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Teacher and Teacher-Librarian Collaboration: Annotated Bibliography

Haycock, Ken. "Collaboration: Critical Success Factors for Student Learning." *School Libraries Worldwide* v. 13 no. 1. January 2007: 25-35.

After highlighting several studies that identify collaboration between classroom teachers and teacher-librarians as a key factor that affects student achievement, this article focuses on a study that examines collaboration from a broader perspective and then identifies and explains twenty factors, clustered by six elements—factors related to environment, membership characteristics, process and structure, communication, purpose, and resources—as specifically influencing successful collaborations. Research from teacher-librarianship is then applied to substantiate and reinforce the factors and provide context for successful collaboration and thus effect on students' learning in schools. While some of the information seems predictable, certain points—especially the factors to process and structure and the factors related to purpose—make one pause when anticipating or planning a collaborative project.

Information Power: Building Partnerships for Learning. American Library Association of School Libraries. Chicago, IL: 1998.

Not only does this book present guidelines for fostering improvement in school library media programs, but it also provides specific strategies for creating a community of lifelong learners. While the book covers a range of topics from information literacy standards to technology and information access and delivery, many chapters emphasize the importance and practice of collaboration, learning and teaching, and program administration. Additionally, several appendixes of various ALA statements and policies are included that may support collaboration "buy-in" and the role of a school library media program in the curriculum. This book is an excellent resource for school library media specialists looking to collaborate.

Kearney, Carol. *Curriculum Partner: Redefining the Role of the Library Media Specialist.* Troy, MO: Greenwood Press, 2000.

Through supportive research, theory, and concepts as well as examples from experienced practitioners, Kearney provides a comprehensive look at the new role of the library media specialist. The book includes chapters on leadership, change, vision, partnering, collaborative planning, staff development, and advocacy. Additionally, the author provides steps, strategies, and techniques that teacher-librarians can use to take a central role in collaborative projects or school reform. The use of bullet-points, boldface headings, and text summaries all enhance the readability and utility of this book.

Montiel-Overall, P. "Teacher and Teacher-Librarian Collaboration: Moving toward Integration." *Teacher Librarian* v. 34 no. 2. December 2006: 28-33.

Noting that collaboration between educators and teacher-librarians positively affects students learning, this article emphasizes that high-end collaboration involves several core elements: interest, innovation, intensity, integration, and implementation. However, coordination and cooperation are two other factors that impact collaborative efforts. Four models of teacher and teacher-librarian collaboration are described and compared in the article: coordination; cooperation; integrated instruction; integrated curriculum. Two graphic depictions help to illustrate the various models as well as the point that when all models work together to improve teaching and learning, high-end collaboration occurs.