have tripled the resources here."	"I guess the time to sit & plan. This is a big school. We have a big faculty."
CT3	"Sharing ideas. I remember something about all of us are smarter than any of us. It opens up a lot of ideas I haven't thought of. The LMS really knows the literature that is out there. The new stuff & the old favorites. There are so many things that can be taught through literature."	[It would be after one of the LMS came here.] "I have always been able to go to her."	"It just opens up so many ideas. It makes the lesson so much more fun for the children & more fun for me, because it just brings things alive."	"It takes time. And like I can't take them home with me to sit around & talk with me. Not on Sunday afternoon." [They stay at school later than anyone that she knows.]
CT4	"That's easy. Working together. Work together for the same goal, for the same outcomes."	[She became involved in the second year of the grant.]	"Improvement of the skills of students. Improved learning. Enjoying what they are doing. Being able to ... through physical education ... experience it, not just from a playing aspect, but from reading about it, or studying about it. And then being able to write about it, what you have read."	"Time! It has got to be time. We're going to expand on it next year, which is going to be great."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS1	"It's networking, probably at its most sophisticated. I think that collaborative planning has levels. The lowest is coming in for materials up to structuring the whole school's curriculum. It is important to note that collaborative planning does not always have to be CT generated. I'm talking about the LMS having a good idea about how to do the weather & going to the CT & saying, 'When you are ready [to do weather], why don't we ...' Sometimes the LMS ought to be the initiator."	N/R	"When I first heard of it, it just made so much sense, that I can't believe we didn't always do it. The advantages are that it maximizes the use of resources. It maximizes the impact of the amount of time that the CTs and LMS put in ... it shows in the quality of both the instruction & in the product. It gives students an opportunity to have a diverse approach to instruction. It has a lot of the advantages of the old team teaching. Two or more heads can usually be more creative than one."	"Sometimes two or more heads can be harder to get done. The instruction can sometimes ... become turn teaching ... that is a disadvantage. From the CT's standpoint, it is commitment. It is asking for a little more work up front. From the LMS's point of view, it is asking a lot. It is asking a lot on top of the management, the instructional role, the professional activities that any CT engages in, not just the LMS."
LMS2	"It's a tedious task, because the CT has to be willing to relinquish power and say, 'I need help.' The LMS must be open to say that I have the resources, but I am not the sole administrator of the resources. If the two parties are confident in their abilities ... if the parties work toward improving the life of the child, it works smoothly."	[This LMS was a CT at the school when the grant began. He participated in planning as a CT.] "Call [the LMS] & tell her we need. ... And [the LMS] would look at me like, 'Here he comes again!'"	"For those of us who are crazy enough to do extra things, it gives us more opportunity to use the media center."	[Conflicts can arise between personnel.] "The disadvantage will be time ... time & transfer. Once you visualize & conceptualize something, you have to be well equipped to communicate it to the person, so the project can become what you want it to be. So time & being able to communicate, transfer what the idea is."
Principal	"I would define it as a dual effort on the part of professionals to establish appropriate curriculum & instruction [for] their students."	N/R	"It enhances the quality of instruction. Students are given access to [more] information, CTs are enabled to present more valid information. It's a time saver in terms of CTs. ... It helps to avoid duplication of effort. It's very helpful in management of instruction."	"They have to meet with other people more often. You must reach consensus because you can't do all the things you want. You have to establish 'no fault.' You have to believe that someone else is able to ... bring back a quality product."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"It depends on the individuals & personalities involved. I think on the professionalism & dedication & knowledge about students."	"If you don't have a warm feeling among the faculty ... or if you have problems within the administration, that will affect it. There has to be a feeling of family, so people don't get insulted."	"It is very important. We share resources. We also study the same things. We alternate it, so the resources aren't as stressed."	"People who do not believe in it. Their way is the way & they don't even want to discuss another way. I would not be happy in a classroom where I was told ... the method I had to use to teach. You have to take into account different CTs."
CT2	"It would have to start with the administration being supportive of it. You have to have cooperation from the LMS ... to make themselves available, be willing to plan, to taking up some teaching. You need resources & cooperation from the faculty."	"Climate is faculty. If you have a cooperative faculty, it could take off, but if you have a faculty that every new idea that comes along, they say, 'Another ...' then it's not going to take off."	"Team planning would benefit it because when you plan as a team, then your LMS can go in there & plan with the team before they even plan with you individually." [If the planning structure already exists, it is easier to implement collaborative planning with the LMS.]	"Uncooperative faculty. Time."
CT3	"It works better in small schools, I think. Some schools are so big, there is no way the LMS can work with all the CTs that are interested in working together."	"If you had administrators who said this is what you will do & this is the way you will do it, it wouldn't be as easy. But we are pretty much left alone ... this is CBC & these are the books. She wants us to do more on the grade level, planning" [together].	"If the LMS was always at the grade level meetings, & you were planning together, it would ... because she has so many resources here that people need to be made aware of."	"People not willing to do it."
CT4	"It has to be staff supported. The reason it works here is because we will want the best for the children."	"It could. There are CTs here who don't want to be bothered."	"I think it works because they work together."	"CTs unwilling to listen or come to meetings. Administrative policies."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS1	"You have to have a physical plant that lends itself to multiple activities within a media center." [Having a compact school helps, because CTs may be reluctant to send children long distances alone.] "You need an administrator who promotes & recognizes the value not only of collaborative planning but the viability of the media center as a driving force in the curriculum. You have to have CTs willing to go that extra mile & sit that extra hour. You need a conference room kind of setting, one area where that is the purpose of it."	"The actions of the administration sets the climate & the tone for the school. ... If you have an administration that truly fosters collegiality. You have to be careful that the outcome of collaborative planning doesn't become competitive ... doesn't become a source of resentment. In schools where you have team leaders then I think they are equally a part of that setting, that tone, that comfort level. The climate is ... if they feel like they know the boundaries for behaving in this school, how far you can go with original things."	"Ideally, it is vital, it is critical. There are a couple of caveats: one, that it doesn't become rote. That it doesn't become so structured & routine that it doesn't become, 'Oh my, do we have to do this again?'"	[Outside structures such as federal programs or other similar things that might come from the state, region, or district.] "If your priorities in your school are to involve children in many extracurricular things ... the media center can piggyback on that. We can piggyback on anything, that's what we do! It's not collaborative, it's piggyback. There's a difference."
LMS2	"Administrators who understand the vision & the utilization of the media center, as not just a place for stories & distributing books, but the media center as an instructional center. A LMS who is willing to share her knowledge with the staff. Staff who are change agents & are willing to learn & grow & not remain stagnant."	"Between 8 & 3, your concerns should be the development of the child. Whether the climate is what you want it to be or not, that should be of least importance. Whether or not you like the principal ... dislike the person before 8 or after 3. When the CT feels he is a professional & has the opportunity to grow, I think you have more success."	"Yes. It would help with scheduling & accessibility to resources."	"Administrative lack of support. It depends on how well they support or do not support the ideas, whether or not it will be successful."
Principal	"Commitment on the part of the administration to collaborative planning. A schedule that lends itself, a physical plan that lends itself, adequate resources being made available so that the planning is productive & feasible. People who are willing to work & plan together."	"In a school such as this, some people have a negative feeling towards what we are doing, like it is not going to make a difference. You need optimism ... people who look through rose-colored glasses at children & new ideas & are willing to accept change."	N/R	N/R

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"Usually I come in with what my CBCs are & what my end goals are, what I want to end with. And then we backtrack. She tells me the resources that are available."	"Minimum once a month. This is for the grade level. I meet with them more often."	N/R	"The CT usually. [Sometimes the LMS.]	N/R
CT2	"Usually I will come to one of the LMSs and say, 'I'm doing going to do a unit on the Everglades.' Then we'll figure out the resources available first, then we'll figure out a time line, and we'll figure out - maybe this story or video. I'll bring them to a story here & I'll do this in my classroom, & activities together."	[Grade level planning sessions occur once a month.]	"Grade ... meetings are about 45 minutes. Individual-ly, if we are planning a whole unit, maybe a couple of hours. A mini-unit could be 30 minutes."	"They have initiated, but usually it's me."	"In this school, yes."
CT3	"I come up with an idea of what I want to teach & she gives me ideas. She helps by setting up sessions. She dresses up & reads."	N/R	"From a few minutes to a couple of hours. I stay late to meet with her."	"Usually it's me. Unless there is something special going on in the school."	N/R
CT4	[The CT & LMS sit together & talk about what they need to do. A program is designed. The LMS types the questions. The groupings & evaluation are decided. A test is designed. They discuss what sport to cover and write questions on the history, equipment & players in the sport.]	"Once every nine weeks, for that sport or skill."	N/R	[The CT.]	"Yes."

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LMS1

LMS2

Principal

What Happens	Frequency	Length	Initiator	Receptivity to Program
"We attend & begin the session as observers & [the CTs] talk about what it is they have ... where they are going. When they begin to talk about long range plans, we move from the observer position into the participant. How active we are as participants varies [by] grade level, theme, & has to do with group dynamics." [The participation of the LMSs goes from the lowest level of providing resources to the highest level as structuring the whole project in which they co-teach the unit."	[With the grade levels, once a month during a pre-existing planning time.]	N/R	[It varies from grade level to grade level & CT to CT.] "Right now I'd say we are about 33% to 35% media center initiated and about 35 % CT initiated & about 35% that we don't get. We might get them once in a while for a single isolated event, but an on-going effort, no."	"Absolutely not. The one closed grade level ... was the least receptive. We found upper grades tend to be a little more because they could see information skills as part of their curriculum. The lower grades were more collaborative in literature activities because they saw that as part of their curriculum." [She indicates that it is the nature of the grade level that affects their response.] "As well as individual CTs."
"It's a very relaxed environment. They come in with an idea. We listen. Then books pop into our heads. We start pulling objectives from CBC for the instructional leader & LMSs. We try to tie in."	"Informal sessions, very frequently. With the formal sessions, every 3 weeks or so."	N/R	"CTs do 80% of the time, & the media staff 20% of the time."	"All CTs were with the exception of three. I think that there were three that through publicity & tactful means were brought aboard."
"At first there was a lot of asking for. 'We need this, we need that.' Now, it's more like, 'What ideas do you have ... let's share.' It's a lot more brainstorming & a lot more student-centered. Before it was, 'How can you help to make my teaching easier?' [Now it is 'What can students do?' ... ideas, projects, and things that children can do.]	N/R	N/R	N/R	"No, they're not equally receptive. Some people love to see change. Others don't & ... want to do things the same old way. They feel that everything is full circle. Just keep doing what you're doing because it will come around again. New CTs are much more receptive. Then again you always have a few people that always want to do something new & fresh."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"Be a good listener. Use her expertise to help us find resources."	"Have your goals. Know what you want to end up with. Don't come in & say 'I think I want.' Have definite goals & what you want to achieve."	"MONEY! For extra things like books, art & craft materials, computer programs. And be encouraging, too. When somebody does something nice, mention it ... not to us, but the kids. It's important to them."	"They tell me resources and sometimes methods that I can use to get the children to use these resources better."
CT2	"They can make themselves available. Maybe if they go up to a CT with an idea or to a grade level with an idea ... then maybe CTs will start going to them."	"Make themselves available & work with the LMS. Be a little flexible, maybe the way they teach."	"Basically just show support, show encouragement. It would be great if she actually gave time, gave CTs time & LMS time." [Using substitute money to provide planning time indicates how important this planning is.]	"She contributes greatly in the development because that's the resources that you're getting for your unit. They contribute when I bring students here for story activities." [They also offer ideas for the unit.]
CT3	"To be open. Ready & willing & open. I never get 'I'm busy.'"	"Be willing to come & try it."	"Give the LMS time and help so they can do it."	[The LMS contributes by pointing out resources & providing additional ideas.]
CT4	[The LMS should be open to ideas & willing to listen to CTs.] "Any new ideas are always welcomed. CTs come in & ask the LMSs, 'What can we do?' They are always willing to help."	"Come up with the ideas to utilize to improve the students, to help the students learn. To help the students have hands-on experiences in the library. Just as the word says, 'Collaborate.'"	"Be supportive. If a CT comes up with an idea, they should understand to listen to the idea. If they don't agree with an idea, don't just shoot it down & say 'no,' you can't do that. Instead, make suggestions to make the idea better. That is important."	N/R

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
LMS1	"They have to provide time. They've got to do the prework. You cannot make up information retrieval lessons on the spot. You've got to think it through. You need a structured lesson plan. You have to evaluate what you did. Maybe next time you'll do it in two steps, because you took too much for granted coming in."	"Be realistic with their planning. Build in 'stretch,' more than you think you can do. Follow through on their part. If we're going to do a unit on ecology ... Don't put us in the position where we have to do the background as well as the information skills. We've both got to do our part."	"Provide time. Provide support. Physically attend. Be knowledgeable about what it is your CTs are doing ... Attend grade group meetings consistently. I would like to see them go through the process from start to finish, once in a while. When they come to see the finished products ... they need to be aware of what it took to produce it."	N/R
LMS2	"The hardest thing in the world for me to do is to be quiet & listen. Because I think you need to first listen & let them get their idea out, & not interject so much. I think in leadership training, it is where you stick your tongue behind your teeth & leave it there. Then add or interject."	"Think through their idea carefully. If they visualize it, put it down on paper so you know exactly where you want to go. I think if you have an idea of where you want to go when the process begins, everyone is focused. If you have a lot of resource materials & you tell them how to do it, it becomes yours, & not ours, or theirs, in a sense."	"Be very flexible. Allow CTs to be the professionals that they are & be creative. And, yes, we may fail once or twice, but you learn through experience."	"Several ways. Provide print resources [&] nonprint resources. Sometimes I even provide a procedural plan. [He sometimes presents the unit himself.] "If the CT is not afraid of losing power. If the CT says, 'I would feel more comfortable with you doing it,' then I would. I wouldn't propose it. If it is about children, you take the lead role to do it right."
Principal	"You could be an approachable person ... good interpersonal skills. You need to be able to take criticism effectively & make adjustments. Needs to be a good leader & listener. You have to be very organized. You need exciting things happening & a sense of humor."	"The CT can be an effective planner. Not so much right now but thinking ahead. [CTs need to look at the library] "as a time when they come in, & share & collaborate with the LMS in terms of equipment, curriculum planning & their visits to the library."	N/R	N/R

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	Success Of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"It has been very important. I don't think anybody is ever going to get 100%, but we rank very, very high." [This CT gives her school a 9 out of 10.] We went from a 4 to 9 over two years. I think it will become more comfortable as more people become aware that it makes our job easier as CTs."	"We received a grant for computers. I can only say that it was an asset, a 100% asset. Now we have a way to put it in hard print, for them to create books, to create reports, to create ads, to do book reviews."	"We had a couple of sessions by [the LMS], with the faculty & at grade level. Explaining the forms, what's available, how it worked. What our end goals should be, that we should try to integrate the media center into our classrooms on a daily basis."	"I think that it is going to stay. We have been happy. We will have to give up other things to find the time to do it." [The LMS is always available.] "That's why I'm here, because she is here. I've worked in a private school & it was very good."	"Yes, yes! I would tell them to try to follow our model. I would tell them to understand that in the beginning it is time-consuming. As you get more comfortable the time decreases. The more you do it, the easier it gets. It's a different method, a systematic method, & it works."
CT2	"The CTs feel more welcome to come in & plan. It's seen more as an instructional tool. The LMSs are seen more as CTs." [This CT rates her school effort as a 8 out of 10.]	[She names the Comer project.] "I don't think it affected the Library Power. The Tech Grant. But it never really affected the Library Power program."	"The LMS ... is pretty good at communicating with us." [Informal methods were used.]	"I think we will keep collaborative planning. I'm sure [the LMSs] will keep coming to our grade meetings & we'll keep coming, once we found it works."	"The media center is important & CTs need to make it part of their teaching. Have a well-stocked media center. Have the LMSs hit the grade group meetings."
CT3	"There has been a phenomenal change. Most of the people, they just hang around the library. It's one of the favorite parts around the school." [On a scale of 1 to 10], "I would say a 8 or 8.5, at least."	[This CT indicates there were no competing initiatives.] "Not any that interfered with Library Power. [LMS1] wouldn't let it."	[This CT thinks she learned about this by informal methods & because of her nature.] "I am here so much, it just came naturally. I didn't know I was collaboratively planning anything."	"We still have all the materials we were able to get. We still have LMSs who are willing to make sure the materials are used."	"It's very important. Everybody putting their heads together is much better." [The selection of the LMS is critical ... someone who is open & willing to work with CTs. A good collection.]
CT4	"I think it is excellent. I've already seen a change ... not only with students' outlook, but with CTs. I would rate it an 8 [out of 10]."	"Project Excellence [school program review] came in ... the CTs were bogged down. Now we are coming back to it."	"Through the LMSs. And watching other CTs do it. There was some kind of collaborative inservice."	"I think it will keep going here because we have such a strong media staff. We also have a lot of strong CTs that love it. And ... a principal that does support it."	"It's a great advantage." [She would tell another p. e. CT to] "Go talk to your LMS if you have ideas that would enhance your program. I've learned so much!"

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
LMS1	"Overall, yes. I think we did, maybe not as well as I would have liked, but a lot better than other places. And we grew." [She ranked her school's effort as 8 on a 10 point scale.]	"You name it. Comer, Chapter I, writing inservice, META, tech training. You can't put 10 pounds of stuffing in a 5 pound bag! I think our efforts are so diffused that we just aren't able ... If we could just concentrate on 2 or 3 solutions instead of trying them all."	"Some of it was by example, mutual sharing. [We] provided on-the-spot service ... we did not have formal inservice."	[She hopes that the program will continue. She expects to return to region LMS networking meetings, which were held prior to Library Power. Each LMS could bring a CT. The Library Power LMS & CTs could show polished units.] "There is some good stuff there ... Do it as a sales commercial for collaborative planning."	[She would recommend this model for library programs.] "With two advisories. One, that they don't frustrate themselves thinking it's supposed to be this way." [The program might vary in each school. Her second point is that it takes time to develop the program and the LMS should not get impatient. She would tell others.] "The beauty of it is its efficiency. Its allowance for style! Its diversity."
LMS2	"On a scale of 1 to 10, I would give it a 7. I think we could have done better. The media staff puts out tremendous energy, but ... the large majority of the staff could have put out more energy."	[He names the Title I writing program, the technology incentive program, Eduquest, & Safety Net, a state program for deficient schools.]	"Through the media staff & through the CTs who attended. During staff meetings, we did a little show and tell."	"In West Homestead, it will be pretty easy. Before it was a buzz word, I think there were traits of it here."	[He recommends this model.] "Meet with the staff informally, evaluate those CTs who are your ground-breakers, pull them in. When other CTs see what fun [it is], slowly work with the stagnant ones. Know there are some you will never touch."
Principal	"We're in the implementation phase. We have a number of groups who are on different levels along the way. I have one grade group ... they're far along. We're doing it with special area CTs. On a scale of 1 to 10, I give us a 5. We can grow a lot. I want more forethought into planning."	"I'm a Comer school & it has a collaborative component ... [but it] is not curriculum-based. It is competing ... it also requires planning & meeting ... competition for time."	"We have shared it in faculty meetings. We shared it at grade group meetings. I share it in the newsletter."	"Most schools have made a serious commitment to collaborative planning. It will always be around. There's going to have to be continued district support. It could be in refresher training [or] exchange sessions between schools."	"The perception of the library has to change. It's more than a place to go get a book. CTs have to see it differently ... the administrators ... & collaboration is the most expedient way to get that done. I think a survey of perception of the library would be very helpful. Observe [other] schools."

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"Hands-on. Real-life experience."	"I'm the bridge. I'm like a facilitator. I help them see the value of it."	"She would probably have to be the same thing [a facilitator] in a more limited function ... but she doesn't have the influences that I do."
CT2	"I feel they learn through literature-based instruction & language situations. I think if they're motivated & presented with interesting materials, they're going to learn. Get rid of the threatening attitudes."	"The CT's role is to present a guided discovery situation. Present materials in the ways such as they have to think & lead them rather than tell them. Some things they do need to be told. If [a CT] can teach them to be interested, show them where to find things, they can learn on their own."	"I think the LMS's role is the same as the CT's ... to be flexible, motivating, & open to kids. I think she needs to present information through all the media in the most interesting way possible."
CT3	"I don't think the CT can stand there & just dish it out. It's input. There's a lot of interaction. Structured, but not structured. Let them have a good time."	"I have a different way of doing things in my room. I just do what's comfortable. I'm crazy in the classroom at times. My kids know ... don't ever be afraid to question. You have to have self-esteem."	"She almost has to be a leader & that person we can fall back on. We have to be able to feel comfortable with her as she is with us."
CT4	"Getting involved."	"Try not to be boring & rigid. I can see myself trying to get away from just standing there & instructing & let them find out for themselves."	"Active."
LMS	"When it means something to them. It can't be something in isolation, like the old library skills. You can't do research in isolation unless it means something & you are going to get something out of it. They also need to touch & see & hear."	"I think they have to make it interesting for the students. They have to be interested in it, too. If they try one thing & it doesn't seem to be working, they need to regroup & try it in a different way. They need to know their students."	"It's the same thing [as the CT]. She needs to be in close contact with the CT & if they plan together, the CT can say, 'No, that way will not work for my children.' She can help the LMS. The kids have to feel comfortable in coming & asking for information & for help."
Principal	"When we take into consideration their learning styles. We provide for kids' learning in multi-modal types of strategies. We have to be flexible & provide the best medium for them to learn."	"You have to be someone that understands children ... is caring. We are here to teach not only curriculum but to understand each other as human beings & respect each other as equals. We are facilitators ... to teach children how to find information. They need to be active learners in the process. We learn by doing."	"The LMS is the hub. She should be the most important person in that school. She should be in every curricular decision in that school. She needs to know our CBC to a T -- the objectives of every single grade level -- to know what resources you have to match those needs."

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Plans	Planning Time
CT1	[This CT does plan themes, but does not consider herself good at saving & reusing the units.]	"I make my plans in advance, but I'm flexible to where if I see you need to go another way I can do that to make it work."	"It depends on the CT. If you've build a rapport with them ... it just fits. Other CTs, sometimes it doesn't. I think with others."	[She evaluates plans at the end of the day.] "I like to see if the way I had it formatted was good."	[It's either after or before school for 1 hour.] "I don't like to take it home."
CT2	[She plans themes.] "Some are reused & some aren't. Depends on how effective they are."	"I make my plans in advance but I don't hesitate to improvise when it seems appropriate. Flexibility I think is important."	"I plan pretty much independently. When I'm working on a unit that I need some assistance, I come in with the LMS. That one meeting the grade level had with the LMS was excellent." [The principal hired substitutes for that day.]	"I evaluate what I'm doing on a regular basis. If it works, I keep it."	"I do most of my planning [during two breaks for art & music]. I try to do my planning at that time otherwise it's done after school."
CT3	[She plans themes] "as much as I can. I use the basal reader a lot because I'm old-fashioned & I tie in the other things as I go along because I believe in phonics." [She reuses the units.]	"My plans are there just in case something happens. Somebody could come in & just do what I set. If I'm there, I improvise. There's no way I follow to a T. I'm flexible."	"What do I prefer? Honestly? I like to plan independently. I have to be structured. I kind of go off task." [Sometimes she plans with others.]	"Sometimes if I have time after a lesson, then I will because I want to make sure what I've covered."	[She primarily plans at home.] "I'm here at 7 in the morning so I get to have the luxury of doing it then too."
CT4	[This CT plans units in social studies & science. She sometimes reuses units.] "If they seem to have been worthwhile. Sometimes we don't go back to them."	"I always have lesson plans but I may not stick to them."	"Most of the time I plan independently. Right now a CT next door & I are working together on units. That way we cut down on planning a little bit. We don't do a lot of that here ... but it works for us."	"Probably when I'm talking with the children, looking through their reports, looking through their work."	"Any time I can grab a little bit of time, uninterrupted. I try to do most of my planning at school."

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Information Sources & Materials Used

Role of LMS

Principal's Influence

District's Influence

CT1	<p>[After identifying the CBC objectives, she pulls out things that she has gathered from other CTs. She also goes to the library.] "I probably carry out everything that she has on the topic. Sometimes I get things from Get Smart. I order things from the AV Dept."</p>	<p>"She helps me gather my materials also."</p>	<p>"Probably my style of recording my plans, possibly. Even though I use the CBC's it's sometimes hard for me to just plug in a CBC number to everything that I do."</p>	<p>"I guess it would be the same thing [as the principal]. If it comes from him, it's because it comes from the district."</p>
CT2	<p>"I use any materials I can get my hands on. I come into the library, get as many books as I can on that. I have a personal collection."</p>	<p>"I look for what's available & [the LMS] is very helpful. If you're pinched for time or you're not comfortable finding something, she'll always say, 'I'll look it up.' It's great."</p>	<p>"Not very much really. We have a lot of freedom. We work within the CBC, of course. We're given our objectives. I feel like I have a lot of freedom to plan ... to teach the way I'm comfortable."</p>	<p>[She doesn't feel influenced by the district as long as she covers the CBC objectives.]</p>
CT3	<p>"People. Computers. Whatever is available. Textbooks. Videos. I use [the LMS]. She's really a good source."</p>	<p>"Sometimes a lot, especially at the beginning of units. The LMS will get the materials I need & the clerk will be on the lookout for things that come in & hold them for me."</p>	<p>"We follow our guidelines, but we have such an open ... we can do what we want as long as we're teaching CBC. How we do it has always been like up to us. Always."</p>	<p>"CBC."</p>
CT4	<p>[She uses the textbook & materials she buys from school supply stores.] "Talking with other people, people in other schools, other CT friends. Just trying to get as much information as you can wherever you can get it."</p>	<p>"The last couple of years, quite a bit. We've done quite a bit of research. I wanted my children to feel more comfortable when they're given a project to do. I'm trying to make it a more pleasant experience for them."</p>	<p>"At times we've been dictated to as to time allotments to meet specific goals. Our test scores have been emphasized at times & I'm not real fond of having to teach that way, but sometimes you are sort of stuck."</p>	<p>"Nothing other than going through my objectives & time allotments."</p>

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"It's very important because it is something that you use every day. We live in a society where you have to know what is going on. You have to be able to access information. If you're not able to do that, you are lost."	"There's limited information in the classroom. So, I guess I would have to say the media center because there is more there. I have things in the classroom, but there's a big world in the media center."	"We should be the main proponents of it. They should see how we gather the information. Also, the students should be able to gather information on their own." [She suggests that CTs serve as models for information literacy.]	"That would be making the students feel that it's important & see how it relates to their lives."
CT2	"Very important. At the top of the list. I think it should start in kindergarten. I think too many people my age went through school ... without these skills. I didn't get them until later. These kids are learning so much right now. We're exposing them to it."	"You need a situation where the children are allowed to explore, where they have the ability to move around & the instruction to find the materials. The attitude that the kids are always welcome, that this is a place for children."	"Number 1 to motivate these kids to learn, to be interested, to get them excited & to point the way. You go here, here & here, & you find this. It sounds simple, but if you don't expose them to it, it's going to be hard for them to learn."	"CBC is going in the right direction, at least they're heading toward more critical thinking -- more hands-on participation -- rather than the rote. I think it's pretty open-ended, too."
CT3	"It's important, especially nowadays. Things are not the same. The technology age. When I was a kid it was a card catalog & the Dewey Decimal System. Now it's computerized & they have to be computer literate."	[This CT suggests that brainstorming on topics being planned is the ideal instruction setting.]	"Because of our contact hours, we're with the kids even more than the parents." [She describes a situation in which a parents complains that a child did not go to the library that week. She responded that they couldn't go, but that public libraries are available.] "It's not just up to the CT." [She provides activities for students to develop information literacy skills.]	[She understands that CTs must follow it & recognizes its importance. She sometimes looks at it when setting up her objectives.] "That where I say [the LMS] has really helped me. Because I wasn't really aware of it. I'm starting to feel comfortable with it."
CT4	N/R	"I would say going into the media center. It works well because you're right there. They can see everything in front of them & have access to it."	"Introduce them to the library ... making sure they have the opportunity to get in there, working with the LMS, realizing there's a wealth of information there & it's not just in books. It's on the computer, all over the place."	[She remembers objectives concerning information skills in CBC, when she was working with the LMS.] "I don't remember if the objectives I've seen were mine or hers."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"It is critical. They have to have it. They won't function in this world without it. It's all the information that is available, & so many ways of achieving that information, & using that information. They have to have the skills at an early age."	"I think it depends on how the child is being instructed at the time. If they are learning how to use the library, then it should be in the media center. But if they are learning about butterflies, that can be done in the classroom with reference to what's in the media center. Or it can be done outside. It depends. It should vary all the time."	"She is critical as well. It should be a part of everyday curriculum. Every time that a new subject is introduced, the way to find information about that subject should go right hand-in-hand with it."	"I think CBC is a broad outline of what the children need to know. But I don't think it is specific enough in a lot of respects. It introduces the broad topics. But it is not in a lot of respects hands-on. I think it is up to the CT & the LMS to make it more relevant to kids."
Principal	"That's a basic skill. I told every one of my LMSs, 'You need to work with CTs to make them understand that children need these skills to survive now & when they get to middle school, senior high & college.' CTs need to understand that you must have contact with these children in order to deliver these skills. They need to reinforce what you do & be able to work with you."	"I believe that environment is the key. The right personalities in the media & the administrative staff. I would love to see ungraded classes, where children learn at their own pace with very high expectations. I would love to see a school without walls, with all the technology. Above all, I would like to see a district philosophy that allows administrators to have more freedom to know what are the things that are conducive to learning in their school."	"They have to instill in children the love of books & reading. The LMS can stand on his head all day long. But if the CT is not providing the pleasure of literature & good reading ... You have to entice children. Unless people understand that listening, reading, writing, & speaking are totally interrelated, you are not able to get the whole concept across. A CT who takes them to the media center. I would say that is the biggest obstacle that a LMS has. A CT who is not at the same level, who does not value [reading]."	"They are very much interrelated. I don't see how you can teach without having them as your focus. A child has to know how to get information. He has to be an independent learner. I want to know kids are taking books home. I usually suggest that CTs go to the center mode. I require a time for kids to go to the library. By the end of the week, you have 5 groups of children who have gone through the library media center. Sometimes you have to begin the habit. CTs need to have a good selection of books."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"We both come to the table with the same goals, for the student to walk away with some skill or knowledge. She brings to the table the knowledge of resources that the library has & I bring to the table knowledge of my students, their interests, & what has to be accomplished. Then we mesh things together."	"No, I didn't."	"Two heads are better than one. They could give their own ideas of something I probably wouldn't have thought of."	"It's hard for me to get to that oneness ... well not oneness ... but that closeness with people where we can depend on each other like that. The time needed to develop that relationship."
CT2	"Collaborative planning is a meeting of the minds. You have to talk to each other, get together, brainstorm. One good idea usually begets another."	"Yes, I did."	"Two heads are better than 1, 3 heads are better than 1. CTs need to get together & talk & compare ideas, discuss what works, & come up with new ideas."	"I haven't found any disadvantages other than finding the time to do it. The meeting time was wonderful when our classes were covered. That boils down to having money to cover classes."
CT3	"It would be my position to go the LMS & say, 'This is what I am teaching.' I want them to learn how to use research books, use the computers, use what's available to us. Then we sit down & brainstorm. We have our CBC objectives out a lot of time & say, 'This is what we have to do. How can we make it fun?' & we go to it."	[She was involved with collaborative planning before the grant.] "I would go to the LMS & say, 'I need help. I have to teach this.' She would say, 'Well, here,' & she would get it started. I'm doing it more now because Library Power has grown."	"Two heads are better than one, especially when it comes ... especially with the media center."	[This CT thinks being forced to implement instructional units on a structured timeline would be a disadvantage.] "Everyone has their own way of doing things. We know we will teach planets this certain ^Q weeks when we want to get to it. We've been flexible."
CT4	"What I've done is not necessarily the way I would define it, but what works for me is to figure out what I'm trying to do & meet with the LMS & let her know & see what she can do to help."	"In my first year of teaching in Florida I worked just a little bit with the librarian in selecting books for my class. I would arrange with the librarian to take my class in to get an overview of the library, but not as far as doing research & projects."	"More ideas. She might come up with something I hadn't thought of, which she has. I had no idea when I first mentioned this to her that she had plans & objectives that she could go to work on & work with the children on."	"Not really."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS	"Letting the CT know that you are there to help them. Sitting down with them, discussing what they want their children to learn. And giving ideas as to how it can be presented to the children & different outcomes of instruction. Providing materials ... sharing ... working together. I think the kids have to see them, the CT & the LMS, as a team, not as two separate entities."	[The school was in the second year of the grant when this LMS came to the school. The library program was flexibly scheduled, except for indergarten & first grade, which was scheduled weekly.] "When I came, the principal at the time said there would be no more scheduled classes, which is what I believe in. So it worked well for me."	"The skills that I have to teach the students as my job are combined with the skills they are learning in the classroom so that it makes sense to them. Hopefully they understand how to use them & when to use them & will want to use them all the more. It will be relevant for them. I believe that so strongly."	"It is hard. It is time-consuming. It would be easy to say your library time is from 1 to 1:30 on Tuesday, but that is not as effective."
Principal	"Collaborative planning is the mutual effort of many team players with the same goal during a specific time with no boundaries trying to bring together the entire curriculum."	N/R	"In DCPS we have so many things that we have to do. If we collaborate, the load will be more attainable & lighter. I don't see how we can survive without working together. I wish that DCPS could make it a directive. It is a habit that should be instilled in rookies."	"Maybe we are robbing a little bit of individualistic feeling in CTs. I still believe that you can be creative & do your own thing, even if you are teaming with someone. In order to collaborate, I am taking away some of your time. I told the LMS to monitor her time. You are going to have some CTs who will take all of your time if they can. I know you like so-and-so, because they do collaborate with you & appreciate your efforts. But remember you have to work on the others who are not hooked. Provide something for them so they can."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"Definitely support from the administration. People who are willing ... who are flexible because you can't be very rigid with it. Sometimes you have to give. Also, a rich amount of resources."	"Definitely. If you have a warm, nurturing environment, more than likely it'll happen, but if you feel that you're under a microscope & you have to dot your i's & cross your t's more than likely no, because you want to give them exactly what they want."	[This CT thinks that a school in which team planning occurs at the grade level would find implementing collaborative planning with the LMS easier. She thinks that would be an advantage for the LMS because the lessons would be the same for all classes at a grade.]	"It goes back to people that work well together. The type of climate where you are out there on your own. They don't see the importance of working together ... or of modeling, because students see when adults work together. They can see & that's another way that they learn."
CT2	"One of the most favorable things is for your administration to be supportive & set the tone & take it from there. You have to have some open-minded people."	"Always. It's definitely affected. You need the open-minded attitude."	"At least they are more attuned to doing that type of situation already ... working together. Of course, it would be easier & more adaptable."	N/R
CT3	"I think the inservices have helped. Because I think it's a fear of 'Oh, gosh, here's something else we have to do.' But when you learn it really doesn't take a lot of time, she's there, we can do it."	"I think you have to have an administrator who is willing to help us become adapted into it, not forced into it. The whole atmosphere in the school has to be one of good self esteem, not un-satisfaction ... If it's not, it's very hard to go into your classroom, no matter how much you love what you are doing, to carry out what you're supposed to do, when you're miserable."	[This CT thinks that prior team planning by grade levels would help, but she still believes it would be a hard adjustment.] "It helps me when we get together & we plan what we're going to do each nine weeks, but I don't want to be told what to do & with collaborative planning, they tell you it's o. k. ... 'I'm just here, this is what you have at your disposal.'"	"The administrators. CTs who are afraid ... don't want to give. I've been there, so I can say it. I learned that it was o. k., I could change, I could adapt. It's not being shoved down my throat."
CT4	"Access to the media center."	[This CT believes that the school culture could definitely affect the likelihood of collaborative planning.]	"I think it would be helpful because then it wouldn't be so disjointed & then the LMS ... could target exactly what she needed to with the grade level."	"Probably CTs thinking that they are the only ones that are able to dispense knowledge to their children."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS	"First & foremost, it has to be an administrator that supports it. Because if the principal doesn't support it, you are not going to have the back-up." [The principal here supports it fully, so much that she hired subs so that CTs could be released to plan with me.] You also needs CTs who are willing to try it. At least some. And we have a big mix here ... like most schools."	"Probably to some extent it could. If CTs are dealing with severe discipline problems most of the time, I don't think his or her mind is going to be on meeting with the LMS to plan. They are going to be concerned with controlling the classroom."	"Absolutely. Because if you meet as a team, those few reluctant souls are more likely to participate, if they are with the group & they feel a little bit of pressure from everybody else. They may not come & seek you out on their own, but at least for those few circumstances, they will be involved."	"If you don't have administrative support. If there are severe personality conflicts, I suppose that would be difficult ... or different philosophies of instruction. Has to be team work. The people involved have to be willing & able to work as a team."
337 Principal	"CT attitude. Principal's philosophy. Scheduling of time. Community involvement."	[This principal believes that the school climate can affect the likelihood of collaborative planning.] "It affected it tremendously [here]. The status quo, what they had been doing for many years, & the beliefs, foundation, philosophy had already formed a climate [at this school]." [She adds that the right conditions have to be in place & that it takes preparation, accepting, understanding.]	N/R	"I am reluctant to say this, but sometimes, CTs with a lot of years of doing things one way can impact negatively. However, I had CTs who were senior staff who had been collaborating for years. It really is CT style."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"We both come to the table prepared. I have my material that I need, like the CBCs, the student needs and behavior, the things that she might have to watch out for certain students, as well as the content. She comes to the table with her knowledge of the resources & also the specific [information skills] that she has."	"We try to do it at least once a quarter."	[Typically from 15 to 45 minutes.]	"It's usually the CT because she knows ... the LMS already has a bunch of things on her hands."	[She states that not all CTs were equally receptive.] "Some CTs were more excited about it than others. I think that they ... need to really understand what collaboration is."
CT2	"When I meet with her, I usually come in with a specific thing to discuss, such as a certain unit. I ask her what do you know about this, what's available on it, or where I can go. I describe some things I'm trying to accomplish. The team meeting was different because there was 9 of us & we took up the 9-week period & discussed the broad areas that we wanted to cover. Then we worked on specific things we could do. We did some scheduling."	[She met with the LMS 2 to 3 times per quarter individually & one time as a grade level.]	[The team meeting was 2 hours with substitutes & the individual meetings varied.]	"I do."	"I honestly don't know. I think it's like most places, some people are receptive & I'm sure there's some who haven't been. On my grade level, I feel that most people are trying & are fairly receptive."
CT3	"Very informal, very comfortable. We sort of brainstorm, 'What are you talking about, what do you want me to do?' Not what can I do for you as much as what would you want me to do and then I can do it for you."	[During a 9-week period, two times formally, & at least 2 additional informal sessions.]	"Depending on how long we need. The first time, about 45 minutes."	[Most of the time, the CT initiates. Occasionally, the LMS initiates a session.]	"I can only answer for what I saw. I know 3 are using it."
CT4	"I would explain what I wanted to do & she would share with me what she could do & it worked well. She would call things to my attention that I hadn't thought of. I found those things really helped the children ... I find that I am using her more as my eyes are being opened to the fact that I'm not it."	"It sort of depends on what I'm doing as far as the frequency."	"They're very short. We both know where we are headed. Maybe 10 minutes."	"The first time, I did, not realizing that she has a wealth of information." [Mostly CT, but sometimes LMS.]	[She thinks all grade levels are probably equally receptive to collaborative planning.]

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS	"I always get so nervous! I'm getting better. I always have food. I begin by asking what subjects they are teaching. What it is they are trying to achieve with the theme. The outcome, what they want the children to come up with. I try to tell them what kind of materials we have ... What ways we could team up to help the children learn what the CT wants them to learn. And also to incorporate the library skills they need, if it is applicable."	"With individual CTs they have been weekly. But with groups, I haven't met very often. I've met with 1st, 5th, 2nd, & 4th grades, but so far it has been only once this year."	N/R	"As far as team planning, I initiate them. We just inform them that they will be planning with me. And they weren't real happy. But when we sat down & did it, it was fine." [With individuals, it is the CT who usually initiates.]	[This LMS does not think all CTs were equally receptive to planning.] "Especially the CTs that were impacted by the introduction of flexible scheduling. They were extremely upset. The fact that they were introduced to it by a principal that was not welcome did not help matters. But it has calmed down. They know it is here to stay."
Principal	N/R	N/R	N/R	N/R	N/R

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"Everything. She is knowledgeable of her resources & skills that need to be taught. Have a friendly & easy-going attitude, energetic."	"Come prepared & the same attitude [as the LMS]."	"Show that he or she is excited about the program & believes in the program. Allow time, sometime during the day, for them to come together. The principal needs to be aware of what collaboration is & the benefits of it because then it will be easier to set up things to allow collaboration to happen."	"Two heads coming together. She has ideas, also." [She provides resources & teaches skills to students.]
CT2	"Present new materials as they come in. Make CTs aware of those things that are here. Keep us abreast of any information that might be helpful in what we are doing."	"You have to be flexible with time & scheduling. You can't be locked into that little routine that you sometimes fall into. [You need to be] open-minded to sometimes changing & trying new things."	"He has to be very open-minded. Also, see that there is money available so that we have time to collaborate."	"She can contribute in different ways. Initially just to help you find materials. She can also present to your children ... if it is a research type of thing. She'll help guide them with you."
CT3	"She always lets us know that she's here. She lets us know when new things come out. We get a bulletin at the beginning of the month ... videos that are available ... learning centers that are available ... to help implement reading. If we want to go from there to really collaborative planning ... you know it's there."	"Follow through. Attend. We have Library Power Night ... we can go to that. Bring your own kids. So be involved that way."	"Also join in. Also come to our Library Power Night."	[Her role would be brainstorming & planning, provision of materials, interaction with students, & sometimes direct instruction.] "The LMS can learn just as much from the CT & the students as we can learn from her. So I'm thinking collaborative learning means you have to learn together."
CT4	"Cooperate."	"The same thing [cooperate]."	"The same thing [cooperate]. Probably make sure his CTs know that [he / she] is there as a resource."	[She supplies resources for units.] "Just her willingness to help them when they go in. She's very enthusiastic."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
LMS	<p>"Participate ... but don't try to run the show. If they are in the library, drag the CT, if you have to, into participating by asking them questions. Ask them questions in front of the students where they are forced to participate. Also, I make a habit of mentioning throughout the lesson, if I am teaching part of it, to mention, 'Your CT will expect this.' When you are planning, if you are focusing on the result, chances are it will be pretty successful. Also, diviving up the work. 'I'm going to do this much with this group at this center. How about if you take the other group?' When you are doing it, be flexible also. The kids have to see you working together."</p>	<p>"Participate for one thing. I've had quite a few classes that we collaborated on & the CT sits in the back & watches me do my thing. And that is not a collaborative lesson as far as I am concerned. That's like being observed. I like it when I'm doing my part and the CT jumps up & says, what do you think about such & such ... & we talk back & forth in from of the students sharing ideas. The kids see us as a team that way."</p>	<p>"The principal shouldn't have to say you will plan with the LMS. But if that's the only way to get it going, then the principal should say [it]. And should see that the time is made available. I think providing substitutes is such a great idea. It worked beautifully when we did it here. The CTs felt like they were being treated like the professionals that they are. Trying to squeeze it in at the end of the day is tough. Everyone is tired. Everyone is busy."</p>	<p>"I don't contribute as much as I would like to. I think part of that is because of lack of experience on my part. I find that the more that I do it, the easier it gets. The more I try things, I see what the outcome is going to be. As far as content, as far as library skills, I do tell them, if they don't already know, what I think the children should be introduced to. But not the classroom content."</p>
Principal	<p>"Communication lines must be open. There must be prediscussion ... must be give & take with the administration. It is a team approach." [There needs to be a broad understanding of what it is about.]</p>	<p>[The CT needs to do their homework. They must know the objectives ... what they want to do. The CT needs the total concept of what he / she wants to do. It is important to inform the LMS of the topic in advance.]</p>	N/R	N/R

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"I know that people are working hard to make it successful, but it takes cooperation. I think there is more room for success." [She gives a 7 out of 10 to her school's implementation efforts.]	"Not that I know of."	"At one of our grade group meetings. The LMS & the assistant principal came & talked about it. I don't think that's the same effect as Ken Haycock. You have to go through training & learn the benefits."	"Good question. Can I say that I hope it will happen? I hope that there will be additional training in collaboration for CTs to attend & with the training, hopefully they'll see the importance ... & utilize it more often."	[She would recommend this program to other schools.] "Especially schools ... that have a sense of collaboration already. Where the CTs are already working together, very warm climate ... & rich resources. It is fun for the students ... and they are learning. I can't live without [the LMS]."
CT2	"I think we've made some really big steps. We still have room to improve. It's finding the time." [She gives her school a 5 out of 10 in implementation.]	"The Tech Grant and the writing teams. Again, it's time constraints."	"Grade level meetings were held across all grade levels so that the LMS & any representative that had been to workshops with her could explain."	"I don't know, will it? I think the LMS is going to have to play a big role if she thinks it's worthwhile. It costs money for programs like that to do it correctly."	[The CT would recommend this program.] "One thing you can do is go to a school that's doing it & see a little of it in action. Talk to people who are having success. You have to start small, sometimes."
CT3	[The CT believes that the LMS works with CTs & students extensively. She rates her school's effort at between 8 & 9 on a scale of 10.]	[This CT names the technology grant & adjustment to a new principal as competing factors.]	[The LMS went to grade level meetings & talked about it. The message spread through word of mouth. The people who attended the meetings also talked about it.]	"It will be up to the LMS & administration & those of us who see a positive side to it. Next year I will use it more."	[She would suggest this model be used in another school.] "I would ask them to go & listen to the real advantages of it. Let's call it a collaborative gathering. Planning sounds like paperwork. It's not a lot more work from my point of view."
CT4	"It's hard for me to say because I can only base it on what I know. But I doubt that there is a lot. I hope it's at least 5 or 6, but I'm not sure."	"CBCs were coming in. It's tough. CTs sometimes feel really pressured with so much coming at them."	[Through grade level meetings.]	"I certainly hope so. I know it will on my part. Probably the people that have taken advantage of it will continue to do so & those who haven't probably won't."	[This CT thinks this model is of value to other schools. It's advantages include getting another person's point of view. She advises others] "to be open-minded & try & fit it into their schedules."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
LMS	"It definitely is a change. I don't think it happened very much before. It is becoming more expected now. It is becoming routine." [She ranks her school's success of implementation at 4 on a scale of 1 to 10.]	[Though the school did get the Tech Grant & has been involved with a USI Science program, she does not think these competed with Library Power.]	"Part of them were dragged in when we did the grade levels. I had to explain to them what collaboration meant, because many of them didn't have any idea."	"It's part of the program. And coming in, not as the person who wrote the grant, just believing in the philosophy, it is the only way I can see to do it."	[She would absolutely recommend this program.] "I would first of all speak to the staff & explain the philosophy behind it. You have to sell it! I think I would take it slowly. I don't think that the way we did it by saying one week you have scheduled classes & the next week there will be none ... is a good way to do it. But that is the way I was told to do it. I like the idea of mentor programs among LMSs. I watched [another LMS] do it many times before I tried it. Until you've seen it done, it's hard to imagine. It's nice to have ... somebody to talk to."
Principal	[The principal believes that the school made tremendous strides. The LMS did an outstanding job. Many things need to happen in the school for the implementation to get better. Collaboration was mandated. Until it becomes part of the philosophy of the staff, it is not successful. On a scale of 1 to 10, she ranks her school's effort as a 4.]	N/R	N/R	N/R	[She would recommend this model for a library program.] "Before going into collaboration, poll the faculty. What do they perceive as the needs of the school? Present options. Get feedback. People need to be part of the process. Take them places where it works well. Usually people will be convinced when they see it."

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"By doing. Some need visual work, some need auditory work. They all need active work."	"The CT presents things to children. It's like opening a door. It's the children's job to take that, to go through the door. The CT needs to encourage the children and motivate them."	"It's the same. The difference is the focus of attention. The LMS will want to open the door to technology ... and books that are available in the media center. ... Make it a pleasant place to be and a pleasant process."
CT2	"Some students learn best by seeing, when it is presented in an entertaining way, like videos. Others enjoy picking up the insects and the bugs."	"I am a guide. I'm there to give information at times. To help them analyze what they can improve on ... and ... to help them make sure their expectations are high enough."	"She is there to help the CT and the children with research, helping with finding information as needed, encouraging them, taking them off to new adventures, to new literature."
CT3	"Doing, experiencing, talking, collaborating, watching, reading. Whatever works best for them."	"I am a believer that I am a facilitator." [To provide guidance for students.]	"The same thing. I mean a facilitator. If specific skills needed to be instructed, he or she would do so."
CT4	"Children learn best by grasping on to something they are already interested in. Children do well when they see the importance of what they are learning."	"The CT has numerous roles. The CT's the guide - directing and grounding students as well as keeping them on task. CTs need to be resourceful enough to direct students but inquisitive enough to learn along, too."	"To be a support for the CT. Both of the people who work in the media center make themselves available in whatever way. Go out of their way to pull resources together, and act as a support." [The LMS sometimes does direct instruction with students.]
LMS	"They've got to want to learn something." [It's motivation or a curiosity that comes from within.] "Children need to be actively involved in their own instruction."	"I still see the role of CT as so very important. Children need guidance. A facilitator is someone who needs to provide the opportunity, to create the interest, and to encourage the child to seek the answers."	"When instructing children, you've got to have a purpose. You've got to want them to buy into that purpose, so it becomes their purpose, not yours. Then you become the facilitator who helps them find information, rather than the lecturer that imparts information."
Principal	"They learn by doing. They learn very well in groups. Students have individual learning styles. I think the movement toward activity-based instruction is a good one for children. Discovery learning is important."	"The CT has to set up the activities that not only will enable the children to perform the activities, but then to synthesize what they have learned and make it a part of themselves."	"The LMS can work side by side with the CT. They can plan collaboratively and perhaps a lot more creatively for activity-based instruction. They can share instructional responsibilities and can be team teachers. The LMS can do a great deal with authentic instruction, and can even be the catalyst for that kind of assessment process."

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	Use of Themes	Advance Planning/	Individual Planning /	Evaluation	Planning Time
CT1	"Yes." [Uses themes and saves the ones that she enjoyed the best.]	[Uses both.] "I usually have things preplanned but often will come up with something as I am doing it. With my ESOL kids, I never know how it is going to work."	"It depends on who the others are. Because of that, I have usually preferred to plan independently. I want to be free to think things through, work things my way."	"Informally. I can't say at the end of the day. That's too structured for me. ... Sort of ongoing."	"All kinds of different times. The formal, sitting down, writing down, organizing, comes during planning time or on workdays."
CT2	"Yes, in social studies and science. Just some of the time." [Saves units.] "Who wants to reinvent the wheel every year!"	"I usually do them in advance. I like to know what could possibly happen."	"This year, it has been both." [It also depends on the preferences of the others in your grade level.] "We've planned our main themes previously."	"It's usually informal. If that worked." [It may not be daily, but at the end of the unit or midway. It depends on time.]	"I try to start on a Wednesday. I plan both at school and at home."
CT3	"I try to. I do develop my own curriculum ... a whole language approach." [She saves & adapts the units she finds successful, trying several new units each year.]	"I make plans in advance, but so often I do improvise... I try to let the kids direct me... One of my main philosophies is to get the kids to enjoy learning."	"Independently. No, I should change that. It would depend on who the other individuals are." [Referred to working with the LMS.]	"I guess when I'm grading papers to see whether the children have learned something. They are talking to me through words and sentences."	[In the past, she would spend a great deal of time planning at home.] "This year I have more time to do my planning in school."
CT4	"I plan them myself. I don't [save the units]. I find that I don't want to do the same thing the next year. That's why I'm not good with a departmentalized approach."	"Most of the time I plan in advance. You really have to have some kind of preplanning. I enjoy winging it sometimes, too. I feel comfortable with that. It works."	"I don't plan with anybody else, no."	"Probably not in a formal way. I'll go home and I'll say something worked very well or reflect on it informally."	"All the time ... I think about what I want to do and how I want to do it ... weekends, evenings, all the time."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"I use kits (Scholastic Banner Big Bag) because I want to work on a particular theme. Teacher plans for particular novels. Ideas from other people. ... I don't use the textbook very much."	[She plays a great role, because of the ideas she provides.] "The LMS can pull things for me that the media center has. Because of the way that I like to teach, I use the media center more than a textbook-type person."	"I really don't feel that the principal sets any limits or direction to my planning, at least up to now... There's rumors about themes and things, school-wide themes. Up to now, I have been very free."	"My planning is affected by CBC plans and by the requirements of what I teach. But that's just a structure that I work within. I enjoy teaching ESOL."
CT2	"I generally start with the CBCs and look to see what I have to cover. Then I go to our textbook." [She checks media available, including videos & filmstrips, and her own personal library.]	[She has planned with this LMS as long as she has been in the school.]	"I do think my planning has been affected by the change in administration. I am more conscious of the CBCs and following to the letter... We have been kind of directed to do things certain ways."	"Yes. Who gives us our CBC? Yes, it definitely is."
CT3	"Professional materials. I do talk to other people. Conferences that I've attended." [She uses text very selectively and seldom.]	"I couldn't work without them. ... They are wonderful." [The LMS or clerk get what she needs, suggest alternatives, or try interlibrary loan.]	"I have been very fortunate in that the previous principal and AP have been very flexible, as long as you were doing what you were supposed to be doing. ... But my freedom, I think, is going to be a little more limited than in the past."	"I think CBC provides very good guidelines. ... I like the flexibility of CBC. I think the way some people interpret them, not only CTs, by administrators ... could be a hampering."
CT4	"I use the textbooks. I pick & choose ideas from 'Gateways,' the POWR manual, as well as writing my own." [The textbook is used as one resource of many.] "I try to be animated and dramatic in the way that I present information."	[The LMS and library media center resources play a large role.] "I use tradebooks entirely for my reading instruction. We have sets of tradebooks in the media center. We also have guides that I get ideas from."	"It's a win-win kind of situation... The previous principal gave me 100% ... academic freedom. There's never any guidelines, structure, regulations, rules. I really have total and complete rein. And it seems to be with the current administration as well."	"They set down guidelines, outlined in CBC. And that really guides everything. If the child is to produce something ... then I have to come up with my own strategies to have the child do that."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"They are among the most important. Because we can't teach children everything any more. We have to teach them how to find what they need. They have to become very familiar and comfortable with the libraries they can use in their community."	"A place where they can practice the skills, where they have the computers and the books and different materials... The right person is important. A person that will get them going and let them do what they need to do to develop in very positive surroundings."	"The CT is a model as well as a teacher of the specific skills. The CT also has contact with the family, so that those habits are developed within the family, as well as at school. ... As a CT, I feel I encourage, I model, I inform, and I teach all of those skills."	"The focus of CBC is the process of children reaching the goals, the real-life goals of whatever their level is. The skills that we talk about in media & the library are the same thing. The skills they need to use fall into the process part of CBC."
CT2	"I think it is important, because all of their lives, they are going to be doing research. Whether it is for school, college, a job ... even to be a good consumer, you need to research sometimes."	"It would have to be a central place, with access to all kinds of things. Access to videos, access to computers ... books, magazines. Any current publication. We have it, basically, in a way."	"We need to get them used to using the media center, first of all, and the public library. And make them aware of the resources that we do have available... I think it is important that we introduce them to it, even in second grade."	"With the CBCs, they have a lot of projects, reports, things that you have to do. ... Notetaking is important and we try to start that in 2nd grade." [A lot of the competencies require research.]
CT3	"I think it is essential, especially in today's world. Absolutely."	"That my class could be in here (library media center) all the time. Plus the computers from our room."	"We need to provide situations where the children have to experience this to actually do it. ... If you know where to look, you can always know the answer to anything. "	"They are intertwined. It's all part of knowledge. Since I do believe that everything is combined, you can't separate them."
CT4	"Information is not any good unless you know how to find it... So much of the information now is technologically driven."	"A team of CTs reflecting a variety of interests & experiences along with students in a 10 to 1 ratio. CTs would identify interests of students and together the team of CTs and students would investigate various methods of gathering information on a subject deemed relevant to all."	"To make all the things available to children. To encourage them to come to the media center. We CTs need to demonstrate the connection between real life and reading & writing skills using research sources of information."	[CBC requires students to do or perform something. To do that, students have to know how to gather & synthesize information, then produce something.] "They mesh together. They can't be isolated."

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Importance

Ideal Setting

CT's Role

Relationship of
CBC & Info. Skills

LMS

<p>[She indicated that students absolutely must develop information literacy.] "For survival in tomorrow's world, for self-expression, for the job market. Being able to find what they need. Being able to apply what they have learned."</p>	<p>"The ideal setting changes according to the need. At one time, it may be in the classroom. Another time, it may in the media center. A 3rd time it might be in the public library. ... For me, it probably is the media center. But I don't feel I must remain there to do my teaching."</p>	<p>"I see the CT as a very important player, along with the LMS. I can't instruct children in information literacy, without the collaboration of the CT. So it is an equal partnership, or it should be."</p>	<p>"I see a direct connection. They've got to come together. If the CT is instructing in her objectives, and we are instructing in ours, we are really isolating each other and we are not working together. It's got to be a meshing."</p>
<p>"I think it is very important for them to develop information literacy. But I think the only way that it will be achieved is by linking it to subject area curriculum. I don't think it's valuable or appropriate to teach it as a unit unto itself."</p>	<p>"I think that a resource-based curriculum and resource-based instructional strategies promote the development of those skills. I think that integration of subject matter tends to promote that kind of use. I think that CT confidence in the ability to create and develop units that deviate from instructional guides also promote that."</p>	<p>"I think that they do a lot of it on their own, in their own units. They may not label it the same way that we do, but they do it. They touch upon those skills. ... To the extent that they collaborate with the LMS, they are more or less aware of the need for those skills."</p>	<p>"I think that CBC comes closer to the goals of information literacy than any other curriculum that I have seen previously in Dade County schools. The whole concept of performance-based activities and assessment comes closer to that."</p>

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"A CT and the LMS working together to develop a unit of study using whatever is available to both of them to provide a better learning experience for the children."	"Informally we have been doing it for a couple of years." [The formal idea of collaborative planning was new last year.]	"The advantage is that the children get more use out of the media center. The CT also will have much more materials to work with. Plus a person to bounce ideas off of. Two people have more ideas than one."	"No."
CT2	"It's the two sitting down together, deciding on the goal ... then working together, setting out plans on how to reach it for the grade level students that we are working with. A lot of times she knows what is available in the media center. Saves me a lot of time."	[Since this LMS came here. About eight years ago.]	"A much broader view. Much more insight into my materials. New ideas of ways to present things. Access to more materials and more knowledge."	"No! Except time. Finding the time to do it. You feel like you want to follow up, but just never connect. The main disadvantage is the timing does not allow for good, thorough, all the way through, process."
CT3	[Discussing an instructional unit with the LMS, perhaps at the beginning of the planning of the unit. Asking for suggestions of ideas for the unit and for recommendations of specific resources.]	[She has been planning with the LMS since she has been teaching, or at least since she has been in this school, which is 14 years. The LMS gathers resources and provides suggestions on how to implement a unit.]	"I think everybody has something to share. By talking, certainly the students will benefit. I learn something. Everybody benefits."	"Time."
CT4	"We bounce ideas off of each other. The LMS asks me questions about what I want, or what direction I plan to go in with that instruction. I ask what types of things, books or multimedia, are available for use by me and my students."	[This CT has worked with the LMS for many years. The LMS works with the children and provides resources for the CT.]	"We get a lot more ideas... So many times your best ideas come from other people or a modification of other people's ideas." [Ideas evolve as you discuss them with other people.]	"Time. You have to first of all find and make the time to do it. We moved to block scheduling but that doesn't even work very well, because too many other duties and responsibilities are vying for time."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS	"Collaborative planning is certainly a sharing. ... It means a give and take on both parts, all parts if there is a larger group than two people, all of whom share an equal responsibility in developing the plan, the curriculum, the lesson, whatever the objective may be."	[She became aware of collaborative planning when she was still a CT. Her LMS, who later became the supervisor of library media for the district, came to her and offered to work with her for instruction. At the beginning, the planning goal was more cooperative than collaborative.]	"The first advantages are for the student ... the instruction becomes so much more meaningful and realistic. If we are truly providing the ability to locate information, it has to be a skill that is developed in a real situation. The other important advantage is from the CTs' standpoints. ... We share information, we share knowledge, we share teaching styles, as well as sharing children."	The biggest disadvantage is time. Not just my time but the CTs time. If I am trying to collaborate with a grade level, not all of the CTs have release time at the same time. There is another disadvantage ... the point of view of the CTs you are dealing with. If your 5 or 6 CTs do not agree on what the objectives of a particular unit are, then you are fragmented, and that makes it much harder. It is much more advantageous to deal with 1 or 2 people than the large number."
Principal	"Sitting down together and making decisions together and planning a unit of instruction from beginning to end. That is not to say that the LMS has equal responsibilities in terms of the day to day delivery of that unit, but certainly in conceptualizing the unit as an entity, as an instructional process. Now I don't think that in very many cases we really achieve that, but I think that's the goal."	N/R	"The stimulation of creativity, the bringing of different skills and talents. Experience. I think it stimulates the use of resources and the use of strategies that might not otherwise be tapped."	"No."

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Favorable Conditions

Influence of School Culture

Experience with Teaming

Inhibiting Factors

CT1	<p>"Favorable conditions are good personal relationships between the people. If I don't feel good sitting down and planning with the LMS, I am not going to do it. If I feel resources are not made available to me, I'm not going to do it. Possibly, planning time. We don't have enough time for planning."</p>	<p>"Yes, because they affect the way we get along with each other and how comfortable we feel with each other. Letting someone else into our own space. Collaborative planning is opening up to another person. If the climate doesn't make me feel comfortable and it's not something that is totally required by the principal and the district, I may not do it."</p>	<p>"I think it would be easier for a grade level that is used to planning together to just extend a little and do some collaborative planning with the LMS. Because they are already doing collaborative planning among the grade level. It would take less time out of each of those people's time to work the plans. You could split it up or something."</p>	N/R
CT2	<p>[Adequate time for planning and strong encouragement by the administration.]</p>	<p>"Very definitely. If the school climate does not seem to really want it, to encourage it, then I think it just seems to fade in the background."</p>	<p>"Yes, if it [team planning] were accepted widely by both faculty and administration, yes, it would be much more successful."</p>	N/R
CT3	<p>"I heard somewhere that some schools are bringing in subs for a certain number of hours per month. I think something like that could be very beneficial. Time. And, I think, exposure. Get to the CTs in a nonthreatening way. ... Perhaps a script on how to change things."</p>	<p>"Yeah, definitely."</p>	<p>[She thinks prior experience with team planning as a grade level might impact planning efforts.] "I just have the attitude that we have to get the CTs out of the basal. Until we do that, there's no need for collaborative planning. It's right there for them. Even the exact verbiage. A lot of CTs just read it right out of the book."</p>	N/R
CT4	<p>"I think the attitude of the administrators. ... They want to see collaborative decision making. They strongly encourage grade levels to meet together, subject areas to meet together."</p>	<p>"I think a CT has to have a certain amount of confidence in herself in order to be receptive to planning with someone else. If you don't feel that way, I think you become defensive. You are not as open to change."</p>	<p>[This CT prefers to plan independently.]</p>	N/R

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS	"The most favorable conditions certainly deal with the attitudes of people. If the faculty is ready to go, but the administration wants a scheduled library, for whatever reason, that makes it more difficult. The second thing is to be able to schedule times, to build into the schedule, other than just block scheduling, times when people can collaborate."	[She is sure the school culture or climate could affect the likelihood of collaborative planning.] "A climate in which people are not open with each other and willing to share ideas will close the doors almost immediately."	N/R	"You've got to have a faculty that is open to change. Age doesn't always mean open or closed. You've got to have an administration that is willing to back you and willing to try new things, whether they be scheduling or release time."
Principal	"In priority the most important is that block of common planning time. The second most important thing is the staff's willingness to do that kind of planning. The ability to give up that independence that so many of them enjoy. The willingness to take a little extra time, because it takes more to work in teams than to work alone. The third thing is the physical facility itself. If there is a place to go and if there are resources to be seen and used. If there are no resources, there is no need for collaboration. ... The personality of the LMS. I think that the LMS has to be perceived as a colleague, a peer. Someone with skill as a CT. If that person is not perceived that way, there will never be true collaboration."	[This principal believes that the school culture or climate could affect the likelihood of collaborative planning a great deal. The climate affects the expectations of administrators & grade level chairs about team planning in general. The groups on a faculty may be open, with lots of dynamics, or closed, which impacts any project.]	N/R	"I think that in order for collaborative planning to work, a CT has to perceive himself or herself as not only a teacher, but a learner. When people are open to a learning experience, then they can learn from each other and collaboration is valued. If CTs do not perceive themselves as learners, then I think that resistance in and of itself will hinder collaboration."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT 1	"Ideas are bounced back and forth. It is a pretty interesting balance between those 'Aha!' creative moments, 'What about this,' 'I've got an idea,' with 'O.K., now let's look back to the structure.'"	"On a 9-week basis, we may have planned for one theme. We may have sat down 3 or 4 times."	[Half an hour, or if after school, maybe an hour. Then there are the 5 minutes in the hall.]	"Sometimes it is hard to tell! Normally, I've got an idea." [We started work on something at a workshop.]	"I think it was more an individual reaction than a grade. ... It is a personal thing."
CT2	"We are usually kind of informal. We ... sit down with the CBCs and then decide exactly what we want to do. Then we start talking about it. It's just kind of a give and take."	[During a 9-week period, usually 2 or 3 times.]	"Probably about 45 minutes."	[Both initiate projects.]	"Some grade levels had individuals that did not want to participate. With our grade level, they found out they liked it. There has been quite a lot of opposition to it. 'I'm going to do my own thing and I don't care what you do.'"
CT3	"We talk. We pull books down. Mostly discussion. Usually excitement evolves from that because it is exciting."	[During a 9 week period, usually 2 or 3 times.]	"Maybe, given the time problem, 15 minutes at a time. Maybe half an hour."	"Both ways."	[All CTs were not equally receptive.] "I think it is just the CT. There are some CTs who believe that the LMS's job is to have classes all day. Some people are resentful because they have no idea what LMSs do."
CT4	"It's a very, very informal thing. It's not necessarily something that I sit down to do with her. It could be that in moving from one part of the school to another, I bump into her and bounce ideas off of her." [She supplies support for ideas.] "Perhaps the LMS will use my ideas as a catalyst for related topics, ideas, or resources."	[During a 9-week period, usually 3 or 4 times.]	"I would say no more than 10 minutes."	"I do."	"I really do think it is an individual issue. I don't know a whole lot of what goes on in other grade levels. I do know that on my own grade level, there have been some attempts to move toward a collaborative process on the grade 5 level."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS	"I've had very few this year. My other commitments seem to be taking up more time than they should. I believe in baby steps. I have found that there are individual CTs who I am able to collaborate with because they're open to new ideas and suggestions. Because they see the need for children to make use of the media center and to learn how to find information. My other baby steps have been with finding one particular grade level which does plan together and did before I walked in the door. The trick is to make it look so wonderful and so great that other CTs start saying, "What am I missing out on?"	[Could not determine, but very few. The kindergarten and 1st grade students come in on a regular basis for story times.]	[From 10 minutes to 1 hour.]	"I do more often than not. My most success has been with my 2nd grades. I invited myself the first time. Now I am invited in. The individual CTs who come to me, generally to ask if I have a certain book, or if I have an idea of something, and that leads me into, "Let's sit down and talk about this."	[It is an individual thing.] "There are some individuals at all grade levels that are very receptive and some who aren't."
Principal	"I haven't sat in on them. I know that it is happening with a small percentage of CTs in our school, but it is not happening universally by any means. But that doesn't bother me. I think it is unrealistic to expect it to happen across the board. I think that if it happens well among a few groups, that is fine."	"I don't know." [This principal has been in the school less than one year.]	"I don't know."	[Not known.]	"It is individual CTs. There are some CTs who will never do it. I think that one of my responsibilities as an administrator is to accept that and then try to get beyond it by bringing out the best in those CTs in what they actually can do. I don't think that we have to force everybody into the same box." [Many of those CTs are teaching information literacy skills themselves.]

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"Everything [our LMS] does! Be involved in what the CTs are doing. Have time available to respond to the CTs. Be willing & open. She has to put some ideas forward. Like initiate some planning before the CT does."	"A CT needs to acknowledge the existence of the media center and its usefulness. And develop a relationship with the LMS. Come to the LMS when a new theme is coming up to work it out together. Plan far enough ahead so you can make time."	"A principal can help with the scheduling, the planning time. And also set the school climate where the media center is really the heart of the school."	[Assist with guiding the planning of the unit.] "Direct instruction for the kids. Setting up centers for the kids. Trouble shooting. Coming into the classroom for teaching. Just providing audiovisuals, equipment."
CT2	"The attitude toward the CT helps. If you can see the attitude of the LMS is to come in to ... really work with you, it makes a big difference."	[Attitude.] "Make sure that the LMS knows that you are interested in doing it. Sometimes the LMS doesn't want to tromp on any toes."	"Not take away the planning time that was given! And to indicate to the staff that, yes, they are for it."	"Very often, it is mainly offering what is available in the media center. Every now & then, it laps over into actual instruction."
CT3	"Be receptive. Be open. Friendly. Know their resources [in our school and the county]. Know where to go, who to talk to, and who to call."	"Be open. Be willing to initiate. Be receptive to whatever suggestions. Be honest. This would work. This wouldn't. Be willing to experiment."	"Give us the time. Somehow try to promote collaborative planning. Promote trying something new. Providing funds & resources. Allowing for observation, in this school & others. The office door being open."	[Provide materials, suggestions, direct teaching, and evaluation of her teaching.]
CT4	"The children have to know they can be comfortable in the media center. Number 1 is for the LMS to be accessible to the children. Being able to pull together resources once they know what the course of study is."	"To encourage the children to use the center as much as possible. The important thing is for the children to know that the LMS is not just someone who checks out books, but someone who can actually be involved in their learning."	"The principal can work as far as scheduling is concerned. To schedule times that are agreeable for a collaborative type of situation."	"The LMS questions the CT about the proposed unit of study. The LMS is interested in how I plan to carry out instruction. What media? The LMS inquires about what role I want her to play in implementation."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
LMS	[Find out in advance of a planning meeting what the CT's objective or topic is, so that the LMS can know what resources are available.] "It gives me a chance to plan what is available, and to plan what strategies might be used. It is taking advantage of every little cue to sell something to CTs who might not ever think of it otherwise."	"They need to be flexible." [Understanding that instruction in the media center is not separate from their curriculum.]	"The principal has got to provide the time for the parties involved. The principal has got to give them the support. They've got to know that he or she believes in the collaborative process -- is as positive as possible about providing the resources, the budget. I'm not sure a principal needs to be in the planning meetings. The principal needs to be there in spirit, but not for the day to day planning."	[The LMS provides ideas, available resources, suggestions for instructional strategies to use with students, and direct instruction for students during the unit.] "Not only did we share the collaboration, but we shared the teaching."
Principal	"First, have the personality that creates that collaborative feeling. I think that personality and that feeling is reflected in what is visible in the media center itself. It comes through in the interaction & exchanges between faculty members. CTs get through the veneer. They can truly distinguish between someone who verbally claims they want to be a colleague or collaborative teacher and ... those who just say they are going to do it."	"Provide the time and the willingness to do it. If CTs don't want to do it, it won't be successful."	"The common planning time is the biggie. Also setting the expectation for that to take place. It is something that we discussed at the opening of school's planning meeting. We also take time at as many faculty meetings as possible to have something that we call 'sharing best practices.'"	"The LMS has particular expertise with learning resources. So he or she can bring that expertise to the learning plan. The LMS also has expertise with media itself and can stimulate all the ideas pertaining to learning activities, learning assessment, and the use of resources other than paper, pencil, textbooks, the traditional kinds of resources."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"I would say we are not halfway yet. Maybe a 4. We are at the beginning of this change. Because it is hard to schedule the time."	"Our school has been involved in it seems like a hundred different programs. From what I have heard from the other CTs, yes, it does impact the use of the media center."	"I think the LMS did a lot of networking, PR, meeting with grade level groups. And then, it's the word of mouth, the informal, 'I did this and you can too, kind of experience.'"	"I think just by having it become habit, routine, part of the regular, everyday way of working. In general, it is a more informal thing. It's a personal thing."	[She would recommend collaborative planning to other schools. She would tell others that it is extremely useful, but not easy. She would suggest working on scheduling, personal limitations and interactions.] "I think it is a lot more important than a lot of the things that we do in schools."
CT2	"We've had some successes and some failures. We're kind of in the middle of the road. Probably a 5."	"We've always had competing programs. ... This year the Technology Grant has taken a lot of time away from other things. It's hard to focus on 2 things, where your energy goes."	[CTs who did not attend Library Power training learned about it by talking to CTs who did attend. Inservices were held for various grade levels.]	"I think in our school it will stay, because the people who have tried it, have done it, liked it. As long as those people are still there, it will continue."	[She would recommend collaborative planning to other schools.] "Get people who are going to show support. Once people get into it, they will find it is well worth the time. It does get easier."
CT3	"I think some of it is going on. I doubt very much that it is schoolwide. Maybe a 3 or 4."	"I don't think so. Not official programs."	[She is not aware of any inservice done at a faculty or grade level. She expects that others learn from the LMS or others who have done it.]	"I think certainly it will continue for those people for whom it is important. I think that we need to sort of spread the word."	[She would suggest that a group of people from other schools get together and discuss it. Discuss how it is being implemented logistically as well as how collaboration occurs. Get enthusiastic CTs to spread the word.]
CT4	"I'm not sure our school is making a concerted effort to do that. I think it is very much between the CT and his or her relationship with the LMS. Overall, I would say a 7."	"The #1 issue at our school now is to get everybody computer literate. Everything else was put on the back burner, quite honestly."	[This CT thinks others heard about it from the LMS and word of mouth. There were no grade level meetings or faculty presentations.]	N/R	[This CT would recommend it others. They will need to make the time to do this. The infusion of new materials from the grant improved cooperation between CTs and the LMS.]

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
LMS	"I would have to put it very low on the scale, but with an arrow pointing up. I would have to say it is below a 5. It really has come to a standstill this year. Frozen, but not dead!"	"They brought it to a standstill this year and understandably so. Our most immediate concern this year was technology, because the money had to be spent, the training had to be done. ... It did not kill it, it simply put it on hold."	[CTs learned about collaborative planning at grade level meetings at the beginning of the year.] "That's the last I've heard of some of them."	"I am hoping it will be institutionalized through my continuing efforts to educate the CTs to the fact that I am, first of all, one of them. That we do make up a team. That it is in the best interests of children ... I guess what I am saying is that I have an administration that understands collaboration because of her background [as a former LMS and supervisor of media for the district]."	"First, I would ... deal with the LMS directly. Be sure that she understands the CBC, info. skills objectives, & the need for collaboration. I would suggest ... release time for planning & keeping her admin. informed of what's happening so they will give her the [funding] for the resources needed. Good networking among LMSs is one of the most important things we can do for each other & ourselves."
Principal	[She believes the initiative was successful in this school, rating it as a 6.] "I don't think it was as extensive as we hoped it would be. But among those who participated, it was successful."	[This school did experience competing initiatives.] "We are trying to do so much ... the nature of the grant imposes time restraints on the staff. There are competing priorities & a lot of competition for your time and attention. What I constantly try to do is to integrate and to blend one with another."	"I think the LMS came back and spoke to groups. And the CTs came back and spoke to grade levels and to CTs. ... Sometimes they share in weekly grade level meetings."	"It becomes part of a process. You can't institutionalize collaboration specifically for the media program. You institutionalize collaboration unto itself. Then it incorporates many kinds of collaboration."	[She recommends that other schools observe the process in action as a team.] "I would advise them to get some staff training. At that point they might break into partner groups, CTs with CTs, LMSs with LMSs. That's the way to begin - by identifying good role models, by observing them, and by keeping those networks alive. Because it takes continuing support."

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"By doing. Hands-on. By finding out the information, working with it. Then doing a presentation on it ... writing a paper, doing a video. That reinforces that idea three times. The more it is reinforced, the more likely they are going to be able to internalize it."	"I think there is a time for a CT to teach. To be the focal point. I also think there is a time where students can, on their own, learn. Maybe just reinforcing something that the CT had taught. Maybe working with a partner & redoing what they've done before. A CT can be a facilitator, as well as an instructor."	"I think the LMS is a teacher of CTs, as well as a teacher of students. When classes come to the media center, the LMS can teach the children & the CT what books are [best], the right way to find information. How to take that information & put down a few key words & synthesize that & produce something."
CT2	"Students learn most effectively interactively. They need the feedback, they need the interaction with the CT. Any visual aids help. Auditory aids help. Anything that is sensory will help their learning."	[The CT's role is a combo of interaction & questioning. She values cooperative learning & relating lessons to life experiences. She seeks balance in teaching strategies.]	"She's a former CT, so she is very good at instructing. It is important that the LMS be experienced, because she or he, is working with kids all day."
CT3	"They learn differently. I like to use a lot of manipulatives. It's a [combination] of a lot of ways, not just one way. Showing them, letting them do it, letting work together as groups, that helps them learn. I think they learn from each other."	"I think they need to be a facilitator for learning. I think they need to encourage critical thinking & get their students to tell them the answers. Just kind of be a motivator."	N/R
CT4	"They learn by doing, by seeing."	[She suggests that CTs use various techniques.]	N/R
LMS	"By actively participating. I believe in the inquiry method, the discovery method, where we ask questions of students & they discover for themselves the answer. Those things that we just tell them, they forget. If we give them a chance to find out on their own, & we let them communicate it in a style that is in keeping with their nature, they have a better chance. Let them, instead of rewriting an article from an encyclopedia, communicate using an audio tape, or videotape, or by doing a play, or diorama, or whatever. It has to be something that will motivate them & interest them."	"I think the CT's role has changed, that they should no longer be imparting information, but should serve as a facilitator, to guide students to information. Guide them through the process of discovering what they need to learn. We [should] move away from the drill & practice & start [incorporating things] into everyday activities, so that they can find meaning in what they are doing. It is time to use alternative teaching strategies, with equipment ... Hyperstudio, video equipment."	N/R

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How Students
Learn Best

CT's Role

LMS's Role

Principal

<p>"I think they learn most effectively by having organized information presented to them that is valid & valuable & exciting. If they can learn to interact with that & become a part of that. They learn well with hands-on. They like to participate in the process. If all those things are happening, the learning is going to take place. But the planning has to be there. The stage has to be set. If the stage isn't set, it isn't going to happen. You can have all the computers in the world or all the excitement in the world, but if you don't have a plan, if you don't have good information going by, good questions being asked, & good answers being given, it's not going to happen."</p>	<p>N/R</p>	<p>N/R</p>
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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Plans	Planning Time
CT1	"It's usually themes. We did an environmental newsletter. We did research on [South Florida's environment], then developed the newsletter [using technology]. [This unit involved science & social studies. She saves & reuses units, revising them.]	"I almost always do. I have the whole year mapped out. When I'm doing it, it doesn't mean that there isn't some major adjustments being made."	"Definitely with other CTs. When I want to find out why doesn't this work. Or what other information can I add to the other things that I've gathered? There isn't one that can keep up."	"Probably. It depends. Sometimes I evaluate at the end of the first hour. I also talk to other CTs. So it is a constant evaluation. Not planned, but you still do an evaluation in your mind as you are doing it."	"Usually early in the morning. Sometimes now, I do it on weekends."
CT2	"At the beginning of the year, I set up themes. I get a general idea. Then I do specific lesson plans according to the general idea I had established at the beginning of the school year."	[She plans in advance.] "At the beginning of the week, prior to the week I'm going to teach the lesson, I write up my lesson plans." [She mostly follows the plans.]	[She prefers to plan with others.]	[Her evaluation is on-going.]	"Sundays."
CT3	[She takes part in two grade level themes for the year. She does not plan themes in her own classroom.] "The subject [math] doesn't lend itself to it. When I am following CBC, it is hard."	"Both. Of course, we have to plan. We have to have lesson plans. But you can always seize the moment."	"I like to plan with other CTs." [She works closely with another math CT nearby.] "The principal has made it easier for us to plan together."	"We evaluate where we are & whether kids have comprehended. [The other CT] & I will sit down & say, 'Do we need to go back over this? Did we go too fast?' Every couple of days. A lot of times we plan ahead & end up not getting there."	"We plan one day a week on Thursday. We have the time that they give us. I'm her peer CT. She's a new CT. So we spend more time together."
CT4	[She sometimes plans themes. She planned & implemented a unit on composers with the LMS. She saves units to use as an example.]	"We preplan because we have to."	[She plans independently mostly. She would like to plan with others more.]	[She evaluates her plans a couple of times a day.]	[She usually plans at home.] "I'm too busy at school."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"I read journals. There are several technology in teaching journals that give you ideas for lessons. I belong to the IMPACT network of CTs in the county & get lesson ideas from that. I consult textbooks ... when I want to find out why this doesn't work. There isn't one that can keep up with what's going on."	"The media center here is very busy. I try to make sure that I have in my mind approximate time frames when I plan my units. So that I can be sure it will be a time when I can work with the LMS in planning. What kind of books do we need? What kind of resources will be used this time? So it is very important."	"I don't see them in any way really affecting them. Generally, the administration feels good about the way I am approaching the topic."	"The syllabus & scope-and-sequence that was made for the computer dept. was made 15 years ago. It's really out-of-date. It has no relevance to what is going on now. [In the future], I see that there won't be as much of a need for a separate computer applications class. I see it as a part of every CT's curriculum."
CT2	"I use a variety of materials. They have a literature book. It is not the major source. I have several literature books. Handouts that I get from different sources ... CTs who give me things that they liked. We use paperbacks."	"Our LMS is very good at helping us with our plans. If I'm doing something, I can go to her & ask for suggestions, guidance. We use the computer as a source. Videos ... occasionally. We have a good collection."	[The principal sets expectations.]	[She indicated that the district's major influence is the CBC with its competencies. She would like to meet all the competencies, but can't.]
CT3	"We use our teacher's manuals [in math]. When we did the ocean [theme], we went out & purchased some curriculum books that had a lot of neat things. We use the library. [Our LMS] orders Mailbox [professional journal]. I find a lot of good things there."	"She does everything for us. She will teach kids. She sets up stations for them, if you have something you want to do. All of our interdisciplinary units that we've done, she always worked with us. She has been very cooperative in ... getting things set up & getting us resources."	[She thinks the principal has positively influenced planning.] "It has probably helped. Because we are required to meet two days a week with our team. Another thing that has really opened up a lot of time is that they gave us Friday as a free day. We meet as a whole grade level on Friday."	"I think they require us to do one interdisciplinary unit per year."
CT4	[She uses a music literature book which provides a foundation. She brings in other things.]	[When planning units, she consults with the LMS. She is invited to team meetings. The LMS devises a plan on how students can use rotating stations.]	[She believes that the principal wants for technology to be used as much as possible. She brings a computer to her room occasionally.]	N/R

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	<p>"If we teach children every year how they can access information, how they can process the information, then eventually they will be on their own. And therefore able to find whatever they want. It is a skill that is so important for high school & college. Even just personal skills. If we give them an opportunity, so that they know where to access the information, they are always going to have that."</p> <p>[This CT feels that information literacy is very important & it is included in the language arts plans.]</p>	<p>"That same collaboration [between LMS & CTs]. Where you have the classroom & you have a media center that has a supportive LMS & the facilities that you need. If you have a strong person & good curriculum, if you don't have facilities, then you are frustrated. You can try, but you are not going to have the same level of competency that you would."</p> <p>"I would like to be in the library when we are providing this information. Perhaps we should have more than one library per school. Space [in the library] is the problem."</p>	<p>"To do projects that involve research. To come to the library to collaborate with the LMS. To take that time. Some CTs get so involved with 'I've got to finish this chapter.' They don't recognize that they could be teaching that chapter while the students are gathering information in the library, working on a research project. To be a little more flexible."</p> <p>"The students are exposed to the CT the most. So really the CT plays a very important role in promoting information literacy skills. The CT can do a lot by advertising. We have only one LMS."</p>	<p>"I understand that in many of the subject areas, CBC includes that flexibility. Where you are learning your objective, but you are doing it in a variety of ways. Different types of assessments. It lends itself to using your literacy skills, gathering that information, & producing some kind of project."</p> <p>"CBC allows a research component. The goal is to work in a collaborative way."</p>
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CT3	<p>"I think [students] need to be very familiar with the library & how to use it. If they were not familiar with that, they would not be able to go in a public library & access information. When they go to high school, they have to be able to write those papers."</p>	N/R	<p>"As team leader, I would want to make sure that my team was in the library. Not in my [math] class necessarily, but with the language arts CT or the science CT. [The LMS] & I have a lot of communication to make sure that is happening"</p>	<p>"For math, there is probably nothing. But for language arts, I'm sure that there is a correlation there ... that says they have to be able to look up information in the library. Be able to access it."</p>
CT4	<p>[She thinks it is of the utmost importance that middle school students learn information literacy skills now, especially because of the amount of information that is available on computers.]</p>	<p>[She suggests that CTs take students to the library so the LMS may introduce them to the skills. Also, CTs can bring examples to the classroom.]</p>	<p>[The CT may not know how to locate information in newer resources. It is the CT's responsibility to develop projects which involve students in conducting research.]</p>	<p>[CBC & information literacy skills go hand-in-hand. The curriculum requires students to be exposed to different sources & types of research.]</p>

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"I think it is very important, because if we expect them to be lifelong learners & able to access, process, & use information, then we must give them the tools they need in order to do that. At the alarming rate that information is changing, we can no longer teach students a rote body of information. They have to be able to get information as they need it, so they can make educated decisions."	"I think work with, whether in the media center or in the classroom, activities that are planned from the objective phase all the way through the communication phase, that are planned with the LMS & CT to make sure that subject objectives are covered as well as information skills. The ideal setting is one that is activity-based, so that you have hands-on learning, instead of lecture-based. We know if students are more involved in what they are learning & are participating, then they have a better chance of learning. I would say an active, exciting, discovering setting."	"I see their role that they need to be a partner with the LMS to ensure that the students have the skills they need. I think that by working together, we can perhaps give double duty to the skills, & have a better success rate. Information skills should no longer be isolated or taught just by the LMS, but should instead be incorporated into interdisciplinary teaching strategies & should go through every subject area in the school."	"I think that the CBC ensures that we cover all the information skills, if we follow it. It puts them in a continuum where there is a starting point & we can add to it. It is spiraling. We can build on it each year. I also think it is important that we have a school-based continuum where we decide as a school what skills are taught & at what times. I think that is a good base & that we should build on it & make sure that we as a school know where to start."
Principal	"I think it is very important, particularly since we are in a cyber age. Information that was unattainable a year ago or two years ago is pretty much at the fingertips. Not only from local sources, but from national & international sources. It is essential that we all become aware of those available sources. I think the students are probably more comfortable with this than we may be as adults, because they are used to dealing with the screen & pulling information out, playing games on the computers as well as word processing."	N/R	"The same as any of the adults in the building or any of the adults in education. They have to understand what is available, how it is done, & how it can help them become more effective as CTs. Also the time management possibilities are great. If you use the computer wisely, you have more time to spend on the things you need to do with students. It makes the job more effective, if you can do it."	N/R

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"The process depends on how familiar the CT is with collaboration. Either have a subject idea that you come to the LMS with & say, if you are new at it, 'What can I do with this?' Or [if experienced] to just come with an idea, 'I want to do a newsletter on the environment. What can we do about this?' I see a problem, though. Then you are only working with the CTs that want to come. You never get the CTs that need to come. So you have to go out & solicit, too." [Which is why the LMS goes to team & department meetings.]	[She planned with the LMS for 4 or 5 years before the grant.] "It's been part of [the LMS's] philosophy for as long as I have known her. That working with CTs is an important part of being in the media center."	"The networking idea. That you are getting some other ideas. Refreshing your ideas. Getting to be proud of some of the ideas that you've come up with & have been successful. And seeing things in a different way. Because all of those things allow you to share & explore different ideas that people have & therefore learn from it." [She sees it as a learning experience for the CT.]	"No, not when you are working with positive people. The disadvantage is when you are working with teams & there are people on the team that don't want to be part of the team."
CT2	[The CTs & LMS get together. There is an instructional idea working. A date is scheduled for a session in the library. The CT asks about materials & the LMS responds. The talk between LMS & CTS includes both ideas & specifics. The collaborative meeting usually occurs in the library.]	N/R	[Two brains address the instructional issues. The LMS doesn't know the kids, so benefits from working with the CT.]	"No."
CT3	"Having a lot of communication with the LMS & working closely with her. Making sure I knew what was available in the library. If you don't stop by the library, you don't know what's going on."	[This CT planned with the LMS prior to the grant.]	"I think it is good for the students. Because they are going to hear it from 4 different CTs. You can tell students over & over & they don't get it. But if they are getting it 4 different times, 4 different ways. That way they will be saturated with it. Maybe somebody will turn them on. Some light bulb will come on."	"The only disadvantage I've found is CTs who don't want to cooperate. That can be a negative thing. You have people who don't want to change & want to do things their own way. And organizing it & getting CTS to buy into it."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT4	[She defines collaborative planning as the LMS & CTs sitting down & discussing subjects to be taught. It is pulling out information that you want & deciding what you want the students to do during the unit.]	N/R	"It takes the monkey off my back. It's getting someone else's view, looking at things in a different light. It enhances the instruction."	[She reports that there are never disadvantages to the planning, but perhaps the outcomes of the planning.]
LMS	"Two professionals working together for one common goal. Where together they devise the objectives that they want the students to learn, both information skill objectives & subject area objectives. And then they devise activities for those objectives & outcomes, measureable outcomes that are expected, so that they are not only planning the lesson, but evaluating it together."	[The LMS was planning with individuals before the grant, but not with large groups.]	"The impact on student achievement. Also, I think it promotes professionalism. It reduces the workload of both the CT & the LMS, because you are sharing in the activities. Another reason is that the media center belongs more to the school, through collaborative planning. It isn't viewed at the LMS's. We can use the same materials ... lessons ... activities over & over again. So you don't have to reinvent the wheel. We can just take out these interdisciplinary units & adapt them."	"Maybe you have expectations of a CT & what you expect to happen during a media center visit doesn't happen. Or you can plan something & part of the plan falls apart because someone doesn't follow through with it. But I really don't see that there were any disadvantages to planning. If you plan properly & you cover all the details in the plan, you will be successful."
Principal	"It has to be information going on a two-way street. There has to be a give and take. There has to be an understanding of what the needs are. And what resources the LMS can make available to assist those CTs to meet those needs. I believe the LMS's role is to assist the CT. The CT is the one who is in the classroom with the students. They are the ones who understand & direct the instructional program. The LMS is the kind of person who wants to assist CTs."	[He responds that his staff was involved with collaborative planning before the grant.] "That is an integral part of the middle school design. Collaboration, team planning, that is really the essential nature of what a middle school has to be."	"You get buy-in by the people. If all the parties are involved in the planning, it's a lot easier for them to buy into it. It's a lot harder for them to say, 'This is a terrible idea. I don't want to do it.' Because they had at least some part in planning it, even if it was a passive part. It's harder for them to bad-mouth it, or ignore it. The other part is you generally get better ideas when more people are thinking about it."	"It takes more time. It takes a lot of time. Sometimes the time is well spent, sometimes it is not. Time is a valuable commodity."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming Inhibiting Factors
CT1	"A strong LMS. A well-equipped center. The opportunity, the physical time, to get together. The willingness on all the parties to work with each other."	[She believes the school climate could affect the likelihood of planning.] "If you have poor morale at your school, you are going to have more difficulty working with people. If you have an administration that is not in favor of the media center, you're going to have an impossible time of working with CTs. I'm not sure whether it really was fine balancing between our principal & LMS. Or it was her enthusiasm that led him to find out that the media center could be the hub of the school."	N/R "An administration that is not in favor of the media center being paramount in the school. If your language arts department head does not ... if you had some kind of personality conflict. That could be a problem. Time constraints."
CT2	"I see it as the LMS ... the library staff. It is important for the LMS to have a positive attitude." [She also views the use of interdisciplinary instruction as favorable condition.] "Often the media center was seen as a language arts source. I think we've definitely come away from that. All subjects are there, at the library. They use it as a main source to find information, not only for their students, but for themselves."	"Culture, no. Climate ... attitude ... yes."	N/R N/R
CT3	"I think our team planning is very positive. We have a team planning time. I think block scheduling is important. We have a type of block scheduling, not a two-hour block."	"I think the attitude of the CTs would affect it. If they felt unhappy about their job, they aren't going to be willing ... that's got to affect everything. The culture. I think the more diverse culture you have, the better it will be. When the kids go to the library, it is a place they can feel comfortable."	N/R N/R

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT4	"You need to have teams that work together for the students' sakes."	[She thinks the school culture could influence the likelihood of planning.] "It is the enthusiasm of the CT that is important."	N/R	N/R
LMS	"Supportive administration. Funding. ... Collegiality, the staff being able to work together. Probably the personality of the LMS, the diplomacy maybe, the way he or she would approach other people. Probably knowledge of the media center program. Background ... make sure they have the background to understand the school's program. Whether or not the LMS is seen as a key player in the school improvement committee, the school-based management committee, & the budget committee. [In this school], the LMS is a permanent member of the school-based management cadre. A favorable condition is to minimize the management & service area of the media center. Organize it so it runs well, so that you can move on with planning. You have to have clerical personnel in order for it to work."	[The LMS believes that the school climate is important to the success of collaborative planning.]	[She believes that the use of team planning prior to beginning collaborative planning would be helpful.] "It is already in place. All the LMS has to do is just integrate herself into that group. In a lot of elementary schools, the CTs plan individually. They don't think of themselves as a group. They are all doing their own thing. Then the LMS's job is not only to integrate but to bring together. Try to get them to work together when they never have before."	N/R
Principal	"It is harder in elementary schools. Elementary schools by design are different. In middle schools, I can't conceive of a reason why it couldn't be done, shouldn't be done, or isn't being done. In elementary schools, you basically have to make the time for it to happen. You are going to have to pull people from something else. Reallocate resources, spend some money for coverages. It is difficult sometimes to do that."	"Of course. That influences everything. The culture & climate affects everything, the instructional program, the morale of the staff, the morale of the students, the participation of the parents. That affects everything."	N/R	N/R

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"We usually sit down & on scrap paper write down our ideas. We consult the calendar to see if that fits in. Sometimes we'll even look on the shelves to see what books there are. We went online to see if we could find anything. It's a lot more difficult to find information online that people let you know."	"Just once a nine weeks. I do have to share her with other people!" [During one unit, her class will come to the library 3 or 4 times.]	"Quite frankly, the limit is probably 10 or 15 minutes. But there are multiple ones. Because there are so many other activities happening."	"It is usually myself. Because I know what topic I want & about what time frame I want to do it. I know how busy it can get, so I plan way ahead."	"No, of course not. There are still people who don't come to the library ... who only expect someone from the library to fix the lamp on the projector. They don't know what collaboration is in their department or in the media center."
CT2	"Because of being pressed for time, it is usually a quick discussion in pieces. Maybe today we will get together & get the general idea. Tomorrow we will get together again & be a little more specific. Finally, we set up a date & time for when whatever it is that we are planning will take place. Whether it is to do hypercard or to check out library books or to record something. Unfortunately, it is rushed & in pieces, no fault of the LMS."	"Twice per nine-weeks. Two to 3 days in the library."	N/R	"The CT." [This language arts CT normally plans individually with the LMS.] "Because it is hard to get all of those people together at one time."	"I see a lot of CTs [involved in it]."
CT3	"The LMS came. She was present in our meeting. We basically told her what we wanted to do. She shared ideas with us ... things that she could do. Things that we didn't have any idea that she could do. That was good. She met with us several times when we did that unit."	"We met with her 2 to 3 times as a group for that unit. But with each CT, probably more."	N/R	"The team leader, combined with the LMS. Mainly, the team leader."	"There probably were some that weren't but I would say on the whole that our school is really supportive of the library."
CT4	N/R	"Once a quarter."	"No less than half an hour."	"The team leader."	[She doesn't think that all CTs were equally receptive to collaborative planning. Some still want to do things like before.]

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS 370	<p>"It usually starts with one of the CTs saying, 'I want to bring my classes in,' or 'I have an idea.' I consider it's almost like a bartering session. They come up with an idea & I say, 'Have you thought of this?' It's a give and take back & forth. 'I'll be responsible for this.' 'O. k., I'll do this.' Until finally we come together with a unit that was shared by everyone ... that everyone can say they had a part in. One of the reasons that collaborative planning is so important is that it allows for prerequisite things to be taught in the classroom. So that a media center visit is truly useful & makes a difference to the students. Unless you plan with the CT, there is no way that the students can make sure that they know the vocabulary that's necessary when they come to the media center."</p>	<p>"A few times a quarter. The planning can be by phone." [It's best if the planning is done at least two weeks before the library visit.]</p>	<p>"A planning session with one CT is about 30 minutes. For a team, it would be about 1 hour."</p>	<p>"I guess they do. The thing here is that I no longer have to initiate collaborative planning sessions, because they already know that they want to use the media center in their activities. It might be that someone says, 'We are studying Latin America. Got any days open?' I would say, 'I have this unit. What do you think about this?' I initiate in that way."</p>	<p>[She does not think all grades were equally receptive to the program. She indicated that the sixth grade was more receptive, perhaps because the CTs came from an elementary. Eighth grade was subject oriented instead of whole child oriented.] "Mostly, it is an individual issue with CTs. The language arts CTs are more receptive."</p>

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"Making the person feel comfortable. Offering suggestions. Perhaps even calling in someone else who has done a similar project or topic. Adding that information. Being aware of the latest research & latest readings [to assist] people who don't read the journals that she does or keep up with the newest books. She offers that opportunity."	"To be willing to work with the LMS. To come with some ideas about what the topic is. What do you really want to accomplish with the kids. Being flexible. If that time framework doesn't work out because someone else is already in the media center. Just be willing to network & work with others."	"Be supportive of the media center. Financially. And, appreciatively. I think it is important that when you are doing a good job ... you need to be told that. It's nice to get a pat on the back that says you are doing a great job. I think it is important for the administrator to encourage people to use the media center. Not just the principal, even the assistant principal. Because they are the ones that usually have more direct contact with departments & teams."	N/R
CT2	"Be informed." [Provide organization & have lots of patience.]	"Show willingness. Be ready to work. Participate when the class goes to the library."	"The principal should play a role in planning together." [The principal should compliment the LMS & CTs on planning instructional activities together.]	"If we decide on a unit, the LMS will let us know what resources are available. Often-times she will let us know what worked for another CT. They can give us information as to how well it worked. They can also tell us where to locate information. What's good for the students."
CT3	"I think helping us plan, making resources available. Setting up dates, that we can all be able to get in the library. Making us aware of what she can do. Setting up stations, so the kids can work in groups. She did all of that ahead of time, before we got in there."	"I think be willing to participate in the experience, first of all. Go a little extra. Search into some extra-curricular materials. They are going to have to be willing to use more than their [text]book. They are going to have to bring in some information."	"He can support us. Making time available for us to plan. It would really be nice if we had extra time to plan when we did those big units."	"I think being available. Making her resources available. Giving us ideas. She really did give us a lot of ideas, things that she could do."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT4	"Help to organize the project. She wrote out objectives for the stations. Know what materials to use."	"Find the time to meet."	"He needs to remind CTs that the library media center is available. He gives support."	N/R
LMS	"Support the CTs. The initial visit should be orchestrated. Give an overview of activity centers. Both need to make sure students know that they planned together. Have a procedure that helps the CT crystallize what they are doing."	"Cooperate with the LMS. Take an active role in library media center visits. Be responsible for certain activities. Get information to the LMS ahead of time."	"Fund the library media center. Make the LMS a department chair. Express views on the importance of the library media center. Include the LMS on the school advisory council. Provide staffing [in the library]. Provide library clerks beyond what is based on school enrollment."	[Work with the CT in deciding on objectives. Select resources & plan activities. Use a lot of centers. Develop presearch activities. Decide on an outcome with the CT. Provide a communication vehicle. Help evaluate the lesson.]

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"I think that we have done an excellent job. It is remarkable the difference of what's happening in this media center in the 8 years that this transformation has happened. I see more people coming for consultation. Our media center is looked at as a place that is home ... as well as a place you can come & research or get information. Or work with someone. I would say a nine [out of 10]. Because there are still a few things that need to be done. She had some wonderful ideas about parent involvement & community involvement."	"Too many other projects! We had become one of the schools to receive the Tech Incentive Grant at the time. We were working on School Improvement. We were finishing up our 2nd year of the Challenge Grant." [She believes it had impact.] "The difficulty was to catalog all the new materials that came in. Still have time to write the grants. Still be able to collaborate with CTs. A lot of the technology came here; it had to be taken care of."	"From some of the CTs that did attend the workshops. As well as the LMS going to department meetings & team meetings. Our teacher leader project & Library Power are almost one & the same. When we were working with teams in our technology plan, they were doing Library Power at the same time. So we were working across the board in all directions. And giving the information to other schools, as well, which I think is important."	"I don't see that as a problem. I really see the collaboration & the rapport that's been developed between the LMS & the CTs that is not going to be stopped, just because Library Power isn't here. The CTs still want to bring the kids in. They still want to find out how they can use the media center. As long as [this LMS] is here, I don't see that stopping." [She thinks the key people are essential.] "I see that if [this LMS] went somewhere else, another LMS would have difficulty trying to fulfill all the things that have been done previously."	"If you try with a couple of CTs first & you model how effective it can be, the word will get around that it worked well. Then some more people will try it. You just build your pyramid. You start with the base, then they tell the next group. I think it will build from there. You build that trust. When you are planning with someone, you are relying on them to have the information for you as well as guide you the first few times. In a school that has 2200 students, one LMS is not enough. It causes too much stress. It doesn't allow that person ... because [of] paperwork ...to collaborate as much as she would want."
CT2	[She ranks her school's implementation as good. She gives it nine out of 10 points.] "I could do more."	"No."	"I don't know. Through the LMS. They learn from others."	"Definitely it will continue as before. It was strong enough so that it will remain. We have a supportive principal who works with the LMS."	[She would recommend this program.] "The children need it & the CTs benefit from it. To me, it is futuristic, because the media center has so much technology."
CT3	"I can only judge the 6th grade. They did a great job. I would say 99% of our CTs really work well together. I would say an 8 out of 10."	"Not really, that I can think of."	"[Our LMS] presented all that at a faculty meeting at the beginning of the year ... of what it was."	"Yes. It is something that we will still do, definitely."	[She advocates this model.] "They need to get someone like [our LMS]. I would hope that the library would have resources, too."

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CT4

LMS

Principal

Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
<p>[This CT considers the implementation to be very successful. She thinks it has helped her teaching.] "Technology is something we are shy of. It is a 10 now." [She believes the instruction helps to keep kids on task in the library.]</p>	<p>[She thinks there was competition for time to collaboratively plan.]</p>	<p>[She indicates that the LMS provides training, as well as the team process of planning instructional units.]</p>	<p>"The CTs will still want to use it. The LMS organizes stations." [When the organization is done for you, it is helpful.]</p>	<p>[She would definitely recommend this model for library programs. Anything that allows the students to have success is great. Her advice is] "for LMSs to find out about it & get training for it. Then go for it."</p>
<p>[She states that Library Power has changed her outlook on planning.] "Now I'm doing it with a different focus. I wasn't meeting with large groups. I think it is successful. I would say a 7 or 8, only because you can always improve. There's a lot of CTs I haven't reached. There's probably many that don't really understand what we can do & how we can impact our teaching. There's always room for improvement."</p>	<p>"Yes. We received the Tech Grant. I was a key player in [placing] orders. I had to catalog & circulate equipment." [She cites the Florida Challenge Grant which the school received.] "We wrote for the Retrofit Grant." [They were involved in the Dade Teacher Leader Program & mentored a school.]</p>	<p>"They might have been involved with their grade level plannings & their team units. When I came back from the Ken Haycock [training], I started going to the departments & speaking about the change in my role."</p>	<p>"We will just continue to do what's been successful. I've surveyed the students as part of my master's. The things I heard from them were 'Thank you, for working with us.' & 'You make learning fun.' As long as we are impacting students, we are going to continue doing those things."</p>	<p>[The LMS is a strong advocate of collaborative planning. Her advice is] "start small. Don't necessarily start with friends, but start with CTs that are open-minded. Ones that have connections in the school & will verbalize the success of the collaborative planning program. Also target those that would be able to be an 'ear piece' to the principal, so that you would get funding & support from the principal."</p>
<p>"I think we are doing a good job with the planning. The implementation is steadily coming on-line. We have been doing the middle school model for a number of years now. We are very accustomed to collaborating & planning & grouping with our staff. I think we are making progress. I would say we are probably a 7 [out of 10]."</p>	<p>"In this school system, there is always competing initiatives. Without question, if you place too many programs on-line at the same time, you are going to water down or you are going to hurt the effort."</p>	<p>"Both from the LMS & the CTs who did [go], who shared. It is certainly not the same as going to the workshops. Probably they all would have benefitted from going, but it's simply not possible when you have 80 or 90 on staff."</p>	<p>"We will continue to do what we are doing. Definitely. If this is helping the instructional program, we are going to continue it. That's the test. It does require people to message their lesson plans & their goals a little."</p>	<p>"Yes, I think they should definitely look at it. Give it a chance to see if the benefits outweigh the time spent & the effort put forth to implement it. It does have a positive payback for it. I would suggest they visit a school that has been implementing it. Talk to some people who have put it in practice."</p>

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How Students Learn Best

CT's Role

LMS's Role

CT1	<p>"I think we have many different kinds of learners. When we gear ourselves to teaching in one modality all day long, expect them to stay in their seats, we're losing many of them. We need to teach according to the different modalities so that we can reach everyone according to their own learning style."</p> <p>"Hands-on. By doing it."</p>	<p>"A CT needs to get to know her students individually, not just a class. By becoming aware of each student's needs & tapping into how they learn, you can service them more effectively. Many just learn hands-on & I think we need to diversify our instruction so that we can reach each child, at least in one area according to how they best receive this information."</p> <p>"We are trying to become more facilitators. We're in the process of a transition. It's difficult because of resources, class size. I'm talking class size mainly. I have 32 first graders & a part-time aide. Some 4th grades have 39."</p>	<p>"I think the LMS, at least ours, is very tuned to this. The way she is reading stories, she's actually role-playing at the same time & she's asking students to play parts with her or help her or participate so everyone is really involved."</p>
CT2	<p>"I think it is a combination of hands-on & the CT being there as a facilitator to provide them with the ... right questions & different kinds of things to pull the information from them. I think they should be in an environment where they feel very comfortable & relaxed & at ease & happy to be there."</p>	<p>[She views the CT's role as a facilitative one.] "I do believe we need the CTs. It's not like directing the children, 'You go to the computer, you go there.' No, I think we have to be an integral part of the education." [She sees a place for direct instruction by the CT as well as guiding students in constructivist activities.]</p>	<p>"She's a para-professional in a sense of a person coming along side and helping. Most of the time they have a lot more knowledge of the resources that are out there. I think they are a partner."</p> <p>"I think she's probably the link between the information that we have to bring to our children and the fact that it goes to the children. She's that link."</p>
CT3	<p>"The way they learn is first following directions. That's a basic thing, for me. Through their peers, they learn. Through sharing with them, through me, a lot of hands-on activities, a lot of visuals. That's how my kids learn."</p>	<p>"You first show them, that's the way it is. It's like a recipe ... You start it off & then they know that from there they start branching."</p>	<p>"Her role is very important also because she can reinforce anything that the child is not attaining. Because the way I instruct might be completely different from the way she does & they can have different aspects of learning something."</p>

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How Students Learn Best

CT's Role

LMS's Role

LMS

"I think if they apply what they have learned immediately. I think that is the best way. But in whatever way it is taught, if the kids see the advantage to that learning, I think that is the way that will stick in his little mind."

"There has been a change in that. Many are willing to change easily. But some are stuck with their paradigms. [For those CTs who have changed,] "they dispense a little bit [of knowledge] in the classroom. Then they come to the library and we together dispense some more. Then they go & do some stuff. Then they can come back. We are talking about the same unit. It is a balance. It is fun, it is learning." [She describes fun activities as mostly hands-on learning.]

"I really wish it were more. I see my role, basically, as an enrichment. The CTs don't have time to do the research. They don't see the professional journals that come through, as we do. Enrichment to me is important. And, definitely, to get in there those information skills." [Part of the time, she provides direct instruction to students. She also supplies ideas, especially from journals, to CTs. Always, she provides resources to CTs.]

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Principal

"When they apply whatever knowledge they have & they have to be brought to a point of frustration. Learning takes place when a child reaches a frustration level & wants to solve the problem ... wants it desperately ... to solve the problem or get the information he wants."

"We won the Model Learning Environment Grant. It is where the CT pretty much works less of the time in direct instruction as much as ... organizing & facilitating instruction. It would mean very seldom large groups, some small groups & individuals. The attempt would be to personalize the program for each child. Instead of every child having the same instructional program, they would all vary according to their needs."

"She's part of the collaborative team, instruction, basically. Secondly is to provide the physical facility where the needs of the CTs ... the information & literature needs of children are met." [He indicates a resource provision role as well as a direct instruction role.] "The object is everyone becomes a facilitator. You facilitate instruction to occur."

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Plans	Planning Time
CT1	[This CT plans themes regularly.] "This is the first year that we have been working on the Model Learning Environment in the context of teaching themes. Definitely we've been saving everything." [She reuses themes.]	"We usually plan the basic themes [in advance] because it requires so much preliminary work, as far as getting the resources we might not have in the room. Sometimes we deviate, if the lesson is ... too hard. Then we might alter as we go."	"I have always been an individual. I have always tended to plan by myself, but this year, I find that I've been missing a lot because now I draw from a pool ... of information that other people have that I wasn't even aware of." [Now she prefers to plan with someone else.]	"I evaluate them at the end of the week to see what was effective, what was not effective."	"I do it at school because by being here & being close to the resources that I gather, it's where ... I can't take the whole library home with me. We have an hour block to plan."
CT2	"On Mondays or Tuesdays, we'll meet & begin to plan. We're usually planning themes or initiate a new one. We've repeated some of the units, but we have done different units altogether."	"We plan for the week & whatever materials we'll be using. Still, it's always open for spontaneity. Usually by Friday, we have everything planned."	[Her preference is for planning with others] "because of the brainstorming. Two heads are better than one."	"Usually when we meet ... we look at the past week, and we'll say, 'Did this work for you? This didn't work for me.' We all get along & we all bring our little area of expertise into the planning."	[The team plans during the hour block & she also stays after school.] "Sometimes I have to take it home. ... That's what teaching is."
CT3	[This CT plans instructional themes.] "Some of the things that we prepare, sure we reuse them."	"We usually preplan. Every CT realizes that in the heat of the moment you may think of something or it might just pop up & you take advantage of it, but we follow the plans very closely."	[She prefers to plan with others rather than independently.]	"Oh, sure! And if I didn't get to do something, I will mark for the next day." [Plans are evaluated daily.]	"We usually plan at the beginning of the week, Mondays & Tuesdays, for the following week. We plan [about 1 hour]. Sometimes you stay later."
CT4	[She plans themes and reuses them.] "But I change them according to how my kids are doing."	"We do it in advance. I have to know what I'm going to be doing with time."	[She likes to plan independently or with other CTs.] "I can do both things. I do fine any which way."	"At the end of the day."	"At the beginning of the week. A week ahead is when we plan."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"We try to work around the textbook. We will designate a story from our language arts program ... that will be the core to begin with. We'll use videos ... children's magazines ... regular magazines, trade books."	"Many times we will pull on her to tell a story. She's very good at storytelling. The children will come in [the media center] & she will take them to the computer. She'll teach them how to access information for whatever topic we've given them. As well as the planning."	"We don't get every field trip that we would like to get. It's difficult to embellish a lesson or unit if you don't have the resources available to you, as far as leaving the school site."	N/R
CT2	"Everything. We use trade books ... videos. This year we've been having all sorts of materials being brought to us because of the adoption of the language arts series. We really don't like the [language] textbook at all. If it fits we use it. Basically we use trade books."	[When her grade team is planning a theme, they will brainstorm & let the LMS know what the theme is.] "She'll either come in or we'll come over and tell her, 'We're doing planets.' She'll pull stuff for it & give us ideas & sometimes even join in the brainstorming. We work well together."	[She does not think her planning is influenced by rules set down by the principal.] "We adhere to the outline that we are to follow by contract. We go by the CBC."	"As long as you stick to CBC ... that's out of the district. That influences because we've got to stick by that."
CT3	"We use our guides. We've used some of the guides that we have received from the library. We take in from different sources, from the LMS. We use our community resources [including parents]."	[Both the LMS & library resources play a role in this CT's planning.]	"Not at all."	"There's guidelines. There are certain times allotted for planning."
CT4	"I use a lot of manipulatives, a lot of visuals, & I correlate it with the library. She coordinates anything to help me out. Computer ... I use that as a tool." [She uses trade books & professional activity books.]	[The LMS provides many resources for this CT to use in planning & implementing instruction.]	"He treats us as professionals so long as we know what we need to cover. He lets us do it whichever way we think is best for our students."	"One thing we have to follow is the CBC objectives & complete them by the end of the year. We're very much into assertive discipline. We try to follow everything by the district."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"It's extremely important. That's the only way that they can go to a media center & use it effectively. From the use of computers to finding your way in the shelves & accessing the information you need. So many students are lacking in those skills."	"I would like to see our students using the library more ... to learn the mechanics of what it takes to learn the media center. All the different stations ... why the books are in certain areas."	"A CT not only has to support her LMS, but has to incorporate lessons in language arts areas that ... give your children the practice that they need in getting those skills down. Also, making the library accessible to them. Not the entire class needs to go every day, but a few students can."	"The relationship between CBC is that information literacy instruction supports all of our objectives. It's what enables us to teach those objectives."
CT2	"It's very important." [We are encouraging students to] "have inquisitive minds & find information for themselves. They need to be able to use the computer, to use the computer catalog ... to access the Internet. If they leave elementary & don't know that, they are going to be in trouble."	"Hands on. But then the LMS has to be available to sit with a group of kids & teach them & that's very difficult, related to the budget. One person and ... so many children & so little time. A group of 6 to 8 kids would be the maximum." [She suggests a larger staff in the library.]	"Exposing them to different sources, allowing them [to go to the library], & when you don't know, ask. We always tell them, when you don't know, ask."	"It's very appropriate because CBC gives you the freedom on how to implement the goal. I might do it one way & you might do it another but we move ... we both accomplish the same thing."
CT3	"I think it is a must because CTs ... are not just here to give information, but we need to teach the children how to find the information on their own. We have to be facilitators & prepare them from an early age."	"One of the things is that the library is available for the children to go visit. Of course, you need personnel in the library to help the children with different questions & concerns. If the facilities & personnel are there, all you need is the children."	"In the kindergarten level it's not that much that I do with them. The LMS has taught them how to put the books back, where the different sections are. In upper grades, some CTs have trips to the library ... to find where different things are."	"They're both correlated in different ways & I guess they add to each other. Like they should build on each other."
CT4	"I think it is very important. If they don't get the basic education, it'll make it very difficult for them later on."	"An environment the children are comfortable with. Where they feel security in their CTs ... that they can ask any question. It should be cooperative learning between the children & CT."	N/R	"They are both correlated. Basically, with language arts, you're trying to attain that [information literacy]."

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LMS

Principal

Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
<p>"At our level, it is by far more important for kids to know how to find it than the information itself. If some of it sticks, fine. I think the knowledge of how to find it is more important than the knowledge itself."</p>	<p>"I have gone to the classrooms many times. If it is going to be complete & I am going to do a thorough job, I think in the media center is the better setting."</p>	<p>"As the years have gone by, & they see that [information literacy] is my aim really & that it is very important for the kids, I think they are more willing to ... collaborate with me. So that those information skills are in their lessons. Not only built into their lessons, but we have made it a little bit more fun for the kids."</p>	<p>"CBC ... I don't know who thought about it. But they did it in such a way that is it such a generic, flexible way of tying it to so many things. You can weave our information skills CBCs into so many different subject areas. I think knowing the literature helps the LMS immediately make the link between different CBCs, language arts, & the media center."</p>
<p>"It's a major concern for me because of our technology in that the means of acquiring that information has changed considerably. We now have the Internet in the library which children can access the Internet & various other 21st century technology. We are moving into some new areas."</p>	<p>"I think a good ... media center, for both hard copies, which are the books, & traditional sources of information, & also software meaning diverse kinds of individual programs, & finally Internet access to sources outside the school. Then, basically, the classrooms connect to sources outside the school & the children have access to come into the media center for other sources that are not available through the Internet & whatever else they might happen to have in the room."</p>	<p>"Major! In order for them to complete their instruction units, they must train children to acquire information to complete the units of instruction. The means for getting that information can be acquired either through the library or in the classroom & by this time next year, the Internet will be available in every classroom in every computer."</p>	<p>"I think it's important. See, application, that's what we are after. Knowledge in & of itself is not as important as use of the knowledge. We're talking about application, whether it's information, skills concepts, whatever."</p>

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"I would define it as tapping or using the school's complete potential, because the LMS ... is the keeper of all of our stored wealth with so many of us really unaware that we have so many things. Not only that we physically have so many materials & resources, but that we are able to get from other libraries, so many resources."	[She worked with the LMS before the grant.] "She's very open, very receptive to our needs so it just seemed that she's the resource person to go to. I think the concept of Library Power is just taking something that makes sense and structuring it so it works."	"You don't just depend on your own knowledge & information & creativity. You have the same of the people around you. It brings the student the best learning experience that he could get. There's the benefit of the knowledge of more than one CT."	"Not yet."
CT2	"A sharing of ideas & ... resources. 'We might not have it, but I can get it for you' and she will look in catalogs & order it & have it available."	"We've all sort of worked with her. Then when we got the Power grant, it was emphasized a little more. Then we went into the different scheduling ... the block scheduling ... which was easier for her to come to plan with us."	"Like two heads are better than one. I'm sure I won't know everything that is out there. Since this is her field, she will be able to give me her expertise. She's also an educator & she will sometimes give me information & teach me something."	"No. Not unless you know it all."
CT3	"I would define it as a time when a group of people sit down & brainstorm & discuss different avenues to take in order to bring a good lesson to children that includes different kinds of materials [and] approaches."	[She first learned about collaboration last year at the beginning of the grant.]	"The fact that we are enriched by our colleagues' ideas and what they bring to the meeting."	"Of course there are times when not everybody participates 100% & gives 100% during the planning session, but I think in good faith we can work some of those things out."
CT4	"It's very essential. If there's something I need in extra materials, I know I can find it there."	[This CT first heard about collaborative planning when this grant started.]	"Your lesson improves. I think you have more [options] in instruction. You have so many materials & things that you can [use in] your lesson that will make your instruction much better."	"No."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS	<p>"It is a meeting of CTs & LMSs to provide the best possible instruction for the kids. And not limited to what either one of us can do, but what we can do together for the kids. I love it. It has freed me from the boredom of just information skills [in isolation], that I knew very well meant nothing. It has allowed me to have a lot of fun, to learn a lot, & I think, when you enjoy it, the kids reap the benefits."</p>	<p>"Very little. On the run, in the lounge. And it was a matter more of being a provider of materials & information than the actual teaching. Because I had my own curriculum & I was scheduled."</p>	<p>"As I see the kids now, when they come to the library, managing their way around it so well. There are kids teaching CTs how to do this stuff. We had a technology day." [The kids showed adults around.] "They started themselves explaining, 'Let me show you the word search.' They didn't need us anymore. Especially my fifth grade."</p>	<p>"To tell you the truth, no. The only thing is, it makes me work more. So that I have to get those CTs that are not ... just because they are not used to it. They are not used to having me there. Not yet. This is only the second year."</p>
Principal	<p>"First of all they must be physically together while planning is taking place. When the CTs, using their CBC objectives, develop a unit of instruction with the LMS there while this process is occurring. The LMS is to offer input as to what services she can provide & to answer any questions that might be raised by the CTs."</p>	<p>[This principal stated that his staff was not involved with collaborative planning before the grant started.] "Until we facilitated & provided the opportunity by structuring everything, it wasn't about to take place. They are not going to do it after school."</p>	<p>"Their teaching becomes more effective as a result. The sharing of ideas. It empowers CTs to make decisions at their grade level & provides the opportunity for them to plan together. It facilitates things to happen."</p>	<p>"None whatsoever."</p>

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"The hour [planning] block because we definitely need the time. We use great parts of teacher work days ... to not only plan but to compile resources."	"If the administration is not supportive of what you are doing it, it would definitely hamper your efforts."	[This CT believes that prior team planning experience would be an advantage when beginning collaborative planning.]	"People's unwillingness to try something new. We just resist change because it's changing & it's different & we don't like to do that. Sometimes when you try something new, you find that it's much better."
CT2	"I think that the blocked scheduling helps a lot. That way, it's always set. You know that ... every day you plan at this time."	"Some cultures are more open to ... maybe not cultures ... some people are more open to working with others & some people are loners. Some people are more apt to sharing & working together & some people don't want to do that."	[She thinks that team planning experience is helpful when beginning collaborative planning.]	"If administration wouldn't want it. If you are at a grade level that everybody doesn't get along. Hopefully principals would be smart & sensitive enough to put people together that would work as a team."
CT3	"One of the main things is the fact that competition between CTs cannot be there if you are going to plan collaboratively. If I want to outdo my neighbor, then we have no business planning together. Administrators sometimes willingly or unwillingly ... send different messages."	[She believes that school culture could affect the likelihood of collaborative planning.]	[She indicated that team planning experience makes collaboration easier.]	"Interpersonal relationships are the main [one]. Maybe also inexperienced CTs ... maybe afraid, not being able to bring enough to the planning ... not be accepted. Also, CTs need to be convinced that we are CTs for a purpose & that we are here for the children."
CT4	"Having the materials helps. Involving technology because that's now the future. Having a LMS that's very nourishing & very open-minded & always willing to help you out at any time."	"I don't think so."	"It would flourish a little bit more with team. Because ... as a whole, they work together as a group, where everyone planning on their own always [has] some different views of things."	"No."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS	<p>"Number one, a willing administration. A strong administration. I don't think every administrator is strong enough to go against 30 CTs who want 30 minutes of baby-sitting. An administration that is willing to give the CTs the time & the LMS the time. An administration that provides a clerk in the library. Or an administration that is willing to say, 'It is better for [the LMS] to be planning, so the library will be closed.' For whatever time, if money is not available for a clerk."</p>	<p>"We (LMSs) have to be one of the most flexible people on that staff. The grade level deals with whoever is in that grade level, period. We have to deal with every personality. Some CTs don't want to see each other, let alone plan with each other. Or they don't want anyone to know what they are doing in the classroom. So yes, the atmosphere of the school is very important."</p>	<p>[This LMS thinks that team planning makes a big difference.] "If everybody plans independently, then we would have to plan all of those activities with each & every one of them. If a grade level plans together, the use of time would be better for us."</p>	<p>"A weak administration. Problems with personalities in the grade levels. Or problems with the LMS ... to be fair. There are many who just do not want kids in their media center."</p>
Principal	<p>"I think that you need a hands-off approach for a year or two. Set the conditions, facilitate, make sure the opportunity is there, then you leave them alone. Your selection of your grade level chairperson is critical. They choose themselves. By electing their own chairperson ... but we let the chairpersons know that it's expected that they meet on a regular basis. That's why the time is provided. I'm not directing, I expect. The occasional drop-in by an administrator also facilitates. We're instructional leaders, but as instructional leaders, we facilitate."</p>	<p>"That's the key to whole thing, I think, the school climate. There used to be a research study that would identify the school climate, but it's not been used in over 25 years. I was going to do my dissertation & relate it to that but they wouldn't let me do it."</p>	<p>N/R</p>	<p>"The first thing is a scheduled library & the lack of time during the day for an entire grade group to plan together, with or without the LMS. We're going to run into another problem which is going to occur without a library clerk. Without a clerk, the opportunity for the LMS to work with those grade level teams is going to be extremely limited. It's going to happen at a lot of schools."</p>

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"We usually tell her what we will be planning in advance. Then we come in with our ideas. The other CT will have certain ideas of what we should do, week 1, week 2. I have mine & then we just sit & together with her, we try to structure it & we try to come up with culminating activities or projects."	"It'll probably work out to about 3 times during a nine-week period."	"The hour. Plus informal sessions."	"We just know that at the end of one unit we need to get together & ... get ready for the next one." [The CTs initiate the units.]	"It was more of an individual reaction & not even particularly centered around the older, more seasoned CTs. Not necessarily so. It's just basically what people had been used to doing before."
CT2	"It's very informal." [The LMS doesn't come to meetings on a certain day.] "We always come to her when we initiate a unit ... & then she will give us ideas. When we went to that meeting together, during the ride over & at lunch we brainstormed ... & I left with a pad full of notes. I shared that with my grade level."	"Maybe about once every two weeks." [3 or 4 times per quarter.]	"Sometimes for a long time, sometimes they are quicker. Since they are informal, maybe 10, 15 minutes."	"Usually we'll come to her because she doesn't read minds."	[She does not think all CTs are equally receptive to this.] "No, I don't think that's possible because we have so many different personalities." [She believes it is an individual issue, not a grade level one.] "Some people are always resistant to change."
CT3	"A lot of talking & exchange of information. Everyone has something to say & you have to kind of butt into the conversation. [It's] informal. Let's say we are doing a unit on plants. She tries to give us a big span of things that we can use."	"At least 4 to 5 times [per nine weeks]. She would like to be there more often, [but] other things come in."	N/R	"It depends. It's kind of interchangeable."	[She believes that lack of receptivity to planning is both an individual issue & a grade level issue.] "I think you have certain individuals that have kind of a negative attitude toward change."
CT4	"We call her over. We say, 'We're teaching a lesson on community helpers.' She'll say, 'I am going to use the flannel board ... to do a story hour with them.' She incorporates things that she will be using & things that she has extra that we can use ... any puppets, videos that we can use. We meet once a week & we ask to meet with her & she comes in."	[She meets with them weekly, which would be 8 to 9 times per quarter.]	"For about 10 to 15 minutes."	"Any of us. When we plan as a whole, any of us goes."	[She thinks the pattern of receptivity is one of individual reaction, not by grade level.] "It's usually the same CTs that are receptive to a lot of new changes."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS	"I have a folder of my own with my own worksheets. I have a lot of units already made. I may use some of that, or I may not. They start talking about what they are doing. I just sort of volunteer parts of the unit that I may want to do. Or they may say, 'Will you do this or that?' They are all there with their planning folders. That's what it is, a brainstorming sort of thing of what's going on, & who's going to do what."	"Probably 3 times in a nine-weeks."	"Usually 45 minutes or an hour."	"The session itself? I do. Orally or by memo, or something."	[CTs at all grade levels were equally receptive to collaborative planning.] "But not all at a grade level." [She sees it as being an individual thing.]
Principal	"That's when they meet at this hour block & the chairperson will be directing ... in a very informal way. They just sit & get started & then everybody joins in. They share everything they want to, they talk about the objectives, they go through everything necessary in building a unit. That's the initial stages. Then they meet on a regular basis to talk about the lesson plans for that week & get more specific as they go along. The LMS will be on call. She won't just go automatically to every meeting. She keeps a record of those she's been with & tries to make sure that they know that she's ready to come in."	N/R	N/R	N/R	[He thinks that not all CTs were equally receptive to this change in the library program. It was an individual thing, not a grade level issue.] "There were some who wished to have library scheduled so they could leave."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"She is supportive ... helpful ...extremely knowledgeable. She has a great disposition & a great attitude about helping us & going the extra mile."	"Be organized, be prepared, & be on time."	"Be supportive, be open to new ideas, be willing to take a risk with new ideas that haven't been done before. Be supportive in the sense that we shouldn't be restricted in field trips or special activities." [Provide support staff for the library so the LMS can work with CTs.]	"She will tell stories. We can send her small groups of students [for instruction]. She'll help them with any type of research that they may have to do for their projects. When we watch ... a video, she will preview it. She will do an introduction for the students."
CT2	"Provide resources that she would have in the library or acquire them from the different sources. Have a wonderful personality. She's just always so willing to help you. She wants children to leave elementary school being information literate. She wants them to be able to use the different resources & [know] how to get the information they need."	"Include her. Bring her into our planning."	"Encourage it. Allow for the collaborative planning. Provide funds."	N/R
CT3	"Be willing to collaborate with us & the CTs & be friendly. Be open to our needs."	"Being able to accept suggestions, recommendations."	"Encouraging people to do it rather than mandating people to do it. I think they should be sensitive to who's at a grade level & try to maintain ... an even mix of people so that they can work together. Sometimes you have very strong personalities, overpowering personalities & that may detract from ... the block scheduling. Providing funds for new materials & [library] personnel."	N/R

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT4	"She has to be very flexible, not rigid in schedules, has to be very knowledgeable of what she has in the library. She has to have ... an open library."	"To make it successful, you have to make sure that you're covering the needs of your students in your class. Try to see what you can do to achieve for them to work at grade level."	"He can look at CBC objectives, try to have things that are necessary to accomplish that instead of getting unnecessary things that are not to the elementary topics." [Provide support personnel for the library.]	N/R
LMS	[Participate in collaborative planning sessions.] "Show many of the things ... the books ... that are in the library that can be used. Show the units that are not only language arts & not only information skills. I think next year [when the school is smaller], it will be more manageable."	"First of all, meet with me. Call me when they are meeting. Sometimes, give me more time with the kids. Not limited to language arts."	"He can be there ... to ask, 'where is the LMS? Did you tell when you are planning this week?' Peripherals ... like a clerk. And be strong. I have seen so many LMSs who are suffering because they don't have a strong principal that says, 'This is the way that it is ... period.'"	"That is something that I have to work on. Traditionally, it has been that I am there to tell stories. I have to break away from that. I can do many other things."
Principal	"She has asked them, 'What units are you going to be studying?' So she will have enough time in advance to get things together. Get herself organized to provide the service. Following that, if they request her presence, then she can come in & they can give their specific needs."	"They have to be involved as a grade level team. They must be knowledgeable about the media center & its resources, the services it can provide & the LMS's role & how she can be involved. They should also let the LMS know what new materials & resources, that we do not have, so that the media center can look for ways to provide it."	N/R	N/R

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"The effort, for the most part, has been very successful. It's been hard for some CTs who are set in their ways of still thinking about planning on their own." [She assesses her school's effort as an 8 on a scale of 10.]	"It was the second year of Success Maker (a computer tutorial) & that had a definite effect on it. By collaborating with the LMS, we could enhance the student's involvement in ... writing activities." [It impacted in a positive way.]	"We've had several other workshops in school that addressed the issue of collaborative planning. We also had block scheduling this year & training for that."	"I think it will stay. It has been a good, productive year so I don't think because the grant is over it is going to die out."	"Collaborative planning & involvement of the LMS ... gives you the boost. It enhances your entire curriculum. I think the most important part of collaborative planning is the pre-organization of what you're going to be teaching. It's a bit like cooking Chinese food. Most of the work is in the preplanning stages."
CT2	"I think it's been successful because she's now free. She makes better use of her time." [She ranks her school's implementation as a 9 or 10 on a scale of 10.]	"We were implementing the Success Maker. They sort of merged together ... They are both information themes, but .. it's worked out."	"By us sharing it. I know my grade level benefitted from me going because we were able to implement everything. We came back & reported to the whole school."	"I hope it will because it has worked so well that I hope that those who resisted the change initially will see that it's good."	[She recommends collaborative planning to other schools.] "Keep an open mind. There's always room to learn more. I've seen how productive we can be ... as part of a team." [She thinks being a part of a team has made a difference in her life as a CT & can help children, also.]
CT3	"It was a big change. Some people were very set in their ways. They used to plan at home." [It's like a support group now.] "I would give it a 9."	"We had Success Maker coming in at the same time. I didn't see that as having an impact. It did not really affect kindergarten."	"We had different faculty meetings where [the LMS] presented the new program. She would talk to us at grade level meetings."	"I have the feeling that our administrators are in favor of the open library, the collaborative planning. I think they have seen a difference in many things -- the number of books checked out, the involvement of children in the library & I feel it is here to stay."	[She advocates this type of library program.] "I'm in kindergarten & I stay. ... I'm an extra pair of hands with the activities that she's doing with the children. The CT & the librarian are working together. ... It's been a positive addition to our school."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT4	"There's more materials. I think the LMS is more knowledgeable now. They're more on task with what is happening now. My kids are more into technology since we got that grant." [On a scale of 1 to 10, she gave the school's implementation a 8 1/2.]	"Not that I know of."	[The LMS informed them about collaborative planning.] "Memos were passed out. We knew about it through faculty meetings. She explained it to us & our principal also spoke about it."	"I think the LMS will keep on emphasizing the Library Power grant. She believes in it highly. She will continue with it." [The staff will continue to support her.] "Because we haven't gotten anything negative from it."	[The CT recommends this model for library programs. She would suggest that other people] "have an open mind & try it out themselves. You have to know your LMS much better."
LMS	"I think we are on the right track. But we have a long way to go. A 4, I think [out of 10]. I want to meet with everyone all the time. Maybe a 5. I want it automatic."	"I don't think there was anything else. The CTs are burdened, many times."	"I had several workshops. The principal had talked to them. The people who have been with me are very pro."	[This school expects to lose 400 students next year which means that the library clerk will be lost.] "The principal has said we are not taking one step backwards. So we will figure a way."	[The LMS believes in this model for library programs.] "Just for the sanity of the LMS. Besides, of course, for the kids. I can see it in the kids immediately. It's more fun for us. It's more work, but it is more fun."
Principal	"I think it is essential. As we move into the new teaching paradigm, the LMS will become much, much more critical in the success of that CT's effectiveness. I think her role is going to assume great & greater importance as the 'new classroom' emerges." [He ranks his school's implementation as a 9 on a scale of 1 to 10.]	"The technology grant was a competing initiative because it demanded a great deal of time."	N/R	N/R	[The principal would recommend this model for library programs. He would advise others to proceed] "concurrently ... to provide open access to the library & institute flexible scheduling (block scheduling). Those are the necessary ingredients for collaboration. Then you work with the staff."

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"You experience, you learn, you teach, and it's a revolving circle ... and as you teach you learn." [She advocates peer teaching by students.] "Sometimes kids could teach more effectively."	"The CT is there to facilitate the materials, input some knowledge, be a helper. It gets boring when a CT lectures all the time. You need to get the kids involved. Offer an experience whenever you can."	"The same as a CT. Offer the kids experience, offer them the knowledge, offer them the help, offer them the materials, then guide them along." [She believes the LMS should have a direct teaching role, the same as a CT.]
CT2	"I tell my kids, 'Teaching is my responsibility; learning is your responsibility.' Over 50% of what they learn, they learn on their own."	[She prefers a facilitator role in the classroom.] "[Students] are told how to go about doing it, then given the opportunity to find out and do things for themselves."	"Facilitating, directing not only the students but the CTs also. I think the CTs will always need the help of the LMS."
CT3	"Hands-on because ... you remember more when you're involved in something and having fun. [Students] retain things by what they see, by what they do, by experience."	"A CT's role is to meet each child's needs which means that you may have to give the instruction 10 ways ... You have to rephrase, do things so many different ways."	"Her role is to be there for the CTs. It takes someone, you know, with that nature to want to help all CTs because you're talking about dealing with ... the whole school. She has to be there and make herself available saying 'I'm here; how can I help you?'"
CT4	"They learn [in an] uninterrupted environment, which means no disruptive students, knocking on your door & messages over the speaker."	"Every year I make up something new ... like building self-esteem. I personally give awards for just about everything ... because a lot of students lack [self esteem]."	[The LMS's role is to inform CTs of materials in the collection, to develop library promotion activities, to be a part of CT's planning, and to occasionally provide direct instruction for students, with the CT present.]
LMS	[The learning needs of each student must be met. This is most effective in a small group or one on one. In this inner city school, affective, social, and personal needs are also important.]	[She expresses an eclectic view, advocating both facilitative & direct instruction roles. Sometimes facilitation works & the student will come to conclusions himself. Other times, things need to be explained directly.]	"I believe the LMS is a curriculum designer, is a CT ... or should be more than a manager of resources. That person should be an instructional leader and a deliverer of instruction."
Principal	"Some students are auditory learners, some are visual learners. ... There are a plethora of things that come into play in the learning process."	"It's best when the CT serves as a manager. Allowing children to have freedom of expression, just the physical freedom. ... I think they learn in many ways."	"To manage the manager! [Laugh] The role of the LMS is as important as any CEO when it comes to curriculum." [In this school, many activities go on at once in the library media center.]

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation	Planning Time
CT1	"We develop a theme involving all subject areas. We do use the units over, improving on them."	"Sometimes you do have to improvise because things do come up, but most of the time we plan ahead."	[Plans with others.] "I enjoy planning with other CTs."	"I think you constantly evaluate."	"I think you are planning all the time but maybe a set time to actually write it down." [Gets most planning done at school.]
CT2	[Has used both annual and smaller themes. Themes are reused if it is feasible.]	[Grade level plans together at beginning of 9 weeks. Plans ahead one week.] "There's a lot of improvising ... There's such a thing as a teachable moment."	"When I first began, I made my own plans, but I found ... that planning together actually is an advantage because you get ideas that may not come to you from others."	"I evaluate what I did with my plan or how well I executed them. If I evaluate my plan, I may become hesitant in doing things that I know ... should be done."	"I plan a week ahead. I try to start on Tuesday & I'm finished by Thursday afternoon." [Planning is completed at school.]
CT3	[Occasionally plans themes. Most CTs do their own thing. Keeps interesting themes only, but does not have monthly theme files.]	"I like to do things in advance. Very rarely do I do things the last minute."	"I would prefer to plan with other CTs because that way you share ideas ... Everybody has their own experience whether it is years or things they have accomplished & I think it works out better."	"I try to do that, usually at the end of the week, before I do my next planning. I don't do as much as I would like to."	"I do very little planning at school because, especially with these type of kids, you can't concentrate ... I take all my stuff home and I do it with a glass of diet Coke."
CT4	[Plans themes, usually depending on the month, or if group has decided on a theme at beginning of the year. Saves themes to reuse.]	"I do both. On the plans that legally you have to write, they're planned, but that usually changes with whatever is happening during the day."	"Independently."	[Evaluates plans.] "What I like to do is at the end of the week or the day, depending. I see what else needs to be emphasized."	"In my own time at home relaxed, not even in school, to tell you the honest truth."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	[A variety of information sources is used including texts.] "We all bring in certain things ... We pull from the book as it fits in with the themes."	"A great role because we don't depend on the textbook, we depend on other resources." [The library offers updated information and literature for use in the whole language approach.]	"You do have to follow certain curriculum, but ... we're given the go ahead to do what we need to do and we get the back up to do that."	[The district provides the curriculum for use in the classroom.]
CT2	"Basically I use the teacher's text, I use encyclopedias, I use educational magazines and ideas from my colleagues. [The textbook] is one of the sources. I use the textbook a lot but not as much as I did in the past."	"The LMS is there for me whenever I want to convey a message or get a skill across. She helps me pick out a direction to go and ... she helps me to get the materials or the equipment necessary in order to travel that route, in order to reach that goal."	"There are policies and we do our best to follow the curriculum. But I do deviate from the curriculum based on the need of the students. Because everything that this child may need is not given in the curriculum."	[The district influences planning] "more so than the administration. [The principal tends to support our classroom activities so long as they don't go against district policies.]
CT3	[This CT refers to CBC guidelines to determine if library research is called for and uses her own teacher material books. The textbook is used] "more as a supplement. I don't use that as my main thing."	[The LMS's role is very important because of her insight on planning themes.] "She will lead me in the direction before I have to go buy it. She'll give me books, materials, or poems." [She also suggests films or writing assignments.]	"I feel that as long as we stay within the CBC, our principal does give us the freedom ... She roams around to where she knows who's doing the job, who's teaching ... How you teach to the kids, that's up to you."	"They give us the guidelines ... saying this is what you need to accomplish, what the kids need to know. How you accomplish it, that's up to you."
CT4	"I use magazines, the encyclopedia, resource materials from the media center ... newspapers, flyers that come to us from UTD on Black History Month or whatever ... It does not matter to me if I complete the [text]book or not." [The text is one resource to pull from.]	"We use a lot of materials from the media center. Anything that's away from the [text]books, oh, it's fun!"	[This CT doesn't think her planning is significantly influenced by policies from the principal.] "Not mainly that, but interruptions and the short scheduled week. They don't give us enough time. These 30 minute classes are a joke. When you get down to it, you've taught maybe 15 minutes. They have to do something about scheduling."	"Mainly that's where everything comes from ... the district. They're the ones who tell us what to do ... I just wish they wouldn't come up with do many different programs every year and let us teach."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"That's something that they're going to use throughout their whole life-time. Just finding a business in the yellow pages, you have to follow certain techniques ... If they plan on going [to college], you need it there."	"A built-in library in the classroom with all the materials that you need. ... Now with the computers, I think it's getting to be easier because you could have a lot of information through technology."	"That's part of the curriculum. That's part of what your students need to be lifelong learners." [This CT considers it a CT's responsibility to build in opportunities for students to learn and practice information literacy skills.]	"They go hand-in-hand."
CT2	"It is very important because ways they find information today is not the same way that I found information when I was going to school. All I did was ... to go to an encyclopedia. Now the encyclopedias are on disk ... You have to know how to access a particular volume."	"If the instruction cannot take place in the media center, there should be at least 5 or 6 computers in each classroom with a computer on the CT's desk. The CT would be able to use the computer & overhead ... to demonstrate concepts or ... how to go in & access information."	"My part is to get kids excited about it by planning exciting activities for them. Once the planning stage is done, introduce them to how to go about doing this. Then make the assignment & make sure [it] gets done. Be there as a guide for them. Evaluate what they have done & give constructive criticism or praises."	"The relationship is a good one because it not only allows children to seek out information but also to do something with it ... actually apply it to something else. Before CBC was inaugurated, that wouldn't have been done."
CT3	"It's very important because a long time ago ... a library was just to check out books and read books ... There's so much more involved, especially when we had our Library Power Quest [research] contest. The kids got to know there were different ways of getting information ... That's what they need to survive."	"Having materials around them that ... excites them."	"Giving support to the LMS ... I think my role is not only as supporter but to let the kids be aware of what is out there. I would touch on it a little bit and then I let her do the job because that is her area of speciality. I would give them a general idea of what researching is and then, she'll finish it off."	"I think it works hand-in-hand. The skills that they want to require are right in there. I saw that when we did our [research] contest. A lot of times you don't think that when you go to the library, you're doing part of your competencies."
CT4	"To me, the most important. Reading is the key to success, because everything requires reading."	"Number 1, no disruptive students. ... The other part is, the motivation on the students' part. And parent support. That one is also very, very important."	"Have hands-on materials that they can use and work with them on a monthly basis, like making a report." [The CT can design projects requiring students to use resources to find information.]	"A lot of the CBC that they have now. ... I've been teaching that way. It's just that they made it mandatory. I've always taught ... everything together."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"I think it is imperative in the world we live in today. For [students] to know how to go about tackling all of the myriad of problems that they are going to have in their lives. How they can find resources to solve those problems."	"Ideally I think the media center should be in the middle of the school, in a very accessible place. Preferably the first floor, or definitely accessible to all people that are patrons. I think scheduling is a key issue for collaboration. All grade levels, all department levels, should have access to the LMS and she to them, in a planned way. Not in a haphazard way. I think a structured kind of planning approach is necessary, given all the different responsibilities and constraints that we have as educators."	"It's a key role. I think that a CT should set up their curriculum to have activities that will create those possibilities for children to meet those objectives. I find that the library skills curriculum objectives and goals should not be strictly labeled 'library skills.' I think they should be labeled library/classroom skills or life skills. But they should be equal, I think. The CT should be equally responsible."	"They go hand-in-hand. There is no distinction. I am constantly trying to PR and explain to my colleagues ... 'If you are working on an activity about the Civil War, whatever the topic, it all pertains to the media center. We are here to provide information and resources and enhance that activity or unit.'"
Principal	"That is the base of today's students' education. That is the foundation that is the be all and the end all ... The children of today ... have information that we would not have had access to until preteen."	"Our primary responsibility here at [this school] is to make sure that our children know how to read. Once that is accomplished, I believe the broader world will become more attractive to them. ... If children are taught to read, the thirst will come."	"First, becoming a trained person. We don't snitch on training here. We think that if CTs aren't knowledgeable, or if they fear media, then that will hamper the growth of our children. The CT has to be the model."	N/R

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"You definitely have to meet. Talk about your ideas and then develop them. I believe more heads are better than one."	"We've been doing it for a few years, even before Library Power. It wasn't something totally new. We had the concept already working."	"To get more ideas from other people. You also are able to discuss things that work and things that don't work so you learn from other people's experiences."	"Sometimes it could be time-consuming, but most of the time, after you see the outcome, it is worth it."
CT2	"Collaborative planning is a wonderful thing. It is an opportunity for CTs who share the same ideas to get together & work out the kinks. To write down, to experiment, to explore, and to refine ideas, concepts, practices. Anything that would be given to students in the form of instruction and/or assignments."	"Before Library Power came into existence, we came to the library and dropped our kids off, left them. [The LMS] would show them films or videos or tell them stories and basically that was it."	"You have a second opinion there and when you go about making your decisions on what to do and how to do it, you feel more comfortable because you are aware that someone else has heard it ... and that person feels as good about it as you do. And that makes me feel even better and more confident."	"I haven't been looking for any, but if there is, I think it would be the amount of time that collaborative planning takes. This is something that is not done in a half hour. A lot of CTs, when they get that planning time, they want to use it for what they want to do. That's it. The amount of time ... to reach an agreement."
CT3	[Sometimes the planning is formal, other times it is not.] "Sometimes I catch her in the hallway and say, 'I have some ideas, this is what I'm doing. Do you have any ideas or input?'"	[This CT has only been in this school one year.] "It's more like, 'You know you can go to the library whenever you want to. Let me know when you would like me to work with your kids on this.'"	"Planning ahead. Being prepared and knowing what you are doing, where you're going."	[This CT had not found any disadvantages yet.]
CT4	"Working together to share our expertise and successful techniques. And even though some techniques work for some ... usually most of them work for the majority of students."	"Mainly it's called sharing and ever since I started teaching I've shared everything I do ... with my colleagues. So they're just making more emphasis with it now."	[Advantages are getting new ideas from others including different materials to use in lessons.]	[This CT found no disadvantages. However, in this school, a mandatory grade level planning hour is set weekly, which she does not like. She would prefer a flexible grade level meeting time.]

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS	<p>"It should be two professionals coming together, coming to a consensus as to what the educational goals are for the students. Identifying the needs of the students and how to best address them. The LMS coming up with resources that would enhance the activities that the CT has selected to, whether it is in the classroom exclusively or whether it is in the media center or both places. The collaborative effort should not fall on the shoulders of one or the other. It should be together. It should be open communication between the ... people involved."</p>	<p>[This LMS was a CT when the school wrote the Library Power Grant. She never thought she would be the school's LMS.] "I think, personally, that I've always collaborated. I've always shadowed our LMS. I was always pestering her, asking 'what do you have?' I would browse. Now, in my role as a LMS, I think that might have been rare. It doesn't come naturally to the CT for many reasons. It may be personality, expertise in the media center, but then again, lack of time."</p>	<p>"I think the students are going to get better service. The students are going to enjoy and get more out of their activity if it's integrated to what they are doing in the classroom. ... I enjoy watching students when they can integrate and bring in all the different parts, resources, and activities that all relate to one topic they have been working on. I can see the lightbulb going on much quicker than if they are haphazardly coming up with something that is a one shot deal. ... Other people have an advantage. Obviously the educators, if we come together. ... It just makes sense."</p>	<p>"No. There could be disadvantages if the people involved are not mature and not professional. ... In any job, in any situation, there are going to be personalities and there are going to be issues that need to be worked out. That is a disadvantage when you have to work with other people that things just may not mesh. But that's a growing experience ... It's a responsibility of educators to work together."</p>
Principal	<p>"I see my LMS in the hall and say, '[LMS], we have to plug mathematics for the next two weeks because of the competition.' By the time I make the rounds and come back, that counter is full of every kind of square and circle and animals that are shaped. That's what it is all about - being on the same page in the same book at the same time. ... She has to be part of whatever, from the ground floor up. Begin planning in the media center with the LMS."</p>	<p>[Flexible scheduling and collaborative planning began about the time the present LMS came, about two years ago.]</p>	<p>"You have one mission. And I say this without reservation, not only the LMS, but cafeteria workers, custodial have to be as one. ... Everything hinges on every adult here doing collaborative planning. Children feel this kind of togetherness. They will say, 'Tell [the principal] about this book! She will like it.' Everyone here knows that the purpose of whatever we do here is for the good of that child so he can get to the media center."</p>	<p>"Time. Time. We have jokes. I try to be everywhere."</p>

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"Mainly you have to get the CTs involved. ... You have to make it fruitful for the CTs to go ahead & take their classes to the media center and get involved in planning." [Time is critical for CTs.]	[The school climate can definitely affect the likelihood of collaboration.] "What the CTs feel toward ... but even personally with the LMS [matters.]"	[This CT believes that experience with teaming would be beneficial in implementing collaborative planning.] "They already have gone through that experience and if it has been a positive experience, they would be willing to try another one."	N/R
CT2	"I think that the administration plays a key role in pushing collaborative planning. Our administrator... not only pushed collaborative planning with the LMS but on grade levels and ... once that's in place and people become used to that, from there the media center will fall into place."	[This CT believes that the school culture could affect the likelihood of collaborative planning.] "I think there has to be some type of cohesiveness at the school level in order for any program, new or old, to be effective."	[This CT thinks that previous experience with planning by grade levels would impact collaborative planning efforts.] "That's proven here at this school because we do collaboratively plan at grade levels."	N/R
CT3	"I think the unity would be better where everybody would be of like mind, where their goals would be the same." [The personality of CTs affect the likelihood of collaborative planning.] "Some CTs like to just do their own thing for whatever reason. Some CTs don't like doing new things."	"I'm sure it would because if you really enjoy your job, enjoy where you are at, it makes you want to do more things ... It helps when you have the administration's support ... If it's important to them, then they will instill it on their CTs."	N/R	N/R
CT4	"One of them was flexibility. Let us meet ... depending on our schedule at times that we can meet and don't make it mandatory [weekly]."	"Not among the staff members, no."	[This CT thinks that prior experience with grade level planning would be helpful when establishing collaborative planning.]	N/R

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	Favorable Conditions	Influence of School Culture	Influence of Experience with Teaming	Inhibiting Factors
LMS	[A favorable condition is for collaborative planning to have some precursors.] "If ... small groups, be it departments or grade levels, haven't met together on a regular basis, it's going to be hard to start from scratch. You are going to be starting in the negative rather than the positive. If the administration has set a tone. If in every grade level you have lead CTs or CTs who have taken the lead, who are willing to be examples and model good collaborative planning, I think that's a precursor to moving into that direction."	"The school culture, the climate, is very important. That has to exist."	"I think it is the forum to share ideas. It fosters impromptu collaborating, which sometimes can be very good. Some of the great ideas come from just talking. Things can be played off of different people. I think team collaborating is important for good modeling. There are always new faculty members on board and in teams you can mentor. New curriculum practices can be disseminated that way."	"Faculty personalities, unfortunately. We all come from different backgrounds and have different approaches to life. In any group you can have talking & gossiping & etcetera that can cause a problem. Also, if the administration is not actively involved and is possibly just providing lip service. If they are not truly buying into the idea and the philosophy and actively creating that atmosphere, that can also be a detriment."
Principal	"Leadership. And good followship. You can't take advantage of it. You've got to meet with your team. We feel that whatever happens to one here, happens to all of us. Library Power is coming, then the preparation, the cooking, the decorating, we all take part of it."	"Of course, climate is everything. Kids have to want to be here. The media center has to be inviting."	N/R	N/R

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CT1

CT2

CT3

What Happens	Frequency	Length	Initiator	Receptivity to Program
"A lot of themes are brought up & we decide on one theme and develop that theme. We set appointment dates, we set times for different students to visit the library, & we set times for the LMS to visit our class."	"Probably 4 or 5 times [per quarter]."	"The planning sessions cannot go longer than an hour. Sometimes half an hour, sometimes 15 minutes."	"Usually the CTs. But [our LMS] is always inviting us in."	[This CT thinks most CTs are equally receptive to collaborative planning. When a CT was not receptive, it was an individual reaction, not a grade level trend.]
"I come into the library or see the LMS & say, 'I had this idea ... I'd like to get together with you to discuss it.' She gives me the planning form, & she tells me to jot down my ideas, objectives related to CBC, her role, my role, the student's role. I bring that back, we sit down & talk through it. The most important thing the LMS provides is criticism & insight into what is going to be done. She is the real support system in herself. There is no bickering. It's a total discussion."	"I'm going to be perfectly honest. We may have done this 3 times this year. I enjoyed them ... however, time was running out. ... I am in so many things ... One per nine weeks would be fair."	N/R	"The CT. Our LMS has informed us that she is always there ... If she runs across an idea, she will come ... There's an on-going communication between the LMS & CTs."	[This CT does not find all CTs to be equally receptive.] "I think it was individuals within particular grade levels. Because there are 4 at 5th grade level and I think the idea of collaborative planning was received by 2 of us and others, well, had reservations. You have to understand these people have been set in their ways of doing things for so long. And in reality they think there is no other way of doing it."
"Well, it's pretty exciting! [It's] informal, where we just talk about what we're doing and throwing out ideas. She'll mention different ideas as far as how I can go about ... doing things."	"Okay, six."	"Roughly anywhere from 10 to 20 minutes. We get little bit & pieces every day, here & there. ... When I say six, it just means little times because of our schedules."	"It depends. Where there are different projects coming up she will put notes in our box. What's happening so we can get involved. Then sometimes I will initiate it when I need help."	"Being at this school with Library Power, I haven't really heard negative feedback from other CTs but ... I don't see them getting involved like they need to ... whether they don't see the importance or they don't understand it or there's too much work. It's more of an individual person."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT4	[Depending on the topic, arrangements are made for a class visit or a guest speaker. Times are scheduled for the class to visit the library. The LMS gathers materials for the unit.]	"I would say once a month, more or less." [This would be about two times per quarter.]	"Perhaps 30 minutes, more or less."	"Usually the CT. The LMS ... might have some activities for us that she initiates."	"Not everyone because ... nowadays anything that has to do with teaching is not that you have to love it, it's that you have to love it. Because there's a lot of work involved. ... It's difficult for some people at first. Eventually they fall in, but not everyone." [It's an individual thing.]
LMS	"Sometimes a lot of gabbing goes on and we go off on tangents. If there is one particular activity that's coming up, that is in the forefront. I am constantly bringing in materials, if I know something is coming up. They tend not to be super structured. They are fairly flexible."	"I am embarrassed to say because they are so infrequent. In a nine-week period, maybe three to four times."	"Usually, they are quick, no more than 30 minutes. That's the longest, 20 to 30 minutes."	"I have a couple of colleagues who are very steady, very good. They will come to me. Most of the time, I am trying to be the initiator."	[This LMS did not find all CTs and grade levels to be equally responsive to collaboration.] "I think it was an individual thing. ... In thinking it through, there was one grade level. But I think it just turned out that there were so many personalities in there. That's been a difficult sell there. It varies, depending on the personalities."
Principal	"They talk about what works best with [what]. They will ask her can she find additional things on the topic - - resources, number one. ... One advantage is that [the LMS] was a CT when CBC was introduced. She was one of the staff trainers."	[This principal deferred to the LMS.] "You will have to ask her directly. She is there in every instance."	N/R	N/R	[All CTs were not equally receptive.] "It was individual across the board. It was encouraged that they submit requests for transfer ... What we want to do is include every CT. But not every CT wants to be included."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"Mainly get the CTs involved. Maybe some incentives. Some CTs like to have recognition, other CTs like to have an extra five minutes. It's just techniques to bring them in."	"Participate in it more."	"I guess offer the media center all the support - to bring all the materials that the CTs want and that are needed."	N/R
CT2	"Keep in touch with the CTs ... the CTs' habits, their likes, their dislikes, their teaching styles. [Our LMS] knows the strong areas & the weak areas. And I think that's a plus."	"Visit the media center. I mean talk with the LMS. It doesn't have to be about anything specific. In conversation, things come up. Ideas come out of things that come up."	"Keep this going on. Encourage articulation between the two."	N/R
CT3	"I think that no matter how hard [the LMS] works, it's the people on the other end that make it successful. So to be successful she is doing her part, informing & letting us know what she has ... or how to get it if she doesn't have it."	"Participate. ... If the LMS has an idea or something in their field, then make the effort to get your kids involved. ... You can't be afraid to try something new because you might like it."	"Be a positive role model as far as to be enthused, to let the staff know how exciting this is, great things could come out of it." [The principal could also fund resources and staff for the library.]	N/R
CT4	"Have materials accessible for us."	"Share ideas. Cooperation, that's really very important."	"Support in discipline is very, very important ... Perhaps less meetings. [That] would give us some of the Wednesdays for our collaborative meetings."	N/R

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
LMS	"The LMS needs to know what the resources are. Have a good idea as to where they can get them [if they aren't in the building.] Or how they can improvise, if necessary. I think the LMS has to be very diplomatic. Kind of be a curriculum designer with the CT."	"I think, first of all, show enthusiasm for the media center. Take on responsibility for the media center. It should be the whole faculty's responsibility. It would be better if they came with a definite idea, a well thought-out end product that they are trying to get the students to reach. And if they have a definite idea as to what the evaluation is going to be. I find I have to guide that process oftentimes. Steer the questioning so they will be able to communicate what they have in their mind."	"First of all, if there are not scheduled planning times, I think that would be a great help if the administrator can address that. Be it through substitutes, be it through scheduling changes or addressing that prior to the school year & creating a schedule that would facilitate that. Also, being very diplomatic as to how they encourage collaboration. Maybe not coming off in a way that it sounds mandated, but using their people skills to create a genuine interest from their instructors. Try to be a cheerleader that brings people on board in a natural way as opposed to a way that they don't want to be on board. ... When you mandate something to someone, generally you are going to have a rebellious teenager on your hands."	"From the beginning ... I brought a lot of units to them. I brought half-baked ideas. More than the kernel, but maybe not thoroughly [planned], to allow for them to ... If you give them everything, they will not buy into it as readily as if they have something to contribute." [She provided direct instruction.] "In planning, I did ask them what their evaluative tool would be. Most of the time they did not want me to evaluate, but I would contribute. ... We would usually come up with a rubric together. I really want to know how they are going to be evaluated. If I don't ... , I can't deliver my services in a complete & effective manner."
Principal	"Be knowledgeable. Be willing to share information. Have it available."	"Be prepared when they come to the sessions. Have fresh ideas."	N/R	"The acquisition of program materials. Resources, number 1. Being knowledgeable about what's out there for us, for the children. I think having the 'now exposure.' Current, current. Keep me in the new. She has modeled a number of direct teaching things."

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	Success Of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"I think we've done pretty good. I know that [the LMS] is still struggling with some CTs, but I think that everybody is buying in. [The LMS] brings in a lot of people. Since not every single person is involved, I would say about an 8."	"I think the biggest competing factor was the fact that we had to move a couple of times within months ... We didn't have a library. We didn't have a school."	"I think a meeting was held and explained. Then again by group levels, it was done with the LMS and within team meetings." [The principal also spoke about collaboration at a faculty meeting.]	"I think the trend has started. I really think it is going to continue if they have the support of the administration and the CTs have bought into it."	[This CT would definitely recommend this model to others. She would] "offer them an experience. Set it all up for them." [She suggests] "it's effective. The kids enjoy it, they get a lot from it."
404 CT2	"We're growing. We're not at the point where we want to be. I see students' work being posted and boasted about. I would give us a 5 ... because half of us are aboard the wagon ... and half of us are either contemplating or procrastinating and there's a fear in this."	"Our administration tried to get us to participate in every program that is out there. Yes. So many things are going on in this building that it is hard to get a handle on any one."	"After the inservices that we attended, [our LMS] conducted our own sessions where we were introduced to collaborative planning and were told how to go about initiating it." [The principal also addressed the faculty.]	"What the grant has helped us to do is get the equipment ... & training. What Library Power has done is empower us to go on without it. The door is open ... all we have to do is steer ourselves in the right direction. With this staff & leadership, it can & will be done."	"It's very beneficial to both students & CTs. First of all, you need to select one or two to attend a Library Power workshop. These people will, in turn, come back & inform the rest of the school. From there we could do a mock collaborative planning session. Where you would ... actually see & hear what goes on. This is what was done for us & it got some of us to accept it more readily."
CT3	"I see efforts being made at times but I don't see it how I would like it to be. Maybe a 6. So, there's always room for improvement."	"This year, I didn't see a conflict. That's one of the reasons I want to get on the school improvement plan to be more aware of what's going on."	"Through the LMS. Through staff meetings. [The principal discussed flexible scheduling and the open attendance policy.]	"I think it will because there's a lot of good positive things from there. The Library Power Quest contest ... was great."	[This CT would recommend it.] "If you even got a couple of positive things out of it, it's worth it." [This program is about] "teamwork. Being open - - think as a team, not being selfish - - but think you may help someone as well as they help you."

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CT4

LMS

Principal

	Success Of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
	"We've come a long way ... the media center has become very important, like part of your daily routine in the classroom. I would say 5 because we have not always done it because our schedule has not really worked when we can all meet. We still need improvement."	"There's so many things going on all the time ... But not really that has done any harm to the library. It still stands out. For the past two years, it's been like major."	"CTs that went ... gave them feedback. We gave them information and materials plus the LMS here has been excellent in providing us with information on everything related to the library." [Training has been done for the faculty, grade levels, & individuals.]	"I think it will still be practiced. Maybe not by everybody, because when things are not mandatory, some of us that don't agree with it don't go on with it."	[This CT would recommend this program] "as long as they give us flexible scheduling. Flexible time when we can meet and not make it mandatory. Many things work as long as they are not mandatory ... They should allow us as educators to find out what really works. ... Don't take it as the LMS just sits there and reads stories to the kids ... She's had a lot of activities for us."
	"It was a humongous change. I am very demanding. It should be so much further. Change takes a long time. It probably takes an average of five years. Given our circumstances and all those excuses, we've probably done about a 7."	"We have that USI Science Grant. If anything, it helped. There was the technology grant. I benefitted with some of the computers, so it enhanced the media center."	"I tried to have times during faculty meetings when I could deliver that." [Information was shared in written form & at team meetings. "I think smaller group settings work much better in every respect."	"It's still going, though I worry about it." [This school is scheduled to be merged with a sister school.] "When personnel changes, the whole culture changes. You can't really institutionalize change like that."	"I highly recommend it. I would tell them to go easy on themselves. Pick their allies. Work with people that they've already been successful with. Try to use them as models for the rest of the faculty. Pick somebody else that you think would be the next tier or group ... maybe the young people on board. Make sure their administration is on board."
	"It has been a change effort for sure. It's about the children. You cannot fight me. I am a change agent. I know what it is about. They [names several CTs & LMS] run this place. I'd say an 8."	"Not competing. I try to see that whatever is in the curriculum becomes compatible. Library Power was a plus."	[Several members of the staff went to training. The LMS also addressed the faculty & grade level meetings.]	"We have no problem with that. What I have a problem with is that our overall allocation keeps getting whittled away."	[She would recommend this program.] "I would encourage the principal to know their family. Flexible scheduling & collaborative learning & teaching requires maximum self-direction."

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How Students Learn Best

CT's Role

LMS's Role

CT1	"I think students learn by doing. Hands-on. If they participate in the project."	"I consider my role as a facilitator. I direct them, guide them, but they do most of the work."	"She is the person who makes us acquainted, & introduces a lot of materials to us. She is the one who assists us when we need it. She brings the materials to us & lets us know what we have available." [She sometimes has a direct teaching role.]
CT2	"By doing."	"I think it is important to show them & give them examples before the students begin the task. I'm more of a guide. I like hands-on activities."	"I think she is a guide as well."
CT3	"Students learn more by doing. You can stand there & lecture them all you want to. But when they actually have to do it & create it & produce a product, they know it. Because they are going to remember when they screwed up & had to start again. And when they had the wrong information & it didn't work."	"A CT is a facilitator. She needs to teach children how to teach themselves. We can just fill their heads with all knowledge. But are they retaining it? You can ask questions & get them to think. It's like teaching them to think. I tell them, don't accept everything that I say. Look for yourself."	"It should be like the trickle-down effect. Her role is to teach the CTs what's in the library, what resources there are for them to use. Then in turn, teach them how to teach the kids. Then teach the kids. She should also teach the kids. We go with them to the library & she can assist us. She has already taught us, so we know how to do it."
CT4	"Multisensory. We try to give it to the kids in every form. Because not every kid learns the same. Tons of hands-on activities. The more involved they are, the more they learn."	"Facilitator."	"In a lot of ways, she facilitates me. She helps me out. When we are [in the library], she does the same thing I do. She's right in there with all of my kids, helping them in any way she can."

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	How Students Learn Best	CT's Role	LMS's Role
LMS	"Kids learn by doing. And there is no other way. Kids have to have their hands on the research tools. Kids have to practice at taking notes. They have to stop & analyze what they have done & are they on the right track, just as we do as adults. Also, kids learn best from kids. You have students that you have taught something & you have them teach other students. If you really know something, you can teach it. Kids are much more receptive to other kids teaching them things than they are to adults."	"CTs still need to know the material that needs to be delivered to students. They need to know & plan ahead of time, not just for a day or a week, but an overall unit. Which elementary CTs seem to do, but middle school CTs do not. They have to know the direction they are going in with their students. They need to be creative. They need to use a variety of resources. CTs need to change to help kids become actively engaged & responsible for their own learning. It's a hard change for many of us old salts, but it can be done. Of course, you have to lecture when you are introducing a topic initially, to some degree, but not day in & day out."	"I see it as support in helping CTs find & make use of the resources that are available. To plug them into their CBCs, to plug them into their curriculum, so that CTs can provide a more engaging lesson. I see it as, when needed, sharing the role of the lesson. An example, one of the teams this year split the class into 3 groups: one group worked independently, one group worked with the CT, & one group came here & worked with me, doing research with newspaper & magazine articles. That is sharing responsibility for student learning. Giving that direct instruction time is tough, with the ratio in the middle school."
Principal	"I wish I knew! Key is the CT. The right CT with the right group of students. More by doing. Not that you can have them do all of the time. Our CTs weren't taught by doing. It is hard for them to know how to do this. But little by little. I think that the computer is a tremendously useful tool in assisting children to learn. It is not threatening. It has the patience of a saint. It is a tool that should be utilized. We deliver everything to the total group of 35. We don't know how to design lessons that really are ... I think that the younger CTs coming out of colleges are receiving really good training."	N/R	N/R

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Planning	Planning Time
CT1	[This CT uses themes & saves the units.] "I am doing a multicultural unit this time & we are bringing in monies from around the world, food ... and costumes."	[She makes plans in advance.] "I mostly plan very structured. As I plan, I improvise. The ideas just come to me. Sometimes they come to me at night."	"I really do both. I do my best, I guess, when I am alone & thinking. But when I get with my other members I share it. Then they share their ideas. The sharing makes a better unit."	"Yes, because I have to see where the children are & how much they are progressing. I often take progress checks. I try to do it [as] daily assessment."	"I plan constantly. I mostly plan for the week. I really do long range planning & then I take from the long range what I am doing for the week."
CT2	[She plans themes.] "I am a new CT. But I have been saving them. I've been moving around so much, I haven't had a chance to reuse them."	"Much of it is preplanned. I like to have it all in my mind. Occasionally something will arise such as what just happened today, so I forego my normal plans. I try to get back on schedule as soon as possible."	"I actually like planning with other CTs. I've been in situations where I sat down with CTs in my grade level & we planned together." [This year she has planned interdisciplinary units with CTs in other subject areas.] "I like to be able to talk to somebody else."	"Sometimes I'll do it during the day. After I've given an assignment or the kids have finished, I'll think about how did this work. I'm constantly making revisions."	"Always. Whenever I can. I do not have a planning period at school, so I plan after school. At night, at home. Sometimes I'll come early."
CT3	"We are working from a theme. I chose a book ... that all the disciplines could work from. My entire class is set around the novel."	"I make my plans in advance. But there are times when things come up that I have to improvise. All of a sudden you have to shift gears. You have to seize the moment."	"At first I have to sit down & plan independently. I have to get my thoughts together, on paper, first. Then I don't mind having other people sitting down to plan. We can change it, rearrange it."	"I evaluate mine to see what I need to change. Constantly you need to go back & reevaluate."	"Because I don't have a planning period, I have to plan early in the mornings & I stay late. I do a lot of planning at home."
CT4	"The whole team plans around a theme." [They do not repeat the unit the next year because it is redundant & they have the same kids for 3 years.] "We might expand on something. I would be too bored."	"Everything we do is planned out. We are very structured. I don't know if it is from being a special ed. CT, but we know what's coming up at least a month in advance. That's not to say that if something comes up, that we won't go with it."	"My day-to-day lessons are planned independently, but what we are working on is planned as a team. So they may not know exactly the specific thing I am doing that day, but they do know what topic & what books I am reading & what projects we are doing. Right now I can tell you what each of the CTs are doing."	[She does not evaluate at the end of the day.] "Because I am burnt at the end of the day. If we see something isn't right or we need to discuss something that happened, we do it in the morning. We all help each other."	"We might talk about the themes, but the individual planning is done early in the morning." [She plans with the LMS before & after school.] "I've called her at home, also."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"I mostly come to the library. Other sources? I create them. We create our plans ... units. We use the textbook not that often. Just for reading assignments."	"We plan by first coming up with our thematic unit. Then I come to the LMS & tell her about the subject. She provides us with the technology & other materials that she has pertaining to that subject."	"According to the principal, we do have to have team planning. It is built into professional development in our school. We're doing Co-NECT now & we have to connect the themes & units."	"The planning is influenced by the district."
CT2	"I frequent a store called Get Smart. I buy those books. That helps supplement novels that we use. I do use the literature book. Sometimes I go into a library myself & research a few things."	"[Our LMS] helped me a lot. I had not realized before this year that LMSs did this. I wanted my students to read biographies. We sat down & planned for it. She helped me in my focus. And in finding different sources. She also did some of the teaching."	"I don't think it is really affected. I think I would plan anyway. We are pretty much free to do what we like. We do have to stay pretty much with the competency-based curriculum & also the gifted curriculum."	[She does not think the district influences her planning.]
CT3	"I don't use textbooks a whole lot. I use ... a lot of things. I'll go to the library & do my own research. I have a lot of books of my own. Very rarely do I pull from the textbook."	"The good thing about our library & our LMS is that there are a lot of things that she knows about that we don't. I was telling her that I needed the kids to do some research but I didn't want them to use books because that isn't as up-to-date. She said, 'We have Newsbank.' She sends us lists. We use a lot of her equipment."	"The principal would love for us to have a planning, but we don't have a planning period. She thinks we all need it, but there is nothing she can do. Her hands are tied. We have so many kids, somebody has to teach them."	[She does not feel any constraints by the district.] "My kids are pretty mature. We talk about a lot of things that I don't know if the district would say we should. We haven't had any problems with it."
CT4	"Any thing I can get my hands on, honestly! For the books we made, I begged for wallpaper books. Then I begged for some laminating film. Then I took every piece of cardboard off of old tablets." [The textbook is used very little.] "It is mostly used as a research tool for information."	"A huge one. We are always down here doing research. [The LMS] helps me coordinate which books to use. Especially since our kids have a low reading level. She will go around & pull out all the books on a certain topic that I need. We will always have a computer set up that we can do research on."	"Because we are a model Co-NECT program, we are supposed to work within the model. We have had an easy time doing so, because we teach in themes & we are used to being interdisciplinary & we are already multi-grade. Some of the problems the other teams are having, we don't have."	"None that would hamper us in any way. We do the best we can with what we have."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"That is very important. Students need to know quite a bit of information in all fields. Be able to gather information. Locate specific information."	"I consider the ideal setting where it is informal. Students have an ability to search for information, research it, share it with others liberally. They can go to the computer as well. It is what is best for the child."	"Our students need to know how to be specific & answer information correctly. CTs influence it by giving them assignments that relate to information skills. Yes, & asking for specific information. We often do it in informative writing."	"They go hand-in-hand. One complements the other."
CT2	"I think as much technology as there is now, the students need to learn as much about everything they can whenever they can."	"I think bringing them to the library is the best way. A lot of times you can't get to the library because something else is going on. Then we have to cart books up [to my room]."	"We are always reading." [She uses silent reading time, bookmarks, posters.] "We have to explain to them & show them how to use encyclopedias & other reference materials."	"They are linked together pretty well. I think the CBC is working very well. I actually like it. It keeps me focused."
CT3	[She believes information literacy is very important.] "They don't have the skills. One of our CTs told them to do some research on their own. They didn't do it. Half of them said they didn't know how. These are kids who should have been going to the library in elementary school. It is something that is needed. They don't get a lot of it."	"Smaller classes. It's pretty difficult. We are pretty well equipped here. I took one of my classes down yesterday. We spent the whole week in the library. There are too many kids to find something for all of them to do. There are two [library] catalog [stations], one computer here, one computer there. We need smaller classes."	"Our role is not only to make them aware of how important it is, but to expose them to it. Have them do some type of research. We need ... to show them how to do it. That's where we have to work with the LMS. I don't know how to use Newsbank. The LMS showed me & I gave the children a mini-lesson on how to use it." [Then small groups used it in the library with the LMS's help.]	"In my language arts CBC, they do have a little section called research. They say the children ... should be given a topic which they investigate & use various sources. So they do kind of incorporate it. I don't know that a lot of people do it."
CT4	"That's the first thing they cover in 6th grade when they walk in the building. [The LMS] goes through a whole library orientation with them. They do at least one book report."	"I don't think there is an ideal setting. I think it is wherever the kid is at & whenever you can get to it. I understand that the more resources we have, the better off we are going to be." [She emphasized that people are the most important resource.]	"It would be to make sure you coordinate your planning with the LMS & to make use of the resources that she has available. People tend to forget that our LMS is a CT. She is like a wealth of information."	"I know the CBCs are closely correlated. The CBCs are very broad. You learn how to break them down. Can't research a book or person without having literacy skills."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"Vitally important. I get very frustrated that I have 8th graders who don't how to use an index in a book. They still don't understand the difference between a subject ... title ... & an author search. In my opinion, they can't survive without being able to glean from the masses of information they get, the specific information they need."	"I don't know that there is an ideal. I think that it depends on the human beings involved. Flexibility is the only way it can be ideal. Each CT has a different idea of what info. literacy their students need. The LMS has their agenda of what skills are needed. I think you need computers at every work table with every student. You need to have project tables, where students can be messing with the craft end of projects they need to do. Space & more space is vital."	"CTs need to learn, or work with me, to develop more specific objectives, to break down the assignment into smaller steps & smaller units. Just as I used to do with special ed. To truly know, before they go into a unit, what their specific end product is going to be, & how they are going to grade it. What rubric they are going to use. If I could do that with just one team a year, from start to finish, I will feel I have ... there are 11 teams in this school ... truly done a fantastic job."	"I think that information skills instruction & the CBCs for any subject area can go hand in glove. They can easily be intertwined. CBC for LMSs is very flexible & can be input into any curriculum area easily. I think that my job is to know the CBCs for all the other subject areas for the grade levels I am working with. And figure out exactly how I am going to fit mine in with theirs. Because they are not going to fit theirs in with mine. They've got enough to worry about."
Principal	"Probably the single most important thing in today's world. It's going to make the difference in being a 'have' or 'have not,' being able to get decent employment, not being able to access it. Being able to access higher education, not being able to access it. There's a lot I would give up ... I would not have said this 4 or 5 years ago ... it's the single most important thing for our children to have before they leave public education. There's only a finite pot of dollars. This will make a difference in their life."	N/R	N/R	N/R

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"I would define it as two people coming together. If there is more than two, being a team. We come together & we inform her what we are doing about the themes. She shares with us what we have available. She uses her expertise in this area. That person can open doors for you that you never thought of."	[This CT planned with the LMS before the Library Power project.]	"I see that person bringing in many areas of expertise that the CT may not be familiar with. I see the CT enlightening & enhancing the LMS as far as classes using the library. The LMS has so many roles to play now. She's gone from just the librarian behind the desk, from books ... she's gone into multimedia."	"We just need more time to plan. She is so busy. We're busy. Some CTs teach 6 periods. We have to plan with her when we get a chance, or after school."
CT2	"Working together to create together. Working together to create plans that help teach the students. The key in that is working together."	"Never."	"There are a lot. I found it so helpful. I really had no idea that LMS could help CTs that way. I don't want to insult LMSs, but I didn't realize that they knew so much."	"Not yet. I hope not."
CT3	"Collaborative planning would be when the LMS & the CT actually plan or work on a unit together so that it is beneficial to the CT & student. So that the CT is aware of all of the resources that are at hand for them in the library."	"No, not really. A little."	"The advantages are for the CT that she has a lot more resources. It's also advantageous for students. They now have the resources available to them. They can go to the LMS & tell her what class they are in. She knows what they are working on & where to take them."	"I just wish we had more time. We sneak in hours to get the time that you need. Once you start doing it, you want more! This really works! But you can't get the time that you need."
CT4	"We are doing the Everglades. We came down the other day & asked [the LMS] to help us find appropriate level books & videos on the Everglades. We set up a time for our kids to come down & use the [library] catalog & find the numbers & the encyclopedias & how to ... get a list of animals. And how to go about looking up each animal. We come down with a set theme in mind & then she will help us work off that theme."	[This CT planned with the LMS before the Library Power grant.] "It's just that we have gotten more resources available to us."	"The more people involved that are knowledgeable, the more the kids are going to be able to learn. Because there is no way I can possibly know everything on a subject. I guarantee that [the LMS] knows something that I don't know. So we learn from each other at the same time also. It makes it more interesting, too."	"No."

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Definition	Involvement Before Grant	Advantages	Disadvantages
<p>"Teamwork. Sharing ideas. I don't have all the answers. Never will. And the CTs don't have all the ideas. Just talking, sharing ideas. Listening to what people want. Thinking about what I can do to help them. What they can help me do in getting my job done, as well."</p>	<p>[She was collaboratively planning before receiving the grant.] "I jumped into being a LMS with the concept of doing collaborative planning."</p>	<p>"Kids will benefit. CTs will benefit. Kids will definitely benefit as the years go on & more LMSs work to collaboratively plan. Students will become more & more information literate. Students will be able to filter through the masses of information that we have these days to find what they need for their own successes. CTs will find that they are not looking at the same report they've looked at for the last 12 years when they are doing a project. They will find it is easier for them to be more creative. The teaching will become easier again & it won't be as much the disciplinarian [role] that it has become."</p>	<p>"Work! It's more work! You need to take time to sit down with people. It's much easier to just do my own thing & ignore everybody else. It's easy to work in isolation. Or to do the same thing with every class. I need to always be looking for materials that will support the kinds of units that different CTs like to teach. I need to help CTs find other sources when I don't have materials. That takes time. It's definitely more work, but that's what we are here for."</p>

LMS

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"If we had two [LMS], instead of one [LMS]. That would allow her or him to go to the teams & visit with us on a more frequent basis. And we would be able to increase library power."	"Because we have students from multi-age, multi-groupings, multi backgrounds, these students need to acquire more skills in locating specific information, writing better. The more you read, the better you write."	[She believes that experience with teaming impacts collaborative planning efforts.] "By the time we meet with the LMS, we've already shared & discussed what our intentions are. And it comes very easy."	"Not really having much time. Sixth period planning. One [LMS] as opposed to two. We need more than one clerk, I believe. Because we have a large population here at our school."
CT2	"There has to be time. That is the one thing I don't like about my job. I don't have a planning period. It's very hard to get to talk to anyone."	[She thinks the climate could affect the likelihood of planning.] "The climate of the other school that I was at ... there was some animosity, but I don't see that as much here. I feel there is just a family feeling here, & that if I had any problems at all, I could go to any of the administrators. Knowing also that they were CTs at one time & they still think about different & better ways to teach. It helps me out a lot."	"My team, in particular, because of our unit that we just did, I now realize how much we all affect each other. If one subject area would like to do a unit on something, being that I'm a language arts CT, it's easiest for me to maneuver & to switch around & to find things to help along."	"I think if there are CTs that don't want to deviate from what they have always done. They want to stick with this. 'Well, I have to do this. I've been doing this. They must learn this in my class.' Negative attitudes. Economical reasons, perhaps. There might not be enough money for certain things, like books."
CT3	"CTs need planning periods. If I had a planning period, I could set up an appointment to plan with the LMS. A well-equipped media center. I think we do o.k. But there are some places that don't. A LMS who is willing to help, who is knowledgeable of what's in her library. There are some people who hoard the stuff."	"When I think climate, there are some climates that are not as positive. Although they may have the opportunity to have collaborative planning, they won't. They don't care or they don't want to. It is important that you have a positive climate, one in which people want to be here, people who want to teach. If you don't have that, it won't work."	"The whole idea of planning with some else is foreign to a lot of people. A lot of people do not like it. They are like a little island. They go into their classroom & close the door & they teach what they want, when they want, how they want. So to ask them to sit down & plan with other people is difficult. So if they already have that team concept, that makes collaborative planning a lot easier."	"People could sign up to do it & not get around to it because they just can't find the time. Class size inhibits. Because of our size we don't have planning time & we don't have time. Administration. They have to buy into this whole idea of collaborative planning. If they are not the type to feel that it is important, it can ruin the whole thing. They are probably the key to it all."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT4	"Space. That's a big one. Right now we three classes in one room [special ed.]. It's insanity."	"If you have an administration that doesn't encourage interaction between CTs or doesn't give you the freedom to make use of the resources it has, you are not going to leave your classroom. You are either going to be afraid, or you can't be bothered, because you are afraid you are going to be questioned. That in itself can be taxing to a CT. The administration here has always been, 'It sounds good. Go for it.' If it doesn't work that's fine."	"There is a lack of planning time. Too much paperwork. There are times we get do frustrated with the paperwork. There are times when you want to working on the curriculum, and you have to fill out this form or that form."	"The CTs themselves. A lot of CTs have been teaching for a very long time. If they aren't willing to try something different. A lot of people are afraid of change. And collaborative planning is change."
LMS	"One thing that is needed most for good collaborative planning is time. Time where the LMS has planned, set aside time to work with teams of CTs. In the middle school, we have grade level teams. To know ahead of time what kind of projects the CTs are going to be looking at. Not just for me to plan, but for that team to work an interdisciplinary unit. Because they are struggling with that, too."	[This LMS believes strongly that the school culture can affect the likelihood of collaborative planning.] "I think that even the team culture, or climate, within a team, can affect collaborative planning. I think that if individuals feel that if they can mesh their curriculum with others & if they can see how math /science work together, language arts / social studies can work together. The school climate is ... without the support of all of the administrators, a large percentage of the CTs, collaborative planning won't happen."	N/R	"The principal for starters could inhibit collaborative planning. If the principal were not supportive of the library. If the principal wanted structured classes ... a silent library. If the principal did not provide funding. You cannot provide the variety of sources you need for collaborative activities without having materials. You could have a CT who did not want to do it. There are CTs who don't plan ahead. Kids themselves. If they are not going to engage themselves in the activities, if there are going to be discipline problems, all the planning you can do isn't going to work."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"She comes in & ...sits & ... listens attentively. She listens to our needs. Then she readily gives her input ... on what she can do & how she can benefit our team. So it is like a sharing & discussing. Oftentimes we meet down here in the library so we get to walk through & see the technology. So every chance she gets, she is connecting or collaborating."	"We would plan with the LMS 3 to 4 times [in a 9-week period]."	"They can go anywhere from an hour up."	"It works both ways. Oftentimes a CT will initiate it if she is ambitious & innovative. Then if the LMS is eager to bring us information & share it, she will initiate it."	"All CTs, all teams ... I can't really say. I only dealt primarily with my team. They have shown no dissatisfaction or disinterest in it. They have all been willing participants."
CT2	"They are very brief. Normally ... we meet for half an hour in the morning. That's the easiest time because I don't have a planning period. We try to get as much done & then each of us takes a homework assignment home & we work on it. Then we come back & discuss it. There is a lot of communication & planning. Things click into place. It's like the pieces of a puzzle."	"One to two times this quarter."	"Half an hour."	"I do. The first one was by Library Power. She is always there. Her door is always open."	"There are always a few who are resistant to change." [She indicates it is an individual reaction rather than by grade or department.]
CT3	"I call her at least a week in advance & say can we set up some time to sit down & plan for ... my unit. We start with the broad ... the big unit. I want to use this novel to teach this. This is where I want to go with it. What resources are available to use?" This is what I usually say to her." [If the CT doesn't know how to use a program, she will arrange a time for the LMS to show her.] "We set up a schedule of when & how to bring the kids in & what they are going to be looking for. She tells me what I can do in class to prepare them. She tells me if they need to do this before we do that."	"Initially they were far apart. We would plan this month and she wouldn't talk to me again for a couple of months. Our sessions have been a little more frequent now because the kids have been doing research. Before we would meet once a month." [Twice per quarter.]	"We usually met for about half an hour or 45 minutes."	"It has come from both of us. I initially told her what we were learning & from there, she would call up or come & say 'I've got some really neat stuff on this.' Or she'll say 'I have this idea about ... your project. It comes from both of us really.'"	"Language arts CTs were very receptive because that is their field ... books, reading, research. Social studies CTs were very receptive. Again because of their subject. You do have some departments ... math ... they don't do that much in the media center. It wasn't that they were not receptive, they just didn't feel that they needed it. Science was pretty good, too, because they did that science fair project. I would say everybody was receptive."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT4	"Being a special ed. CT, we always work together. We always have to integrate & pull things together. The LMS is always running around, or I'm running around. Or I'm calling her on the phone."	"I'm in here every day. Half of my department is in here every day. I'll call her in the middle of the day if I think of something."	Half N/R	"I don't think it is either one of us. Both."	[This CT indicates that not all CTs were equally receptive to collaborative planning.] "It would be impossible with a faculty as large as ours."
LMS	"They are all different. It depends on the CT. Usually the CT comes & says, 'I want to use the library to do research on so-&-so.' My next question is, 'What are you going to do?' They explain [the topic] to me. 'Let's talk about what you have already done in the classroom.' If they have done nothing, then 'What are you going to do before they get here? What is it specifically that I can teach?' If they have no ideas, I make suggestions of what I can do for them. I write a rough draft of what we are going to do. Depending on the level that we plan with CTs, some of the CTs & I have sat down & planned the entire project from start to finish. But not all CTs are willing to give that up yet. Not to share that, even. We have talked about how they're going to be graded, what the end results are going to be. But that is my 16%, that's my supportive allies."	"Never enough. In a given quarter, I would meet 2, maybe 3 times, with a team, if that much. Because so many other things come into play. With CTs individually, in a given quarter, basically about 75% of the time that CTs come to the media center, they have planned ahead of time. Because I kind of discourage library visits unless they plan. If they don't plan & the kids aren't ready, I find there is much more commotion ... chaos. The CT hasn't thought, 'Are there enough materials on this topic?'"	N/R	"Either way. The CT can ask for something, & it can mushroom into a collaborative project. But the CT may not have come looking to do a collaborative project. So the question is did the CT then initiate it or did I initiate it. So it is hard to say who really initiated it." [Occasionally the LMS suggests projects to CTs.]	"CTs at all grade levels have been receptive, some. Some CTs in all departments have been receptive. It boils down to individual personalities. Some individuals are not receptive to change, period. I never can figure out why they are here."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
Principal	N/R	N/R	N/R	N/R	[This principal believes that CTs at all grade levels were equally receptive to the changes in the media program.] "I would definitely say yes, but there were not changes in our library program. She was doing it, & this allowed her to do more of it. I think they have been tremendously receptive to her since the moment she walked into the building. This is a function of the person."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	"A newspaper would be great. Library news, Library Power News. I think when you get it out to people & let them know what you are doing. I think that would facilitate." [The CT explains what the LMS does during planning.] "She is kind & genuine. She is free with her information. She is open ... approachable. Her door is always open."	"Feel free to come, to go, to seek information. She has all the updates, on educational issues, on technology, on print materials, encyclopedias. She has all of it."	"I think she can provide more workshops for us. More in-house planning. Team planning. More substitute coverage so CTs can get out & meet with the LMS on a regular basis."	"She shares with us her materials. She encourages us to come & check out materials. She has rearranged the library now, made it easier for students to find things. She asks CTs to send her lists of materials that we need to plan our themes or to facilitate it. She's always asking what she can order. She opens that avenue for us."
CT2	"A lot of CTs might feel threatened by the LMS. What are they trying to do, are they trying to take over my class? I think the LMS needs to let the CT know, 'I am working with you.' Aside from making the CT feel comfortable, I think sharing any pertinent information. Basically participating. Not just sitting there, waiting to be asked."	"I think the same thing that the LMS has to do."	"I think the principal needs to let all of the CTs & the LMS know that he or she wants this to happen. Perhaps the principal could set up times when CTs would meet with the LMS."	"She contributes a lot. I would like to work more with her. A lot of time there is not the opportunity to. When we do plan together, it is full force."
CT3	"Be accessible. There have been schools I have been where any time you went to look for the LMS, you couldn't find her. I know you can't make a person personable, but she should at least be enthusiastic about her job & what she is doing. Involved. Knowledgeable. Have to know what you have available for CTs & students."	"Be well-versed on what she's trying to teach. Know what she wants the end product to be. Needs to know what she wants students to know & what she wants them to learn. What they are going to get out of it at the end. Because she has to somehow get across clearly to the LMS what it is she is trying to do, because, if not, the LMS cannot help her."	"The best thing to me the principal can do is to arrange collaborative planning time. Allow the LMS to set up appointments. Even if that involves providing coverage for 30 minutes for the CT. That's the best thing she could do. And also order materials. Keep the media center equipped with the latest, most up-to-date equipment."	"This one does so much! A lot of the books, she has read. ...That's what I really like ... so she will be abreast of what we were getting into, what we want to do. She will pull resources to do with it. She sent me this news article. She knows the library, what resources are there. She is involved with almost every aspect of it."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT4	"Just be open to ideas & willing to bear with a CT when she has no clue what is going on. If she can't do it now she'll write herself a note & think about it later. She's not foreboding. You can ask her anything."	"Just be willing to take advantage of the resources. If you don't come in here, & ask what's here, there's no way you can use it."	"Give the LMS an opportunity to do what she loves best." [The CT said the principal can create an atmosphere in which collaborative planning can thrive.]	"Besides supplying the resources, [our LMS's] enthusiasm is beyond wonderful. She is encouraging. She will go out of her way to get whatever you need. She's made herself very openly available. This place is always booked."
LMS	"Help the CT narrow their focus as needed [&] come up with the rubrics to evaluate. You actually should plan a unit backwards. You should figure out what you want as your end result & how you are going to grade it. Then ... it is much easier to develop the specifics that you will need in the unit. Knowing where to get other materials if they are needed."	"Know, or figure out in the process of discussing a unit, what it is they want. Ultimately, they are the ones grading the kids, what their end product is going to be. Then, determining the scope of what they want the kids to cover. If a CT can come ... with those concepts in mind, it can definitely be much more successful."	"Support the LMS in meetings. Include the LMS in planning for the school. Understand the role that a good LMS should have in teaching. Provide money [for] materials needed. Provide time in some way. That is the hardest thing for a principal to come up with, because there really is no solution. If you have subs, then the classroom work isn't ... there is no learning really going on. It is kind of a difficult balance."	N/R
Principal	N/R	N/R	N/R	"She doesn't sit behind a desk in the library. She is in their classrooms. What are you working on? How can I help?" She's very technology literate. She is able to provide expert information & hands-on to assist CTs. We use the library as a hub. CTs [in all subject areas] were told to develop a wish list of materials. It is run through the library. It is a curriculum specialist kind of position."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"I am mostly satisfied. We made a good effort. With those other little implementations, it can be even greater. With the collaborative planning, I would give it an 8."	"We have had a lot of competition & a lot of different things CTs have participated in. Grants & such. They go hand in hand [with collaborative planning.] We need more. A 2nd LMS & more substitute coverage for planning."	"I came back & shared the information I learned at the Library Power workshop. At lot of the CTs were familiar with it anyway. [The LMS] shares information with us at faculty meetings."	"I hope it is here to stay. Even after the money is gone. I hope that we will see the real benefit of having collaborative planning. I don't see a class coming to the library & not consulting with the LMS first. You plan so she can maximize your learning experience."	"It is the best way to go. There is no other way." [She advises others to not hesitate.] "Start it immediately & reap the benefits from Library Power. You will be empowered. Not only as an individual, but as a professional & scholar of the world. The library is the hub of the school. It represents the world. The child can visit the library & get enthusiastic. It brings enthusiasm into learning."
CT2	"It is working well. We're really moving forward. We are using the library more. I think that the students are learning more."	"Not that I am aware of."	[This CT talked to other CTs individually & spoke at faculty & team meetings.]	"CTs need to take it on themselves." [They need to view the LMS as another teaching resource.]	"LMS need to realize they could help teach students." [She advises others to] "give it a try. Don't be automatically negative."
CT3	"I think, so far, we are doing pretty good. I think it works better with some than others. Overall, we're pretty successful. It is a change for some CTs. Because of the LMS that we have, the CTs are very comfortable with her & sometimes dependent on her knowledge."	"There were competitions. But I don't think it affected planning. I think it probably was better. The competition was that I don't want you to talk to the LMS & plan a better project!"	[CTs learned from the LMS.] "She basically explained it to us in a staff meeting & told us what it was all about. She came to our different team meetings, & said, 'Look, I am here for you all.'"	"Everybody has gotten so accustomed to doing it now that they don't realize that we are doing it because of the grant. It's something that we just do. Now it is something they will continue to do."	[She definitely advocates for this program.] "It is beneficial for everybody involved ... the CT, the student, the LMS. It is unfortunate that it takes a grant to get people to plan units & sometimes get stumped. It allows you to learn. It makes for a better CT & a smarter child!"
CT4	[This CT thinks her school has done phenomenally well. She ranks their effort as 8 out of 10.]	[The site was active in other efforts, but she thinks Library Power enhanced other initiatives.]	[CTs learned from each other. The whole school is based on a team approach.]	"Yes, it will be."	[Her advice to others is to go for it.] "It was nothing but a positive experience. If everyone gives something of what they know, it just clicks."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
LMS	<p>"The whole school has implemented with the Co-NECT design, an entirely different way of viewing ... delivering curriculum. The Co-NECT model cannot be done without collaborative planning with CTs on a team & the LMS. It requires a lot of energy on the CT's part to organize their lessons, to plan ahead, to find resources, [&] to figure out how they are going to use them. At this school, we have just begun & have a very long way to go. There are a lot of enthusiastic changes. I see it as taking at least 3 years. I feel like I've barely found the tip of the iceberg. I would consider it as a 7 [out of 10], compared to when I first came here."</p>	<p>"The Co-NECT positively helped. The competing initiatives are the staff ratio here in the library. For 2000 kids, 1 LMS & 1 clerk doesn't cut it. That is the biggest detriment to planning. That & time. One other thing that gets in the way, because the school is overcrowded, more than half of the faculty teaches 6 periods. They themselves don't even have time to plan ... much less trying planning with others."</p>	<p>"From me! One-on-one discussing. Team-to-team, letting them know that I am here. Word-of-mouth. One CT saying, 'You did such-&-such for so-&-so, can you help me with my unit?' Administrators. At a faculty meeting, we brought out some of the software we got this year. The next morning, I had 5 CTs here."</p>	<p>"As long as I'm here. I think that the only thing that is going to make collaborative planning institutionalized is individuals. Unless there are LMSs that are going to work with people & be happy to plan with people & students, it doesn't work & it will never work. It is all dependent on the individual that is in that position. Entirely."</p>	<p>"I think everybody benefits from it. Every time I do a unit with CTs, I learn more. Not just about that subject, but about the way kids are dealing with things today, the way individuals deal with things. The kinds of things I can find for the CT to use. The kinds of things that I can do with the CT." [Her advice to those just starting would be,] "One CT at a time. If you have been in a school for an extended time, the key would be to find a CT or a department that you already have a rapport with. It's got to be person to person. The LMS needs to work with the administration. If the administration is supportive, the other things will follow, one CT at a time."</p>

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Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
N/R	"If it didn't tie in to what we were doing already ... we were not looking for things that did not fit. Collaborative planning really & truly is the key to [this school]. If it were something that was fundamentally opposed, we haven't dealt with it."	N/R	"It is now. I don't think [the CTs] would tell you any different."	[This principal recommends collaborative planning, but] "only if you are going to give them the time to do it. It's the only way we are going to improve student achievement." [She would tell another principal to be patient.] "It takes a lot of time. Change doesn't happen overnight. Everyone is afraid of change. Know it & understand it & say it is o.k. Probably they need to do some group process. First you have storming, forming, norming, & performing. You see it in every group. Constantly say, 'What can I do to help?'"

Principal

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"My philosophy is to work with the child on his or her level. Work with the child in the best way that he or she learns ... All children can learn & be successful to whatever extent it is that they are capable of learning."	"Our role is extremely important. We have children who sit in front of us. They are on many levels. They have many different learning styles. There are times you teach them as a group, but there are times that you have to teach them individually."	"It is basically the same as ours. She or he is still a CT."
CT2	"Hands-on. Visuals. Some kids can see, some have to touch, a lot hear. It depends."	"I'm an advocate. I think children come first and that the CT is going to provide ... everything that will make that child capable to learn." [She had no comment on any change in the CT's role in recent years.]	"Everything now. I guess my background came from [a veteran LMS]. I was a library clerk. Things have changed since I was a library clerk from technology to ... you can key in here & go home & do the same thing. It's changed" [for the better].
CT3	"Children learn hands-on. Seeing, doing, being involved. Finding out information for themselves. I don't think a workbook, sitting down structure works out. Certain things you need to do that. Other times to get them involved is the best way."	"The CT is a guide leading the students to different kinds of things they may not have seen or explored. So it is our role to guide them."	"She is there to open their minds to different materials & different types of research that are available to them."
CT4	"Personally, putting myself in their position as a student, I learned by doing. I really get turned off when people start talking & talking. I feel that when you do something hands-on, you are going to remember it."	"I see the CT as a facilitator & a guide more than anything else. Basically, having the questions & having the kids find the answers. A facilitator ... somebody ... a coach that stands by the sidelines."	"I see it as a facilitator for the CT as well as the students. I feel that she's like the resource person. It adds if she's a creative person to help the CT find the best ways to supplement their lessons."

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	How Students Learn Best	CT's Role	LMS's Role
LMS	"Hands-on. Do it, see it. Or do something having to do with it. That makes it more interesting. The visual means everything. I have my masters in special ed. so I'm very aware of that. I try to do the listening."	"Same way. Holistic, too. I truly believe they should merge everything together. Then they will learn to assimilate everything they learn. It's harder to plan, but it definitely is better ... It becomes easier & easier."	"Same way ... that's how I always taught in the classroom. I think that's why I burned out so quickly. The principal always came to my room wondering what I was doing next. There was always something we were doing & it's hard work."
Principal	"I think children learn most effectively when they're excited about what they are learning ... plus the enthusiasm of the one providing the instruction, the interest level there, then making it age appropriate." [The CT should be on a continuum of learning themselves.]	"The CT is always going to be #1 in the delivery of instruction. We have wonderful materials ... textbooks, trade books, manipulatives, technology, & special area CTs. There is no replacing that human being in the classroom serving as a facilitator."	"I believe that the LMS takes on that very same role as the CT. Their classrooms are just in different places in the building. She is an educator, she is a CT. Sometimes she just uses different tools, sometimes it's just a matter of where, in setting that ball into motion, she comes into play."

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	Planning Method / Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Plans	Planning Time
CT1	"We have team group planning. We all meet on our planning time. We plan units ... We will continue to save some. Add to it, take from it."	"We usually make them in advance. There are times ... when we have to improvise ... depending on the situation, the children."	"I prefer [to plan] with my team. I've always done that. With one or two persons ... We have two other CTs on the team & we get together and pull in ideas."	[This CT evaluates plans at a time other than the end of the day.] "Weekly. We are always together so we talk about what worked & didn't work."	"We plan sometimes daily -- sometimes weekly. The planning time [one hour block] is sufficient ... We still do take things home."
CT2	[She begins with CBC.] "I look at all the areas I can overlap within the curriculum -- everything -- the arts, PE, science." [She does not save units.] "New kids, new opportunities."	"In advance. Weeks in advance. But if something should come up ... I just make a notation in the lesson plans."	"Independently."	"Daily ... Because I have some ESOL kids and I have to make sure they master."	"Weekends."
CT3	"My grade level & I sit together. We plan together as far as language arts, science & social studies. Two of us [implement a unit at the same time. Themes are used.] "I will keep [them] for future use."	"We always plan the week before. We try to get the materials & have them ready for the actual instruction."	"With other CTs."	[Plans are evaluated.] "Usually a weekly thing. To see if we completed all objectives. If something wasn't taught, go back & teach it again. I discuss it with the other CT."	"We plan, usually on Wednesdays. We go back & do our own thing. I do that on Thursday & Friday." [She expects to get all plans done at school.]
CT4	"First I assess what the needs are of my students. I don't just use the CT's manual. I pull together other resources ... maybe [from] the library ... Being ESOL students, they need a lot of repetition & different ways of looking at things."	"I always make my plans. I have long range plans & short range plans. Because I focus so much on their needs, those plans may completely change ... I try to stick to the plans, but not if it's not going to be for their needs."	"It depends. I really enjoy collaboratively planning with [another CT] ... It really depends on who it is ... She has great ideas. She's really creative. But I don't like to collaboratively plan when it comes to ... somebody saying we have to do it this way ... & ideas are not accepted. It really has a lot to do with personalities."	"When I see that something doesn't work. I keep that in mind, make a note of it. If something works really well, I file it & make sure I use it again."	"Actually I plan a little bit every day. I don't like to leave it until the end of the week ... Tuesday I start writing it ... & maybe Thursday & Friday I'll finish it off."

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	"We use our textbooks. We use resource persons. We use media. We bring in parents."	[The LMS is consulted during the planning process.]	"Our principal got with us. The AP also. We discussed which would be a good time for us to meet. We all know that we have that hour of planning. So that was a concensus."	"I'm sure that they do affect us in some way."
CT12	"Everything I can get my hands on. I have one parent that supplies the leftovers ... magazines. Or I ask the parents for something." [The textbook is the main information source.]	"Everything. Every Monday, we come in, we check out books. If we're doing something special, I ask [the LMS] & she'll pull for me. Some of the kids come in & use computers to complete assignments."	"Flexible. Very flexible."	"Flexible."
CT3	"We use our CT's guides ... we pull from everything. Workbooks ... instructional materials that we've bought. The media."	"It does influence it ... both in language arts & content areas. I don't think we have been able to use it as much as we would like because of time, library closures."	"Our planning time is sometimes interrupted by a meeting ... or workshop. As far as actual instruction, we are not influenced by the principal. We do have the CBC's & we follow them."	N/R
CT4	"I use the CBC as a guide. I do follow the CT's manual to a certain extent. I try to think of creative ways ... different ways of teaching one thing. Songs, auditory, & visual ... I basically take resources from wherever I can."	"When I come up with something, I'll tell her, 'What do you have? Do you have any movies ... books ... ideas?' She'll help me out with that. Especially with the ideas part. It's not just basically using books & stuff."	"Sometimes my creativity is stifled because I'm required to get so much done in a certain time."	"Yes. All that affects our planning ... I feel that the Stanford Achievement Test is one of those things that, big time, clashes with student needs."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"That's extremely important. We work with our students all the time on that. We know that as they move from one grade to another, it is very important to have those skills."	"If I could wish for anything, it would be that we not have so many interruptions. That our schedule would be of such that our children are not pulled all the time, going in all different directions. The scheduling is the main thing. Time."	"We play a big part in that. It's almost a team that's working with the LMS. Because what goes on in the classroom certainly affects the library. What affects the library, affects the classroom. It's something that works hand in hand."	"Of course there is a relationship. Because the skills that we are teaching in the class are the same skills that they are getting when they go to the media center. So those skills correlate."
CT2	"It's important to me because 1st grade skills for the library is to know certain things within the library and since ... this room has been designed for the primary." [The CT indicates that this LMS has reorganized the library so that it is easier for primary children to get appropriate books.]	"The classroom. I would like to see a lot more of this taken out of here and put into the classroom."	"I think it depends upon the CT ... The information that they need."	"Working together in areas you can enhance on."
CT3	"I think it is very important. The library is the center of all information. They could come here and become aware of everything that is happening in the world all around them. I wish we could actually teach some more library skills, but there is not enough time."	"A media center that has computers, as well as in the classroom ... connected with the Internet. All the technology that is available out there."	"I think it is very important. The CT is where it starts. If you are into the library and into using the research books, they will be into it, too. They will want to know more about it. If you influence them, they will listen to what you say. So I think it is important for the CT to motivate them."	"It's definitely related. CBC gives us the flexibility in order to incorporate information literacy that we need. I find with CBC that we have so much open space that you can explore scenarios and are able to see different things."
CT4	"Very important ... In 1st grade, we'll ask them [about the title page]. "Everyone should start building information literacy. They know that everything has a place."	"I guess in school it would be the library. You might even want to teach them other things like calling for information about something, outside the library. Most libraries are hooked up with computers."	[The CT should not locate information for their students, but should assist them in learning ways to find information for themselves.] "That's not just a library skill, it's a life skill."	"The CBC does talk about looking up things in the dictionary and encyclopedia, so there's a correlation right there. I guess in social studies, especially ... in every content area."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"Very important. They have to be able to look up information on their own. Once they move on to middle school & high school, more & more research is demanded of them. Just for basic everyday living, sometimes you need to find a certain answer to something. You just look it up. Scholarships for school, you go to the library. I want them to be comfortable in the library."	"The new media centers that I am seeing now & that I'm so jealous about. Having the state of the art technology to use & having the space to have it out all of the time. They should be out so the CTs could experiment with them or view things, anything, & students."	"Working with the LMS. Promote reading in the classroom & using the library to add to her lessons. Check out books ... if they are studying reptiles, to have a whole array of reptile books in the classroom to show that there are other sources you can use other than their science [text] books."	"They're closely related. Our information skills are so broad that you can really fit it into anything. You give me something and we'll come up with a lesson. We develop something, then I'll look to see how I can fit it in. I see the CTs coming more & more. I feel bad for those CTs who don't plan with me because those kids are missing out."
Principal	"Now in the age of technology, I think it is more important than ever. Our LMS does meet with every single group at the appropriate age to show how the IMPACT Catalog is used & then based on those skills, they jump into using the research to enhance the instruction that is going on in the classroom."	N/R	"The CT is the catalyst, based on what the project is, for the child to go into the media enter, to get on the computer & search & be able to synthesize that final product for the CT. Also to be able to evaluate other work that has been done in the particular area."	"Since CBC is competency-based, right there that's the strongest link. The students have to demonstrate, not just simple recall, at the bottom of Bloom's taxonomy. The CT's role then becomes creative as to how they're going to demonstrate those competencies."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"Collaborative planning is a meeting of the minds with our LMS & CTs. Bring in ideas from our students. It is bringing together skills that all of the children will learn from. The LMS is learning. The CT is also learning. So it is a learning/teaching situation."	"Not to the extent that we do now. But we would tell them that we are doing this unit. Would you please pull these materials?"	"Lots of advantages ... I've been teaching a long time. I know a lot of things. My teammates bring in new ideas. We have younger CTs who are bringing in new ideas. The LMS is aware of multimedia materials. We all get together & it really is a team effort."	"Not really. If there are, advantages outweigh the disadvantages, anyway."
CT2	"Working as a team. Just like the spokes in a wheel."	[She did not plan with the LMS prior to Library Power.]	"More information. The children get the best of the services."	"No comment. I have no disadvantages but if you're working as a grade level there are. I believe in higher order & some like to stay in just that little square. Cause this may be the only place that they get this information from the technology."
CT3	"It's sitting down & together coming up with ideas that will benefit the student. Both from her speciality & from the CT's point of view. Taking the students' personalities & different things into account."	[This CT did not plan with the LMS prior to Library Power.]	"You are getting ideas not only from different CTs but also from the LMS. Sometimes you only have one way of thinking where when you have a group working together, you have different ideas coming in. You are sharing ideas."	"There are sometimes CTs who slack off & leave you the lead work to do. We found that."
CT4	"I'm sitting down every certain amount of period ... whatever ... & discussing what's going on in the classroom, where the kids are, & what you think they need, & coming up with ways to teach those skills."	[This CT began to collaboratively plan] "the moment that I got here last year. [The LMS] let me know about it practically right away & I started planning with her."	"Personally I get excited when I do collaborative planning. It's a lot more fun than doing things on your own. We don't just collaboratively plan, we team teach what we are planning. The kids get excited about it. They just love to come here. They are learning & they don't even realize it."	"Not with the LMS, no. When collaboratively planning with other groups of people, some ideas can clash and maybe you don't feel free to say your ideas & maybe they get shut down. Not with the LMS. Then again, it has to do with personality & philosophy."

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	Definition	Involvement Before Grant	Advantages	Disadvantages
LMS	"Working together towards the same goal where you develop a means to an end. You look at the CT's objective & develop a plan to meet that specific objective."	[The LMS came to this school after the grant application.]	"The kids will learn more because you have the expertise of two teachers. Two different teaching styles, sometimes, so it will benefit those students that need those certain teaching styles. I think there's more one-to-one with the students so they are able to have more questions & have more feedback. Then the library opens up a whole array of resources you can use."	"Yes. Sometimes I am forced to work with CTs who I particularly don't agree with. We had some forced collaborative planning times & we planned, I thought, a great unit, but the CTs cancelled every time & then said, 'We finished the unit.' I was disappointed because I made this huge map I had to make. I had gathered all these resources & these are the CTs I'm really trying to please ... can't win them all."
Principal	"From the education I received from the Library Power Grant, I would describe it as being the development of ... actually, the goal of where we want the students to be at the end of this instruction. In watching it work, I've noticed that if everyone can have a clear focus on what they want the students to actually be able to do & the relevancy of that to their education, then from there, working almost backwards, everything seems to fall into place & what kind of activities should lead up to that."	[The principal has been at this school for one year.] "My understanding from the former administration is that yes, there were CTs who worked very closely with the LMS working on different types of activities."	"Whenever you bring together a group of educators, you are almost guaranteed that there is going to be some very interesting brainstorming going on & that has been one of the most wonderful things I've seen with the collaborative planning -- the ideas that are being shared. It's not one CT that meets with the LMS here, although that does happen from time to time. It's usually the grade group meeting with the LMS & everyone talking about what they're able to contribute, what their role is going to be in the process."	"As of this time, I have not seen any disadvantages. I've seen only a cadre of outcomes really for the children."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"We are getting used to it. We still have our things that we are trying to work out. Timing. We need the time to really get the complete understanding of what collaborative planning & working together is all about. So it is timing & training."	"Yes. We have a very good faculty here. We have so many people who are willing to learn new things. The climate is right. The administration backs us. They give us whatever we need. We don't have any really big problems with that now."	[This CT thinks that previous experience with team planning prepares a staff for collaboration with a LMS.] "Team planning is the easiest, it's the most effective way that we could go. It's the best training, the best information we could give to our children."	N/R
CT2	"Principal. The CTs want it, fine. If the principal's for it, it will go."	"No."	"No comment."	"There shouldn't be any. Children first."
CT3	"You have cooperative CTs and a LMS. You have the equipment you need, like computers. The research books available."	"If you have a group of CTs who are set in their ways & are not willing to change, that could affect it. Sometimes that happens with the older CTs, because they are used to doing things one way."	[This CT believes that previous grade level team planning could affect collaborative planning with the LMS.] "When you are used to already planning together, then collaborative planning with the LMS ... is easier."	[Lack of cooperation from CTs & lack of administrative support.]
CT4	"People being enthusiastic & willing to do it. ... I think it has to do with the way you look at it & if you want to do it or not." [Demonstrations, perhaps a video of others planning, which discuss the positive aspects of collaboration & how kids enjoy it would be helpful.]	"Definitely. If you have a school where people work well together, then I think collaborative planning is going to work. Again, it's those philosophies ... they can't clash."	[This CT states that previous team planning by grades or departments would definitely impact collaborative planning efforts positively.]	"Where people have different ideas & they don't work well together. Different philosophies."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS	"The principal, that's the main one. That actually does the walking, not just the talking. Not everyone follows, of course, but the principal sets the tone."	[The LMS believes that the school culture can definitely affect the likelihood of collaborative planning.]	"Kindergarten I plan great with because they all do the same thing. Second grade, there's two CTs [that] plan together & I plan with them & it's wonderful, so much easier. Our fifth grade here ... all plan individually and that's my toughest group."	"CTs that talk negatively about it. Principal. Money ... I'd say that is a priority. You need the resources in order to help. Last year I had a lot of people come ask me for things & I just did not have it. Space ... I could use so much more."
Principal	[CTs must be involved.]	"In order for collaborative planning to be successful, you need to ensure that people are feeling good about themselves, they know that their contributions are, not only worthwhile, but an absolute necessity. We don't want anyone just kind of sitting back & looking on. We can tolerate that in the beginning because some people take a little bit longer before they're ready to jump & that's all part of the process & not only the children are going to win, but that they're going to be enriched by it. I've seen some of the CTs really learn a lot from their colleagues, as well as from the LMS. Some of the experiences that a LMS has are just unique & many CTs don't have an opportunity to engage in it."	N/R	"Some of the factors, realistically, could be available planning time. We are fortunate because we do have block scheduling. I see also another stumbling block ... could be strict adherence to ... a very traditional approach to teaching. Maybe ... it would be clearer to state 'an educator who wants to teach everything in isolation.'" [She believes an interdisciplinary approach using themes is the best way to incorporate literacy skills. She emphasizes that this approach needs to be slowly introduced to CTs.]

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"Hopefully we get there on time. We come with ideas that we want to present. We say that, 'we want to study the solar system.' Our LMS will say, 'O.K.' Then we get the objectives down. Her objectives are correlated with the classroom objectives. She tells us, 'I can get these materials.' We use any means that we can pull together."	"We plan together once a month with the LMS." [About 2 times per 9-week quarter.]	N/R	"The CTs."	[This CT indicates that not all CTs were equally receptive to this program.] "Not really certain grades, but CTs ... more of an individual thing."
CT2	"Our LMS is very hyper & so am I. I'm very creative & I like kids to do more than one thing. She just plans, she gets materials, she does crafts, she does the art, the hands-on, besides reading the books."	"Once a month." [About 2 times per 9-week quarter.]	"One hour."	"The administration ... if we're doing a certain thing. The CTs mostly."	[This CT does not think that all CTs were equally receptive.] "No. It was new. ... It was a change."
CT3	"We sit down. Usually we are planning a theme or unit. We tell her what we are doing. Can she come up with suggestions. Sometimes we say we want to use the computers. 'Are there any things ... that you can share with us?' We set times & different activities that we plan to do."	"Once a 9-weeks. It depends on what we are doing. It may be multi-session."	N/R	"From my experience, it has been the CTs. As well as the LMS coming up to us & saying, 'Do you have anything going on?'"	"I can only speak for my grade level. About half. An individual basis."
CT4	"I tell her, 'I want to do something in science.' She'll say, 'When can you sit down?' We'll sit down. ... She'll have something ready for me when I come in. She's got some ideas. She'll bring out whatever she's got & we'll brainstorm some other ideas that we haven't thought of. Two heads are better than one. We see where we're going to get the materials, put the materials together, & write down our rough drafts of our lesson plan."	"They occur at least once a month." [About 2 times per 9-week quarter.]	"No more than half an hour ... because we'll talk about it in spurts."	"Usually it's me, but sometimes she'll say, 'I've got this idea. Why don't we do it with your class?' I think that the LMS looks for people that would be willing to do it."	[This CT does not think that all CTs are receptive and she detects a pattern in the resistance.] "People who have been teaching for a long time ... people that are used to doing something a certain way are resistant to change. That's normal & that's what happened. The veteran CTs have not been as flexible ... & the newer CTs are gung-ho about it."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS	"Some are like pulling teeth. Others are a flow, we get so excited. For the ones that are more formal, I say to them, 'What do you want to do? What objective do you want to meet? What do you want the students to do in order to meet the objective?' That's where I say I can help. It's very slow. Then I show them the resources I have and from there, the creative part gets into it, hopefully. Some of them see it just as extra work. To me, the more creative, or the more exciting, the better the students will learn. Now I don't think everything should be a huge production, but I think it should be memorable, even if it's just interviewing, taking a picture & putting that picture on paper."	"It depends on the CT. Some come in here all of the time. Once every two months. There are others who have not been in here. There are some that have been in here twice for the year and go, 'Okay, I've done it.'"	N/R	"Either way. Sometimes they have specific things they want me to do. Sometimes they just want me to come up with something to do."	[The LMS indicates that not all CTs were equally receptive to planning.] "Individuals. And they just happen to all be at that grade level."
Principal	"Conversation begins with the selection of what is going to be the theme, what is going to be the ultimate goal & which discipline is going to be the driving force. Once those details are talked about & agreed upon, then there is more of a breakdown. What are going to be the activities that we are going to take the students through. I see schedules & I see times & I see time lines being developed very quickly. In the next step I see a lot of discussion about materials. Then in conclusion, how the ultimate product is going to be shared. Is it something that is going to be performed, is something that is going to be televised ... so there is always that component."	"They occur approximately once a month ... & then the follow-up sessions as needed. It just depends on the particular grade level & the level of expertise they have. In ... grade groups, they meet ... & later meet individually with the LMS."	"They usually last anywhere from 30 minutes to one hour."	N/R	"No. We did not have an across the board, open-arms reception to collaborative planning. I cannot say that necessarily the primary was more receptive than the intermediate because in every single grade level there were some people that were extremely enthusiastic about it & others who were not."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
CT1	[Provide materials for the theme.] "Our LMS will tell us, 'These are the things that we have. If you need this, I don't have it. I will call another school.' She gets in there. She's really involved with us."	"Be willing to plan. Share ideas. Share materials. Share your time. Do whatever is necessary."	"It is important that we have those two people behind us. They play the leadership role. Once we know that this is what they like, we are going to do. They will make sure that we have all the resources. They will make sure that we can go to the workshops that are available. They will see that we are allowed to go to other schools & visit to see how other programs have been implemented."	[She provides resources and direct instruction to students.] "There are times when she will come in ... & talk to the children. Sort of hyping them up about a certain theme. She also helps us with follow-up. There are many types of activities that she comes up with. She works with us as a total group. Those projects are displayed in the library, around the school."
CT2	"Have materials available." [Provide hands-on activities for students.]	"Plan ahead of time with the LMS. Because you pretty much know what you are going to do anyway."	"Make sure we have adequate funds to purchase materials that are needed. Supplement special areas. Our principal & assistant principal ... get involved in what we are doing. The kids see them not only as administrators, but as someone that's caring."	"Planning. And the deliverance." [She makes sure the kids complete the activity. She took a group that were having problems & worked with them.]
CT3	"She can have lots of ideas, suggestions. She has experience in the classroom & knows different projects. She can get us information from other places besides what we have here."	"Definitely some type of guideline. Come with some outline at least of what you want to do. If you come here with just a topic, it is more difficult."	"She can ... enforce the collaborative planning. Sit in on the ... planning & give ideas & see what we are doing." [The principal hires the library staff.] "The right people in the library. The right amount of people. People who are well-qualified & motivated."	N/R
CT4	"First of all, she has to be enthusiastic. ... That's one thing that makes a LMS good. She can also be available."	"Be open-minded. Be willing to set aside that time. Be enthusiastic as well."	"She can make sure that there is time to do it and not put a lot of things that you have to get done. Make sure that there's a little bit of flexibility there with time & with all you're supposed to do."	"She contributes resources and ideas." [She also teaches students directly.] "We're basically team teaching. Where she's leaving off, I'm picking up."

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
LMS	N/R	"Work with the LMS. Be excited about it. Follow through. Put an importance to it, like a grade. I don't think that it has to be graded, but show that it's important."	"Come in & stay. Not a full hour, but come in every once in a while & look at what they are doing, ask questions. Promote it. Talk about it in a meeting. Actually show the students that she does care that they come in here."	"I suggest different activities that they can do. I'm really creative with that part. Sometimes I help them narrow it down. Sometimes we divide it & I help them make whatever needs to be made before the lesson." [She also delivers instruction to students directly.] "I write it in the lesson plan, 'the LMS will, the CT will' & we go from there. It depends on the CT."
Principal	"Starting from the very basics ... the LMS ... the openness, the demeanor, the enthusiasm ... that the LMS brings to the meeting. That air of professionalism & eagerness ... That makes such a difference. Then is the level of expertise & familiarity that the LMS has with the grade level objectives & competencies, so that he/she can really be a part of that conversation that occurs when they begin to discuss what is going to be the ultimate competency that they're going to focus on. Knowledge, too, of the skills that children have at that particular grade level. The LMS has to be very well-informed, very well-versed & it is a very special hat he or she has to wear."	"Number 1 I would say is to come to the meeting open-minded. That there are some wonderful things that can be shared with their colleagues at their grade level & also with the LMS. Also to come prepared with some ideas, suggestions & thoughts. That's very important for the group."	N/R	N/R

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	"In this school, it has been a dramatic change. I've been here a long time. A lot of us have team taught for years. ... For some of our younger CTs, it has been a little bit difficult." [She would rank collaborative planning here at about a 7 out of 10 points.]	"No, there was not competition with any other program."	[CTs who did not attend the workshops] "learned about it from those of us who attended. They have learned about it through our administration ... our LMS ... word of mouth." [Also by visits to other schools.]	"I'm sure that we will continue. Because we see the advantage."	"My advice would be get together. Talk about the advantages for their school -- disadvantages. I would tell them it will take some time to implement. If it doesn't work out the first year, keep trying." [She thinks that having a strong grade level is important.] "People who can work together. It's a give & take. It's compromising. It's being flexible."
CT2	"We're getting there. Some have not had the opportunity for technology & it's here." [The library program has changed. The resources are improved. The PTA has helped with acquiring technology.]	"No. None."	"Whenever we go to workshops, we are on the agenda at staff meetings. We have to give a report. We bring back the handouts & make copies & we keep it accessible to anyone who wants ... it." [Training was also done at grade level meetings.]	"We are going to do something. The expectations are very high at this school."	[This CT would recommend this model for library programs to other schools.] "Plan as a team. You need ... to visit other schools."
CT3	"At the beginning, it was gung ho, let's go for it. The administration was involved. As the year progressed, it has become less. If the CT didn't initiate it, nothing was done about it. It's not being enforced." [On a scale of 1 to 10, she would give the effort a 4.]	"No, we haven't been involved in anything except CBC."	"From the LMS. When we have faculty meetings, she has told us about collaborative planning. When we had grade level meetings, she was involved." [The assistant principal also talked about collaborative planning.]	"I think so. We're not going to go back to the old ways. I wish we would get more support from the administration & staff. It depends on the efforts of the LMS & the administration."	[She would recommend this model for library programs.] "At first, everyone will be a little skeptical. I would suggest sitting down & informing everyone what it is, at a faculty meeting. Then sitting by grade levels & working on it. Having the LMS & the administration there, explaining what it is."

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT4	"On a scale of 1 to 10, I'd say it's about ... I'm talking abot the school in general, not me ... I'd say it's about a 5. When I student taught at another school, it was totally collabora-tive planning. Everybody just did it automatically, every grade level, so I can see the big difference."	"That I know of, not a program per se, but ... something that stifles collaborative planning definitely is the SAT." [CTs feel they must work on skills & don't have time for collaborative planning.]	N/R	"I feel it has nothing to do with the grant ... because we didn't have the grant last year & we were doing it. But it has a lot of room for improvement. It will continue the same or im-prove. I don't think it will get any worse."	[She would definitely recommend this model.] "Be enthusiastic about it. Encourage them to try it. It is very important for the administrator to be supportive of the LMS because sometimes they throw too much responsibility onto her. There's a lot of things to do to get a library organized to collaboratively plan."
LMS	"We're getting there ... they are beginning to understand it." [She ranked her school's effort at 6 out of 10 points.]	"There's always some-thing new on top of what they have to teach."	[The CTs who did not attend the Library Power training sessions themselves learned about it from the LMS & the other CTs who attended meetings. Another Library Power LMS also came & talked to CTs.]	"They have me to be on their backs. We have our model school right next door. We have a wonderful region that supports us 100%. So if I encounter any problems, I'll talk to my principal & CTs, but I'm not going to let it go down. I might be small, but I'm a tough cookie."	[This CT would absolutely recommend this model for a library program.] "Do not force anyone because it can always backfire. It's like any new situation. Some people jump right in & some people have to see it first to believe it."
Principal	"Through the excellent skills that the assistant principal has in working with groups, it has really come a long way. You absolutely need the support of the administration ... a clear message that this is the trend we are going to follow."	"I cannot think of any program that we were trying to implement at the same time that was in any kind of competition."	"First of all, they learned it from their colleagues. Information was shared at grade group planning sessions." [CTs also observed collaborative planning sessions at a neighboring school.]	"We are going to continue our setup for planning & we expect the LMS to be involved in those plans. I review the LMS's log on a regular basis & provide assistance to CTs that we do not see utilizing the library media center."	"I think it only could enrich & enhance what the CT can provide to the students & it is a very strong tool in order to accomplish what the CBC intended to do which is to have students demonstrate their know-ledge. It's an excellent venue for CBC."

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	How Students Learn Best	CT's Role	LMS's Role
CT1	"If I were teaching math, I would tell you they have to touch it. But with words, you can't touch them, you have to feel them. It's very hard to feel them when you don't understand what they mean. Their minds are not real open, when they should be. But external factors are very easy for them to fall into."	"We have to be Eddie Murphy & Sylvester Stallone. We have to try to suck them into what we are teaching. The CT ... has to be the leader. We cannot abdicate our role." [She thinks that the CT's role must be developed in response to the group of students.]	"I think her role is to supplement, with her expertise. Because I can do a unit on library skills, but I don't know it all. So her role would be, I'm going to teach you the Dewey Decimal System. Her role would be to do the CBC part ... the application side."
CT2	"Probably I have very little to do with them actually learning. Anything that they learn they have pretty much taught themselves. The only thing that I can facilitate is to guide them. You have to establish a line of communication with any kid. They have to believe that I care about them. In my classroom they will never be told anything negative. They learn effectively when they are in a comfortable environment."	"Lots of variety & I believe in [moving] from being that 'sage on the stage to the guide on the side.' I'm trying to move out of the forefront & allow them to do things cooperatively in small groups. I ... break them out ... to work by themselves because I realize they need to work with each other. It's really hard because you give up control when you do that. It's a little noisier."	"She supplements things that I have all of the time. She asks me, 'What are you doing now?' She finds out from the kids what I'm doing." [She provides resources & instruction for CTs & students.] "She allows me to branch away from the thing that I'm doing into something else. She can also coordinate between 2 or 3 of us [CTs]. She teaches [students] about how to find the answers to questions."
CT3	"I think 1 is discipline, 2 is structure, & 3 is giving them a variety of modalities. Lots of different ways of saying the same thing. Having them understand it. Discipline is not quiet necessarily but ... organized."	"I'm a little bit of a traditionalist. I believe in being a facilitator, but I believe that you have to be a benevolent dictator. You have to be there & crack your whip in order for kids to run themselves. I do feel I have to be in charge."	"Her role is to work with children when they do come into the media center. Her role is to organize & coordinate support materials & equipment. Her role is to train CTs. Her role is to give me a cup of coffee once in a while."
CT4	"Don't limit the children to one strategy. Provide as much individual attention as you possibly can. Keep any instruction to a minimum, very clear, very precise. Keep the kids on task, however you can do that. That's what irritates me a little bit about the team meeting & taking that time I used to spend with the kids."	N/R	N/R

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How Students
Learn Best

CT's Role

LMS's Role

LMS

"Hands-on. I cannot stand in front of a group of students & tell them about the IMPACT stations. They have to stand in front of it themselves & do the work. Punch the keys, do the searching, for them to actually learn how to use it. I think they learn individually."

"What's that new phrase? Guide on the side ... I can't remember the other part of it. I see parts of the old-fashioned delivery method as still being effective. A good CT who was effective in that manner is still effective. It's just that now we have more ways to supplement that kind of instruction that, unfortunately, some are not using. Roles have changed as much in response to the changing students."

"I regard myself, in many instances, as support personnel. I am a CT but I am here to support the curriculum for all areas. I am another one of those supplementary resources that are available to CTs. It's another resource that's not being as well taken advantage of as it should be, unfortunately."

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Principal

"Students learn in many ways. It's up to that instructor to find the way that is best suited to the individual child. Some are tactile learners & some are not, some are oral learners only, some are combination learners. The CT has to be able to do an analysis quickly ... as soon as possible to analyze the student's learning track & be able to adjust the instruction or amplify the instruction modes so that every child in that class can receive instruction. "

N/R

N/R

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	Use of Themes	Advance Planning / Improvising	Individual Planning / Planning with Others	Evaluation Of Plans	Planning Time
CT1	[This CT uses themes.] "I don't like to teach the same thing each year. So I save my materials. But that doesn't mean that I'll use the same thing I used this year next year. I might teach the same theme but use a different book. It keeps me fresh."	"I think about what I want to do ... in advance. There are things that I might add to it that I come across. For example, the collaborative part. The LMS might say, 'I know you are doing The Cay. Look at this that came from National Geographic.'"	[This CT first responded that she probably preferred to plan independently. Then she remembered planning with another CT. She modified her response to sometimes she likes to plan with others.] "What made it work? ... her knowledge. Her having materials to augment mine. It has to do with personality & common interests on how to do things."	"Oh, yes. This worked, that didn't work. I'm not doing this with this class ever again. I would say after every class. I write myself notes. Right in the plan book. You might have to change your style for a particular class."	"At school, at home. I teach 6 classes, so I don't have a planning period. Several of us ... have 6 classes. And, it's not just money. It's the idea of being in my room without [taking] care of anybody else's problems."
CT2	[Themes are used by this CT; however, he does not save them.] "I tried to do that to begin with but ... it doesn't work again. Everything has to be custom designed. The kids are different every year."	"I'm pretty much preplanned. But I do let it go. If something goes in another direction, I'm not inhibited."	"I've got to do it by myself. I don't mind talking about it, but I don't like to sit around with everybody ... 'You do this & I'll do this.' That messes me up. After we've made our plans ... how can you fit this in with what you're doing."	"Sometimes I do reflect ... on the ride home. The beauty of [this school] is that you can't teach anything that they already know."	"Friday afternoons for a few minutes, to think if I need any materials for the next week. So weekly, Friday, Sunday & at the end of 9 weeks."
CT3	[She plans thematic units & sometimes reuses them.] "I rarely do something the second time. ... I'm doing Anne Frank right now. It's different than the last time. There's always a new idea."	"I will plan in advance, & I always revise. Because it never works out. Never make it through a week. But I like to see what is coming at the end of the nine weeks."	"Now that's a tough one because I prefer both. It depends on the situation. I love to take ideas. I like to bring ideas. I like to talk them out. But ultimately, it's me. With others first."	"It's an on-going kind of thing. I don't think it is a specific time. No CT has time to do that. I keep a calendar, too, of long range plans. That's an evaluation, I guess."	"On-going. I would say, specifically, writing down on paper, on the computer ... at home. Again, it varies."
CT4	[This CT reports that he plans themes, using the organization of the text.] "That makes sense, you see."	"I'd say 80% in advance. After teaching the same thing over the years, you keep a pile of what works."	"I'm more of an independent planner. I get here at 6:45 & always saw that as my private time. Now that's when we have our team time. That is a lot of dead time for me."	"Usually over a couple of beers on the porch of a colleague. That's good each day, to look at what's happened."	[This CT plans in the early mornings & in after school sessions with a colleague.]

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	Information Sources & Materials Used	Role of LMS	Principal's Influence	District's Influence
CT1	[When introducing a historical novel, she covers the historical period.] "I try to get them as much prior knowledge as possible. In order to do that, I have to research." [She sometimes uses the literature textbook.]	"My LMS knows it all. When I want to know something, I go to her. And rarely is there a time when she has to say, 'I will get back to you.' She usually can do it right away."	"He doesn't. I know what I have to do."	[She does not feel constrained by district requirements. However, she thinks that] "we get many kids that are promoted that should never have been promoted."
CT2	"The English Journal. I read that constantly. I've acquired just a bunch of stuff & a bunch of ideas. The [district] Language Arts Dept. ... is incredible." [He uses the text] "Spottily. Not too much. Here & there. Classroom novels I use constantly."	"I use the professional library often. This is also a place where we meet to discuss collaborative planning. I do a research unit each year." [He plans with the LMS. She provides resources, direct instruction for his class as well as personal help & reading guidance for students.]	"I can't think of any policies that he set that would affect my planning. I'm pretty much left to my own devices as far as doing things. Except perhaps the field trip things ... I realize that the band [students are] not going to be there again. ... I shouldn't do this whole big thing so let me tread water for a minute."	[Though this CT recognizes that CBC comes from the district, he doesn't feel unduly influenced by it.] "I just do what I'm into going to do & then I'll plug their numbers into it."
CT3	"All the usual ones ... the textbook, the materials on writing, workshop ideas, research in the library, Reading Rainbow." [She uses the text] "Twenty per cent of the time. I use trade books more [&] library resources."	"I go to the LMS frequently with questions as to how to do something. If I could combine it with some sort of multimedia, whatever she has. If I could find a related topic."	"Not very much. He's not real demanding. He expects us to know what to do & he lets us do it."	"CBC. Eighth grade CTs are very driven by tests. Writing, writing, writing. Then we take a deep breath & we go SAT, SAT, SAT."
CT4	"The text, videos, & films. We have a couple of out-of-adoption texts I use. You pick & choose & it might be 20 years old. ... There's not a whole lot about the Constitution that's changed in the last 20 years."	"The films & videos. Now with the Accelerated Reader ... Now that we've got the full set of state books & the presidents in there ... that's the part that I've really started using."	[This school had changes in administrators recently] "My only concern is that there have been interruptions that I didn't receive advance notice about which made it difficult for me to use the planning I had put in. In February, Black History month, we had to attend ... 9 or 10 assemblies without advance notice. The kids see it more as entertainment now."	N/R

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
CT1	"It's very important for them to know where they can get information ... That someone doesn't have to give you the answer, you can find the answer yourself. There's not always going to be someone there to stop everything they are doing & tell you that answer."	"Probably the library. It's not always possible because there are a lot of people who use it. We have two classes [that meet] in there. And kids coming in on passes. It's very hard to teach a unit. Interruptions abound in the library."	"I do a unit on library skills every year ... about using the encyclopedias & how to outline. I teach & promote ... that plagerism is against the law. Many children believe that writing a report is opening the encyclopedia & copying."	[She refers to the CT's curriculum, not the Library/- Information Literacy Curriculum.] "They do have a component. In language arts, where they talk about using skills for research & such."
CT2	"I think there are two components to great education & both of them are associated with the library media. They are inseparable. Those two components would be where to find all the answers & how to think for yourself."	"We have to acknowledge that these skills are absolutely the keys to satisfying a successful life." [CTs should arouse their curiosity in the classroom & give them free access to the library.]	"I should be a facilitator. I should be able to help them find answers to questions. I should give them questions to make them think ... wonder. I am very liberal with my passes to the library."	"They're all aimed at the same thing."
CT3	"Very important. We're living in a technological age. We're working with students who are clueless about anything but video games. It's especially important in an area where kids are not culturally aware."	"I don't really know. I change my mind as new things come along. I'm not a member of on-line or any of those. I certainly would like to see the kids more aware of all that. All that the media center has to offer. Maybe some structured lesson in that."	"By example. By demonstration. By requirement. By suggestion, if that is different. By displays or by showing them what you can do with it."	[This CT thinks that word processing & journal writing are information literacy skills.] "I solve my problems in my journal. I live my life by writing & thinking & creating, but I need information from other sources to do it, also."
CT4	"I assume this means that they want to find out about a particular topic & being able to utilize the materials to get that information. The mechanics of coming in here, using the computer ... we all have to work cooperatively on that. I like the card catalog ... I can find stuff there much better."	N/R	"Giving the kids the opportunity to utilize the resources we have. I have never been a CT to bring a class to the library, which is probably wrong on my part, but I've always felt that I could get the materials to the kids in my room, which is more convenient for me."	"What I dislike about CBC [is] ... most of the competencies are artistic in nature. To draw the poster ... is not preparing these kids for what they are going to be doing in high school or college. I don't like being limited."

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	Importance	Ideal Setting	CT's Role	Relationship of CBC & Info. Skills
LMS	"I think it is outstandingly important. It's most evident where students come here seeking information & don't have the skills to locate it."	"I think the best physical setting is the media center itself, if that is where all the materials that are necessary are housed. I guess that in schools that are highly networked, it could be other parts of the building."	"I think there is one of attitude to start with. The CT has to present an attitude to their students that they regard media information as important, & that we're partners in any & every subject in the building."	"CBC helps to spell out what we need to convey to our kids. It's a resource for the LMS & a CT, too. So, if we forget the sequence, it's a good place to refer to ... what do I need, what have I covered, what do I still need to cover & get across to our kids."
Principal	"This is our focus for the 21st century. We have no choice but to provide students [with these skills.]"	"I really don't have an ideal instructional setting. In the years I've been in the business, I have found that you can teach under any circumstances if the CT is organized, dependable, has a command of the subject & control of the students. Those four things have to be in place & learning will take place."	"I see the CT as guiding the student toward [information literacy.] As themselves being a resource, in addition to the machinery. Making sure that students understand that they should no longer depend on this human being for all of the knowledge."	N/R

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	Definition	Involvement Before Grant	Advantages	Disadvantages
CT1	"Being able to work together. Being able to see what can be done. The CT coming up with the unit they want to do & the LMS being able to supplement the resources & the how-to's."	"Yes. I have [for the ten years I have been here]."	"You don't have to do it yourself. You are not alone! Two heads are better than one."	"No. Because whenever you do something with someone who is open, you don't always have to agree."
CT2	"It's working together toward the same goal. It's brainstorming in a way. She comes up with all this stuff where I go, 'Why didn't I think of that?' Often I'll say, 'I'm doing this,' & she'll say, 'So-&-So has written a good book about that.' It's like a meeting place. It's brainstorming to solve the problem."	[He had been planning with the LMS for five years before the grant started.]	"The more people that are interested in a topic the better. The best thing is that the kids want some continuity & when they can go from one place to the next & see, 'Okay, I can do this here.' Plus they think they're getting a bargain, too. Their knowledge is applicable in other places." [This language arts CT collaborates on projects with a social studies CT & the LMS.]	[He views short thematic units that are implemented by all CTs on a team at the same time as the wrong way to plan together.] "We took one subject, like ecology, for a week. That's not the way it works. You have to be together & talk about it. Everybody has to realize what I have to do." [The theme should naturally be a part of each CT's curriculum.]
CT3	"Networking. Deciding what works. Sharing what has worked ... has not worked. Demonstrating for each other through department meetings. Being brave & trying something with each other."	[She did plan with the LMS prior to Library Power.]	"Getting the best. Knowing what doesn't work. Knowing what to avoid. Learning a new way to do something, to promote something, to accomplish something."	"If you have somebody saying, you have to do it my way. But that isn't collaborative planning, is it?"
CT4	"For the LMS to make me aware of the information, materials, & resources that she has pertinent to my topic. To do a little inservice on me with the technology involved. I am a non-computer user & she's been prodding me in a gentle way & showing me some of the [resources]. It's my responsibility to utilize that & make it an important part of my instruction."	"The LMS has been on my team for several years ... not using buzz words like collaborative planning. She has been a very supportive person to integrate the media center into any classroom instruction."	"Probably gets you out of the routine of doing what you've always done. It makes you aware of new things coming, new trends, new strategies that are out there."	[This CT comments on the disadvantages of technology.] "I think there is some very good stuff & some that's not really good at all. It will be like the first 20 years after the printing press was invented, 'This is classic, this is garbage.'"

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
CT1	"Having the time is probably the most important. But having someone who is willing to give you that time. Sometimes there are people who aren't willing to share with you. Everybody sets their own priorities. It comes from both ways. The faculty member who is open enough to accept that kind of help & the person in the library who is willing to give it."	"Sure, because if you are not comfortable where you work, it could make you become secluded. I mean, you just don't want to plan with anybody. You don't want anything but just to be in your room. Come in on time & leave on time."	"If it was in the true sense of the team, it would be wonderful. Because anything you did interdisciplinary would be so much more."	"The administration. Because if you feel that you have to be withdrawn into your classroom, it's going to stop you. Socializing is very important in schools. If a CT cannot socialize with his colleagues, & see where their students are, so that you can use them & they can use you. Share! In elementary schools, CTs share!"
CT2	"The key thing is that there's a professional sort of atmosphere here ... That people realize that we're here to teach children & it's not about who gets what. There has to be compatibility [among CTs] & a group of people serious about teaching kids."	[This CT feels strongly that the climate can affect the likelihood of collaborative planning.]	N/R	"Any sort of competitiveness between CTs ... that's set up among us ... I'm less likely to share my materials. Everything becomes mine & yours. Racial tension."
CT3	N/R	"It depends on what rules & regulations there are ... For example, our administration has its own agenda. They do allow us to do our own thing once the door is closed. I don't want to say anymore."	[She thinks that prior experience with team planning would impact collaborative planning efforts positively.]	"Not getting the time to do so. Have too many other things to do. Having CTs who are not willing to plan together."
CT4	"A comfortable, non-hostile, non-threatening atmosphere."	[He said that it is a significant influence on the staff.] "This is not a comfortable building. Administration & teaching staff ... it's very adversarial. We get scolded, we get told. There's absolutely no cooperative planning between the administration & teaching staff."	N/R	[He indicates that lack of cooperation between the administrators & faculty is an inhibiting factor.] "I think that we're going to see people leaping off this sinking boat fast."

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	Favorable Conditions	Influence of School Culture	Experience with Teaming	Inhibiting Factors
LMS	"Administrative support & encouragement. Planning time available for CTs to get in here to see me or me to see them whenever possible. Those two would probably be the biggies. Maybe an attitude change with CTs, too."	"Amongst the adults? I'm not sure. I guess there could be a cultural effect there if people were from a background where they expected to work on their own."	"We have team meetings in the mornings, but so much time is taken up with administrative concerns & students ... there is not much time left for academics ... curriculum planning within the teams. One of the concepts that goes with the middle school is that you will do interdisciplinary units. We don't have time to plan those units. If we do, it's then left upon one person to do all the planning for the team."	"Administration. If there is not support there, you are up against a wall. The attitudes of the faculty. At the secondary level, staff members tend to be rather independent."
Principal	"I think the administration & the faculty & the LMS would have to be ... I don't want to say 'one accord,' but in agreement ... where either of those areas would have to work together."	[This principal thinks that the school climate can affect the likelihood of collaborative planning.] "The administration controls a lot. The school climate is something the school leadership has to [deal with]."	N/R	"Any of the areas (administration, faculty, or LMS) pulling out & not giving 100% support, will never cause collaboration to become active in the school. It just won't work."

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
CT1	"First of all, we joke for a long time. Then I tell her what I'd like to do & she tells me how I could. Or could not! We've been doing a quilt all year, & we haven't had the time. There are so many interruptions. I wanted to have the kids to draw their favorite character from a book. We still may do this."	"Gosh, it's almost unfair with the LMS & I. The LMS & I speak every day. Many times it is about business. It depends on how long a unit lasts. It might be 5, 6, 9 weeks."	[The length varies from a few minutes to longer sessions.]	"She did on the quilt. I did on the Indians. It depends."	"That I don't know. I know that all the language arts CTs are, at all grade levels."
CT2	"It's really informal. Often she catches me walking through some place. Sometimes, we don't actually do a formal session. We rarely ever sit down & do a formal session even though we always promise to do that. I pursue her, she calls me, we meet informally."	N/R	N/R	"I'd say mostly [the LMS]. I just kind of tell her what I am doing." [She suggests materials & activities for the unit.]	[Most CTs in language arts were receptive to collaborative planning.] "I think there is some resistance to the notion by other people. I don't think math or science CTs are prepared to implement anything, for the most part."
CT3	"We plan research units. Showing us, the 8th grade CTs, because we do more research than the others, how to use the various resources. Basically making a timeline & organizing. Showing use of equipment. Giving suggestions for topics. Showing what is available [this year]. Maybe suggesting particular topics for particular students."	"Formally, not real often. Informally, quite frequently. Like a few minutes in the mornings & after school. Formally once a month or once every other month."	N/R	N/R	N/R
CT4	"The interactive disks (Accelerated Reader), she runs through that with me. She would show me how the kids log on so they can do the program. [She is] very supportive in terms of any materials I need."	"Truthfully, not very often. Not a formal planning thing. If I have a question, the LMS has an answer."	N/R	N/R	N/R

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	What Happens	Frequency	Length	Initiator	Receptivity to Program
LMS	"They may come to me with a curriculum concern. Either I will initiate or the CT will come to me & say, 'It's time for us to start on this.' I will ask him what he wants to cover & we'll talk about materials, how much time they're going to spend in here, what they need to do before they come here, am I going to give them assignments or is he, etc. He is very familiar with some of the materials he wants them to cover. That's basically the way it goes. We talk about resources, the assignments, the follow-up. Even on the [projects] that have to do specifically with the media center, I will leave the assignment part & the evaluation to them. Sometimes I will help them draft an evaluation, especially if it relates to library skills or research. After it's over we'll just have a little chat. Did this work well this year? What do we need to change for next year?"	"I can't generalize that very well. There are certain ones that we do repeatedly throughout the year. Three or 4 times a quarter, maybe. That's just a ball park average."	"That varies depending on the complexity of the unit. From an hour ... to at least half an hour. There are others that may be 10 or 15 minutes."	[Sometimes the CT is the initiator, while other times it is the LMS.]	[She thinks that CTs at all grade levels were equally receptive to collaborative planning.]
Principal	"I have not actually sat down to a session because they do it together. I have seen her collaborating in team meetings. It's not power oriented, it's very cooperative with the discussion back & forth."	N/R	N/R	N/R	N/R

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	LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contribution
CT1	[She advises other LMSs] "to be open. To offer what you have. A lot of times your library is full of things but nobody knows about it. [The LMS] gets very excited. The other departments don't always invite her. She should probably be invited to every department every once in a while. If you are an exciting CT, the kids want to come & learn."	"Seek it! You can't always have somebody coming to you. You have to look for it. It's a learning experience. Share it! If you've done something that the LMS has helped you with, then tell other people because they might find something that they are willing to try."	"Support the library. With money. That would be number 1. Number 2 would be to see that the library doesn't have so many interruptions. It would be nice if the principal respected what the library is all about. It's not about the librarian making coffee for guests. Dropping everything she is doing because someone is there & has to be taken care of. Promoting your librarian. Giving her the time to plan with other people."	"She finds you things. She gives you ideas of ... 'Have you tried?' ... She orders resources. If she knows you are interested in a certain field, she might be able to find some things for you. If you go to the library with your group, she will teach them."
CT2	"Be enthusiastic, first of all. Be knowledgeable, knowing what to say. In the face of all of the stuff that goes on in this school, being able to throw all that off & still say, this space & these books are everybody's. She is flexible. I come in here fretting at 7 [a.m.] & she says, 'Okay, no problem.'"	"You need to be better prepared. You need to tell the LMS at the beginning of the year, here's what I'm going to be doing. The CT has to be the one to explain to his classes how he/she expects them to behave in the library. Establish that the LMS is someone to be respected."	"He has to clear the pathway for all of us to get in here & he has to allow me to give hall passes. I have this Accelerated Reader program which is highly successful. There's 5 kids who need to take a test. If they read a book they want to talk about it, even if it is a machine. You have to hire people who know something about this. That's got to be a question: 'Are you a lone planner?' We've got to establish who's serious about teaching." [He has to hire a LMS that is open, likes to read, & can handle pressure.]	N/R
CT3	"Be prepared. Be knowledgeable. Be willing. Be approachable."	"Ask for help. Come through with the lessons. Instruct the children. Discipline the children ... show them how to do things appropriately. Give them help."	"Allow us time for planning. Provide funds. That's his big job."	N/R

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CT4

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LMS

Principal

LMS's Actions To Ensure Success	CT's Actions To Ensure Success	Principal's Actions To Ensure Success	LMS's Contributions
N/R	N/R	"Be very supportive [including funds] of the LMS. Encourage CTs to do that planning & give that instruction by utilizing planning days. He could devote some [team planning time] to help use the media center better, have something constructive happening instead of just meeting."	N/R
"I think I need to make the material interesting to the student. I've got to find more interesting, arousing methods of presenting material to students. I've got to be available to help the students when they start to look for material."	"For whatever it is that they are going to do, if they've done adequate preparation in their classroom before coming here, that would help. If the two of us know what our roles are when they get here &, if while we're working in here, it is a joint project, that the CT doesn't regard that as a time when they can go to the office ... make telephone calls. If they don't just turn the class over to me."	[The principal can display] "an attitude, a tone that they are aware of the fact that there is this beast called collaborative planning ... they think it is a good thing, & they would like to see their CTs doing it. As it relates to LMSs specifically, perhaps fewer administrative assignments so their time is not taken up working on school improvement plans & the like."	[The LMS suggests resources & sometimes delivers direct teaching for students.] "I will present the materials & say, 'This is how you use it,' or I will develop an activity to go with a specific resource. Then when the formal instruction is over, [the CT] & I will work with the group informally when they are locating materials & helping them take the information that we have given them & use it."
"It's hard to say in this kind of faculty. This faculty is very closed-minded to change. The LMS has to be 1) patient, 2) focused on the goal of 100% participation because it's going to take time to get people to buy-on. It's not going to be easy."	"I would like to walk into the classroom & be able to see them doing a project [using Internet]. In most media centers, the books are outdated. The only criticism with most LMSs is that they tend to collect. They find it very hard to throw out things."	N/R	N/R

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
CT1	[She believes that this change effort was successful in her school.] "It's given more people the opportunity to come & see what we have & to see how the things are used. They now know that the LMS is open to finding things for them. She works with kids after school."	"All schools have new programs all the time."	"In the language arts department, the LMS will give an overview of what was presented & some of the ideas. She would leave it open to see me if you would like to know more. A lot of CTs are not interested."	"It's like anything. If you learn something & you enjoy that ... you do it all the time. If you are bad at it, you do try to do better. Many times when you are mad at it, you don't want anything to do with it."	[The CT recommends this program.] "Get to know your LMS. You'll be surprised at how much they know ... & can find for you. There are times when we do isolate ourselves in our room with those books. A child does not learn by that. Plan something with them. Information is life-long!"
CT2	"We've done very well. We've always been doing this [in language arts]. We're probably getting better at it because we learned stuff & ... we have new materials. At first we struggled ... now we realize how to do it." [Overall he gives a 3 out of 10.]	N/R	"Mostly through that team thing they made us do." [This CT states that CTs learned about collaboration mostly through the directive of the principal.]	"This is here to stay. It's not anything we're ever going to turn back on. We'll only get better, as long as all of us stay here."	[He recommends this model to other schools.] "I guess it should start ... maybe off of school grounds ... everyone should go & have a drink & talk about what they are doing & start that way in an informal situation. Nobody to tell them this is the way you gotta do this."
CT3	"I think we are moving on down the road. We have always collaborated. I think we've already been on the cutting edge in language arts." [She ranks her school's implementation at 9.9.]	N/R	N/R	[She expects the momentum of this planning effort to continue.]	[She thinks it has worked well & recommends it to other schools.] "Work on relationships. Work on networking with other CTs, so you know what is available & how you can get yourself involved with it."
CT4	[This social studies CT said:] "I haven't been that involved, but I believe through language arts, it's been very successful." [He reports that it's now moving to other departments.]	N/R	N/R	N/R	[He recommends this model for the library.] "Get together with the people who have had this for a couple of years. Get materials people are enthusiastic about." [The Accelerated Reader really works.]

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	Success of Implementation	Competing Initiatives	Training Efforts	Institutionalization Of Planning	Recommendations
LMS	<p>"We're not coming along as fast as I would like to. I do see it as a vehicle for some change around here. As it relates to the language arts department, we are fine there. I've got to work harder to get ... the social studies & science departments to understand that this is going to help their program." [She rates the effort as a 5 on a 10 point scale.]</p>	<p>"I don't think so. We have some other things going, but I can't see that they have competed at all."</p>	<p>"I have spoken at a couple of faculty meetings about it. I have gone to some department meetings also."</p>	<p>"I don't see it as coming to an end at the end of this year. This is something I am going to continue because I believe that this planning together will make a difference in what our children learn."</p>	<p>[She recommends this model.] "There must be a lot of people doing it, but they don't have a name for it." [She advises to] "Start slow. Don't expect to win over everybody. At this level, a grade, department or a group of CTs at a time. Find a few people that you work with anyway & get them to help you spread the word. You have to have allies."</p>
454 Principal	<p>"It is hard to draw a conclusion because we have had some construction." [Several classes have been using the library as a classroom because of the construction.] "Hopefully when the construction people are finished, we will begin to get back on track. The Accelerated Reader has done marvelous things for the reading. They have taken to it like fish to water. They love it. Kids are falling over themselves to try to get to the library."</p>	<p>N/R</p>	<p>"We have had presentations to our faculty, especially at the beginning. We do bring it up as often as possible. In the last 3 or 4 in a row we gave her time to promote Library Power collaboration."</p>	<p>"One, it is already institutionalized because we are a Comer school. I would hope that she would continue. We really didn't do some things as well as we could because of construction. We're all looking forward to starting fresh again."</p>	<p>[He recommends this program.] "However, if the faculty & administration are not committed to collaboration ... if they are not open to dialogue among themselves ... I don't see any negatives personally. It forces communication from the LMS -- sometimes they go in their areas & don't communicate. They expect the CTs to come to them. Traditionally, we just don't like LMSs. We view them as disciplinarians."</p>

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Appendix E
CROSS-CASE CHARTS

Elements of Collaborative Planning Sessions

Cross-Case Charts

Identified by CTs

Question 1

**Cerise
Elem.**

- CT1 "We have so many ideas and so many thoughts and we are trying to put it all together. And two hours can pass and we say, we need two more hours together. . . . We all [initiate]. I'm always coming up with ideas and she's very creative. I bring it back to my grade level and get them excited." She is involved in 2 to 3 projects per year.
- CT2 "It's strictly informal." This special education CT usually initiates projects, but sometimes the LMS does. She is involved in 5 or 6 projects a year.
- CT3 "I like the fact that the LMS takes the time to sit with us if we need to generate a plan. That's very helpful for me personally. I also like the fact that she's open to on-the-run, I need such and such, can you help me with it. I like having that flexibility with it. . . . It could be requested by the administration, it's LMS request, or it could come from us." She is usually involved in 6 to 7 units per year.
- CT4 Both initiate sessions. "I'll go in with my stuff and say, 'We are going to be teaching this. Help me out.' Or I may come up with an idea, I want them to do some kind of research. Then she will just take it from there. You can have them do this or that. And we will figure out what we're going to have them do." She is involved in about 8 units per year.

**Azure
Elem.**

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- CT1 "Usually I come in with what my CBC's are and what my end goals are, what I want to end with. And then we backtrack. She tells me the resources that are available." Her grade level plans 2.5 times per quarter but she meets more often. Usually she initiates.
- CT2 "Usually I will come to one of the LMSs and say, 'I'm going to do a unit on the Everglades.' Then we'll figure out a time line, and . . . maybe this story or video. I'll bring them to a story here and I'll do this in my classroom and activities together." Grade level meetings are 2.5 times per quarter, for about 45 minutes. Individual sessions are from 30 minutes to 2 hours. Usually the CT initiates, but also the LMSs.
- CT3 "I come up with an idea of what I want to teach and she gives me ideas. She helps by setting up sessions. She dresses up and reads. [The sessions last] from a few minutes to a couple of hours. I stay late to meet with her." Usually the CT initiates.
- CT4 The CT and LMSs sit together and talk about what they need to do. A program is designed. The LMS types research questions. The groupings and evaluation are decided. A test is designed. They discuss what sport to cover and write questions on the history, equipment, and players in the sport. Planning occurs once a month with the CT initiating.

**Turquoise
Elem.**

- CT1 "We both come to the table prepared. I have my materials I need, like the CBCs, the student needs and behaviors, as well as the content. She comes to the table with her knowledge of the resources and the specific [info. skills]." Once per quarter, from 15 to 45 minutes. Usually the CT initiates.
- CT2 "I usually come in with a specific thing to discuss, a certain unit. I ask her what do you know about this, what's available on it. I describe some things I am trying to accomplish. The team meeting was different because there was 9 of us and we took up the 9-week period and discussed the broad areas we wanted to cover. Then we worked on some specific things we could do and did some scheduling." Once per quarter as grade level for two hours and 2.5 times individually, with times varying. The CT initiates.

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Elements of Collaborative Planning Sessions

Cross-Case Charts

Identified by CTs continued 2

Question 1

Turquoise Elem.	<p>CT3 "Very informal, very comfortable. We sort of brainstorm, 'What are you talking about, what do you want me to do?' Not what can I do for you as much as what would you want me to do and then I can do it for you." Per quarter, 2 times formally and 2 more informal sessions, with time varying, about 45 minutes. Usually CT initiates.</p> <p>CT4 "I would explain what I wanted to do and she would share with me what she could do and it worked well. She would call things to my attention that I hadn't thought of." The frequency depends on what the special ed. CT is doing. Meetings were 10 minutes. Mostly the CT initiates, but sometimes the LMS.</p>
Indigo Elem.	<p>CT1 "Ideas are bounced back and forth. It is a pretty interesting balance between those 'Aha!' creative moments, 'What about this?', 'I've got an idea,' with 'O.K., now let's look back to the structure.'" Per quarter 3.5 times for 30 minutes to 1 hour. Mostly CT initiates.</p> <p>CT2 "We are usually kind of informal. We . . . sit down with the CBCs and then decide exactly what we want to do. Then we start talking about it. It's just kind of a give and take" Per quarter 2.5 times for about 45 minutes. Both initiate projects.</p> <p>CT3 "We talk. We pull books down. Mostly discussion. Usually excitement evolves from that." Per quarter 2.5 times for 15 to 30 minutes. Both initiate.</p> <p>CT4 "It's a very, very informal thing. It's not necessarily something that I sit down to do with her. [Sometimes] I bump into her and bounce ideas off of her." The LMS supplies support for ideas. "Perhaps the LMS will use my ideas as a catalyst for related topics, ideas, or resources." Per quarter 3.5 time for no more than 10 minutes. He initiates.</p>
Amber Elem.	<p style="text-align: center;">YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II</p> <p>CT1 "We usually sit down and on scrap paper write down our ideas. We consult the calendar to see if that fits in. Sometimes we'll even look on the shelves to see what books there are. We went online to see if we could find anything." One unit per quarter, planned in several 15 minute sessions, with 3 to 4 class visits to the library. CT</p> <p>CT2 "It is usually a quick discussion in pieces. Today we will get together and get the general idea. We will get together again and be a little more specific. Finally we set up a date and time, whether it is to do hypercard or check out library books or to record something." Per quarter 2 times individually. The CT initiates.</p> <p>CT3 "The LMS came [to] our meeting. We basically told her what we wanted to do. She shared ideas for us . . . things that she could do. Things that we didn't have any idea that she could do." Interdisciplinary team 2 to 3 times for one unit. More for each CT. The team leader and the LMS initiated.</p> <p>CT4 The LMS wrote objectives for small group research stations for students and supplied materials. Per quarter once for no less than 30 minutes. The team leader initiated.</p>
Mimosa Elem.	<p>CT1 "We usually tell her what we will be planning in advance. Then we come in with our ideas. The other CT will have certain ideas of what we should do. I have mine and them we just sit and together with her, we try to structure it, and we try to come up with culminating activities or projects." Per quarter 3 times for 1 hour plus informal sessions. The CTs initiate the units.</p> <p>CT2 "It's very informal. . . . We always come to her when we initiate a unit and she will give us ideas. When we went to that meeting together . . . we brainstormed and I left with a pad full of notes. I shared that with my grade level." Per quarter, 3.5 times for 10 to 15 minutes. Usually the CTs initiate.</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Elements of Collaborative Planning Sessions

Cross-Case Charts

Identified by CTs continued 3

Question 1

Mimosa Elem.	<p>CT3 "A lot of talking and exchanging of information. Everyone has something to say and you have to kind of butt into the conversation. [It's] informal. Let's say we are doing a unit on plants. She tries to give us a big span of things we can use." Per quarter 4.5 times. Both initiate sessions.</p> <p>CT4 "We call her over. We say, 'We're teaching a lesson on community helpers,' let's say. She'll say, 'I'm going to use the flannel board . . . to do a story hour with them. She incorporates things that she will be using and things that she has extra that we can use -- any puppets, videos. We meet once a week and we ask to meet with her and she comes in.'" Per quarter 8.5 times, for 10 to 15 minutes. All initiate.</p>
Apricot Elem.	<p>CT1 "A lot of themes are brought up and we decide on one theme and develop [it]. We set appointment dates, we set times for different students to visit the library, and we set times for the LMS to visit our class." Per quarter 4.5 times, for 15 to 30 minutes. Usually the CTs initiate, but also the LMS.</p> <p>CT2 "I come in to the library or see the LMS and say, 'I had this idea . . . I'd like to get together with you to discuss it.' She gives me the planning form and tells me to jot down my ideas, objectives related to CBC, her role, my role, the student's role. I bring that back, we sit down and talk through it. The most important thing the LMS provides is criticism and insight into what is going to be done. She is the real support system in herself. There is no bickering. It's a total discussion." Once per quarter with the CT initiating.</p> <p>CT3 "It's pretty exciting! [It's] informal, where we just talk about what we're doing and throwing out ideas. She'll mention different ideas as far as how I can go about . . . doing things." Per quarter 6 times in brief meetings. Both initiate sessions.</p> <p>CT4 Depending on the topic, arrangements are made for a class visit or a guest speaker. Times are scheduled for the class to visit the library. The LMS gathers materials for the unit. Per quarter 2 times for 30 minutes or less. Both initiate, but usually the CT.</p>
Emerald Middle	<p style="text-align: center;">YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III</p> <p>CT1 "She comes in and . . . sits and . . . listens attentively. She listens to our needs. Then she readily gives her input . . . on what she can do and how she can benefit our team. So it is like a sharing and discussing. Oftentimes we meet down here in the library so we can get to walk through and see the technology. Every chance she gets, she is connecting or collaborating." Per quarter 3.5 times, with sessions lasting 1 hour. Both initiate.</p> <p>CT2 "They are normally very brief. We meet for half an hour in the morning because I don't have a planning period. We try to get as much done and then each of takes a little homework assignment home and we work on it. Then we come back and discuss it. There is a lot of communication and planning. Things click into place." Per quarter 1.5 times for half an hour. The CT initiates.</p> <p>CT3 "I call her up at least a week in advance and say, 'Can we set up some time to sit down and plan?' We start with the broad . . . the big unit. 'I want to use this novel to teach this. This is where I want to go with it. What resources are available to use?' This is what I would usually say to her. We set up a schedule of when and how to bring the kids in and what they are going to be looking for. She tells me what I can do in class to prepare them. She tells me if they need to do this before that." Per quarter 2 times for 30 to 45 minutes. Both initiate.</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Elements of Collaborative Planning Identified by CTs continued 4

Cross-Case Charts

Question 1

Emerald Middle	CT4 "Being a special ed. CT, we always work together. We always have to integrate and pull things together. The LMS is always running around or I'm running around. Or I'm calling her on the phone. I'm in here every day ." Both initiate planning.
Jade Elem.	CT1 "We come with ideas we want to present. We say that 'we want to study the solar system.' Our LMS will say, 'O.K.' Then we get the objectives down. Her objectives are correlated with the classroom objectives. She tells us, 'I can get these materials.' We use any means we can pull together." Per quarter 2 times. CTs initiate. CT2 "Our LMS is very hyper and so am I. I'm very creative and I like kids to do more than one thing. She just plans, she gets materials, she does crafts, she does the art, the hands-on, besides reading the books." Per quarter 2 times for one hour. Mostly CTs initiate, but sometimes the administration. CT3 "We sit down. Usually we are planning a theme or unit. We tell her what we are doing. Can she come up with suggestions. Sometimes we say we want to use the computers. Are there any things that you can share with us? We set times and different activities that we plan to do." Per quarter once. "It may be multisessional." Both initiate. CT4 "I tell her, 'I want to do something in science.' She'll say, 'When can you sit down?' She'll have everything ready for me when I come in. She's got some ideas. She'll bring out whatever she's got and we'll brainstorm some other ideas that we haven't thought of. We see where we're going to get the materials, put the materials together, and write down our rough drafts of our lesson plan." Per quarter 2 times for about 30 minutes. Both initiate planning.
Moss Middle	CT1 "First of all, we joke for a long time. Then I tell her what I'd like to do and she tells me how I could. Or could not! We've been doing a quilt all year and we haven't had time. I wanted to have the kids to draw their favorite character from a book. We still may do this." Per quarter about 1.5 times for varying times. Both initiate sessions. CT2 "It's really informal. Often she catches me walking through some place. We rarely sit down and do a formal session even though we always promise to do that. I pursue her, she calls me." She suggests materials and activities for the unit. Mostly, the LMS initiates. CT3 "We plan research units. Showing us, the 8th grade CTs, because we do more research than the others, how to use the various resources. Basically making a timeline and organizing. Showing use of equipment. Giving suggestions for topics. Show what is available this year. Maybe suggesting particular topics for particular students." Per quarter, formally, 1.5 times. "Informally, quite frequently." CT4 "The interactive disks (Accelerated Reader), she runs through that with me. She would show me how the kids log on so they can do the program. [She is] very supportive in terms of any materials I need." Sessions are not very often.

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year II schools for one year.

Elements of Collaborative Planning Sessions

Cross-Case Charts

Identified by LMSs

Question 1

Cerise Elem.	<p>"Definitely formal and informal. Many times CTs come in and tell me the skills that they want to accomplish and say do you have any ideas of what we can do. I will let them know what resources I have and then they will say 'let's use this and not this.' I will ask them what time span they want to spend on it, so I can get an idea of how in-depth they want to go." Each grade level plans with the LMS for two hours each quarter, using substitutes for CTs provided by the principal. Informal individual planning continues, though less than before the grade level sessions. CTs usually initiate most projects.</p>
Azure Elem.	<p>YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I LMS1: "We attend and begin the session as observers and [the CTs] talk about what it is they have, where they are going. . . . How active we are as participants varies [by] grade level, theme, and has to do with group dynamics." The participation of the LMS goes from the level of providing resources to structuring the whole project in which she co-teaches the unit. Grade level planning occurs once a month during existing planning time. The initiator varies from grade and CT to CT. "We are about 33 to 35% media center initiated, about 35% CT initiated, and about 35% that we don't get."</p> <p>LMS2: "They come in with an idea. We listen. Then books pop into our heads. We start pulling objectives from CBC for the instructional leader and LMS. We try to tie in. . . . Informal sessions, very frequently. With the formal sessions, every 3 weeks or so. . . . CTs [initiate] 80% of the time and the media staff 20% of the time."</p>
Turquoise Elem.	<p>"I always have food. I begin by asking what subjects they are teaching. What it is they are trying to achieve with the theme . . . the outcome. What they want the children to come up with." The LMS describes materials available and how the CT and LMS can work as a team to help children learn the CT's objectives. Library skills are incorporated, if applicable. Sessions are weekly with certain CTs. Grade level planning sessions with substitutes were arranged once during the year for four grade levels. Individual CTs usually initiate planning; the team planning was organized by the LMS and principal.</p>
Indigo Elem.	<p>"I've had very few this year. My other commitments seem to be taking up more time than they should." The individual CTs who come ask if the LMS has a certain book or an idea for a unit, which leads her to invite them to sit down and talk about the subject. One grade level invites her to planning sessions. The length is usually 10 minutes to an hour. Kindergarten and first grades come in on a regular basis for story times.</p>
Amber Middle	<p>YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II "It usually starts with one of the CTs saying, 'I want to bring my class in,' or 'I have an idea.' I consider it's almost like a bartering session. They come up with an idea and I say, 'Have you thought of this?' It's a give-and-take back and forth. 'I'll be responsible for this,' until finally we come together with a unit that was shared by everyone." Prerequisite skills which need to be taught in the classroom are identified. Sessions occur a few times per quarter, lasting about 30 minutes with an individual or 1 hour for a team. Usually CTs initiate sessions. "I no longer have to initiate sessions, because they already know they want to use the media center in their activities."</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year II schools for one year.

Elements of Collaborative Planning Sessions

Cross-Case Charts

Identified by LMSs continued

Question 1

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	<p>"It is a brainstorming sort of thing of what's going on and who's going to do what... They start talking about what they are doing. I volunteer parts of the unit that I may want to do. Or they may say, 'Will you do this or that?' They are all there with their planning folders." The LMS has a folder with her worksheets, which she may or may not use. The sessions happen about 3 times a quarter, usually lasting about 45 minutes or an hour. The LMS initiates the session orally or by memo.</p>							
Apricot Elem.	<p>"Sometimes we go off on tangents. If there is one particular activity that's coming up, that is in the forefront. I am constantly bringing in materials, if I know something is coming up. They tend not to be superstructured. They are fairly flexible. . . . I have a couple of colleagues who are very steady, very good. They will come to me. Most of the time, I am trying to be the initiator." About 3 to 4 sessions occur per quarter, lasting 20 to 30 minutes.</p>							
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	<p>"Usually the CT comes and says, 'I want to use the library to do research.' My next question is, 'What are you going to do?' They explain [the topic] to me." The LMS asks what activities have been implemented in the classroom and what the CT wants her to teach. If the CT has no ideas, the LMS makes suggestions of what she can do for the unit. The LMS writes a draft of the activities for the unit. With some CTs, the LMS plans the unit from start to finish, including evaluation. Sessions happen 2 to 3 times per quarter per team. Both CTs and the LMS initiate units, with a CT request for materials sometimes turning into a joint project.</p>							
Jade Elem.	<p>"For the ones that are more formal, I say to them, 'What do you want me to do? What objective do you want to meet? What do you want the students to do in order to meet the objective? That's where I say I can help. . . . Then I show them the resources I have and the creative part gets into it." Some CTs plan every 2 months, while others plan twice per year or not at all. Both initiate sessions. "Sometimes they have specific things they want me to do. Sometimes they just want me to come up with something to do."</p>							
Moss Middle	<p>"Either I will initiate or the CT will come and say, 'It's time for us to start on this.' I will ask him what he wants to cover and we'll talk about materials, how much time they will spend in here, what they need to do before they come here, am I going to give assignments or is he, etc. After it's over, we'll have a little chat. Did this work well this year? What do we need to change for next year?" Resources, assignments, and follow-up are discussed. Sometimes the LMS helps to draft an evaluation, if it pertains to research or library skills. Sessions occur 3 or 4 times per quarter, lasting 15 minutes to an hour.</p>							

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year I schools for one year.

**Favorable Conditions for the Implementation
Of Collaborative Planning & Teaching
As Perceived by CTs**

Cross-Case Charts

Question 2

Adequate resources in the library media center. IIIIII (7)
Planning time. IIIIII (7)
Cooperative faculty. IIIII (6)
Supportive administration. IIIII (6)
Cooperative LMS. IIII (5)
Flexible CTs. II (3)
Inservices on collaborative planning. II (3)
Professionalism of staff. I (2)
Block scheduling. I (2)
Nonthreatening approach to CTs. I (2)
Willingness of staff to work together. I (2)
Positive LMS. I (2)
Technology use. I (2)
Administrative attitude.
Open-minded staff.
Similar educational goals of staff.
Good personal relations among staff members.
Strong LMS.
Knowledgeable LMS.
LMS willing to teach.
Two LMS instead of one.
Productive library visits for CTs.
Access to the library media center.
Team planning approach.
Interdisciplinary instruction.
Planning time through substitutes.
Mandatory meeting time weekly.
Lack of competition between staff members.
CT use of library as a source for themselves.
Small schools.
More classroom space.
Script on how to change.

Favorable Conditions for the Implementation Of Collaborative Planning & Teaching

Cross-Case Charts

As Perceived by LMSs

Question 2

Administration which promotes and values collaboration. IIII (5)

Supportive administration. III (4)

Specific time to plan. II (3)

Willing and patient CTs. II (3)

Staff members who are change agents. I (2)

Clerical personnel in the library. I (2)

Administration which recognizes LMS as driving force in curriculum.

A strong administration.

Adequate funding for library.

LMS willing to share knowledge with staff.

Personality of LMS.

LMS with knowledge of media center resources and program.

Perception of LMS as key player in school.

Well-organized management of library media center.

Advance knowledge of classroom projects.

Flexible staff.

Collegial staff.

CTs who model collaborative planning and provide leadership.

Open staff.

Precursor of meeting together in grade or department groups.

Appropriate physical plant.

Conference room for planning meetings.

**Favorable Conditions for the Implementation
Of Collaborative Planning & Teaching
As Perceived by Principals**

Cross-Case Charts

Question 2

Favorable schedule for planning. III (4)
Staff willing to work and plan together. II (3)
Favorable physical plan. I (2)
Adequate resources in the library media center. I (2)
Administrative commitment.
Principal's philosophy.
Facilitative administration.
Administrator who sets the conditions, then observes hand-off approach for several years.
Supportive administration.
Elementary principal willing to spend money for staff coverage.
Community involvement.
Common planning time.
Selection of grade level chairperson.
Staff willing to give up independence.
Staff willing to put in extra planning time.
CT attitude.
Supportive LMS.
Personality of LMS.
LMS perceived as a colleague.
LMS with skill as a CT.

Inhibiting Factors for the Implementation Of Collaborative Planning & Teaching As Perceived by CTs

Cross-Case Charts

Question 2

<p>Nonsupportive administration. IIII (5)</p> <p>Uncooperative faculty. IIII (5)</p> <p>Lack of time for planning. III (4)</p> <p>CTs reluctant to change. II (3)</p> <p>Individuals not willing to do it. II (3)</p> <p>Administrative policies. I (2)</p> <p>CTs who prefer to use their own methods. I (2)</p> <p>Personality conflict among staff. I (2)</p> <p>CTs who don't want to work with others.</p> <p>Competitiveness among CTs.</p> <p>CTs have too many other responsibilities.</p> <p>Lack of cooperation between CTs and administrators.</p> <p>Inexperienced CTs are afraid of not contributing enough to planning sessions.</p> <p>Classes are too large.</p> <p>Different staff philosophies.</p> <p>Lack of funds for books.</p> <p>Only one LMS in a large school.</p> <p>Lack of sufficient clerical staff in the library.</p> <p>Racial tension.</p>
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Inhibiting Factors for the Implementation Of Collaborative Planning & Teaching

Cross-Case Charts

LMSs

Table 2

Lack of administrative support. IIIIII (7)
Personality conflicts among staff members. II (3)
Lack of teamwork. I (2)
Faculty not open to change. I (2)
Lack of funding from administration. I (2)
Weak administration.
Different philosophies of instruction.
Disinterested CTs.
CTs who do not plan ahead.
CTs who talk negatively about collaboration.
Problematic LMS.
Disinterested students.
Lack of space in the library.
Lack of time.
Lack of resources in the library.
Outside structures i.e. state or federal programs.

Principals

Lack of time during the day for grade level planning. I (2)
Scheduled library media center.
Lack of supportive LMS.
Lack of supportive staff.
Lack of supportive administration.
CT style.
CTs who prefer to teach in insolation.
Lack of CTs who perceive themselves as learners.
Lack of library clerk.

The Influence of School Culture On the Likelihood of Collaborative Planning

Cross-Case Charts

CTs

Question 2

School culture definitely influences collaborative planning. IIIIIIIIIIIIIIIII (16)
School culture does affect collaborative planning. IIIIIIIIIII (12)
Response indicated a lack of understanding of the meaning of school culture or climate. IIII (5)
School culture does not affect collaborative planning. III (4)

LMSs

School culture could clearly affect the likelihood of collaborative planning. IIIII (6)
"Probably to some extent school culture could affect collaborative planning efforts."
"Not only does the school culture affect collaborative planning, but even the team culture, within a team, can affect collaborative planning."
"The administration and team leaders set the climate and tone of the school."
"I'm not sure."
"The school climate should not be important between 8 a.m. and 3 p.m. The child should be the concern."

Principals

The school climate could affect the likelihood of collaborative planning a great deal. II (3)
The school climate can affect the likelihood of collaborative planning. "It affected it tremendously [here]. The status quo, what they had been doing for many years, and the beliefs, foundation, philosophy had already formed a climate."
"The culture and climate affects everything, the instructional program, the morale of the staff, the morale of the students, the participation of the parents."
"You need optimistic ... people who look through rose-colored glasses at children and new ideas and are willing to accept change."
"That's the key to the whole thing."
"Climate is everything."
"School climate is over-riding on top of everything."

The Influence of Competing Initiatives on Collaborative Planning

Cross-Case Charts

CTS

Question 2

No other initiatives affected collaborative planning. I I I I I I I I I I (10)
Not that I know of. I I I I I (6)
None. Our school had a technology grant and it was an asset. I I I (4)
There was competition for time to collaboratively plan. I (2)
The tech grant took time away from other things. I (2)
We had a lot of competition, but they went hand-in-hand with collaboration.
"The school program review bogged down CTs. Now we are coming back to it."
"Tech grant and the writing teams. Again, it's time constraints."
Tech grant and adjustment to a new principal.
New curriculum.
Many other programs impacted the use of the media center.
There were competitions, but it did not affect collaboration. "The competition was that I don't want you to talk to the LMS and plan a better project than me."
"Too many other projects . . . tech grant, school improvement plan, Challenge Grant. The difficulty was to catalog all the new materials and still have time to write grants and still be able to collaborate and get them into the library."
"Something that stifles collaborative planning definitely is the SAT."
Competing initiatives were a factor. "One of the things that we do that is a real strength, is that we tend to keep our focus on a few, what we consider to be really important issues, as opposed to running willy-nilly to everything that comes down the pike."
"Our school had to move several times. We didn't have a library. We didn't have a school."

The Influence of Competing Initiatives on Collaborative Planning

Cross-Case Charts

LMSs

Question 2

"You name it: Comer, Chapter I, writing inservice, META, tech training. Our efforts are so diffused."
"Title I writing program, tech incentive program, Eduquest implementation, and Safety Net."
"[Other programs] brought it to a standstill this year, and understandably so. Tech . . . money had to be spent, the training had to be done. . . . It did not kill it, it simply put it on hold."
"We received the tech grant. I was a key player in (placing orders). I had to catalog and circulate equipment. . . . We wrote for the retrofit grant. Writing takes time."
"There is always something new on top of what we have to teach."
"We have a million programs."
"The Co-NECT positively helped. The competing initiatives are the staff ratio here in the library."
"Though our school did get the tech grant . . . and USI science program, they did not compete with Library Power."
"I don't think there was anything else. The CTs are overburdened many times."
Other initiatives enhanced the media center.
"We have some other things going, but I can't see that they have competed."

Principals

"I'm a Comer school and it has a collaborative component. It is competing . . . it also requires planning and meeting . . . competition for time."
"There are competing priorities and a lot of competition for your time and attention. What I constantly try to do is to integrate and to blend one with another."
"In this school system, there is always competing initiatives. Without question, if you place too many programs on-line at the same time, you are going to water down or you are going to hurt the effort."
"The tech grant was a competing initiative because it demanded a great deal of time."
"If it didn't tie in to what we were doing already -- We were not looking for things that did not fit. Collaborative planning really and truly is the key to this school. If it were something that was fundamentally opposed, we haven't dealt with it."
"Technology maybe? Doing that technology grant? I think just the day-to-day pressures of CTs maybe kind of got them off track at times. Florida Writes gets you off track of everything. And then on the heels of this is Stanford testing."
"Not competing. I try to see that whatever is in the curriculum becomes compatible. Library Power was a plus."
"I cannot think of any program that we were trying to implement at the same time that was in any kind of competition."

Were All CTs Equally Receptive to Collaborative Planning?

Cross-Case Charts

CTs

Question 2

<p>It is an individual thing. I I I I I I I I I I (12)</p> <p>Some CTs are not receptive to collaboration. I I I I (5)</p> <p>All CTs were equally receptive to collaboration. I I I (4)</p> <p>Most CTs were equally receptive to collaboration. I I I (4)</p> <p>It is both an individual issue and a grade level issue.</p> <p>Not all CTs are equally receptive. "They need to really understand what collaboration is."</p> <p>Not all CTs are receptive. "The veteran CTs have not been as flexible . . . and the newer CTs are gung-ho about it."</p> <p>"I can only answer for what I saw. Three are using it."</p> <p>"Some grades had individuals that did not want to participate. With our grade level, they found out they liked it. There has been quite a lot of opposition to it."</p> <p>"I can't say."</p> <p>"Most language arts CTs were receptive. I don't think [most] math or science CTs are prepared to implement anything."</p> <p>Not all CTs were equally receptive. "It was the excitement of maybe one or two on each grade level getting the rest of the group to buy into it. . . . It was a gradual process."</p> <p>It started as an individualistic thing. It became a grade level thing, with some grades heading in that direction much faster than others."</p> <p>It is both an individualistic and grade level thing.</p> <p>"There are certain grade levels where they are all pretty much on the same page about things. My grade level didn't understand collaborative planning. You have to give yourself plenty of time to really get used to collaborative planning."</p>

Were All CTs Equally Receptive to Collaborative Planning?

Cross-Case Charts

LMSs

Question 2

It was an individual thing. I I I I (6)

All CTs were equally receptive.

Most CTs were receptive.

CTs in upper grades were a little more receptive because they could see information literacy skills as part of their curriculum.

Not all CTs were equally receptive. "Especially those who were impacted by flexible scheduling."

It was mostly an individual thing. "Language arts CTs are more receptive."

Principals

"They are not equally receptive. New CTs are much more receptive."

It is an individual thing. "There are some CTs who will never do it."

It is an individual thing. "There were some who wished to have library scheduled so they could leave."

It was individual. "Not every CT wants to be included."

"In every single grade level there were some people who were extremely enthusiastic about it and others who were not."

Not all CTs were equally receptive. "At collaborative planning sessions, I saw the ones who were sitting back, waiting for everybody else to do it. . . . At the end of the year, I had conferences with some of my CTs and I focused on that."

Making Plans in Advance VS Improvising on Preplanned Topics

Cross-Case Charts

CTs

Question 2

Always preplan, but remain flexible. I I I I I I I I I I (11)

Always preplan, but often improvise. I I I I I I I I (8)

Always preplan. I I I I I (6)

Most are preplanned. I I I I I (6)

Plans are made but always improvise. I (2)

Always preplan but usually change plans.

Most are preplanned but sometimes improvise.

Depends on the subject.

CT's Actions to Ensure the Success of Collaborative Planning

Cross-Case Charts

CTs

Question 2

**Cerise
Elem.**

- CT1 "Communicate as often as possible with the LMS."
- CT2 "Go in there with some ideas of what her goals are, of where she wants to go with this. Some idea that the responsibility is hers as well as the LMS's. Then hold up her end of it. They will have questions ready to research. To have her children ready to do what they are going to do."
- CT3 "Be open to it. Realize that collaboration means that both the LMS and CT are contributing. Be realistic about what you can accomplish. The more you can narrow down what you want to do, it is easier to do."
- CT4 "Don't expect the LMS to do all the work for you. Come in with your own agenda, what you want to accomplish. Don't think that just because you take the kids to the library, it is time to go do your own thing." Participate in library sessions.

**Azure
Elem.**

- YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
- CT1 "Have your goals. Know what you want to end up with."
- CT2 "Make themselves available and work with the LMS. Be a little flexible."
- CT3 "Be willing to come and try it."
- CT4 "Come up with ideas to utilize to . . . help the students learn. To help the students have hands-on experiences in the library. Just as the word says, 'collaborate.'"

**Turquoise
Elem.**

- CT1 "Come prepared and have the same attitude [as the LMS]. Know skills, be friendly and energetic."
- CT2 "Be flexible with time and scheduling. You can't be locked into that little routine that you sometimes fall into. [You need to be] open-minded to changing and trying things."
- CT3 "Follow through. Attend."
- CT4 "The same thing [as the LMS]." Cooperate.

**Indigo
Elem.**

- CT1 "A CT needs to acknowledge the existence of the media center and its usefulness. Develop a relationship with the LMS. Come to the LMS when a new theme is coming up to work it out together. Plan far enough ahead so you can make time."
- CT2 "Make sure the LMS knows you want to do it. Sometimes the LMS doesn't want to tromp on any toes."
- CT3 "Be open. Be willing to negotiate. Be receptive to suggestions. Be honest. This would work. This wouldn't. Be willing to experiment."
- CT4 "Encourage children to use the center as much as possible. The important thing is for the children to know that the LMS is . . . someone who can actually be involved in their learning."

**Amber
Middle**

- YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
- CT1 "Be willing to work with the LMS. To come with some idea about what the topic is. What do you really want to accomplish with the kids. Being flexible. Just be willing to network."
- CT2 "Show willingness. Be ready to work. Participate when the class goes to the library."
- CT3 "Be willing to participate in the experience. Search into some extra-curricular materials."
- CT4 "Find the time to meet."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

CT's Actions to Ensure the Success of Collaborative Planning continued

Cross-Case Charts

CTs

Question 2

Mimosa Elem.	CT1 "Be organized, be prepared, and be on time."
	CT2 "Include her. Bring her into our planning."
	CT3 "Being able to accept suggestions, recommendations."
	CT4 "Make sure that you're covering the needs of students in your class."
Apricot Elem.	CT1 "Participate in it more."
	CT2 "Talk to the LMS. It doesn't have to be about anything specific. In conversation, things come up. Ideas come out of things that come up."
	CT3 "Participate . . . if the LMS has an idea or something in their field, then make the effort to get your kids involved. . . . You can't be afraid to try something new because you might like it."
	CT4 "Share ideas. Cooperation, that's really very important."
Emerald Middle	YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III
	CT1 "Feel free to come, to go, to seek information. She has all the updates, on educational issues, on technology, on print materials, encyclopedias."
	CT2 "I think the same thing that the LMS has to do." Making the planning partner feel comfortable, sharing pertinent information, and offering suggestions.
	CT3 "Be well-versed on what she's trying to teach. And know what she wants the end product to be. Needs to know what she wants students to . . . learn."
Jade Elem.	CT4 "Be willing to take advantage of the resources. If you don't come in here and ask what's here, there's no way you can use it."
	CT1 "Be willing to plan. Share ideas. Share materials. Share your time. Do whatever is necessary."
	CT2 "Plan ahead of time with the LMS. Because you pretty much know what you are going to do anyway."
	CT3 "Come in with some outline at least of what you want to do. If you come here with just a topic, it is more difficult."
Moss Middle	CT4 "Be open-minded. Be willing to set aside that time. Be enthusiastic, as well."
	CT1 "Seek it! You can't always have somebody coming to you. Share it! If you've done something that the LMS has helped you with, then tell other people because they might find something that they are willing to try."
	CT2 "You need to be better prepared. You need to tell the LMS at the beginning of the year, here's what I'm going to be doing. The CT has to be the one to explain to his classes how he/she expects them to behave in the library. Establish that the LMS is someone to be respected."
	CT3 "Ask for help. Come through with the lessons. Instruct the children. Discipline the children. . . . Show them how to do things appropriately. Give them the help they need."
	CT4 N/R

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

CT's Actions to Ensure the Success of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Question 2

Cerise Elem.	LMS	"Have in mind the skills that she wants taught and the time span that she thinks she wants to spend on it. Sometimes, they want something in half an hour that can't be done in a half hour. Or I don't think can be done efficiently in a half hour."
	PRI	"The CTs need to know where they are going, because when we set up the . . . planning sessions, we ask them to come with things in mind. So we want them to meet as a team first, to get ready. . . . They have to have their long-range plans made for where they want to go in this period of time. How they want to do it. They need to bounce those ideas off of each other, and off the LMS, so they can come up with their roadmap."
Azure Elem.	YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I	
	LMS1	"Be realistic in their planning. Build in 'stretch,' more than you think you can do. Follow through on their part. Don't put us in a position where we have to do the background as well as the information skills. We've both got to do our part."
	LMS2	"Think through their idea carefully. If they visualize it, put down on paper so you know exactly where you want to go. If you have an idea of where you want to go when the process begins, everyone is focused. If you have a lot of resource materials and you tell them how to do it, it becomes yours, and not ours, or theirs, in a sense."
Turquoise Elem.	PRI	"The CT can be an effective planner. Not so much right now but thinking way ahead. [CTs need to look at the library] as a time when they come in, and share and collaborate with the LMS in terms of equipment, curriculum planning, and their visits to the library."
	LMS	"Participate for one thing. I've had quite a few classes that we collaborated on and the CT sits in the back and watches me do my thing. And that is not a collaborative lesson as far as I am concerned. That's like being observed. I like it when I'm doing my part and the CT jumps up and says, 'What do you think about such and such and we talk back and forth in front of the students sharing ideas. The kids see us as a team."
	PRI	The CTs need to do their homework. They must know the objectives -- what they want to do. The CT needs the total concept of what he/she wants to do. It is important to inform the LMS of the topic in advance.
Indigo Elem.	LMS	"They need to be flexible." Understanding that instruction in the media center is not separate from their curriculum.
	PRI	"Provide the time and the willingness to do it. If CTs don't want to do it, it won't be successful."
Amber Middle	YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II	
	LMS	"Cooperate with the LMS. Take an active role in the library media center visits. Be responsible for certain activities. Get information to the LMS ahead of time."
Mimosa Elem.	PRI	N/R
	LMS	"First of all, meet with me. Call me when they are meeting. Sometimes, give me more time with the kids. Not limited to language arts."
	PRI	"They have to be involved as a grade level team. They must be knowledgeable about the media center and its resources, the services it can provide and the LMS's role and how she can be involved. They should also let the LMS know what new resources that we do not have, so that the media center can look for ways to provide it."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

CT's Actions to Ensure the Success of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Question 2

Apricot Elem.	<p>LMS "First of all, show enthusiasm for the media center. Take on responsibility for the media center. It should be the whole faculty's responsibility. It would be better if they came with a definite idea, a well-thought out end product that they are trying to get the students to reach. And if they have a definite ideas as to what the evaluation is going to be. I find I have to guide that process oftentimes. Steer the questioning so they will be able to communicate what they have in their mind."</p> <p>PRI "Be prepared when they come to the sessions. Have fresh ideas."</p> <p style="text-align: center;">YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III</p>
Emerald Middle	<p>LMS "Know, or at least figure out in the process of discussing a unit, what it is they want. Ultimately, they are the ones grading the kids. What their end product is going to be. Then, determining the scope of what they want the kids to cover. If a CT can come with those concepts in mind for their subject, it can definitely be much more successful."</p> <p>PRI N/R</p>
Jade Elem.	<p>LMS "Work with the LMS. Be excited about it. Follow through. Put an importance to it, like a grade. I don't think that it has to be graded, but show that it's important."</p> <p>PRI "Number 1 I would say is to come to the meeting open-minded. That there are some wonderful things that can be shared with their colleagues at their grade level and also with the LMS. Also to come prepared with some ideas, suggestions, and thoughts. That's very important for the group."</p>
Moss Middle	<p>LMS "For whatever it is that they are going to do, if they've done adequate preparation in their classroom before coming here, that would help. If the two of us know what our roles are when they get here and, if while we're working in here, it is a joint project, that the CT doesn't regard that as a time when they can go to the office -- make telephone calls, or do something else. If they don't just turn the class over to me. If we are working in conjunction."</p> <p>PRI "With the technology, I would like to see the youngsters walk into the classroom and be able to see them doing a project [using the Internet]."</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

LMS's Actions to Ensure Success of Collaborative Planning

Cross-Case Charts

CTs

Question 2

Cerise Elem.	CT1 "Share her ideas with the CT."
	CT2 "She is extremely knowledgeable. She has all this stuff just at her fingertips. She is very creative and very open."
	CT3 "Be flexible. Be a good listener. Use whatever group facilitation skills the LMS has to keep a meeting moving, or bring closure to a point before moving on, to keep CTs on track. There are a lot of adult learning and management skills that a LMS really has to have in order to be effective with staff."
	CT4 The LMS needs to be flexible, not just in time but in the types of activities that are implemented in the library, interesting to kids, energetic, friendly, helpful, knowledgeable, and effective with discipline.
Azure Elem.	YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	CT1 "Be a good listener. Use her expertise to help us find resources."
	CT2 "They can make themselves available. Maybe if they go up to a CT with an idea or to a grade level with an idea . . . then maybe CTs will start going to them."
	CT3 "To be open. Ready and willing and open. I never get 'I'm busy.'"
Turquoise Elem.	CT4 "Any new ideas are always welcomed. CTs come in and ask the LMSs, 'What can we do?' They are always willing to help."
	CT1 "Everything. She is knowledgeable of her resources and skills that need to be taught. Have a friendly and easy-going attitude, energetic."
	CT2 "Present new materials as they come in. Make CTs aware of those things that are here. Keep us abreast of any information that might be helpful in what we are doing."
	CT3 "She always lets us know that she's here. She lets us know when new things come out. If we want to go from there to really collaborative planning . . . you know it's there."
Indigo Elem.	CT4 "Cooperate."
	CT1 "Everything our [LMS] does. Be involved in what the CTs are doing. Have time available to respond to the CTs. Be willing and open. She has to put some ideas forward. Like initiate some planning before the CT does."
	CT2 "The attitude toward the CT helps. If you can see the attitude of the LMS is to . . . really work with you. It makes a big difference."
	CT3 "Be receptive. Be open. Friendly. Know their resources. Know where to go, who to talk to, and who to call."
Amber Middle	CT4 "The children have to know they can be comfortable in the media center. . . . Also being able to pull together resources once they know what the course of study is."
	YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	CT1 "Making the person feel comfortable. Offering suggestions. Even calling in someone else who has done a similar project or topic. Being aware of the latest research and latest readings."
	CT2 "Be informed." Provide organization and have lots of patience.
	CT3 "I think helping us plan, making resources available. Setting up dates, that we can all be able to get in the library. Making us aware of what she can do. Setting up stations, so the kids can work in groups."
	CT4 "Help us to organize the project. She wrote out objectives for the stations. Know what materials to use."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

LMS's Actions to Ensure the Success of Collaborative Planning continued

Cross-Case Charts

CTs

Question 2

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	CT1	"She is supportive . . . helpful . . . extremely knowledgeable. She as a great disposition and a great attitude about help us and going the extra mile."					
	CT2	"Provide resources that she would have in the library or acquire them from the different sources. Have a wonderful personality . . . willing to help you."					
	CT3	"Be willing to collaborate with us and the CTs and be friendly. Be open to our needs."					
	CT4	"She has to be very flexible, not rigid in schedules, has to be very knowledgeable of what she has in the library. She has to have . . . an open library."					
Apricot Elem.	CT1	"Mainly get the CTs involved. Some CTs like to have recognition, other CTs like to have an extra five minutes. It's just techniques to bring them in."					
	CT2	"Keep in touch with the CTs . . . the CT's habits, their likes, their dislikes, their teaching styles. [Our LMS] knows the strong areas and the weak areas."					
	CT3	"I think that no matter how hard [the LMS] works, it's the people on the other end that make it successful. So to be successful is doing her part, informing and letting us know what she has . . . or how she can get it if she doesn't."					
	CT4	"Have materials accessible for us."					
Emerald Middle	CT1	YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III					
	CT1	"A newspaper would be great. I think when you get it out to people and let them know what you are doing. . . . She is free with her information. She is open . . . approachable."					
	CT2	"I think a lot of CTs might feel threatened by the LMS. What are they trying to do? Are they trying to take over my class? I think the LMS needs to get the CT know, 'I am working with you.' Aside from making the CT feel comfortable, I think sharing any pertinent information. Offering suggestions. Basically participating. Not just sitting there, waiting to be asked."					
	CT3	"Be accessible. There have been schools I have been where any time you went to look for the LMS, you couldn't find her. She should be enthusiastic about her job. Knowledgeable. Have to know what you have available for CTs and students."					
Jade Elem.	CT4	"Just be open to ideas. [Our LMS] listens. If she can't do it now, she'll write herself a note and think about it later. She's not foreboding."					
	CT1	Provide materials from local collection or other schools. "She's really involved."					
	CT2	"Have materials available." Provide hands-on activities for students.					
	CT3	"She can have lots of ideas, suggestions. She has experience in the classroom and knows different projects. She can get us information from other places besides what we have here."					
Moss Middle	CT4	"First of all, she has to be enthusiastic. She also has to be available."					
	CT1	"To be open. To offer what you have. [The LMS] gets very excited."					
	CT2	"Be enthusiastic . . . be knowledgeable. She is flexible."					
	CT3	"Be prepared. Be knowledgeable. Be willing. Be approachable."					
	CT4	N/R					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

LMS's Actions to Ensure the Success of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Question 2

Cerise Elem.	LMS	"Prior to the collaboration, teacher training, letting them know what comes in. I try not to put things on the shelf without letting know that it is there and giving them time to view it. Giving some technology workshops so they feel comfortable with things that have come in. . . . Just being real open to their needs. That I am here to fulfill the CT's needs in the classroom. I don't schedule anything without them. Because I know they are more restricted than I am."
	PRI	"Those CTs have to see the LMS as being as involved in what they want to do as they are. They need her ideas. That LMS has to be a real people person, aside from having the knowledge and the skills . . . they have to be part of the group, they have to be considered one of the guys, they have to be considered someone who works as hard as [CTs] do, even though they don't meet those 35 kids every morning."
		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
Azure Elem.	LMS 1	"They have to provide time. They've got to do the prework. You cannot make up information retrieval lessons on the spot. You've got to think it through, write it through. You need a structured lesson plan. You have to evaluate what you did. Maybe next time you'll do it in two steps, because you took too much for granted coming in."
	LMS 2	"The hardest thing in the world for me to do is to be quiet and listen. Because I think you need to first listen and let them get their idea out, and not interject so much. I think in leadership training, it is where you stick your tongue behind your teeth and leave it there. Then add or interject."
	PRI	"You could be an approachable person, need to be someone with good interpersonal skills. You need to be able to take criticism effectively and make adjustments. Needs to be a good leader and a good listener. You have to be very organized, too. You need exciting things happening around and a sense of humor."
Turquoise Elem.	LMS	"Participate - - but don't try to run the show. If they are in the library [during the lesson] drag the CT, if you have to, into participating by asking them questions. Also, I make a habit of mentioning throughout the lesson, if I am teaching part of it, 'You CT will expect this.' When you are planning . . . divving up the work. 'I'm going to do this much with this group at this center. How about if you take the other group?' When you are doing it, be flexible, also."
	PRI	"Communication lines must be open. There must be prediscussion . . . must be give and take with the administration. It is a team approach."
Indigo Elem.	LMS	Find out in advance of a planning meeting what the CT's objective or topic is, so that the LMS can know what resources are available. "It gives me the chance to plan what is available, and to plan what strategies might be used. It is taking advantage of every little cue to sell something to CTs who might not ever think of it otherwise."
	PRI	"First, have the personality that creates that collaborative feeling. I think that personality and that feeling is reflected in what is visible in the media center itself. It comes through in the interaction and exchanges between faculty members. They can truly distinguish between someone who verbally claims they want to be a colleague or collaborative CT and . . . those who just say they are going to do it."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

LMS's Actions to Ensure the Success of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Question 2

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Amber Middle	LMS	"Support the CTs. The initial visit should be orchestrated. Give an overview of activity centers. Both need to make sure students know that they planned together. Have a procedure that helps the CT crystallize that they are doing."					
	PRI	N/R					
Mimosa Elem.	LMS	Participate in collaborative planning sessions. "Show many of the things - - the books - that are in the library that can be used. Show the units that are not only language arts and not only information skills. I think next year [when the school is smaller], it will be more manageable."					
	PRI	"She has asked them, 'What units are you going to be studying?' So she will have enough time in advance to get things together. Get herself organized to provide the service. Following that, if they request her presence, then she can come in and they can give their specific needs."					
Apricot Elem.	LMS	"The LMS needs to know what the resources are. Have a good idea as to where they can get them [if they aren't in the building]. Or how they can improvise, if necessary. I think the LMS has to be very diplomatic. Kind of be a curriculum designer with the CT."					
	PRI	"Be knowledgeable. Be willing to share information. Have it available."					
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"Help the CT narrow their focus as needed. Help the CT come up with the rubrics that may be needed to evaluate. You actually should plan a unit backwards. You should figure out what you want as your end result and how you are going to grade it. Then . . . it is much easier to develop the specifics that you will need in the unit. The other thing is knowing what I have. Knowing where to get other materials if they are needed."					
	PRI	N/R					
Jade Elem.	LMS	Work with CTs, showing excitement about the project. Follow through with plans.					
	PRI	"Starting from the very basics . . . the openness, the demeanor, the enthusiasm . . . that the LMS brings to the meeting. That air of professionalism and eagerness - - that makes such a difference. Then is the level of expertise and familiarity that the LMS has with the grade level objectives and competencies, so that he/she can really be a part of that conversation that occurs when they begin to discuss what is going to be the ultimate competency that they are going to focus on. Knowledge, too, of the skills that children have at that particular grade level. The LMS has to be very well-informed."					
Moss Middle	LMS	"I think I need to make the material interesting to the student. I've got to find more interesting, arousing methods of presenting material to students. I've got to be available when they start to look for material."					
	PRI	"It's hard to say in this kind of faculty. In an ideal faculty, it is not as hard but this faculty is very closed-minded to change. In this case, the LMS has to be 1) patient, 2) focused on the goal of 100 participation because it's going to take time to get people to buy-on. It's not going to be easy."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

Principal's Actions to Ensure the Success of Collaborative Planning

Cross-Case Charts

CTs

Question 2

		YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I
Azure Elem.	CT1	"MONEY! For extra things like books, art and craft materials, computer programs. And be encouraging, also. When somebody does something nice, mention it . . . not to us, but the kids. It's important to them."					
	CT2	"Basically just show support, show encouragement. It would be great if she actually gave time, gave CTs time and LMSs time." Using substitute money to provide planning time indicates how important this planning is.					
	CT3	"Give the LMS time and help so they can do it."					
	CT4	"Be supportive. If a CT comes up with idea, they should understand to listen to the idea. If they don't agree with an idea, don't just shoot it down and say 'no.' Instead, make suggestions to make the idea better."					
Turquoise Elem.	CT1	"Show that he or she is excited about the program and believes in the program. Allow time, during the day, for them to come together. The principal needs to be aware of what collaboration is and the benefits of it because then it will be easier for him or her to set up things to allow collaboration to happen."					
	CT2	"He has to be very open-minded. Also, see that there is money available so we have time to collaborate."					
	CT3	"Also join in."					
	CT4	"The same thing [cooperate]. Probably make sure his CTs know that [he/she] is there as a resource."					
Indigo Elem.	CT1	"A principal can help with the scheduling, the planning time. And also set the school climate where the media center is really the heart of the school."					
	CT2	"Not take away the planning time that was given. And to indicate to the staff that, yes, they are for it."					
	CT3	"Give us the time. Somehow try to promote collaborative planning. Promote trying something new. Provide funds and resources. Allowing for observation, in this school and others. The office door being open."					
	CT4	"The principal can work as far as scheduling is concerned. To schedule times that are agreeable for a collaborative type of situation."					
Amber Middle		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
	CT1	"Be supportive of the media center. Financially. And, appreciatively. . . . Also, encourage. It is important for the administrator to encourage people to use the media center, even the assistant principal. They are the ones that have more direct contact with departments and teams."					
	CT2	"The principal should play a role in planning together." The principal should compliment the LMS and CTs on planning instructional activities together.					
	CT3	"He can support us. Making time available for us to plan. It would really be nice if we had extra time when we did those big units."					
	CT4	"He needs to remind CTs that the library media center is available. He gives support."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Principal's Actions to Ensure Success of Collaborative Planning continued

Cross-Case Charts

CTs

Question 2

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	CT1	"Be supportive, be open to new ideas, be willing to take a risk with new ideas that haven't been done before. Be supportive in the sense that we shouldn't be restricted in field trips." Provide support staff for the library so the LMS can work with CTs.					
	CT2	"Encourage it. Allow for the collaborative planning. Provide funds."					
	CT3	"Encouraging people to do it rather than mandating people. They should be sensitive to who's at a grade level and try to maintain . . . an even mix of people so that they can work together. Sometimes you have strong personalities . . . and that may detract from . . . the block scheduling. Provide funds for new materials and [library] personnel."					
	CT4	"He can look at CBC objectives, try to have things that are necessary to accomplish that instead of getting unnecessary things that are not to the elementary topics." Provide support personnel for the library.					
Apricot Elem.	CT1	"Offer the media center all the support . . . to bring all the materials that CTs want and are needed."					
	CT2	"Keep this going on. Encourage articulation between the two."					
	CT3	"Be a positive role model as far as to be enthused, to let the staff know how exciting this is." The principal could find resources and staff for the library.					
	CT4	"Support in discipline is very, very important. . . . Perhaps less meetings. [That] would give us Wednesdays for our collaborative meetings."					
		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	"I think she can provide more workshops for us. More in-house planning. Team planning. More substitute coverage so CTs can . . . meet with the LMS on a regular basis."					
	CT2	"I think the principal needs to let the CTs and the LMS know that he wants this to happen. The principal could set up times when CTs would meet with the LMS."					
	CT3	"The best thing to the principal can do is to arrange collaborative planning time. Allow the LMS to set up appointments. Even if that involves providing coverage for the CT. And also order materials. Keep the media center equipped with the latest equipment."					
	CT4	"Give the LMS an opportunity to do what she loves best." The principal can create an atmosphere in which collaborative planning can thrive.					
Jade Elem.	CT1	"They will make sure that we have all the resources. They will make sure that we can go to the workshops that are available. They will see that we are allowed to go to other schools and visit to see how other programs have been implemented."					
	CT2	"Make sure we have adequate funds to purchase materials. Supplement special areas."					
	CT3	"She can . . . enforce the collaborative planning. Sit in on the . . . planning and see what we are doing. The right people in the library. The right amount of people."					
	CT4	"Make sure there is time to do it and not put a lot of things that you have to get done."					
Moss Middle	CT1	"Support . . . with money. See that the library doesn't have so many interruptions."					
	CT2	"He has to clear the pathway for us to get in here and he has to allow me to give hall passes." He has to hire a LMS that is open, likes to read, and can handle pressure.					
	CT3	"Allow us time for planning. Provide funds. That's his big job."					
	CT4	"Be very supportive of the LMS. Encourage CTs to do that planning. Devote some [team planning time] to help use the media center better. Allocate funds."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Principal's Actions to Ensure the Success of Collaborative Planning

Cross-Case Charts

LMSs

Question 2

Cerise Elem.	LMS "She gives us release time during the school day. Our principal does not expect us to stay two hours after school planning lessons. That sends two messages. One, that she considers collaborative planning vital for the kids' education and vital to our curriculum. If the CTs know that the principal thinks that it's important enough to give release time, then they take it more seriously. And also her presence and popping in at collaborative planning meetings. . . . Just getting an earful of what's going to happen. Then later on visiting when kids are doing their research and projects."
	YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
Azure Elem.	LMS1 "Provide time. Provide support. Physically attend. Be knowledgeable about what it is your CTs are doing. Attend grade group meetings consistently. I would like to see them go through the process from start to finish, once in a while. When they come to see the finished products, they need to be aware of what it took to produce it." LMS2 "Be very flexible. Allow CTs to be the professionals they are and be creative. And, yes, we may fail once or twice, but you learn through experience."
Turquoise Elem.	LMS "The principal shouldn't have to say 'you will plan with the LMS.' But if that's the only way to get it going, then principal should say [it]. And should see that the time is made available. I think providing substitutes is such a great idea. The CTs felt like they were being treated like the professionals they are. Trying to squeeze it in at the end of the day is tough."
Indigo Elem.	LMS "The principal has got to provide the time for the parties involved. The principal has got to give them the support. They've got to know that he or she believes in the collaborative process -- is as positive as possible about providing the resources, the budget. I'm not sure a principal needs to be at a planning meeting."
	YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
Amber Middle	LMS "Fund the library media center. Make the LMS a department chair. Express views on the importance of the library media center. Include the LMS on the school advisory council. Provide staffing [in the library]. Provide library clerks beyond what is based on school enrollment."
Mimosa Elem.	LMS "He can be there . . . to ask, 'Where is the LMS? Did you tell her when you are planning this week?' Peripherals -- like a clerk. And be strong. I have seen so many LMSs who are suffering because they don't have a strong principal that says, 'This is the way that it is -- period.'"
Apricot Elem.	LMS "First of all, if there are not scheduled planning times, I think [it] would be a great help if the administrator can address that. Be it through substitutes, be it through scheduling changes or addressing that prior to the school year and creating a schedule that would facilitate that. Also, being very diplomatic as to how they encourage collaboration. Maybe not coming off in a way that it sounds mandated, but using their people skills to create a genuine interest from their instructors. Try to be a cheerleader that brings people on board in a natural way as opposed to a way that they don't want to be on board. . . . When you mandate something to someone, generally you are going to have a rebellious teenager on your hands."

CT1 and CT2 attending Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Principal's Actions to Ensure Success of Collaborative Planning continued

Cross-Case Charts

LMSs

Question 2

Emerald Middle	<p>LMS "Support the LMS in meetings. Include the LMS in planning for the school. Understand the role that a good LMS should have in teaching. Provide money, money, money to provide materials needed. The last thing would be to provide time in some way. I know that is the hardest thing for a principal to come up with, because there really is no solution. If you have substitutes, then the classroom work isn't - - there is no learning really going on."</p>
Jade Elem.	<p>LMS "Come in and stay. Not a full hour, but come in every once in a while and look at what they are doing. Promote it. Talk about it in a meeting. Actually show the students that she does care that they come in here."</p>
Moss Middle	<p>LMS The principal can display "an attitude, a tone that they are aware of the fact that there is this beast called collaborative planning - - They think is a good thing and they would like to see their CTs doing it. As it relates to LMSs specifically, perhaps fewer administrative assignments so their time is not taken up working on school improvement plans and the like."</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Frequency of Collaborative Planning Sessions

Cross-Case Charts

CTs

Question 2

	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I
Azure Elem.	CT1	Grade level planning 2.5 times per quarter. "I meet with them more often."					
	CT2	Grade level planning 2.5 times per quarter.					
	CT3	N/R					
	CT4	One time per quarter (physical education).					
Turquoise Elem.	CT1	Once per quarter.					
	CT2	Grade level planning once per quarter. CT met with LMS 2.5 times individually.					
	CT3	Two times formally and at least two additional informal sessions.					
	CT4	"Depends on what I'm doing as far as frequency."					
Indigo Elem.	CT1	Per quarter 3.5 times.					
	CT2	Per quarter 2.5 times.					
	CT3	Per quarter 2.5 times.					
	CT4	Per quarter 3.5 times, very informally.					
	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Amber Middle	CT1	Once per quarter, resulting in three to four class visits to the library.					
	CT2	Per quarter 2 times.					
	CT3	Interdisciplinary team once per quarter. "With each CT, probably more often."					
	CT4	Once per quarter (music CT).					
Mimosa Elem.	CT1	Per quarter 2.5 times.					
	CT2	Per quarter 3.5 times.					
	CT3	Per quarter 4.5 times.					
	CT4	Per quarter 8.5 times.					
Apricot Elem.	CT1	Per quarter 4.5 times.					
	CT2	Once per quarter.					
	CT3	Per quarter 6 times in brief meetings.					
	CT4	Per quarter 2.5 times.					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

Frequency of Planning Sessions continued

Cross-Case Charts

CTs

Question 2

	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	
Emerald Middle	CT1	Per quarter 3.5 times.						
	CT2	Per quarter 1.5 times.						
	CT3	Per quarter 2 times.						
	CT4	Every day.						
Jade Elem.	CT1	Per quarter 2.5 times.						
	CT2	Per quarter 2.5 times.						
	CT3	Once per quarter. "It depends on what we are doing. It may be multi-sessions."						
	CT4	Per quarter 2.5 times.						
Moss Middle	CT1	Per quarter 5.6 times.						
	CT2	N/R						
	CT3	Per quarter 1.5 times.						
	CT4	"Not very often."						

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

Training Efforts

Cross-Case Charts

CTs

Question 2

Grade level meetings. I I I I I I I I I I I I I I (15)
Reports from CTs attending training sessions. I I I I I I I I I I I I I I (14)
Faculty inservice by LMS. I I I I I I I I I I I I I I (13)
A CT telling others about planning success. I I I I I I I I (9)
Administrator speaks about collaboration. I I I I I I I I (9)
Informal discussions by LMS. I I I I I I I I I (9)
Department/Team meetings. I I I (4)
Formal Library Power training. I (2)
Working with teams in planning. I (2)
CTs visiting library frequently and working with LMS.
Kids talking about activities.
Watching other CTs plan.
Training for grade level activities during block scheduling.
Memos from LMS on planning.
Visits to other Library Power school to observe collaborative planning.
Participation in training other schools.
Handouts from Library Power meetings.

Training Efforts continued

Cross-Case Charts

LMSs

Question 2

Faculty inservice by LMS. I I I I I (7)
Grade level meetings. I I I I (5)
Informal training by LMS. I I (3)
Reports from CTs who attended training sessions. I I (3)
Department/Team meetings. I I (3)
Administrator speaks about collaboration. I (2)
School handbook on collaborative planning.
Modelling by LMS.
Memos from LMS on planning.
A CT telling others about planning success.
Presentation by another Library Power LMS to faculty.

Principals

Faculty inservice by LMS. I I I (4)
Grade level meetings. I I I (4)
Reports from CTs who attended training sessions. I I I (4)
School handbook on collaborative planning.
Administrator speaks about collaboration.
Memos from administration to CTs.
Faculty evaluation of early collaborative planning sessions.
Administrator newsletter.
A CT telling others about planning success.
Visits to another Library Power school to observe collaborative planning.

How Students Learn Best

Cross-Case Charts

CTs

Questions 3,4,5

Cerise Elem.	<p>CT1 Students learn best by doing.</p> <p>CT2 Through individual instruction.</p> <p>CT3 Students learn best when they are actively involved, manipulating information.</p> <p>CT4 When they are involved with finding answers. When CTs are enthusiastic about the topic.</p>
Azure Elem.	<p style="text-align: center;">YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I</p> <p>CT1 "Getting dirty! . . . Getting their hands into whatever they are doing."</p> <p>CT2 Students learn most effectively by hands-on and a little guidance.</p> <p>CT3 When they are convinced they can learn. Hands-on science is important.</p> <p>CT4 Students learn best through hands-on experiences. "It sticks with them."</p>
Turquoise Elem.	<p>CT1 Students learn best through hands-on, real-life experiences.</p> <p>CT2 "They learn through literature-based instruction and language situations. Get rid of the threatening attitudes."</p> <p>CT3 Students need to have input, interaction with content. "I've used manipulatives more. Let them have a good time."</p> <p>CT4 "Getting involved."</p>
Indigo Elem.	<p>CT1 Students need to be actively involved. Some need visual work while others need auditory work.</p> <p>CT2 "Some learn best by seeing. . . . Others enjoy picking up the insects."</p> <p>CT3 "Doing, experiencing, talking, collaborating, watching, reading. Whatever works best for them."</p> <p>CT4 Students learn best if they are interested in the topic and when they see the importance of what they are learning.</p>
Amber Middle	<p style="text-align: center;">YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II</p> <p>CT1 Students learn best by doing, by investigating topics, then doing a presentation on it. "That reinforces the idea three times." This increases the chances the idea will be internalized.</p> <p>CT2 Students learn best interactively. They benefit from feedback and interaction with the CT. Visual and auditory aids help. Anything that is sensory.</p> <p>CT3 "Showing them, letting them do it, letting them work together as groups, that helps them learn. They learn from each other."</p> <p>CT4 "They learn by doing, by seeing."</p>
Mimosa Elem.	<p>CT1 Students learn through different modalities, requiring instruction according to learn style.</p> <p>CT2 "Hands-on. By doing it."</p> <p>CT3 Students learn through a combination of hands-on and a CT that provides the right questions. They need to feel comfortable and relaxed.</p> <p>CT4 Students learn by following directions. They learn through peers, through hands-on activities, and through visuals.</p>

CT1 and CT2 attended Library Power inservices; CT 3 and CT 4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

How Students Learn Best continued

Cross-Case Charts

CTs

Questions 3, 4, 5

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Apricot Elem.	CT1	"You experience, you learn, you teach, and it's a revolving circle." Peer teaching works.					
	CT2	"I tell my kids 'Teaching is my responsibility; learning is your responsibility.' Over 50% of what they learn, they learn on their own."					
	CT3	Students learn through hands-on involvement, when they are having fun.					
	CT4	Students learn best in an uninterrupted environment with no disruptive students, knocking on the door, or messages over the speaker.					
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	Students learn best through hands-on activities, when they participate in a project.					
	CT2	"By doing."					
	CT3	Students learn best by doing, creating, producing a project, which increases memory.					
	CT4	Students learn through multisensory methods, hands-on activities, and involvement.					
Jade Elem.	CT1	Students learn when instructed at their own level and in the way that each learns best.					
	CT2	"Hands-on. Visuals. Some kids can see, some have to touch, a lot hear."					
	CT3	Students learn through hands-on activities and finding out information for themselves.					
	CT4	Students learn by doing, which aids remembering.					
Moss Middle	CT1	Students learn best when they understand words and can feel them.					
	CT2	Students teach themselves, with guidance by a caring CT. Communication lines need to be open. "They learn effectively when they are in a comfortable environment."					
	CT3	"1 is discipline, 2 is structure, and 3 is giving them a variety of modalities." Organization is important.					
	CT4	Students learn through a variety of strategies and individual attention. "Keep any instruction to a minimum, very clear, very precise." Make expectations clear and keep students on task.					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

How Students Learn Best

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

Cerise Elem.	LMS	"Hands-on. They learn best if they like what they are doing. They like technology and they definitely like using books other than textbooks. They like AV materials." Being active learners.
	PRI	N/R
Azure Elem.	LMS	"To be multimedia, multisensory. I believe in a lot of realia, role playing. I like student-centered kinds of things. There are times when CT-centered serves very well."
	LMS	"Students learn most effectively when they are having fun. If the environment is relaxing and fun . . . yet under control. Learning is not a chore, but becomes a part of the growing process."
	PRI	"A multi-faceted approach to learning. Some kinesthetics, some visual, some auditory. You would address all the senses within an instructional lesson. Not 100% lecture because that could be redundant and boring. They need to touch, manipulate, do something in order to learn."
Turquoise Elem.	LMS	"When it means something to them. It can't be something in isolation, like the old library skills. They also need to touch and see and hear."
	PRI	"When we take into consideration their learning styles. We provide for kids' learning in multi-modal types of strategies. We have to provide the best medium for them."
Indigo Elem.	LMS	"They've got to want to learn something." It's motivation or a curiosity that comes from within. "Children need to be actively involved in their own instruction."
	PRI	"They learn by doing. They learn very well in groups. Students have individual learning styles. I think the movement toward activity-based instruction is a good one for children. Discovery learning is important."
Amber Middle	LMS	"By actively participating. I believe in the inquiry method, the discovery method. Those things that we just tell them, they forget. If we give them a chance to find out on their own and we let them communicate in a style that is in keeping with their nature, they have a better chance. It has to be something that will motivate them and interest them."
	PRI	"They learn most effectively by having organized information presented to them that is valid and valuable and exciting. They learn well with hands-on. They like to participate in the process. But the planning has to be there. . . . If the stage isn't set, it isn't going to happen."
	LMS	"I think if they apply what they have learned right away. But in whatever way it is taught, if the kids see the advantage to that learning. That is the way it will stick in his little mind."
Mimosa Elem.	PRI	"When they apply whatever knowledge they have and they have to be brought to the point of frustration. Learning takes place when a child reaches a frustration level and wants to solve a problem . . . or get the information he wants."
	LMS	The learning needs of each student must be met. This is most effective in a small group or one-on-one. Affective, social, and personal needs are also important.
Apricot Elem.	PRI	"Some students are auditory learners, some are visual learners. . . . Many things children learn by osmosis. There are a plethora of things that come into play in the learning process."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

How Students Learn Best continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"Kids learn by doing. Kids have to have their hands on the research tools. They have to stop and analyze what they have done and are they on the right track. Kids learn best from kids."					
	PRI	"I wish I knew! The right CT with the right group of students. More by doing. Our CTs weren't taught by doing. It is hard for them to know how to do this. But little by little. I think the computer is a tremendously useful tool in assisting children to learn. It is not threatening. It has the patience of a saint. It is a tool that should be utilized."					
Jade Elem.	LMS	"Hands-on. Do it, see it. That makes it more interesting. The visual means everything."					
	PRI	"Children learn most effectively when they're excited about what they are learning . . . plus the enthusiasm of the one providing the instruction., the interest level there, then making it age appropriate." The CTs should be on a continuum of learning themselves.					
Moss Middle	LMS	"Hands-on. I cannot stand in front of a group of students and tell them about the IMPACT stations. They have to stand in front of it themselves and do the work. Punch the keys, do the searching, for them to actually learn how to do it. I think they learn individually."					
	PRI	"Students learn in many ways. It's up to that instructor to find the way that is best suited to the individual child. Some are tactile learners . . . some are oral learners only, some are combination learners. The CT has to be able to . . . analyze the student's learning track and be able to adjust instruction or amplify the instruction modes so that every child in that class can receive instruction."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

CT's Role in Instruction

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1 A CT has to be prepared, creative, and disciplined. "The CT sets the mode for the classroom."
	CT2 CTs guide instruction, guide students to discovering answers. CTs no longer lecture or deliver instruction.
	CT3 CTs should question students and structure lessons so the student is active. Some CT directed lessons are necessary.
	CT4 "I consider myself the main source of information for kids. It's all in how I present it." YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
Azure Elem.	CT1 CTs plan and facilitate instruction. "Be lazy. Let them do the thinking and the working and the cleaning up."
	CT2 "You need direct instruction . . . a happy medium." Some students can do research independently. Others need the CT's assistance.
	CT3 Students need both direct instruction and independent work with guidance.
	CT4 N/R
Turquoise Elem.	CT1 "I'm the bridge . . . the facilitator. I help them see the value of it."
	CT2 The role is a guided discovery situation. Encourage them to think and lead rather than tell them. "Some things they do need to be told."
	CT3 "I just do what's comfortable. I'm crazy . . . at times. My kids know . . . don't ever be afraid to question. You have to have self esteem."
	CT4 CT is mix of "sage on stage" and promoter of independent study learning.
Indigo Elem.	CT1 "CT presents things to children . . . opening a door." CT encourages and motivates.
	CT2 CT is guide, giving information at times. Helps child analyze work and set expectations.
	CT3 CT is a facilitator, providing guidance for students.
	CT4 CT is a guide, keeping students on task. CT needs to be inquisitive and learn, too. YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
Amber Middle	CT1 CT can be a facilitator and an instructor. Students can learn independently, or with a partner.
	CT2 CT interacts and questions students. Uses cooperative learning and relates lessons to life.
	CT3 CT is a facilitator and motivator for learning. Can encourage critical thinking.
	CT4 CTs should use a variety of techniques.
Mimosa Elem.	CT1 CT addresses each child's needs and modalities, diversifying instruction.
	CT2 CTs are transitioning to facilitative role, but it is difficult because of class size and resources.
	CT3 CT facilitates constructivist activities by students and teaches directly at times.
	CT4 CT shows students the way. "You start it off and . . . from there they start branching."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

CT's Role in Instruction continued

Cross-Case Charts

CTs

Questions 3, 4, 5

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Apricot	CT1	CT facilitates materials, inputs some knowledge, acts as helper. Needs to get kids involved and offer experiences when appropriate. She thinks continuous lecturing is boring.					
	CT2	CT is a facilitator. Students are told how to do it, then find out and do things for selves.					
	CT3	CT meets each child's needs. "You may have to give instruction ten ways."					
	CT4	CT shows love for child. "Each year I make up something new . . . like building self-esteem."					
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	CT is a facilitator. "I direct them, guide them, but they do most of the work."					
	CT2	CT is guide. "It is important to show them and give them examples before students begin task."					
	CT3	CT is a facilitator, teaching children how to teach themselves, think, and question.					
	CT4	"Facilitator."					
Jade Elem.	CT1	CT teaches groups and individuals, addressing levels and learning styles, at various times.					
	CT2	"CT is going to provide . . . everything that will make that child capable to learn."					
	CT3	"CT is a guide leading students to different kinds of things they may not have seen or explored."					
	CT4	CT is a facilitator. ""Basically, having the questions and having kids find the answers."					
Moss Middle	CT1	Role of the CT has to be developed in response to the group of students. "We have to be show people. We try to suck them into what we are teaching. . . . The CT . . . has to be the leader."					
	CT2	CT is moving from "sage on the stage to guide on the side." "I'm trying to move out of the forefront and allow them to do things cooperatively in small groups."					
	CT3	CT is facilitator but has to be in charge. "You have to be a benevolent dictator also."					
	CT4	N/R					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

CT's Role in Information Literacy Instruction

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I
Azure Elem.	LMS	"I think that CTs need to structure lessons, units, so that they place students in situations which require them to retrieve information, a; and b, evaluate it; and c, present it, and that's without rote retrieval, without snap decisions on evaluation, without regurgitation of the presentation. It's got to have some creativity to it."					
	LMS	"Their role can be an important one. If the CT buys into the fact that the media center is a part of instruction in the school and not a waiting room or a filler, then they teach the kids that 'as a CT, I am one resource and the library is another resource.'"					
	PRI	"My concern is that CTs have to be able to show students how to access information in a timely manner. It's their job to show kids how to collect data. How to put that data together. In this information age, kids have to be able to access information quickly and in a reliable manner."					
Turquoise Elem.	LMS	"It is critical as well. It should be a part of everyday curriculum. Every time that a new subject is introduced, the way to find information about that subject should go right hand-in-hand with it."					
	PRI	"They have to instill in children the love of books and reading. The LMS can stand on his head all day long. But if the CT is not providing the pleasure of literature and good reading. . . . A CT who takes them to the media center. I would say that is the biggest obstacle that a LMS has -- a CT who is not on the same level, who does not value [reading]."					
Indigo Elem.	LMS	"I see the CT as a very important player, along with the LMS. I can't instruct children in information literacy, without the collaboration of the CT. So it is an equal partnership, or it should be."					
	PRI	"I think that they do a lot of it on their own, in their own units. They may not label it the same way that we do, but they do it, they touch upon those skills. . . . To the extent that they collaborate with the LMS, they are more or less aware of those skills."					
Amber Middle	LMS	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
	LMS	"I see their role that they need to be a partner with the LMS to ensure that the students have the skills they need. I think that by working together, we can perhaps give double duty to the skills and have a better success rate. Information skills should no longer be isolated or taught by just the LMS, but should instead be incorporated into interdisciplinary teaching strategies and should go through every subject area in the school."					
	PRI	"The same as any of the adults in the building or . . . in education. They have to understand what is available, how it is done, and how it can help them become more effective as CTs. Also, the time management possibilities are great. If you use the computer wisely, you have more time to spend on the things you need to do with students."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

CT's Role in Information Literacy Instruction continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	LMS	"As the years have gone by, and they see that [information literacy] is my aim really, and that it is very important for the kids, I think they are more willing to . . . collaborate with me. So that those information skills are in their lessons. Not only built into their lessons, but we have made it a little bit more fun for their kids."					
	PRI	"Major! In order for them to complete their instruction units, they must train children to acquire information to complete the units of instruction. The means for getting that information can be acquired either through the library or in the classroom."					
Apricot Elem.	LMS	"It's a key role. I think that a CT should set up their curriculum to have activities that will create those possibilities for children to meet those objectives. I find that the library skills curriculum objectives and goals should not be strictly labeled 'library skills.' I think they should be labeled library/classroom skills or life skills. But they should be equal, I think. The CT should be equally responsible."					
	PRI	"First, become a trained person. We don't snitch on training here. We think that if CTs aren't knowledgeable, or if they fear media, then that will hamper the growth of our children. The CT has to be the model."					
		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"CTS need to learn, or work with me, to develop more specific objectives, to break down the assignments into smaller steps and smaller units. Just as I used to do with special ed. To truly know, before they go into a unit, what their specific end product is going to be, and how they are going to grade it. What rubric they are going to use. If I could do that with just one team a year, from start to finish, I will feel I have . . . there are 11 teams in this school . . . truly done a fantastic job."					
	PRI	N/R					
Jade Elem.	LMS	"Working with the LMS. Promote reading in the classroom and using the library to add to her lessons. Check out books . . . if they are studying reptiles, to have a whole array of reptile books in the classroom to show that there are other sources you can use other than their science [text] books."					
	PRI	"The CT is the catalyst, based on what the project is, for the child to go into the media center, to get on the computer and search and be able to synthesize that final product for the CT. Also to be able to evaluate other work that has been done in the particular area."					
Moss Middle	LMS	"I think there is one of attitude to start with. The CT has to present an attitude to their students that they regard media information as important, and that we're partners in any and every subject in the building."					
	PRI	"I see the CT as guiding the student toward [information literacy]. As themselves being a resource, in addition to the machinery. Making sure that students understand that they should no longer depend on this human being for all of the knowledge."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.
N/R indicates no response.

LMS's Role in Instruction

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1 N/R
	CT2 The LMS is an idea person. "I see her as an incredibly rich resource . . . as support."
	CT3 N/R
	CT4 The LMS acts as clarifier, enhancer, back-up. "They can help them find more information on something we have been discussing, to clarify a point." YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
Azure Elem.	CT1 "To make the written word interesting."
	CT2 The LMS needs to teach students. They need to feel comfortable in the library.
	CT3 The LMS reads to them, introduces them to quality literature, and helps the CT.
	CT4 N/R
Turquoise Elem.	CT1 The LMS would be a facilitator in a more limited function. "But she does have the influence that I do."
	CT2 LMS needs to be flexible, motivating, and open to kids. "She needs to present information through all the media in the most interesting way possible."
	CT3 "She almost has to be a leader and that person we can fall back on. We have to feel as comfortable with her as she is with us."
	CT4 "Active."
Indigo Elem.	CT1 LMS introduces books and technology. "Make it a pleasant place to be and a pleasant process."
	CT2 LMS helps CT and children with research, encouraging them, and introduces new literature.
	CT3 LMS is a facilitator. "If specific skills need to be instructed, he or she would do so."
	CT4 LMS provides support for CT, pulls resources together, and provides direct instruction at times. YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
Amber Middle	CT1 LMS teaches students and CTs how to find the right books, how to find information, how to take notes, synthesize them, and produce something.
	CT2 LMS instructs, so it is important that he or she is experienced at teaching.
	CT3 N/R
	CT4 N/R
Mimosa Elem.	CT1 LMS reads stories, role-playing and involving students in the activity.
	CT2 The LMS has knowledge of resources and acts as a partner. "She's a para-professional in a sense of a person coming along side and helping."
	CT3 "She's the link between the information that we have to bring to our children and the fact that it goes to those children. She's that link."
	CT4 The LMS can reinforce anything that the child does not understand. She provides a different way of learning something.

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the programs for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

LMS's Role in Instruction continued

Cross-Case Charts

CTs

Questions 3, 4, 5

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Apricot Elem.	CT1	Her role is the same as the CTs, including some direct instruction. "Offer the kids experience, offer them the knowledge, offer them the help, offer them the materials, then guide them along."					
	CT2	LMS facilitates and directs students and CTs. "CTs will always need the help of the LMS."					
	CT3	"Her role is to be there for the CTs." LMS works with the whole school.					
	CT4	LMS informs CTs of materials, develops library promotions, plans with CTs, and provides direct instruction for students at times, with the CT present.					
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	LMS introduces materials to CTs and assists them. LMS teaches students directly at times.					
	CT2	LMS is a guide, just as CTs are.					
	CT3	LMS teaches CTs about resources and how to use them, then CT and LMS teach students. When a class goes to the library, both can assist students.					
	CT4	LMS helps CT. When a class is in the library, both help students.					
Jade Elem.	CT1	LMS's role is the same as the CTs. "He or she is still a CT."					
	CT2	LMS assists others with books and technology.					
	CT3	"She is there to open their minds to different materials and different types of research that are available to them."					
	CT4	LMS is a facilitator and resource person for students and CTs. "It adds if she is a creative person to help the CT find the best ways to supplement their lessons."					
Moss Middle	CT1	LMS's role is to supplement with her expertise. "Her role would be to do the CBC part ... the application side."					
	CT2	LMS provides resources and instruction for students and CTs. "She allows me to branch away from something I'm doing into something else. She can also coordinate between 2 or 3 of us [CTs]."					
	CT3	LMS's role is to organize resources, work with students, and train CTs in use of resources.					
	CT4	N/R					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

LMS's Role in Instruction

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I
Azure Elem.	LMS1	N/R					
	LMS2	"The LMS's role is the salad maker . . . or the jigsaw fixer. We have to take all the pieces and put them together so that what the CT has demonstrated, what the child is learning, we provide the glue to help stick it together. . . . The LMS . . . provides the technology resources, the print, nonprint, so that each one can come to a very good conclusion."					
	PRI	"The LMS's role is a support person. Always one of support. She can give suggestion and direction but it should be in support of planning that has already been done with the best interest of the child in mind. I do get many quality ideas from my LMS because she is a forward-thinking person. Her main job is to support instruction that is already being initiated in the classroom."					
Turquoise Elem.	LMS	"She needs to be in close contact with the CT and if they plan together, the CT can say, 'No, doing it that way will not work for my children.'" In that way, she can help the LMS. She also has to be welcoming. The kids have to feel comfortable in asking for information."					
	PRI	"The LMS is the hub. She should be the most important person in that school. She should be in every curricular decision in that school. She needs to know our CBC to a T . . . the objectives of every single grade . . . To know what resources you have to match those needs."					
	LMS	"When instructing students, you've got to have a purpose. You've got to want them to buy into that purpose, so it becomes their purpose, not yours. Then you become the facilitator who helps them find information, not the lecturer that imparts information."					
Indigo Elem.	PRI	"The LMS can work side by side with the CT. They can plan collaboratively and perhaps a lot more creatively for activity-based instruction. They can share instructional responsibilities and can be team CTs. The LMS can do a great deal with authentic instruction, and can even be the catalyst for that kind of assessment process."					
		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Amber Middle	LMS	N/R					
	PRI	N/R					
Mimosa Elem.	LMS	"I see my role, basically, as an enrichment. The CTs don't have time to do the research. They don't see the professional journals that come through, as we do. Definitely, to get in there those information skills."					
	PRI	"She's part of the collaborative team, instruction, basically. Secondly is to provide the physical facility where the needs of the CTs . . . the information and literature needs of children are met. The object is everyone is a facilitator."					
Apricot Elem.	LMS	"I believe the LMS is a curriculum designer, is a CT . . . or should be more than a manager of resources. That person should be an instructional leader and a deliverer of instruction."					
	PRI	"To manage the manager! The role of the LMS is as important as any CEO when it comes to curriculum." In this school, many activities go on at once in the library media center.					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

LMS's Role in Instruction continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"I see it as support in helping CTs find and make use of the resources that are available. To plug them into their CBC's . . . so that CTs can provide a more engaging lesson. I see it as, when needed, sharing the role of the lesson . . . sharing responsibility for student learning. Giving that direct instruction time is tough, with the ratio in the middle school."					
	PRI	N/R					
Jade Elem.	LMS	Holistic. Integrated instruction. "That's how I always taught in the classroom. I think that's why I burned out so quickly. . . . It's hard work."					
	PRI	"I believe that the LMS takes on that very same role as the CT. Their classrooms are just in different parts of the building. She is an educator; she is a CT. Sometimes she just uses different tools. Sometimes it's just a matter of where she comes into play."					
Moss Middle	LMS	"I regard myself, in many instances, as support personnel. I am a CT but I am here to support the curriculum for all areas. I am another one of those supplementary resources that are available to CTs. It's another resource that's not being as well taken advantage of as it should be, unfortunately."					
	PRI	N/R					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.
N/R indicates no response.

Importance of Information Literacy

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1 "It is vital. It is as vital to their learning as typewriting is to a secretary."
	CT2 "Of supreme importance. I think that needs to be the focus of what we should be doing, teaching children to find out."
	CT3 "It is vital. We are in a do-it-yourself world. You have to be able to formulate questions, find information, produce some kind of answer to your question."
	CT4 "Literacy is THE most important thing."
Azure Elem.	YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	CT1 "It is the utmost. We can teach, but a child has to be able to perform and find things on their own. I can never teach them everything they need to know. Not just for jobs, but for themselves."
	CT2 "Very important."
	CT3 "I've heard that what a child learns is not that important. Learning where to find the information is important."
Turquoise Elem.	CT4 "Very important. . . . They are learning how to use the library."
	CT1 "It's very important because it is something you use every day. We live in a society where you have to know what is going on. You have to be able to access information."
	CT2 "Very important. At the top of the list. Too many people my age went through school without these skills. I didn't get them until later. These kids are learning so much right now."
	CT3 "It's important, especially nowadays. Things are not the same. Now it's computerized and they have to be computer literate."
Indigo Elem.	CT4 N/R
	CT1 "They are among the most important. Because we can't teach children everything any more. We have to teach them how to find what they need."
	CT2 "It is important, because all of their lives, they are going to be doing research."
	CT3 "I think it is essential, especially in today's world. Absolutely."
Amber Middle	CT4 "Information is not any good unless you know how to find it. . . . So much of the information now is technologically driven."
	YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	CT1 "If we teach children every year how they can access information, how they can process information, then eventually they will be on their own, able to find whatever they want."
	CT2 This CT feels that information literacy is very important and is included in language arts plans.
	CT3 "[Students] need to be very familiar with the library and how to use it."
	CT4 She indicated that it is of the utmost importance that middle school students learn information literacy skills now, especially because of the amount of information that is available on computers.

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.
N/R indicates no response.

Importance of Information Literacy continued

Cross-Case Charts

CTs

Questions 3, 4, 5

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	CT1	"It's extremely important. That's the only way that they can go to a media center and use it effectively. . . . So many students are lacking in those skills."					
	CT2	"It's very important. [We are encouraging students to] have inquisitive minds and find information for themselves. If they leave elementary and don't know, they are going to be in trouble."					
	CT3	"I think it is a must because CTs . . . are not just here to give information, but we need to teach the children how to find information on their own. We have to be facilitators and prepare them."					
	CT4	"It is very important. If they don't get the basic education, it'll make it very difficult."					
Apricot Elem.	CT1	"That's something they are going to use through their whole lifetime."					
	CT2	"It is very important because ways they find information today is not the same way that I found information when I went to school. All I did was . . . to go to an encyclopedia."					
	CT3	"It's very important because a long time ago . . . a library was just to check out books and read books. There's so much more involved. . . . That's what they need to survive."					
	CT4	"The most important. Reading is the key to success, because everything requires reading."					
	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	"That is very important. Students need to know quite a bit of information in all fields. Be able to gather information. Locate specific information."					
	CT2	"I think as much technology as there is now, students need to learn as much about everything they can whenever they can."					
	CT3	"They don't have the skills. One of our CTs told them to do some research on their own. Half of them said they didn't know how. . . . It is something that is needed."					
	CT4	"That's the first thing they cover in 6th grade when they walk in the building. [The LMS] goes through a whole library orientation with them. They do at least one book report."					
Jade Elem.	CT1	"That's extremely important. We work with our students all the time on that."					
	CT2	"It's important to me because first grade skills for the library is to know certain things within the library ."					
	CT3	"I think it is very important. The library is the center of all information. They could come here and become aware of everything that is happening in the world all around them."					
	CT4	"Very important. . . . In first grade, we'll ask them [about the title page]. Everyone should start building information literacy. They know that everything has a place."					
Moss Middle	CT1	"It's very important for them to know where they can get information. . . . That someone doesn't have to give you the answer, you can find the answer yourself."					
	CT2	"I think there are two components to great education and both of them are associated with the library media. They are inseparable. Those two components would be where to find all the answers and how to think for yourself."					
	CT3	"Very important. We're living in a technological age. We're working with students who are clueless about anything except video games. It's especially important in an area where kids are not culturally aware."					
	CT4	"I assume this means that they want to find out about a particular topic and being able to utilize the materials to get that information. The mechanics of coming in here, using the computer, we all have to work cooperative on that."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Importance of Information Literacy

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

**Cerise
Elem.**

LMS "[I] and my faculty think it's very, very important. There is so much information out there that if we don't teach the kids how to find what they need . . . they will never be active learners. Part of our school's mission is to get the kids to know how to find information, where to go, how to find it, and decide what is important to them."

PRI N/R

YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I

**Azure
Elem.**

LMS 1 "It is essential. I don't see any way that students are going to become functioning members of society unless they can retrieve and use information. Now [students] have to be able to discriminate [and] present information. I think that's probably our new frontier."

LMS 2 "It's very important. The old was you gave information to students. Today . . . you have to tell them where they can find the information because [it] changes so quickly."

PRI "I think information literacy is key. To have a question and not know how to answer it except to ask someone else cripples a person. Kids . . . should be able to look it up, go and find it, not ask someone else. That enables a person to access information anywhere, even on the Internet."

**Turquoise
Elem.**

LMS "It is critical. They have to have it. They won't function in this world without it. It's all the information that is available, and so many ways of achieving that information, and using that information. They have to have the skills at an early age."

PRI "That's a basic skill. I told every one of my LMSs, 'You need to work with CTs to make them understand that children need these skills to survive now and when they get to middle school, senior high and college.' CTs need to understand that you must have contact with these children . . . to deliver these skills. They need to reinforce what you do and be able to work with you."

**Indigo
Elem.**

LMS Students absolutely must develop information literacy. "For survival in tomorrow's world, for self-expression, for the job market. Being able to find what they need. Being able to apply what they have learned."

PRI "It is very important for them to develop information literacy. But I think the only way that it will be achieved is by linking it to the subject area curriculum. I don't think it's valuable or appropriate to teach it as a unit unto itself."

YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II

**Amber
Middle**

LMS "I think it is very important, because if we expect them to be lifelong learners and able to access, process, and use information, then we must give them the tools they need in order to do that. At the alarming rate that information is changing, we can no longer teach students a rote body of information. They have to be able to get it as they need it, so they can make educated decisions."

PRI "I think it is very important, particularly since we are in a cyber age. Information that was unattainable a year ago . . . is pretty much at the fingertips. Not only from local sources, but from national and international sources. It is essential that we all become aware of those available sources. I think the students are probably more comfortable with this than we . . . adults."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year 1 schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

Importance of Information Literacy continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	LMS	"At our level, it is by far more important for kids to know how to find it than the information itself. If some of it sticks, fine. The knowledge of how to find it is more important."						
	PRI	"It's a major concern for me because of our technology in that the means of acquiring that information has changed considerable. We now have the Internet in the library which children can access and various other 21st century technologies."						
Apricot Elem.	LMS	"I think it is imperative in the world we live in today. For [students] to know how to go about tackling all of the myriad of problems that they are going to have in their lives. How they can find resources to solve those problems."						
	PRI	"That is the base of today's students' education. That is the foundation that is the be all and the end all. The children of today . . . have information that we would not have had access to until preteen."						
Emerald Middle	LMS	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
		"Vitaly important. I get very frustrated when I have 8th graders who don't know how to use the index in a book. They still don't understand the difference between a subject . . . title . . . and author search. In my opinion, they can't survive without being able to glean from the masses of information they get, the specific information they need."						
Jade Elem.	PRI	"Probably the single most important thing in today's world. It's going to make the difference in being a 'have' or 'have not,' being able to get decent employment, not being able to access it. Being able to access higher education, not being able to access it. There's a lot I would give up . . . it's the single most important thing for our students to have before they leave public education. There's only a finite pot of dollars. This will make a difference in their lives."						
	LMS	"Very important. They have to be able to look up information on their own. Once they move on to middle school and high school, more and more research is demanded of them. Just for basic everyday living, sometimes you need to find a certain answer to something."						
Moss Middle	PRI	"Now in the age of technology, I think it is more important than ever. Our LMS does meet with every single group at the appropriate age to show how the IMPACT catalog is used and then, based on those skills, they jump into research to enhance the instruction that is going on in the classroom."						
	LMS	"I think it is outstandingly important. It's most evident when students come here seeking information and don't have the skills to locate it."						
	PRI	"This is our focus for the 21st century. We have no choice but to provide students [with these skills]."						

CT 1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Definition of Collaborative Planning

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1	The CT and the LMS work together to develop lessons in advance, planning for students to use the library. If students are doing research, the LMS will present a lesson for them.
	CT2	"It's a give and take of ideas. One person has something they want to do and the other will expand on it, so that you are bouncing off of each other."
	CT3	"It's a dynamic, fluid relationship, creative relationship, between two professionals."
	CT4	"The LMS writes up the lesson for you, gives you a copy to put in your lesson plan book."
Azure Elem.		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	CT1	CT and LMS sit together; CT describes needs, LMS gives resources. They discuss topic and find solutions.
	CT2	LMS and CT plan together on unit, using media resources and CT's materials.
	CT3	CT and LMS share ideas, opening up possibilities CT had not thought of.
Turquoise Elem.	CT4	LMS and CT working together for the same goal, the same outcomes.
	CT1	"We come to the table with the same goals, for the student to walk away with some skill or knowledge." LMS brings knowledge of resources and CT brings knowledge of students, their interests, and the learning task. "Then we mesh things together."
	CT2	"Collaborative planning is a meeting of the minds. You have to talk to each other, get together, brainstorm. One good idea usually begets another."
	CT3	CT goes to LMS with unit, then they sit and brainstorm with CBC objectives.
Indigo Elem.	CT4	CT determines topic, then meets with LMS to see how she can help.
	CT1	"A CT and the LMS working together to develop a unit of study using whatever is available to both of them to provide a better learning experience for the children."
	CT2	CT and the LMS sit down, deciding on the goal, then work together planning the unit.
	CT3	CT and LMS discuss instructional unit, sometimes at start of planning the unit. CT asks for suggestions for the unit and resources to use.
Amber Middle	CT4	CT and LMS bounce ideas off of each other. LMS asks CT about direction of unit and CT asks for resources to be used by students and himself.
		YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	CT1	"The process depends on how familiar with collaboration the CT is." The inexperienced CT brings a unit to the LMS and asks for assistance. The experienced CT brings just an idea to plan the unit with the LMS.
	CT2	CT and LMS meet together to work on an instructional idea. Sessions are scheduled in the library, CT asks about materials, and LMS responds. Both ideas and specifics are discussed.
	CT3	"Having a lot of communication with the LMS and working closely with her. Making sure I knew what was in the library."
	CT4	LMS and CTs sit down to discuss subjects to be taught. Information is pulled out and decisions made about what students will do during unit.

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Definition of Collaborative Planning continued

Cross-Case Charts

CTs

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	CT1	"Tapping or using the school's complete potential, because the LMS . . . is the keeper of all of our stored wealth with so many of us really unaware that we have so many things."					
	CT2	"A sharing of ideas and . . . resources."					
	CT3	"A time when a group of people sit down , brainstorm and discuss different avenues to take to bring a good lesson to children that includes different kinds of materials [and] approaches."					
	CT4	"It's very essential. If there's something I need in extra materials, I know I can find it there."					
Apricot Elem.	CT1	"You definitely have to meet. Talk about your ideas and then develop them."					
	CT2	"It is an opportunity for CTs who share the same ideas to get together and work out the kinks. To write down, to experiment, to explore, and finally to refine ideas, concepts, practices. Anything that would be given to students in the form of instruction and/or assignments."					
	CT3	Planning between the LMS and a CT, which is sometimes formal and other times informal. "Sometimes I catch her in the hallway and say, 'This is what I am doing. Do you have any ideas or input?'"					
	CT4	"Working together to share our expertise and successful techniques."					
Emerald Middle		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
	CT1	The LMS and CTs coming together. "We come together and we inform her what we are doing about themes. She shares . . . what we have available. She uses her expertise."					
	CT2	"Working together to create plans that help teach students. The key . . . is working together."					
	CT3	"When the LMS and CT plan or work on a unit together so that it is beneficial to the CT and student. So that the CT is aware of the resources that [are available in the library]."					
Jade Elem.	CT4	"We come with a set theme in mind and she will help us. . . . We set up a time for our kids to come down and use the catalog . . . and the encyclopedias and how to."					
	CT1	"Collaborative planning is a meeting of the minds with our LMS and CTs. . . . It is bringing together skills that all of the children will learn from." The LMS and CT are learning.					
	CT2	"Working as a team. Just like the spokes in a wheel."					
	CT3	"It's sitting down and together coming up with ideas that will benefit the student. Both from her specialty and from the CT's point of view."					
Moss Middle	CT4	"I'm sitting down . . . and discussing what's going on in the classroom, where the kids are, and what they need and coming up with ways to teach those skills."					
	CT1	"Being able to work together. . . . The CT coming up with the unit they want to do and the LMS being able to supplement the resources and the how-to's."					
	CT2	"It's working together toward the same goal. . . . It's brainstorming to solve the problem."					
	CT3	"Networking. . . sharing what has worked. Being brave and trying something with each other."					
	CT4	"For the LMS to make me aware of the information and resources that she has pertinent to my topic. To do a little inservice on me with the technology involved."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Definition of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR I	YEAR I	YEAR I	YEAR I	YEAR I	YEAR I
Azure Elem.	LMS 1	"It's networking, probably at it's most sophisticated. I think that collaborative planning has levels. The lowest is coming in for materials up to structuring the whole school's curriculum. It's important to note that collaborative planning does not always have to be CT-generated. . . . Sometimes the LMS ought to be the initiator."					
	LMS 2	"It's a tedious task, because the CT has to be willing to relinquish power to a degree and say, 'I need help.' The LMS must be open to say that I have the resources, but I am not the sole administrator of the resources. If the two parties are confident in their abilities . . . [and] work toward improving the life of the child, it works smoothly."					
	PRI	"I would define it as a dual effort on the part of professionals to establish appropriate curriculum and instruction [for] their students."					
Turquoise Elem.	LMS	"Letting the CT know that you are there to help them. Sitting down with them, discuss what they want their children to learn. Giving ideas as to how it can be presented to the children and different outcomes of instruction. Providing materials . . . sharing . . . working together. I think kids have to see them as a team, not as two separate entities."					
	PRI	"Collaborative planning is the mutual effort of many team players with the same goal during a specific time with no boundaries, trying to bring together the entire curriculum."					
Indigo Elem.	LMS	"Collaborative planning is certainly a sharing. It means a give and take on both parts, all parts if there is a larger group than two people, all of who share an equal responsibility in developing the plan, the curriculum, the lesson, whatever the objective may be."					
	PRI	"Sitting down together and making decisions together and planning a unit of instruction from beginning to end. That is not to say that the LMS has equal responsibilities in terms of day-to-day delivery of that unit, but certainly conceptualizing the unit as an entity, as an instructional process. Now I don't think that in very many cases we really achieve that, but I think that is the goal."					
Amber Middle	LMS	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
		"Two professionals working together for one common goal. Where together they devise the objectives that they want students to learn, both information skill objectives and subject area objectives. Then they devise activities for those objectives and measurable outcomes, so that they are not only planning the lesson, but evaluating it together."					
	PRI	"It has to be information going on a two-way street. There has to be a give and take. There has to be an understanding of what the needs are. And what resources the LMS can make available to assist those CTs meet those needs. I believe the LMS's role is to assist the CT. The CT is the one who is in the classroom with the students. They are the ones who understand and direct the instructional program. The LMS is the kind of person who wants to assist CTs."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year II schools for one year.

Definition of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	LMS	"It is a meeting of CTs and LMSs to provide the best possible instruction for the kids. And not limited to what either one of us can do, but what we can do together for the kids. I love it. It has freed me from the boredom of just information skills [in isolation], that I knew very well meant nothing. It has allowed me to have a lot of fun and learn a lot."					
	PRI	"First of all, they must be physically together while planning is taking place. When the CTs, using their CBC objectives, develop a unit of instruction with the LMS there while this process is occurring. The LMS is to offer input as to what services she can provide and to answer any questions that might be raised by the CTs."					
Apricot Elem.	LMS	"It should be two professionals coming together, coming to a consensus as to what the educational goals are for the students. Identifying the needs . . . and how best to address them. The LMS coming up with resources that would enhance the activities that the CT has selected to present, whether it is in the classroom exclusively or . . . in the media center or in both places. The collaborative effort should not fall on the shoulders of one or another. It should be together. It should be open communication between the two people or several people involved."					
	PRI	"I see my LMS in the hall and say, 'We have to plug mathematics for the next two weeks because of the competition.' By the time I make the rounds and come back, that counter is full of every kind of circle and animals that are shaped. That's what it is all about, being on the same page in the same book at the same time. She has to be part of whatever, from the ground floor up. Begin planning in the media center with the LMS."					
Emerald Middle	LMS	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
		"Teamwork. Sharing ideas. I don't have all the answers. Never will. And the CTs don't have all the ideas. Just talking, sharing ideas. Listening to what people want. Thinking about what I can do to help them. What they can help me do in getting my job done."					
Jade Elem.	LMS	N/R					
	PRI	"Working together towards the same goal where you develop a means to an end. You look at the CT's objective and develop a plan to meet that specific objective."					
Moss Middle	LMS	"From the education I received from the Library Power Grant, I would describe it as being the development of . . . actually, the goal of where we want the students to be at the end of instruction. In watching it work, I've noticed that if everyone can have a clear focus on what they want the students to actually be able to do, and the relevancy of that to their education, then from there, working almost backwards, everything seems to fall into place and what kind of activities should lead up to that."					
	PRI	"Ideally, when a CT is planning a unit or lesson, they would regard me, and the materials which are in here, as something to add to that . . . to further keep up the interests of the students. They would see me before they get into the unit and say, 'Here's what I am going to be doing.' [The CT] will let me know what assignments can be done in here and when students are likely to need materials. A lot of times, what it boils down to is, 'I just taught a unit on thus and so. Do you have a video that will go with it?'"					
	PRI	"It should be shared. Shared in the exchange of information and instructional planning. One should not be more dominant than another. The ideal thing is for them to equally share the instructional planning although the CT is responsible, ultimately, for it, but the LMS also can suggest more creative ways to present a lesson. The CT needs to be able to listen and incorporate these ideas that have been given by the LMS."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year II schools for one year.

Advantages of Collaborative Planning

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	<p>CT1 "It makes teaching and learning much easier for the CT. It takes a lot of the pressure off. It helps the CT to be more creative. It is always instrumental to have another person's viewpoint."</p> <p>CT2 "Being able to pull on someone else's experience and knowledge and background."</p> <p>CT3 "Additional resources. Just another brain and pair of eyes and ears to help refine a lesson and really make it better."</p> <p>CT4 "Someone else to brainstorm with. . . . ideas of how to attack a topic, how to address it. It even saves you planning time. It gets the kids more interested, helps them develop skills."</p> <p style="text-align: center;">YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I</p>
Azure Elem.	<p>CT1 "Increases resources, methods. Start think more professionally."</p> <p>CT2 "Two minds are better than one. I might come up with a unit or theme but [the LMSs] might come up with other ideas and you have tripled the resources here."</p> <p>CT3 "It just opens up so many ideas. It makes the lesson so much more fun for the children and me."</p> <p>CT4 "Improvement of the skills of the students. Improved learning. Enjoying what they are doing."</p>
Turquoise Elem.	<p>CT1 "Two heads are better than one. They could give their own ideas of something I probably wouldn't have thought of."</p> <p>CT2 "Two heads are better than 1, 3 heads are better than 1. CTs need to get together and talk and compare ideas, discuss what works, and come up with new ideas."</p> <p>CT3 "Two heads are better than one . . . especially with the media center."</p> <p>CT4 "More ideas. . . . I had no idea when I first mentioned this to her that she had plans and objectives that she could go to work on and work with the children on."</p>
Indigo Elem.	<p>CT1 "The advantage is that the children get more use out of the media center. The CT will also have much more materials to work with. Plus a person to bounce ideas off."</p> <p>CT2 "A much broader view. Much more insight into my materials. New ideas of ways to present things. Access to more materials and more knowledge."</p> <p>CT3 "Everybody has something to share. . . . Certainly the students will benefit. I learn something."</p> <p>CT4 "We get a lot more ideas. So many times your best ideas come from other people."</p> <p style="text-align: center;">YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II</p>
Amber Middle	<p>CT1 "The networking idea. That you are getting some other ideas and refreshing your ideas. Seeing things in a different way." It is a learning experience for CTs.</p> <p>CT2 Two brains address the instructional issues. The LMS doesn't know the kids, so benefits from working with the CT.</p> <p>CT3 "It is good for the students because they are going to hear it from four different CTs."</p> <p>CT4 "It takes the monkey off my back. It's getting someone else's view, looking at things in a different light. It enhances the instruction."</p>

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Advantages of Collaborative Planning continued

Cross-Case Charts

CTs

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	CT1	"You don't just depend on your own knowledge and information and creativity. You have the same of the people around you. It brings the student the best learning experience he could get."					
	CT2	"Two heads are better than one. Since this is her field, she will be able to give me her expertise. She's also an educator and will sometimes give me information and teach me something."					
	CT3	"We are enriched by our colleagues' ideas and what they bring to the meeting."					
	CT4	"Your lesson improves. You have so many materials, so many things that you can incorporate into your lesson, that will make your instruction much better."					
Apricot Elem.	CT1	"To get more ideas from other people. You also are able to discuss things that work and things that don't work."					
	CT2	"You have a second opinion there and when you go about making your decisions on what to do and how to do it, you feel more comfortable. It makes me feel . . . more confident."					
	CT3	"Planning ahead. Being prepared and knowing what you are doing, where you are going."					
	CT4	Advantages are getting new ideas from others including different materials to use in lessons.					
		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	"I see that person bringing in many areas of expertise that the CT may not be familiar with. I see the CT enlightening and enhancing the LMS as far as classes using the library."					
	CT2	"I found it so helpful. I really had no idea that LMSs could help CTs that way. I don't want to insult LMSs, but I didn't realize that they knew so much."					
	CT3	"The advantages are for the CT that she has a lot more resources. It's also advantageous for students. They now have the resources available to them."					
	CT4	"The more people involved that are knowledgeable, the more the kids are going to be able to learn. I guarantee that the LMS knows something that I don't know. So we learn from each other."					
Jade Elem.	CT1	"I know a lot of things. My teammates bring in new ideas. We have younger CTs who are bringing in new ideas. The LMS is aware of multimedia materials. . . It is really a team effort."					
	CT2	"More information. The children get the best of the services."					
	CT3	"You are getting ideas not only from different CTs but also from the LMS. You are sharing ideas."					
	CT4	"It's a lot more fun than doing things on your own. We team teach what we are planning. The kids get excited about it. . . They are learning and they don't even realize it."					
Moss Middle	CT1	"You don't have to do it yourself. Two heads are better than one."					
	CT2	"The more people that are interested in a topic the better. The best thing about it is that the kids want some continuity and when they can go from one place to the next . . . they think they are getting a bargain. Their knowledge is applicable in other places."					
	CT3	"Getting the best. Knowing what doesn't work. Learning a new way to do something."					
	CT4	"Gets you out of the routine of doing what you've always done. It makes you aware of new things coming, new trends, new strategies that are out there."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Advantages of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

Cerise Elem.	LMS	"Definitely know what assignments the students have. . . . Even for ordering materials later on in the future. And I get to know the kids when I have their classes for 3 or 4 classes in a week. I know what they know and can do and kids that can help each other."
	PRI	"Why collaboratively plan? Everybody knows . . . that you have some strong and some not so strong CTs on your staff. I think that we can help each other more than we know by doing this kind of thing. I think we help the less strong CT by sharing ideas with them and giving them a little bit more confidence to go out on their own. And what is the bottom line? Kids. Whether it is test scores that go up. Whether it's kids are reading more. Whether it is Stories Under the Stars, where parents bring kids at night."
YEAR II YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I		
Azure Elem.	LMS1	"When I first heard of it, it just made so much sense, that I can't believe we didn't always do it. The advantages are that it maximizes the use of resources. It maximizes the impact of the amount of time that CTs and LMSs put in . . . it shows in the quality of both instruction and in the product. It gives students an opportunity to have a diverse approach to instruction. It has a lot of the advantages of the old team teaching. Two or more heads can usually be more creative than one."
	LMS2	"For those of us who are crazy enough to do extra things, it gives us more opportunities to use the media center."
	PRI	"It enhances the quality of instruction. Students are given access to a greater amount of information. CTs are enable to present more valid information. It's a time-saver in terms of CTs . . . just one person researching takes more time. It helps to avoid duplication of effort and services. It's very helpful in the management of instruction."
Turquoise Elem.	LMS	"The skills that I have to teach the students as my job are combined with the skills they are learning in the classroom, so that it makes sense to them. Hopefully they understand how to use them and when to use them and will want to use them all the more. It will be relevant for them."
	PRI	"In Dade County schools we have so many things that we have to do. If we collaborate, the load will be more attainable and lighter. I don't see how we can survive without working together. I wish that Dade County schools could make it a directive. It is a habit that should be instilled in rookies."
Indigo Elem.	LMS	"The first advantages are for the student . . . the instruction becomes so much more meaningful and realistic. If we are truly providing the ability to locate information, it has to be a skill that is developed in a real situation. The other important advantage is from the CTs' standpoints We share information, we share knowledge, we share teaching styles, as well as children."
	PRI	"The stimulation of creativity, the bringing of different skills and talents. Experience. I think it stimulates the use of resources and the use of strategies that might not otherwise be tapped."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Advantages of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Amber Middle	LMS	"The impact of student achievement. Also, I think it promotes professionalism. It reduces the workload of both the CT and the LMS, because you are sharing in the activities. Another reason is that the media center belongs more to the school, through collaborative planning. It isn't viewed as the LMS's. We can use the same materials . . . lessons . . . activities over and over again. So you don't have to reinvent the wheel. We can just take out these interdisciplinary units and adapt them."					
	PRI	"You get buy-in by all the people. If all the parties are involved in the planning, it's a lot easier for them to buy into it. It's a lot harder for them to say, 'This is a terrible idea. I don't want to do it.' Because they had at least some part in planning it, even if it was a passive part. It's harder for them to bad-mouth it, or ignore it. The other part is you generally get better ideas when more people are thinking about it."					
Mimosa Elem.	LMS	"As I see the kids now, when they come to the library, managing their way around it so well. There are kids teaching CTs how to do this stuff."					
	PRI	"Their teaching becomes more effective as a result. The sharing of ideas. It empowers CTs to make decisions at their grade level and provides the opportunity for them to plan together. It facilitates things to happen."					
Apricot Elem.	LMS	"I think the students are going to get better service. Students are going to enjoy and get more out of their activity if it's integrated to what they are doing in the classroom. I enjoy watching students when they can integrate and bring in all the different parts, resources and activities that relate to one topic. There are other people who have an advantage. Obviously, the educators. If we come together, it just makes sense."					
	PRI	"You have one mission. . . Everything hinges on every adult here doing collaborative planning. . . Everyone here knows that the purpose of whatever we do here is for the good of that child so he can get to the media center."					
Emerald Middle	LMS	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
	LMS	"Kids will definitely benefit as the years go on and more LMSs work to collaboratively plan. Students will become more and more information literate. . . CTs will find that they are not looking at the same report they've looked at for the last 12 years. They will find it is easier for them to be creative. The teaching will become easier again."					
Jade Elem.	PRI	N/R					
	LMS	"The kids will learn more because you have the expertise of two CTs. Two different teaching styles so it will benefit those students who need those certain teaching styles. I think there is more one-to-one with students so they are able to have more questions and more feedback. Then the library opens up a whole array of resources you can use."					
Moss Middle	PRI	"Whenever you bring together a group of educators . . . there is going to be some interesting brainstorming going on. It's not one CT that meets with the LMS here, although that does happen from time to time. It's usually the grade group meeting with the LMS and everyone talking about what they are able to contribute, what their role is going to be in the process."					
	LMS	"The children will get so much more out of whatever the unit might be. I'm an explainer . . . I would bring in movies or whatever else it took for them to understand."					
	PRI	"The advantages are that there is more communication [among] the faculty. . . There will probably be more varied approaches to instruction in a classroom because of it."					

CT1 and CT2 attended Library Power inservices; CT3 and CT 4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

Disadvantages of Collaborative Planning

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1	"If the CT and the LMS didn't work well together. In this school, I don't find that to be a problem."
	CT2	"No."
	CT3	"Takes more time."
	CT4	"Not as yet."
Azure Elem.		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	CT1	"It is time-consuming. I don't complain about that, but others do."
	CT2	"The time to sit and plan. This is a big school. We have a big faculty."
	CT3	"It takes time. And like I can't take them home with me to sit around and talk with me."
Turquoise Elem.	CT4	"Time! It has got to be time."
	CT1	"It's hard for me to get to that oneness . . . that closeness with people where we can depend on each other like that. The time needed to develop that relationship."
	CT2	"The time to do it. The meeting time was wonderful when our classes were covered."
	CT3	Being forced to implement instructional units on a timeline would be a disadvantage. "Everyone has their own way of doing things. We know we will teach planets this certain nine weeks when we want to get to it."
Indigo Elem.	CT4	"Not really."
	CT1	"No."
	CT2	"No! Except time. You feel like you want to follow up but just never connect."
	CT3	"Time."
Amber Middle	CT4	"Time. You have to first of all find and make the time to do it. We moved to block scheduling but that doesn't even work very well, because too many other duties and responsibilities are vieing for time." YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	CT1	"Not when you are working with positive people. The disadvantage is when you are working with teams and there are people on the team that don't want to be part of the team."
	CT2	"No."
	CT3	"CTs who don't want to cooperate. That can be a negative thing. You have people who don't want to change and want to do do things their own way. And organizing it and getting CTs to buy into it."
Mimosa Elem.	CT4	She reports there are no disadvantages to planning, but perhaps the outcomes of the planning.
	CT1	"Not yet."
	CT2	"No. Not unless you know it all."
	CT3	"There are times when not everybody participates 100% and gives 100% during the planning sessions but I think in good faith we can work those things out."
	CT4	"No."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Disadvantages of Collaborative Planning continued

Cross-Case Charts

CTs

Questions 3, 4, 5

Apricot Elem.	CT1 "Sometimes it could be time-consuming, but most of the time, after you see the outcome, it is worth it."
	CT2 "The amount of time . . . to reach an agreement."
	CT3 No disadvantages have been noted yet.
	CT4 This CT found no disadvantages. However, a mandatory grade level planning hour is set weekly, which she does not like. She would prefer a flexible grade level meeting time. YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III YEAR III
Emerald Middle	CT1 "We just need more time to plan. She is so busy. We're busy. Some CTs teach six periods."
	CT2 "Not yet."
	CT3 "I just wish we had more time. We sneak in hours to get the time you need. Once you start doing it, you want more. This really works!"
	CT4 "No."
Jade Elem.	CT1 "Not really. If there are, advantages outweigh the disadvantages, anyway."
	CT2 "No comment. I have no disadvantages but if you're working as a grade level there are. I believe in higher order and some like to stay in just that little square."
	CT3 "There are sometimes CTs who slack off and leave you the lead work to do. We found that out."
	CT4 "Not with the LMS, no. When collaboratively planning with other groups of people, some ideas can clash and maybe you don't feel free to say your ideas and maybe they get shut down."
Moss Middle	CT1 "No. Because whenever you do something with someone who is open, you don't always have to agree."
	CT2 This CT views short interdisciplinary units that are implemented by all CTs on a team at the same time as an ineffective way to plan and deliver instruction.
	CT3 "If you have somebody saying you have to do it my way. But that isn't collaborative planning, is it?"
	CT4 This CT comments on the disadvantages of technology. "I think there is some very good stuff and some that's not really good at all."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Disadvantages of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

Cerise Elem.	LMS	"None at all."
	PRI	"I think there are some disadvantages. I've had CTs say to me, 'This is stupid!' So what if we plan a bubble together? I think there are some CTs who want to do their own individual thing. They don't want to have to sit all the time with a group and plan it. Even though I encourage individuality. There is some hostility with CTs who work their tails off, and they've got somebody else in the grade group that doesn't. I think everybody needs a buddy."
Azure Elem.		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	LMS1	"Sometimes two or more heads can be harder to get done. The instruction can sometimes . . . become turn teaching. . . . That can be a disadvantage."
	LMS2	Conflicts can arise between personnel. "The disadvantage will be time . . . time and transfer. Once you visualize and conceptualize something, you have to be well equipped to communicate it to the person, so the project can become what you want it to be."
Turquoise Elem.	PRI	"They have to meet with other people more often. You must reach consensus because you can't do all the things you want. You have to establish 'no fault.' You have to have that trust. You have to believe that someone else is able to . . . bring back a quality product."
	LMS	"It is hard. It is time-consuming. It would be easy to say your library time is from 1 to 1:30 on Tuesday, but that is not as effective."
	PRI	"Maybe we are robbing a little bit of individualistic feeling in CTs. I still believe that you can be creative and do your own thing. In order to collaborate, I am taking away some of your time. I told the LMS to monitor her time. You are going to have some CTs who will take all of your time if they can."
Indigo Elem.	LMS	"The biggest disadvantage is time. Not just my time but the CT's time. If I am trying to collaborate with a grade level, not all of the CTs have release time at the same time. There is another disadvantage -- the point of view of the CTs. If your 5 or 6 CTs do not agree on what the objectives of a particular unit are, then you are fragmented and that makes it much harder. It is much more advantageous to deal with 1 or 2 people than a large number."
	PRI	"No."
Amber Middle		YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	LMS	"Maybe you have expectations of a CT and what you expect to happen during a media center visit and it doesn't happen. Or you can plan something and part of the plan falls apart because someone doesn't follow through with it. But I really don't see that there are any disadvantages."
	PRI	"It takes more time. It takes a lot of time. Sometimes the time is well spent, sometimes it is not. Time is a valuable commodity."
Mimosa Elem.	LMS	"To tell you the truth, no. The only thing is, it makes me work more. So that I have to get those CTs that are not . . . just because they are not used to it. They are not used to having me there. Not yet. This is only the second year."
	PRI	"None whatsoever."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Disadvantages of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR III	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Apricot Elem.	LMS	"No. There could be disadvantages if the people involved are not mature and not professional. In any job, in any situation, there are going to be personalities and there are going to be issues that need to be worked out. That is a disadvantage when you have to work with other people that things just may not mesh."					
	PRI	"None whatsoever."					
		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"It's more work! You need to take time to sit down with people. It's much easier to just do my own thing and ignore everybody else. It's easy to do in isolation. Or to do the same thing with every class. I need to always be looking for materials that will support the kids of units that different CTs like to teach. I need to help CTs find other sources when I don't have materials. That takes time. It's definitely more work, but that's what we are here for."					
	PRI	N/R					
Jade Elem.	LMS	"Sometimes I am forced to work with CTs who I particularly don't agree with. We had some forced collaborative planning times and we planned, I thought, a great unit, but the CTs cancelled every time and then said, 'We finished the unit.' I was disappointed because I had made this huge map I had to make. I had gathered all these resources and these are the CTs I'm really trying to please. . . . Can't win them all."					
	PRI	"As of this time, I have not seen any disadvantages. I've seen only a cadre of outcomes really for the children."					
Moss Middle	LMS	"Time. I guess that is the biggest one, not enough time. Really thorough collaborative planning would take a lot of time to manage, also."					
	PRI	"Time. We have only one LMS and 50 CTs, and you just can't allocate the amount of time that may be necessary to do a good job with all 50 CTs."					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

N/R indicates no response.

Success of the Implementation of Collaborative Planning

Cross-Case Charts

CTs

Questions 3, 4, 5

Cerise Elem.	CT1	"I'd give us an A+. I think we have made great strides." On a scale of 1 to 10, she rated it 10.
	CT2	"We are well on the way to collaborative planning. It's beginning to move across grade levels. I would say a 9."
	CT3	"It has been great. It's probably made the curriculum a lot stronger. We would rank as a 9."
	CT4	"It has been going excellent. I would give it a 10. We have had other schools come in."
Azure Elem.		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	CT1	"We rank very, very high. We went from a 4 to a 9 over two years."
	CT2	"CT's feel more welcome to come in and plan. It's seen more as an instructional tool."
	CT3	"There has been a phenomenal change. I would say a 8 or 9, at least."
Turquoise Elem.	CT4	"I think it is excellent. . . . I would rate it an 8."
	CT1	"People are working hard, but it takes cooperation. There is more room for success."
	CT2	"We still have room to improve. It's finding the time." 5 of 10.
	CT3	The CT ranks her school's effort between 8 and 9 on a scale of 10.
Indigo Elem.	CT4	"I doubt there is a lot. I hope it's at least 5 or 6, but I'm not sure."
	CT1	"I would say we are not halfway yet. Maybe a 4. We are at the beginning of this change."
	CT2	"We've had some success and some failures. We're in the middle of the road. Probably a 5."
	CT3	"Some of it is going on. I doubt very much that it is schoolwide. Maybe a 3 or 4."
Amber Middle	CT4	"I'm not sure our school is making a concerted effort to do that. Overall, I would say a 7."
		YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	CT1	"I think we have done an excellent job. . . . I would say 9 out of 10."
	CT2	She ranks her school's implementation as 9 out of 10. "I could do more."
Mimosa Elem.	CT3	"I can judge only the 6th grade. They did a great job. I would say 8 out of 10."
	CT4	She judges the implementation to be very successful. "It is a 10 now."
	CT1	"The effort, for the most part, has been very successful." 8 of 10.
	CT2	"I think it's been successful because she's now free [from scheduled classes]." 9 or 10 out of 10.
Apricot Elem.	CT3	"It was a big change. Some people were very set in their ways. I would give it a 9."
	CT4	"There's more materials now. I think the LMS is more knowledgeable now." 8.5 out of 10.
	CT1	"I think that we've done pretty good. The LMS is still struggling with some CTs. About an 8."
	CT2	"We're growing. We're not where we want to be. I would give us a 5."
	CT3	"I see efforts being made at times, but I don't see it how I would like it to be. Maybe a 6."
	CT4	"We've come a long way. . . . I would say 5. We still need improvement."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Success of the Implementation of Collaborative Planning continued

Cross-Case Charts

CTs

Questions 3, 4, 5

		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	CT1	"I am mostly satisfied. With the collaborative planning, I would give it an 8."					
	CT2	"We're really moving forward. We are using the library more. The students are learning more."					
	CT3	"Overall, we are pretty successful." 10 out of 10.					
Jade Elem.	CT4	She thinks the school has done phenomenally well. 8 out of 10.					
	CT1	"In this school, it has been a dramatic change." 7 out of 10 points.					
	CT2	"We're getting there. Some have not had the opportunity for technology and it's here."					
	CT3	"At the beginning it was gung ho, let's go for it. The administration was involved. As the year progressed it has become less. If the CT didn't initiate it, nothing was done about it. It's not being enforced." 4 out of 10.					
Moss Middle	CT4	"On a scale of 1 to 10, I'd say it's about a 5. When I student taught at another school, it was totally collaborative planning. Everybody just did it automatically, every grade level, so I can see a big difference."					
	CT1	She indicated that the change effort was successful in her school.					
	CT2	"We've always been doing this [in language arts]." For all departments, he ranks it at 3.					
	CT3	"We are moving on down the road. . . We've already been on the cutting edge in language arts." She ranks her school's implementation at 9.9.					
	CT4	"I haven't been that involved, but through language arts, it's been very successful." He indicated that collaborative planning was beginning to move to other departments.					

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Success of the Implementation of Collaborative Planning

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

Cerise Elem.	LMS	"It was very gradual. It was important that I started out working with a few CTs here and there, then branched out, and finally made it mandatory for all CTs to attend. The principal and her assertiveness didn't step in until the very end. . . . We thought it was more important to meet the kids' needs." She ranks their effort as a 9 out of 10.
	PRI	"We are probably far away and above what most other places are doing. I like releasing CTs. Even though it is part of the budget and I've got to be able to manage the money correctly. I think it's made a difference as far as creating that kind of environment where CTs want to do it." She rates the school's effort as a 9 out of 10.
Azure Elem.		YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I YEAR I
	LMS1	"Overall, yes. I think we did, maybe not as well as I would have liked, but a lot better than other places. And we grew." She placed her school's effort as 8 out of 10.
	LMS2	"On a scale of 1 to 10, I would give it a 7. I think we could have done better. The media staff puts out tremendous energy, but the large majority of the staff could have put out more energy."
	PRI	"We're in the implementation phase. We have a number of groups who are on different levels along the way. I have one grade group -- they are far along. We're doing it with special area CTs. On a scale of 1 to 10, I would give us a 5. We can grow a lot. I want more serious forethought into planning."
Turquoise Elem.	LMS	"It definitely is a change. I don't think it happened very much before. It is becoming routine." She ranks her school's success of implementation at 4 on a scale of 10.
	PRI	The principal believes that the school made tremendous strides. Many things need to happen in the school for the implementation to get better. Collaboration was mandated. Until it becomes part of the philosophy of the staff, it is not successful. On a scale of 1 to 10, she ranks the school's effort as a 4.
Indigo Elem.	LMS	"I would have to put it very low on the scale, but with an arrow pointing up. I would have to say it is below a 5. It really has come to a standstill this year. Frozen, but not dead!"
	PRI	She believes the initiative was successful in this school. "I don't think it was as extensive as we hoped it would be. But among those who participated, it was successful." She assigned a 6 to the school's effort.
Amber Middle		YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II YEAR II
	LMS	She indicated that Library Power has changed her outlook on planning. "Now I'm doing it with a different focus. I wasn't meeting with large groups. I think it is successful. I would say a 7 or 8, only because you can always improve. There's a lot of CTs I haven't reached."
	PRI	"I think we are doing a good job with the planning. And the implementation is steadily coming online. We have been doing the middle school model for a number of years now. We are very accustomed to collaborating and planning and grouping with our staff. I would say we are probably a 7 [out of 10]."

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year I schools were in the program for three years, Year II schools for two years, and Year III schools for one year.

Success of the Implementation of Collaborative Planning continued

Cross-Case Charts

LMSs and Principals

Questions 3, 4, 5

		YEAR II	YEAR II	YEAR II	YEAR II	YEAR II	YEAR II
Mimosa Elem.	LMS	"I think we are on the right track. But we have a long way to go. A 4, I think [out of 10]. I want to meet with everyone all the time. Maybe a 5. I want it automatic."					
	PRI	"I think it is essential. As we move into the new teaching paradigm, the LMS will become much, much more critical in the success of that CT's effectiveness. I think her role is going to assume great and greater important as the 'new classroom' emerges." He ranks his school's implementation as a 9 on a scale of 10.					
Apricot Elem.	LMS	"It was a humongous change. I am very demanding. It should be so much further. Change takes a long time. Given our circumstances and all those excuses, we've probably done about a 7."					
	PRI	"It has been a change effort for sure. It's about the children. You cannot fight me. I am a change agent. I know what it is about. They [names several CTs and the LMS] run this place. I'd say an 8."					
		YEAR III	YEAR III	YEAR III	YEAR III	YEAR III	YEAR III
Emerald Middle	LMS	"The whole school has implemented with the Co-NECT design, an entirely different way of delivering . . . curriculum. The Co-NECT model cannot be done without collaborative planning with CTs on a team and the LMS. . . . At this school, we have just begun and have a very long way to go. I see it as taking at least three years. I feel like I've barely found the tip of the iceberg. I would consider it as maybe a 7 (out of 10), compared to when I first came here."					
	PRI	N/R					
Jade Elem.	LMS	"We're getting there. They are beginning to understand it." She rates her school's effort as a 6 out of 10.					
	PRI	"Through the excellent skills that the assistant principal has in working with groups, it has really come a long way. You absolutely need the support of the administration - - a clear message that this is the trend we are going to follow."					
Moss Middle	LMS	"We are not coming along as fast as I would like to. I do see it as a vehicle for some change around here. As it relates to the language arts department, we are fine there. I've got to work harder to get . . . the social studies and science departments to understand that this is going to help their program." She rates the effort as a 5 out of 10 points.					
	PRI	"It is hard to draw a conclusion because we have had some construction. [Several classes have been using the library as a classroom because of the construction.] "Hopefully when the construction people are finished, we will begin to get back on track. The Accelerated Reader has done marvelous things for the reading. They have taken to it like fish out of water. Kids are falling over themselves trying to get to the library." He places the effort at a 7 or 8 out of 10.					

CT1 and CT2 attended Library Power inservices; CT3 and CT4 did not. Year 1 schools were in the program for three years, Year II schools for two years, and Year III schools for one year. N/R indicates no response.

Appendix F

VITA

VITA

SYBIL M. FARWELL

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PUBLICATIONS AND PRESENTATIONS

Farwell, S. M. (1998). Successful models for collaborative planning. Knowledge Quest, 26, 24-30.

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