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STUDENT TEACHERS NEED A SHOT IN THE ARM:
A STUDY OF LIBRARIAN/TEACHER COLLABORATION
THROUGH TEACHER PREPARATION PROGRAMS

by
Daria Benford

A Thesis
Submitted in partial fulfillment of the requirements of the
Master of Arts Degree
of
The Graduate School
at
Rowan University
May 10, 2007

Approved by
Professor

Date Approved May 10, 2007

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ABSTRACT

Daria C. Benford
STUDENT TEACHERS NEED A SHOT IN THE ARM:
A STUDY OF LIBRARIAN/TEACHER COLLABORATION THROUGH
TEACHER PREPARATION PROGRAMS
2006/2007
Dr. Marilyn Shontz
Master of Arts in School and Public Librarianship

The purpose of this study was to examine pre-service teacher training and/or exposure to the potential collaborative role of the teacher-librarian. The study used a short written survey questioning pre-service teachers about any instances of collaboration with a school library media specialist, knowledge about and exposure to collaborative ideas or methods involving school library media specialists throughout their teacher preparation program, and attitudes towards the roles of the school library media specialist. The population for this survey was pre-service teachers that had been contacted through their field experience or education departments or through face to face contact. Pre-service teachers were invited to respond to either an electronic posting through Survey Monkey (www.surveymonkey.com, 2006) or by a hard copy survey handed to them. The results indicated that the pre-service teachers saw the LMS as performing the more traditional roles of Information Specialist and Library Administrator, rather than as an Instructional Partner or Teacher. They also participated, discussed, or observed low-level collaborative activities for the most part, such as asking a librarian for books rather than higher-level collaborative activities such as planning a lesson with a librarian. It was concluded that teacher education programs must increase the amount of teacher-librarian collaboration.

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CHAPTER 1

STATEMENT OF THE PROBLEM

Problem Statement

“I’m amazed at so many facets involved in information literacy particularly linked to kids using library resource material. . . I think that teachers need more training in this area – how to work with librarians and material to enhance their learning” (Lee, 2002, para. 27).

This quote seems to be indicative of how some pre-service teachers feel as they progress through their teacher education program. Pre-service teachers’ ideas about the role of library media specialists seem to be based on old traditional roles of librarians and unless they are exposed to library media specialists in a newer collaborative role then they will be ill-prepared to teach information literacy skills to their students alongside library media specialists and/or use the library media center effectively. Researchers in the past have examined pre-service teachers’ beliefs about the role of the teacher-librarian, looking at whether teacher education programs were preparing tomorrow’s teachers to expect and accept teacher-librarians taking an active role in teaching. The results of one pilot study reported pre-service teachers placed more emphasis on those library functions associated with information access and delivery than on those related to learning and teaching (Wolcott, Lawless, and Hobbes, 1999).

With the current results from information literacy and school library research indicating that standardized achievement test scores increase with library/teacher

collaboration and emphasis on library media centers, there appears to be a lack of pre-service teacher training and/or exposure to collaboration with the library media specialist. “Research shows that pre-service and practicing classroom teachers are typically unaware of the role of the teacher-librarian as a collaborative instructional partner and that university teacher preparation programs do little to address this issue” (Church, 2006, para. 1). How could this be when it has been over 10 years ago that the American Library Association’s (ALA) Presidential Committee on Information Literacy recommended that:

Teacher education and performance expectations should be modified to include information literacy concerns . . . A portion of the practicum or teaching experience of beginning teachers should be spent with library media specialists. These opportunities should be based in the school media center to promote an understanding of resources available . . . and to emphasize the concepts of skills necessary to become a learning facilitator. (Committee Recommendations #5 ALA Presidential Committee on Information Literacy (1989) as cited in Naslund, Asselin, and Filipenko, 2006, p.10)

Where is the breakdown? Are teacher education programs not heeding the advice of the ALA? Or are teacher education programs not doing a good enough job teaching their students ways to collaborate with library media specialists and how to use the library media center? “If the goal of all teacher-librarians is to work with teachers to develop information literacy across the curriculum, then how do we model this

collaboration for pre-service teachers during their teacher education program?” (Doiron, 1999, abstract).

If teacher preparation programs continue to not require or not allocate enough hours toward experience with library media programs and library media specialists, then how will library media centers and library media specialists ever be used to their fullest potential and how will K-12 students ever fully benefit from such programs in becoming information literate?

Purpose of the Study

The purpose of this study was to examine pre-service teacher training and/or exposure to the potential collaborative role of the teacher-librarian. Selected email contacts for education departments or field experience departments, as well as individual face to face contacts were used to contact undergraduate or graduate students completing a teaching program from a four year teacher education program or master’s degree program. All of these were currently completing or just completed their student teaching (pre-service teaching). The study answered the following questions concerning pre-service teachers and library media specialists and library media centers:

- 1) How much knowledge regarding library media specialist – teacher collaboration did pre-service teachers have?
- 2) What skills or practices regarding library media specialist – teacher collaboration had pre-service teachers observed or practiced?

- 3) How did pre-service teachers view the three major areas of the library media specialist's roles as outlined in *Information Power*(AASL & AECT, 1998) – teacher, instructional partner, information-specialist, and program administrator.

University teacher training programs need to take notice of the results of the study and address the issue, or address the issue to a greater degree by including mandatory increased exposure to collaborative practices between library media specialists and teachers.

Definition of Terms

Information literacy (IL)

Skill in finding the information one needs, including an understanding of how libraries are organized, familiarity with the resources they provide (including information formats and automated search tools), and knowledge of commonly used research techniques. The concept also includes the skills required to critically evaluate information content and employ it effectively, as well as an understanding of the technological infrastructure on which information transmission is based, including its social, political, and cultural context and impact (Reitz, 2004).

Library media specialist (LMS)

A librarian trained to deliver library services to students in a school library media center on a walk-in basis or at the request of the classroom teacher. In addition to managing daily operations, the library media specialist supports the curriculum through collection development, teaches research and library skills appropriate to grade level, assists students with reading selections appropriate to reading level, helps classroom teachers integrate library services and multimedia materials into instructional programs, establishes standards of behavior for the library, and assists students in developing information-seeking skills and habits needed for lifelong learning. Certification is required in many states. Synonymous with *school librarian, teaching librarian, teacher librarian, and school library media specialist* (Reitz, 2004).

Listserv

Mailing list management software that runs on a variety of platforms, designed to scan incoming e-mail messages for the words "subscribe," "unsubscribe," and other housekeeping commands and update the subscriber list automatically. Also used as a general term for any mailing list that runs on LISTSERV software (Reitz, 2004).

School library

A library in a public or private elementary or secondary school that serves the information needs of its students and the curriculum needs of its teachers and staff, usually managed by a *school librarian* or *media specialist*. Synonymous with *learning resource center*, *library media center*, and *school library media center* (Reitz, 2004).

Collaboration

Joining teachers and others to identify links in student information needs, curricular content, learning outcomes, and a variety of print and non-print resources (AASL & AECT, 1998).

Student teacher

A student who is engaged in practice teaching (synonymous with pre-service teacher) (Merriam Webster Online Dictionary, n.d.).

Four year teacher education program

Any of the formal programs that have been established for the preparation of teachers at the elementary- and secondary-school levels. Synonymous with Teacher Training (Encyclopedia Britannica Online, 2006).

SurveyMonkey.com

SurveyMonkey.com is a revolutionary new tool to create and publish custom surveys in minutes, and then view results graphically and in real time (CMP Media, 2006).

Assumptions

The assumption was made that pre-service/student teachers surveyed can both understand and accurately answer the survey questions.

Limitations

The study was a sample of pre-service teachers. The sample was a convenience sample and not a probabilistic sample of all four year teacher programs throughout the United States. All participants were volunteers. Results were limited to those responding.

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CHAPTER 2

REVIEW OF LITERATURE

Studies and Literature Regarding Collaboration

“Few pre-service teachers tell me that information literacy was explicitly addressed as part of their educational experience. Why is this? Is it that the skills are so totally integrated, they are invisible? Or are they missing?” (Moore, 2001, para. 66). It appears after reviewing the literature that the skills are missing. Eight years after the advent of *Information Power* (1998) and 16 years after the 1989 ALA Presidential Committee on Information Literacy, research indicated that new teachers as well as veteran teachers still did not accept the new role of the library media specialist as spelled out in *Information Power* (1998). “Information Power (1998) emphasizes three major areas of the library media specialist’s role: learning and teaching, information access and delivery, and program administration. This restatement of the original roles of teacher, information specialist, and instructional consultant is set in a context of collaboration, leadership, and technology – the unifying themes for partnerships in the information age” (Wolcott, Lawless, and Hobbs, 1999, p.155).

Wolcott, Lawless, and Hobbs (1999) examined whether teacher education programs were preparing tomorrow’s teachers to expect and accept the redefined role of the school library media specialist. The results of the study were that pre-service teachers distinguished three distinct sets of functions, they placed more emphasis on those functions associated with information access and delivery than on those related to

learning and teaching. Furthermore, pre-service teachers did not appear to understand the role areas of learning/teaching and program administration (Wolcott, Lawless, and Hobbs, 1999).

Getz (1996) examined whether pre-service and in-service teachers had different attitudes toward working with school librarians.

Results showed no significant difference in attitude toward school librarians between pre- and in-service teachers. Furthermore, there was found to be an inconsistency between the high positive attitude of teachers towards cooperative work with librarians (23 in the range of -10 to 34) and their low actual performance of cooperative work with librarians (only 28% reported involvement with such work). (Getz, 1996, abstract)

Although there were very few studies conducted regarding pre-service teachers and collaboration with school library media specialists, many well-respected college faculty members and leading librarians in the field have commented on the issue. Dr. Ruth Small, a professor and director of the School of Information Studies at Syracuse University discussed the issue in *Teacher Librarian*, a non-peer-reviewed journal, in 2002. "Pre-service teacher training has traditionally taught prospective educators to function within confines of a four-walled classroom, collaborating strictly within confines of their disciplines or grade levels" (para. 15). She went on to cite Hartzell's (1997) findings that one of the major reasons why school librarians were often overlooked by teachers was the lack of exposure during their teacher training programs to the types of value-added services librarians can provide. Another university School Library Media Program Coordinator, Audrey Church from Longwood University in

Farmville, Virginia, agreed with Small and Hartzell when she stated in *Teacher Librarian* (June 2002), “Research shows that pre-service and practicing classroom teachers are typically unaware of the role of the teacher librarian as a collaborative instructional partner and that university teacher preparation programs do little to address this issue” (para. 1).

Related to this issue was the question of whether pre-service teachers are adequately prepared to integrate and practice technology into their teaching. The issues are related because if pre-service teachers are not being adequately trained to use technology, then there is a good chance they are not being trained to collaborate with the school library media specialist. The two really go hand in hand since it is the school library media specialist or technology instructor who would assist the classroom teachers with technology-oriented projects. It was disconcerting that in all the articles regarding technology skills and pre-service teachers, school library media specialists were mentioned very little if at all. Again, this could be apart of the problem – if educational program directors do not see school library media collaboration as important, then that idea is not going to be emphasized to teaching candidates.

Much more research was conducted concerning the issue of teacher preparation and technology usage. “The literature has shown that despite the growth of pre-service teachers positive attitudes toward technology, pre-service teachers rarely transfer their technology skills into their own teaching and learning practices” (Dawson & Norris and Whetstone & Carr-Chellman as cited in Kelceoglu, 2006, para. 8). Kathryn DiPietro, an assistant professor at Lehigh University in a 2004 study entitled “*The Effects of a Constructivist Intervention on Pre-Service Teachers*,” pointed out that by 1999, forty-two

states required a course in instructional technology as part of their teacher education programs; and that according to Milken (1999) 70% of teacher training programs required students to take three or more credit hours of technology-focused courses. DiPietro then went on to state that, “While these trends appear promising, a recent study by Milken in 2001 indicated that pre-service teachers are not adequately prepared to integrate technology into their teaching practices” (p. 64).

Evans and Gunter (2004) pointed out that in 1997 the NCATE (National Council of Accreditation of Teacher Education) reported that pre-service teachers were not receiving the necessary technological preparation. Evans and Gunter then conducted their own survey to determine whether or not pre-service teachers received the training and support that was needed to gain technological proficiency. They concluded that,

Pre-service teachers were being exposed to a variety of technology tools and applications in their content courses and field experience; however, many of the pre-service teachers felt they needed more technological preparation to equip them with the skills they need to integrate technology into their future classroom.

(Evans & Gunter, 2004, para. 1)

Evans and Gunter(2004) when analyzing their data found “that of the surveyed pre-service teachers, 72.5% felt that they had access to the technology that they need during their field experience. Only 65%, however, reported the opportunity to integrate technology into lessons that they created during field experiences” (p.24). Could this lack of opportunity be due to lack of training or exposure to collaborate on activities with the school library media specialist?

At least some educators and researchers were found to be recognizing the need for an increase in field experience using technology during pre-service teacher training. “Colleges of Education need to seek means of providing pre-service teachers with continuous exposure to the use of technology as they observe and work in the field (Queitzsch and Snider as cited in Evans & Gunter, 2004, para. 7). As far back as 1989, recommendations for working with library media specialists have been made.

Teacher education and performance expectations should be modified to include information literacy concerns. . . A portion of the practicum or teaching experience of beginning teachers should be spent with the library media specialist. These opportunities should be based in the school library media center to promote an understanding of resources available in both that facility and other community libraries and to emphasize the concepts and skills necessary to become a learning facilitator. (The American Library Association Presidential Committee on Information Literacy – Recommendation #5 as cited in Naslund, Asselin, and Filipenko, 2006, p.10)

In summary, the one study in 1999 conducted by Wolcott, Lawless, and Hobbs titled *Assessing pre-service teachers’ beliefs about the role of the library media specialist in: Unleash the powers: Papers presented at the Third International Forum on Research in School Librarianship* showed that pre-service teachers placed more emphasis on the function of information access and delivery by a librarian than on learning and teaching. Furthermore, instructors and professionals in the library field pointed to lack of exposure during teacher training programs as the reason for low levels of librarian/teacher collaboration.

Projects Involving Collaboration

Colleges with teacher preparation programs that have heeded the advice of the 1989 Presidential Commission and *Information Power* (1998), and therefore emphasized collaboration with library media specialists within their teacher preparation programs have met with success. Students and faculty at the University of British Columbia in Canada participated in a program (2006) they called The Information Literacy Project. Two educational libraries at the university and eight volunteer teacher-librarians from the community met with pre-service teachers during two 2-hour planning sessions in the second term of their post-baccalaureate teacher education program in the context of a required elementary language arts course for pre-service teachers (K-8). Learning environments during the first two years of the project were the university classroom and an academic library at the University of British Columbia called The Education Library and Language Education Research Center.

Specific objectives of the project were to increase the pre-service teacher's knowledge of: 1) the role of the teacher-librarian as instructional partner, 2) integrated collaborative school library programs, 3) information literacy skills and 4) selection and critical evaluation of learning resources for resource based teaching. Pre-service teachers learn about these concepts and skills through first-hand collaborative experience with teacher librarians. (Naslund, Asselin, and Filipenko, 1999, p.29)

Researchers collected data from pre-service teachers and teacher-librarians through interviews and analyses of pre and post concept maps. Naslund, Asseslin, and Filipenko (2006) reported the positive effects regarding collaboration.

Pre-service teachers in this project appear to gain the most new understandings about the concept of collaboration from their experience in collaboratively planning with a teacher-librarian. They spoke about how collaboration with teacher-librarians was a way of extending and enriching ideas. For example, they commented that “All of a sudden we had a whole bunch of things we could go from rather than just a small set of ideas we had on our own, that the teacher-librarian was able to give us different teaching strategies and ideas that maybe we’ve never used or seen, and how it leads you to a new place you might not have thought about gives you a whole new perspective.” (p.30)

In a similar project, The Teaching and Learning with Information Technology (TLIT) Project (Doiron, 1999), university researchers from the University of Prince Edward Island (Canada), pre-service teachers, classroom teachers, and teacher-librarians in six elementary schools across Prince Edward Island collaborated on Information Technology projects that were integrated into the pre-service practicum. This study tracked how pre-service teachers reacted to working with teacher-librarians.

Results indicated these projects created authentic environments where pre-service teachers learned the role of the teacher-librarians and how the curriculum development process associated with resource-based learning develops through school library programs. In the context of pre-service teachers working with teacher-librarians, the primary goals of the study were: to create authentic learning situations where pre-service teachers could work along side in-service teachers to develop applications of information technology in existing curriculum, to create a collaborative environment for exploring the issues around integrating

information technology across the curriculum, and to develop effective teaching strategies for using information technology across the curriculum. (Doiron, 1999, p. 144, 147)

There was also evidence in the United States of addressing collaboration between pre-service teachers and school media specialists. Dr. Audrey Church, a professor at Longwood University mentioned earlier took a proactive approach in teacher preparation courses at her university. She first speaks to education majors during their sophomore year when they take a course called Introduction to the Teaching Profession. She addresses the teacher and instructional partner roles of the teacher-librarian (Church, 2006). During their junior year while students are spending four ½ days in the classroom with a partner teacher, Church then speaks with the students about “how the teacher-librarian can assist the classroom teacher as an information specialist and as a teacher and instructional partner” (para.10). Finally, as they begin their student teaching semester,

Here I use a modified CPR model, reminding them that teacher-librarians provide resources and promote reading, but that they also assist with research process instruction and reinforce classroom learning(R); reminding them that teacher-librarians are all about collaboration, that communication is critical, that teacher-librarians have tremendous curriculum knowledge and provide connections to the world, and that we are colleagues in teaching (C); and that partnerships promote learning (P). (Church, 2006, para.13)

Suggestions for Improvement in Collaboration

It appears from studies and literature regarding collaboration and pre-service teachers that little progress has been made in the eight years since *Information Power* (1998) was published. It is unclear where the breakdown is. Is it in the overall structure of the teacher education programs, not enough courses involving technology, the way the professors are implementing the courses, or lack of emphasis regarding collaboration between teachers and school library media specialists? Whichever of these causes it may be, it is apparent that the issue needs to be examined and acted upon if there is any hope of the majority of classroom teachers collaborating with school media specialists. “If information literacy is to move into the mainstream of education, then initiatives need to be undertaken to educate teachers regarding the role of teacher-librarians and the importance of collaboration in teaching information-literacy skills.” (Naslund, Asselin, and Filipenko, 2006, p. 10)

Some argue that the collaborative culture needs to be realized and practiced by not only pre-service teachers, and librarians, but all education professionals. “Successful collaborative partners (teacher-librarians, classroom teachers, special area teachers such as for art and music, technology coordinators and administrators) require collaboration training during their professional preparation programs” (Small, 2002, para.18).

Education professionals may also include education professors.

Faculty who prepare teacher-librarians also need to do their part by finding ways to collaborate with faculty who prepare classroom teachers and other school professionals in order to 1) raise awareness of the ways in which educators can work collaboratively to benefit all and 2) provide opportunities for guided

collaboration experiences during their pre-professional academic studies. (Small, 2002, para.19)

Summary

Studies and literature strongly indicate a lack of training and exposure of pre-service teachers to ways of collaborating with school library media specialists. Furthermore, studies also indicate a lack of technological proficiency by pre-service teachers as they begin their teaching careers. The results of the studies in collaboration and technological proficiency are related in the sense that emphasis and exposure to school media specialists and their roles can lead to an increase in technological proficiency and partnerships within technology usage and teaching as well as information literacy. Even though recommendations by the ALA and AASL have been made in the past as well as recently, teacher preparation programs were not making adequate changes or additions to their four year teaching programs to allow education students to observe and understand the new role of the school library media specialist.

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CHAPTER 3

METHODOLOGY

Design of Study

This study was designed to gather data regarding knowledge, experience, and exposure of pre-service or student teachers to collaboration with school library media specialists, as well as attitudes of pre-service teachers to the roles of school library media specialists as outlined in *Information Power* (1998). The study used a short written survey questioning pre-service teachers about any instances of collaboration with a school library media specialist, knowledge about and exposure to collaborative ideas or methods involving school library media specialists throughout their teacher preparation program, and attitude towards the roles of the school library media specialist.

Sample and Population

The population for this survey was pre-service teachers that were contacted through their field experience departments or education departments; those contacted by Hamilton Township Public Schools Librarians who were currently student teaching in that district; those contacted by fellow students in Rowan Library Program Thesis Class; and those contacted by other student teachers through classes or email correspondence. Pre-service teachers were invited to respond to either an electronic posting through Survey Monkey (www.surveymonkey.com, 2006) or by a hard copy survey handed to

them. The following education departments selected by the researcher were contacted by email and asked to forward the survey to current student teachers either undergraduate or graduate:

- 1) West Chester University
- 2) University of Kentucky
- 3) University of Idaho
- 4) College of New Jersey
- 5) Arizona State University
- 6) University of Virginia
- 7) University of Miami
- 8) Millersville University
- 9) University of Connecticut
- 10) University of New Hampshire
- 11) University of Montana
- 12) University of Louisiana at Lafayette
- 13) Indiana University
- 14) UCLA Graduate School of Education
- 15) Rider University
- 16) University of Florida
- 17) University of Washington
- 18) Indiana University of Pennsylvania
- 19) University of Mississippi
- 20) Penn State University

The Penn State Email contact was returned with an email address not valid message. A total of 50(fifty) responses were expected. A total of 68 (sixty-eight) responses were received.

Variables

One variable in the study was the pre-service teachers' exposure to teacher-school library media specialist collaboration. Specifically, the number of instances pre-service teachers participated in collaboration with school library media specialists, whether the pre-service teachers observed classroom teacher-library media specialist collaboration through their mentoring teacher or other teachers, or whether the pre-service teachers gained knowledge of classroom teacher-school library media specialist collaboration through coursework in their teacher preparation program. A second variable studied was the pre-service teachers' views of the school library media specialist's role.

Questionnaire Design

The questionnaire (Appendix C) and letter of introduction (Appendix A) was sent via email (Appendix B) to selected college/university education or field experience offices. The survey was also handed to current student teachers in Hamilton Township Public School District in New Jersey and other local districts via Rowan thesis seminar students, school librarians or other student teacher contacts. Answers to the questionnaire were gathered and analyzed. The questionnaire consisted of two parts. The first part involved a checklist of activities which measured the amount of exposure and or experience with teacher-librarian collaboration that the pre-service teachers

experienced throughout their teacher education program. The second part involved the ranking of roles of the school library media specialist in order of importance.

Reliability and Validity

The questionnaire was pre-tested with peers and the instructor in the Library Program Thesis Seminar at Rowan University. Changes were made based on the results of the pre-test. The results were valid for the study participants only.

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CHAPTER 4

ANALYSIS OF DATA

Summary

The purpose of this study was to examine pre-service teacher training and/or exposure to the potential collaborative role of the teacher-librarian. Email contacts, distribution through fellow librarians, other student teachers, and fellow students in The Research Seminar class were used to distribute the surveys. The survey was electronically mailed to 19 (nineteen) college or university education departments or field experience offices or handed to different student teachers. The survey consisted of two parts. The first part involved a checklist of activities which measured the amount of exposure and or experience with LMS/teacher collaboration throughout their teacher education program. The second part involved the ranking of roles of the LMS as most essential, somewhat essential, and least essential.

The breakdown of responses is seen in Table 1.

Table 1 – Number of Responses

Responses via electronic mail (Survey Monkey)	54
Responses received from student teachers (handed to by thesis students)	4
Responses received inner office mail from student Teachers at Hamilton Township Public Schools	3
Responses collected from TCNJ students given to them on campus by other student teacher	7
Total Responses	68

The breakdown of respondents by college or university attended is found in Table 2.

Table 2 – Respondents' Home Schools

University of New Hampshire	– 9 respondents
The College of New Jersey	- 41 respondents
University of California at Los Angeles	– 11 respondents
Rowan University	- 4 respondents
Skipped question	- 2
Recorded high school	- 1
Total	68

The study was attempting to answer the following questions:

- 1) How much knowledge regarding LMS/teacher collaboration did pre-service teachers have?
- 2) What skills or practices regarding LMS/teacher collaboration had pre-service teachers observed or practiced?
- 3) How did pre-service teachers view the four major areas of the LMS roles as outlined in *Information Power* (1998)?

Statistical Analysis

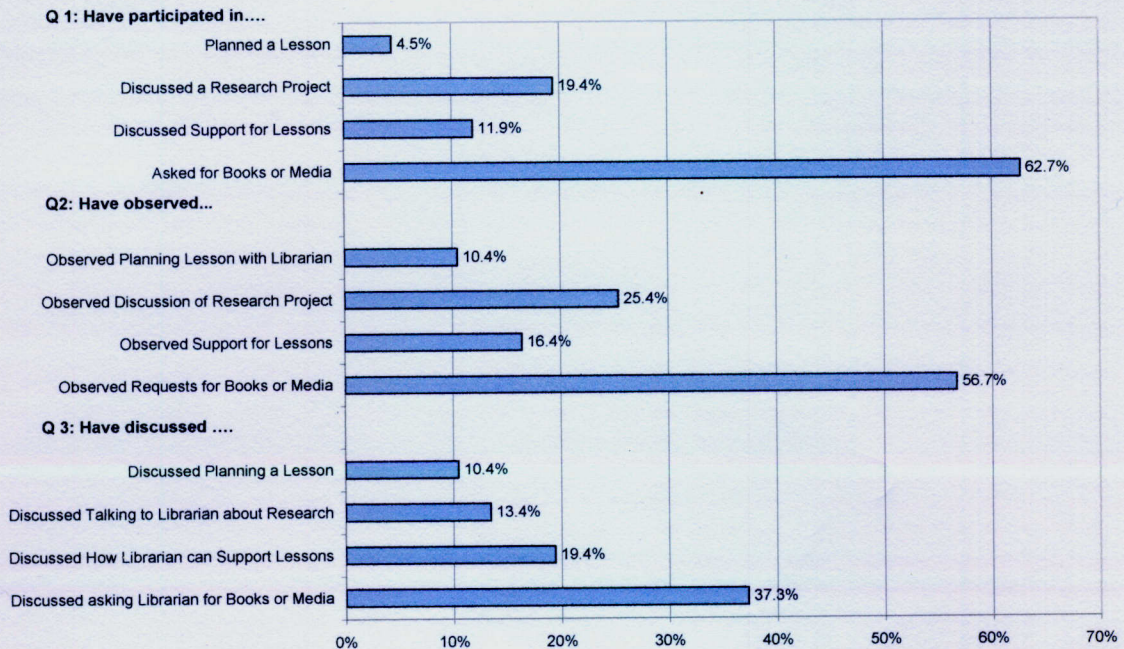
The descriptive statistics for the online survey responses were calculated by SurveyMonkey.com. The online survey vendor provided graphs with percentages for each question and response. The percentages and personal responses were transferred to a Microsoft Excel spreadsheet. The non-email responses were then incorporated into the same Excel spreadsheet. The data were then used to create the charts and graphs.

Part 1: Teacher/Librarian Collaboration

Figure 1 shows the percentage of responses to the three statements in Part 1. In Part 1 – Question 1, the statement read I have participated in Teacher-Librarian Collaboration throughout my Teacher Education Program. As seen in Figure 1, 3 or 4.5% of respondents checked *Planned a lesson with a librarian*; 13 or 19.4% checked *Discussed a library research project using computer or books with a librarian*; 8 or 11.9% checked *Discussed with a librarian how she can support the lessons you teach in the classroom*; and 42 or 62.7% checked *Asked a librarian for books or other*

media to support your classroom lessons. A total of 18 out of 68 total respondents (26.4%) did not check any of the four choices.

Figure 1: Teacher-Librarian Collaboration



In Part 1 – Question 2 stated I have observed Teacher-Librarian Collaboration throughout my Teacher Education Program. As seen in Figure 1, a total of 7 or 10.4% of respondents checked *Observed my cooperating teacher or another teacher plan a lesson with a librarian*; 17 or 25.4% of respondents checked *Observed my cooperating teacher or another teacher discuss a library research project using a computer or books with a librarian*; 11 or 16.4% of respondents checked *Observed my cooperating teacher or another teacher discuss how the librarian could support the lessons she teaches in the classroom*; and 34 or 56.7% of respondents checked *Observed my cooperating teacher or another teacher ask a librarian for books or*

other media to support their classroom lessons. A total of 24 or 35.3% of respondents did not check any of the four choices.

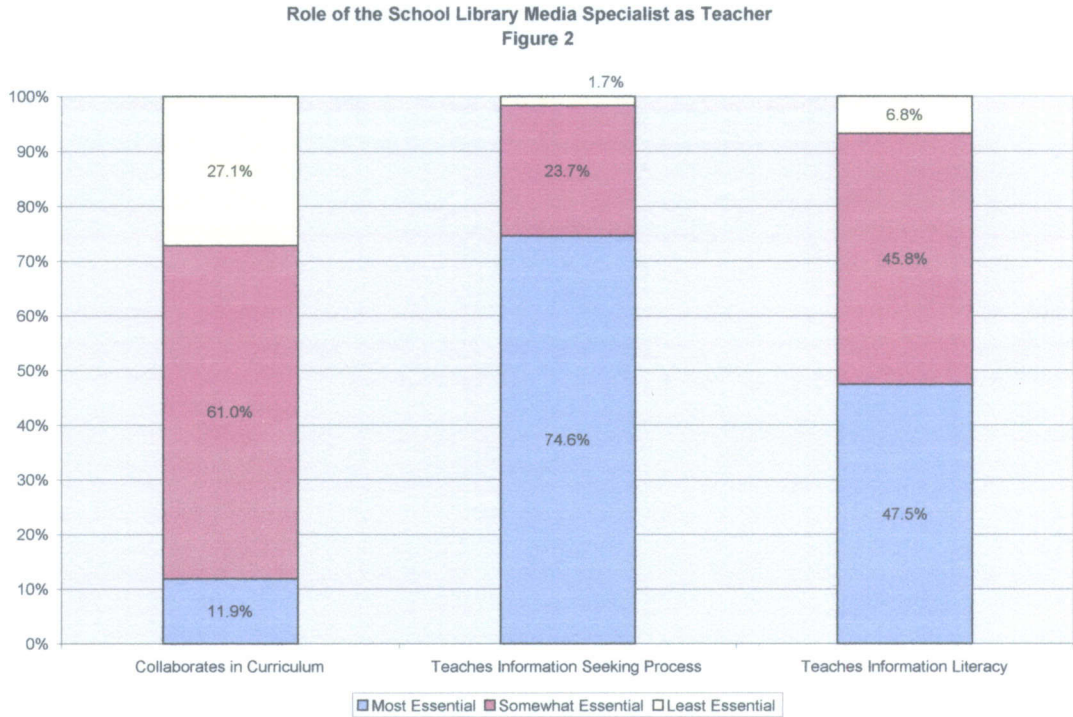
Part 1 – Question 3 stated I have gained knowledge of Teacher-Librarian Collaboration throughout my Teacher Education Program. As seen in Figure 1, 7 or 10.4% of respondents checked *Discussed in a teaching course or practicum planning a lesson with a librarian*; 9 or 13.4% of respondents checked *Discussed in a teaching course or practicum talking to a librarian regarding a library research project using a computer or books*; 13 or 19.4% of respondents checked *Discussed in a teaching course or practicum how a librarian could support the lessons I teach in the classroom*; 25 or 37.3% of respondents checked *Discussed in teaching course or practicum asking a librarian for books or other media that support my classroom lessons.* A total of 36 or 53.6% of respondents did not check any of the four choices.

Part 2: Roles of the School Library Media Specialist

The second part of the survey involved the ranking of roles of the LMS as teacher, instructional partner, information specialist and program manager. Participants were asked to indicate how they ranked the importance of the role. Their three choices were most essential, somewhat essential, and least essential.

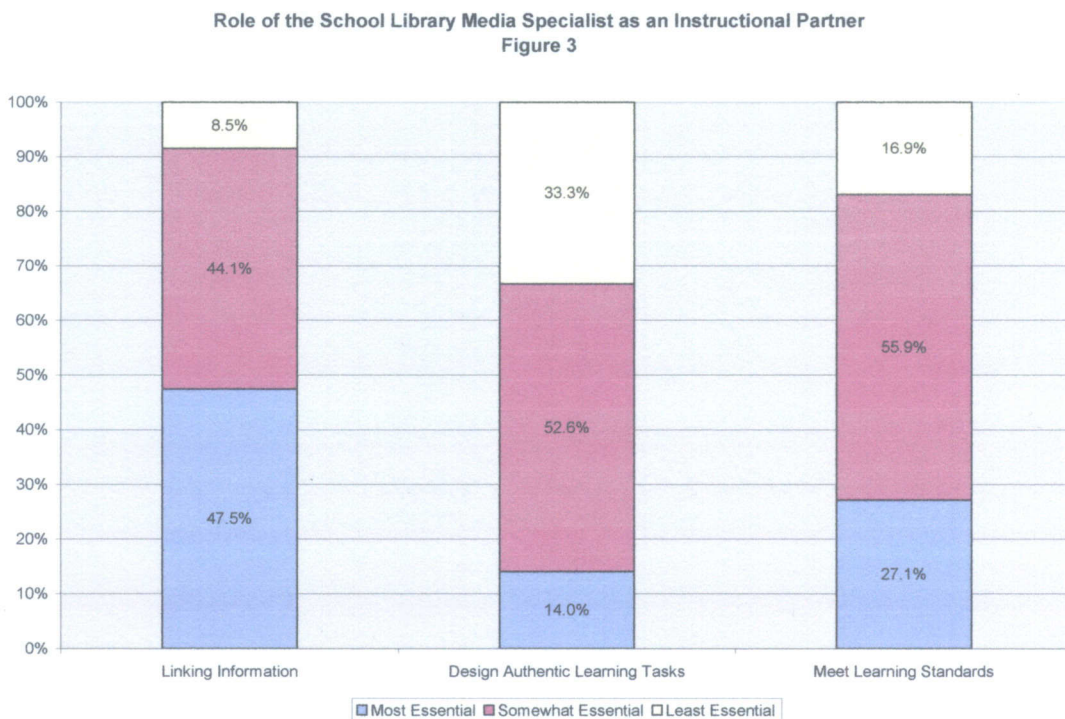
In Part 2, Questions 5, 6 and 7 focused on the LMS as Teacher. Question 5 stated As TEACHER the school library media specialist: COLLABORATES with classroom teachers in curriculum design. As seen in Figure 2, a total of 7 or 11.9% of respondents saw this role as *most essential*, 36 or 61.0% saw this role as *somewhat essential*, and 16 or 27.1% of respondents saw this role as *least essential*. Nine participants skipped the question. Question 6 stated As TEACHER the school library

media specialist: TEACHES students in the information seeking process. Also as seen in Figure 2, a total of 44 or 74.6% of respondents saw this role as *most essential*, 14 or 23.7% saw this role as *somewhat essential*, and 1 or 1.7% of respondents saw this role as *least essential*. Nine participants skipped the question. Question 7 stated As TEACHER the school library media specialist: TEACHES information literacy skills. Also as seen in Figure 2, a total of 28 or 47.5% of respondents saw this role as *most essential*, 27 or 45.8% saw this role as *somewhat essential*, and 4 or 6.8% of respondents saw this role as *least essential*. Nine participants skipped the question.



In Part 2, questions 8, 9 and 10 focused on the LMS as Instructional Partner. Question 8 states As INSTRUCTIONAL PARTNER the LMS works collaboratively with classroom teachers to: LINK information needs with print and electronic resources. As seen in Figure 3, a total of 28 or 47.5% of respondents saw this role as

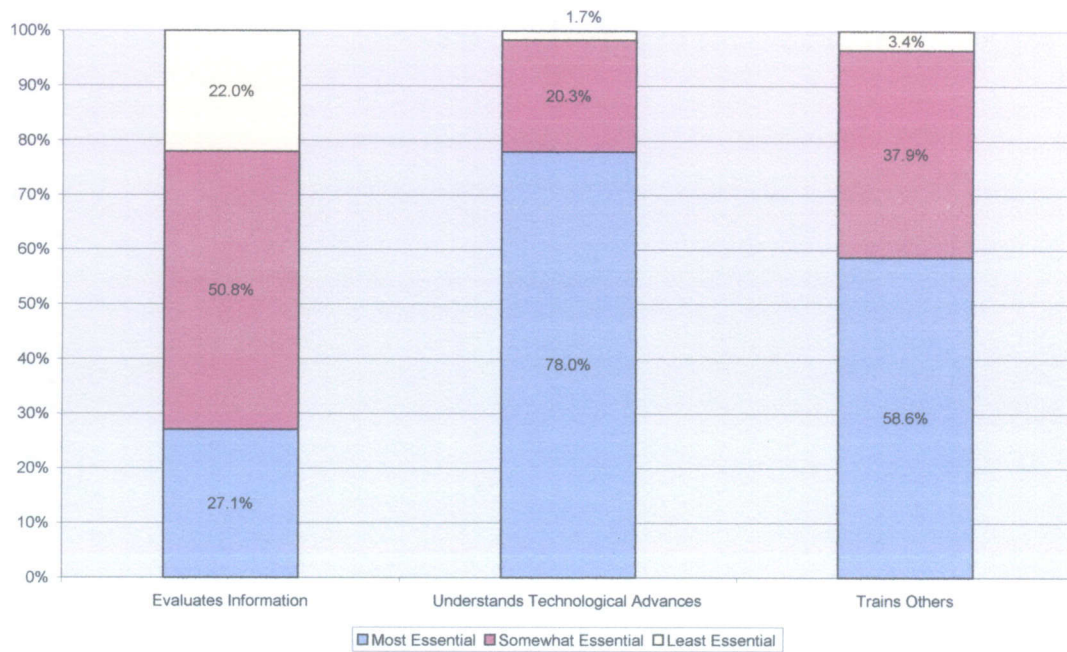
most essential, 26 or 44.1% saw this role as *somewhat essential*, and 5 or 8.5% of respondents saw this role as *least essential*. Nine participants skipped the question. Question 9 stated AS INSTRUCTIONAL PARTNER the LMS works collaboratively with classroom teachers to: DESIGN authentic learning tasks and assessments. Also as seen in Figure 3, a total of 8 or 14% of respondents saw this role as *most essential*, 30 or 52.6% saw this role as *somewhat essential*, and 19 or 33.3% of respondents saw this role as *least essential*. Eleven participants skipped the question. Question 10 stated As INSTRUCTIONAL PARTNER the LMS works collaboratively with classroom teachers to MEET learning standards. As seen in Figure 3, a total of 16 or 27.1% of respondents saw this role as *most essential*, 33 or 55.9% saw this role as *somewhat essential*, and 10 or 16.9% of respondents saw this role as *least essential*. Nine participants skipped the question.



Questions 11, 12, and 13 focused on the LMS as information specialist.

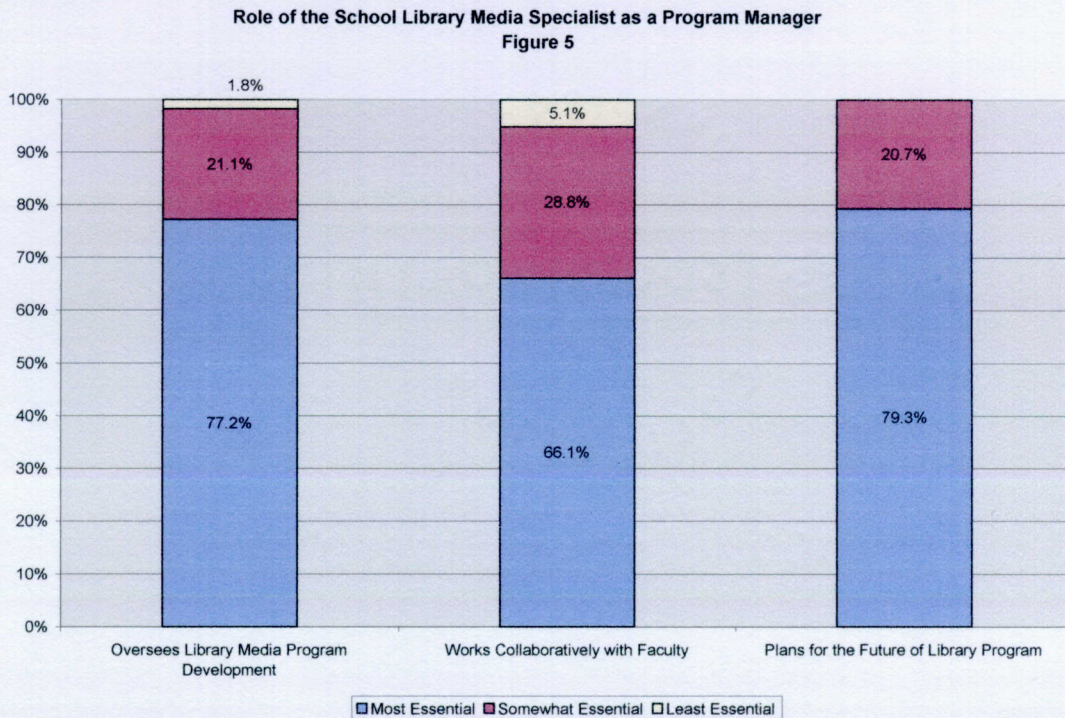
Question 11 stated As INFORMATION SPECIALIST the LMS: EVALUATES information in all formats. As seen in Figure 4, a total of 16 or 27.1% of respondents saw this role as most essential, 30 or 50.8% saw this role as somewhat essential, and 13 or 22% of respondents saw this role as least essential. Nine participants skipped the question. Question 12 stated AS INFORMATION SPECIALIST the LMS: UNDERSTANDS technological advances for information access. As seen in Figure 4, a total of 46 or 78% of respondents saw this role as *most essential*, 12 or 20.3% saw this role as *somewhat essential*, and 1 or 1.7% of respondents saw this role as *least essential*. Nine participants skipped the question. Finally, Question 13 stated As INFORMATION SPECIALIST the LMS: TRAINS others in the information process. As seen in Figure 4, a total of 34 or 58.6% of respondents saw this role as *most essential*, 22 or 37.9% saw this role as *somewhat essential*, and 2 or 3.4% of respondents saw this role as *least essential*. Ten participants skipped the question.

Role of the School Library Media Specialist as Information Specialist
Figure 4



Finally, Questions 14, 15, and 16 in Part 2 focused on the LMS as program manager. Question 14 stated As PROGRAM MANAGER the LMS: OVERSEES library media program development. As seen in Figure 5, 44 or 77.2% of respondents saw this role as *most essential*, 12 or 21.1% saw this role as *somewhat essential*, and 1 or 1.8% of respondents saw this role as *least essential*. Eleven participants skipped the question. Question 15 stated As PROGRAM MANAGER the LMS: WORKS collaboratively with teachers, students, and administrators. As seen in Figure 5, a total of 39 or 66.1% of respondents saw this role as *most essential*, 17 or 28.8% saw this role as *somewhat essential*, and 3 or 5.1% of respondents saw this role as *least essential*. Nine participants skipped the question. Question 16 stated As PROGRAM MANAGER LMS: PLANS for the future of the library media program. Also as seen

in Figure 5, a total of 46 or 79.3% of respondents saw this role as most essential, 12 or 20.7% saw this role as somewhat essential, and none saw this role as least essential. Ten participants skipped the question.



Summary

In Part 1 it was indicated by the data that close to half of the respondents had participated, observed, or discussed using a lower level collaborative activity – asking a librarian for books or other media (62.7% participated, 56.7% observed, and 37.3% discussed). A lesser number of respondents (10 to 40%) had discussed, participated, or observed using middle level collaborative activities – discussed with a librarian how she can support the lessons you teach in the classroom and discussed a library

research project. And finally, only 4 to 10% of the respondents discussed, participated, or observed using the highest collaborative activity which was plan a lesson with a librarian. In addition 26 to 53% of respondents did not check any of the four choices in specific sections indicating they had no experience with that activity. In Part 2, respondents agreed most with the roles of LMS as Program Manager and Information Specialist. They had the least amount of agreement with the roles of LMS as Teacher and Instructional Partner.

CHAPTER 5

SUMMARY AND CONCLUSIONS

Summary

The purpose of this study was to examine pre-service teacher training and/or exposure to the potential collaborative role of the teacher-librarian. The study used a short written survey questioning pre-service teachers about any instances of collaboration with a school library media specialist, knowledge about and exposure to collaborative ideas or methods involving school library media specialists throughout their teacher preparation program, and attitude towards the roles of the school library media specialist. The population for this survey was pre-service teachers that had been contacted through their field experience departments or education departments or face to face contact in Hamilton Township Public Schools. Pre-service teachers were invited to respond to either an electronic posting through Survey Monkey (www.surveymonkey.com, 2006) or by a hard copy survey handed to them.

Part 1 – Conclusions

Question 1 of the research questions was *How much knowledge regarding library media specialist – teacher collaboration do pre-service teachers have?* Part 1 of the questionnaire (the checklist) addressed this issue. Knowledge was possible from any exposure to librarian – teacher collaboration such as discussion, practice, or observation. Even if student teachers did not have the chance to collaborate with the

librarian in their cooperating school practice, at least if the topic was discussed in their teacher education courses or they observed their cooperating teacher or another teacher collaborate with the librarian, then they would at least know that library – teacher collaboration can exist. Therefore Section 3 in Part 1 was very important. “Teacher education is seen as a ‘critical period’ for the development of alternative beliefs consistent with current views of teaching and learning” (Powell in Naslund, Asselin, and Filipenko, 2006, p.29). The statement read *I have gained knowledge of teacher – librarian collaboration throughout my teacher education program*. The results were disappointing. As seen in Figure 1, concerning the higher level collaboration activities only 10.4% had discussed planning a lesson in a course or practicum, while only 13.4% had discussed talking to a librarian about a library research project. Only 19.4% of respondents had discussed in a course or practicum, how a librarian can support the lessons you teach. That was less than 1 out of 4 student teachers. Even on the lowest levels of collaboration as seen in Figure 1, only 37.3% had discussed asking a librarian for books or other media to support their lessons. That was only about one-third who appeared to only have a basic knowledge of how a librarian or library might have books, videos, magazines, etc., that can enhance their teaching.

Even more significant was the fact that 47.7% of respondents participating in the survey did not check any of the statements in Part 1 Section 3 at all. That means that half of student teachers surveyed did not have any exposure through discussion, observation, or participation to librarian – teacher collaboration. This was the largest number or percentage of respondents that did not check any of the choices in Part 1 of

the survey. It is obvious from these results that teacher education programs were not doing their part to expose their student or pre-service teachers to the value of a librarian or LMS in general and more significantly to the concept of highest level librarian – teacher collaboration. As seen in Figure 1, a larger percentage of student teachers had observed (56.7%) or practiced (62.7%) asking a librarian for books, etc., than had discussed this same collaborative activity in a course or practicum (37.3%). In addition, a larger percentage of student teachers had also observed (25.4%) or practiced (19.4%) discussing a library research project than had discussed the topic in a course or practicum (13.4%) as seen in Figure 1. The only category that was slightly higher among discussions in courses or practicum was discussing how a librarian can support classroom lessons. Discussion was (19.4%), while observation was (16.4%) and practice was (11.9%) as seen in the same figure.

Question 2 of the research questions was *What skills or practices regarding librarian – teacher collaboration have pre-service teachers observed or practiced?* Results for this question mirrored the results from Question 1. As seen in Figure 1, overwhelmingly, the skill or practice pre-service teachers had observed or practiced with regards to librarian – teacher collaboration was mostly on the lowest level of collaboration. Actually participating in asking a librarian for books or other media to support classroom lessons totaled 62.7%, and 56.7% had observed their cooperating teacher or another teacher ask a librarian for books. This activity also showed the highest percentage for any activity discussed in a course or practicum. The middle level collaborative practice of discussing how a librarian could support your classroom lessons also showed low results. As seen in Figure 1, percentages for how

a librarian could support classroom lessons were 11.9% practiced and 16.4% observed. Results for discussing a library research project with a librarian were also low - 19.4% had practiced this activity and 25.4% had observed this activity. As seen in Figure 1, the results were similar for both questions for having been discussed in a course or practicum ranging also from 10% to 25%. Respondents had the lowest amount of experience with planning a lesson with a librarian which would be considered the highest level of librarian – teacher collaboration. A total of 4.5% had practiced planning a lesson and 10% had observed planning a lesson. This activity also yielded the lowest percentage for discussed in a course or practicum which was 10.4%.

Since the results were so similar, one could argue that pre-service teachers were practicing the skills they learned in their teacher education programs. What was even more interesting, yet alarming was that the results of the pre-service teachers' observations of these activities also paralleled the results of the pre-service teachers' exposure in their teacher education programs. Asking the librarian for books and other media was again the highest percentage in the observation category. As seen in Figure 1, observation of discussion of a research project with a librarian and discussing with a librarian how they can support their lessons both ranged from 15% to 25% as were the results from discussion in pre-service teachers' teacher education programs. Pre-service teachers observed their cooperating teacher or another teacher plan a lesson with a librarian only 10% of the time. A total of 10% of pre-service students also reported discussion of planning a lesson with a librarian in their teacher education program. What this seems to mean is that veteran teachers in the field most

likely have received the same exposure to librarian teacher collaboration as pre-service teachers were currently receiving. Considering the ALA made the recommendation 18 years ago of “A portion of the practicum or teaching experience of beginning teachers should be spent with the library media specialist,” (Committee Recommendations #5 ALA Presidential Committee on Information Literacy (1989) as cited in Naslund, Asselin, and Filipenko, 2006, p.10) it was disturbing that things seem to not have changed at all. The percentages were virtually the same for observing teacher-librarian collaboration, participating in teacher-librarian collaboration, and discussing teacher-librarian collaboration in teacher education courses. “Given the influence of teachers’ past experiences, it is not surprising that teacher knowledge about the role of the teacher-librarian and library program appears to reflect past notions of the teacher-librarian as resource provider or instructor of decontextualized library skills, and the school library as warehouse” (Craver as cited in Naslund, Asselin, and Filipenko, 2006, p. 29). Even though the survey sample was a small, it did consist of five college teacher education programs in different areas of the country.

Part 2 – Conclusions

Part 2 measured the pre-service teachers’ attitudes toward the roles of the library media specialist. They were asked to rank the duties within the four roles as outlined in Information Power (1998). The four roles were Teacher, Instructional Partner, Information Specialist, and Program Manager. The participants were asked to indicate how they ranked the duties within each role. Their three choices were: most essential, somewhat essential, and least essential.

Overall, the participants agreed most with the role of Program Manager. As seen in Figure 5, 77.2% saw the duty of *oversees library media program development* as most essential. A total of 66.1% saw as most essential the duty of *works collaboratively with teachers, students, and administrators*. And finally 79.3% saw as most essential the duty of *plans the future of the library media program*. The average for these three duties was 74.1%. The data indicated that the respondents agreed that the administrative duties or role of the LMS were important.

The second highest ranked role was Information Specialist as seen in Figure 4. Within this role, 78% of the respondents ranked the duty of *understands technological advances* for information access as most essential, 58.6% of respondents saw the duty of *trains others in the information process* as most essential, and 27.1% saw the duty as *evaluates information in all formats* as most essential. With the respondents' average as 54.5% for this role, it seemed they did understand the importance of technological advances and that they had given the LMS the respect of being technologically savvy and able to train their fellow workers in new technology or information processes.

As seen in Figures 2 and 3, the respondents did not rank the roles of Instructional Partner and Teacher as high as the other two roles. Within the role of teacher, the respondents did see the duty of *teaches information seeking process* as important as indicated with 74.6%, yet the duties of *teaches information literacy* and *collaborates with classroom teachers in curriculum design* were not see as important as indicated as most essential with 47.5% and 11.9% respectively. Within the role of Instructional Partner, the respondents felt the most strongly about the duty *link*

information needs with print and electronic resources as indicated by 47.5% choosing most essential. The duties *design authentic learning tasks and assessments*, as well as *works collaboratively with classroom teachers to meet learning standards* yielded most essential amounts of 14% and 27.1% respectively. The data indicated that the pre-service teachers saw the LMS as performing the more traditional roles of Information Specialist and Library Administrator, rather than as an Instructional Partner or Teacher that could be proactive in the duties of curriculum design, creation of instructional lessons to meet learning standards, or instructor of information literacy.

In Part 1, results of the pre-service teacher skills or observations of teacher-librarian collaboration were the more traditional or lower-level collaborative activities. When the pre-service teachers observed their cooperating teachers or other teachers, the results mirrored those of the pre-service teacher's collaborative practices and collaborative concepts discussed in course discussions. This indicates that veteran teachers appeared to practice the same lower-level collaborative skills that the pre-service teachers currently practiced or discussed in education courses. Similarly, in Part 2 pre-service teachers' attitudes toward the roles of the LMS were similar to a study conducted in 1999 by Wolcott, Lawless, and Hobbs. The results of the 1999 study indicated that pre-service teachers placed more emphasis on those library functions associated with information access and delivery than on those related to learning and teaching. This researcher's survey yielded similar results in that pre-service teachers placed more emphasis or saw more essential the roles of

Program Manager and Information Specialist than on the roles of Teacher and Instructional Partner.

Recommendations for Further Study

Even though the American Library Association (ALA) (1989) recommended increased exposure to teacher-librarian collaboration (Committee Recommendations #5 ALA Presidential Committee on Information Literacy (1989) as cited in Naslund, Asselin, and Filipenko, 2006, p.10), the statement has not facilitated change. One possible solution is some type of state mandated hours or guidelines to be included in teacher education programs. It seems unless forced legally, some teacher education programs cannot seem to find the time to institute increased exposure to teacher-librarian collaboration.

Another solution is further research and/or experimental studies involving teacher education programs and teacher-librarian collaboration. As seen in Chapter 2, when pre-service teachers were exposed to teacher-librarian collaboration, the results were positive. “Pre-service teachers in this project appear to gain the most new understandings about the concept of collaboration from their experience in collaboratively planning with a teacher-librarian. They spoke about how collaboration with teacher-librarians was a way of extending and enriching ideas” (Naslund, Asseslin, and Filipenko, 2006, p.30). This type of exposure to teacher-librarian collaboration is extremely important for pre-service teachers, so they see the value and services offered by a Library Media Specialist. “When new teachers understand the role of the teacher-librarian, it is likely that the amount and quality of collaborations between teachers and teacher-librarians will increase” (Asselin, 2000,

p.85). Once they realize this value then ultimately their students benefit by classroom teachers creating authentic learning experiences and enhancing their theme units and classroom lessons.

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APPENDIX A
LETTER OF INTRODUCTION

My name is Daria Benford and I am a Graduate student at Rowan University in Glassboro, NJ. I am completing my Master's Degree by writing a Thesis and completing research concerning Teacher-Librarian Collaboration.

Enclosed is a survey concerning the extent of preparation in Library-Teacher Collaboration among Pre-Service/Student Teachers. The data/results received may be used to change the amount of preparation or methods used to prepare student teachers for their teaching careers. I would appreciate you taking the time to fill out the brief questionnaire. All responses will remain confidential. Any questions please contact dariadd@comcast.net or shontz@Rowan.edu.

APPENDIX B
EMAIL LETTER

Dean/Dept Chair – Can you please forward this survey to you office of field experience or appropriate department so they might pass it on to your current student teachers. Thank you.

APPENDIX C
QUESTIONNAIRE

Part I -Pre-Service Teacher Questionnaire-Teacher/Librarian Collaboration

- 1) I have participated in Teacher-Librarian Collaboration throughout my Teacher Education Program by:
(Check all that apply)
- a. ☐ Planned a lesson with a librarian
 - b. ☐ Discussed a library research project using a computer or books with a librarian
 - c. ☐ Discussed with a librarian how she could support the lessons you teach in the classroom
 - d. ☐ Asked a librarian for books or other media to support your classroom lessons
- 2) I have observed Teacher-Librarian Collaboration throughout my Teacher Education Program by: (check all that apply)
- a. ☐ Observed my cooperating teacher or another teacher plan a lesson with a librarian
 - b. ☐ Observed my cooperating teacher or another teacher discuss a library research project using a computer or books with a librarian
 - c. ☐ Observed my cooperating teacher or another teacher discuss with a librarian how the librarian could support the lessons she teaches in the classroom
 - d. ☐ Observed my cooperating teacher or another teacher ask a librarian for books or other media to support their classroom lessons
- 3) I have gained knowledge of teacher-librarian collaboration throughout my Teacher Education Program by: (check all that apply)
- a. ☐ Discussed planning a lesson with a librarian in a teaching course/courses or practicum
 - b. ☐ Discussed talking to a librarian regarding a library research project using a computer or books in a teaching course/courses or practicum
 - c. ☐ Discussed how a librarian could support the lessons I teach in the classroom in a teaching course/course or practicum
 - d. ☐ Discussed asking a librarian for books or other media that support our classroom lessons in a teaching course/courses or practicum

Name of the college or university where you are completing or have completed your Student Teaching _____

**Part 2-Roles of the School Library Media Specialist - Please indicate how you perceive the importance of the roles of the school library media specialist by clicking on 1 for each question.
As **TEACHER** the school library media specialist:**

1) **COLLABORATES** with classroom teachers in curriculum design

Most Essential	Somewhat Essential	Least Essential
3	2	1

2) **TEACHES** students in the information seeking process

3	2	1
---	---	---

3) **TEACHES** information literacy skills

3	2	1
---	---	---

As INSTRUCTIONAL PARTNER the school library media specialist works collaboratively with classroom teachers to:

4) **LINK** information needs with print and electronic resources

Most Essential	Somewhat Essential	Least Essential
3	2	1

5) **Design** authentic learning tasks and assessments

3	2	1
---	---	---

6) **Meet** learning standards

3	2	1
---	---	---

As INFORMATION SPECIALIST the school library media specialist:

7) **Evaluates** information in all formats

3	2	1
Most Essential	Somewhat Essential	Least Essential

8) **Understands** technological advances for information access

3	2	1
---	---	---

9) **Trains** others in the information process

3	2	1
---	---	---

As PROGRAM MANAGER school library media specialist:

10) **Oversees** library media program development

Most Essential	Somewhat Essential	Least Essential
3	2	1

11) **Works** collaboratively with teachers, students, and administrators

3	2	1
---	---	---

