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Making the Classroom-Library Connection

Results of a three-hour workshop presented to 165 preK-12 student teachers

Bridging Two Worlds

Moving from Repository to Learning Spaces

Sustaining a Makerspace

Strategies for creating a maker culture

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Moreillon reports results of a three-hour workshop presented to 165 preK-12 student teachers in the 2013-2014 academic year. A team of teacher librarian educators and advocates developed the workshop to influence preservice classroom teachers' understanding of classroom-library collaboration for instruction as well encourage them to seek out classroom teacher-school librarian instructional partnerships during student teaching. The report is based on participant evaluations of whole and small group sessions. The results show a positive response to the workshop and suggest practicing teacher librarians should make every effort to offer a coplanning session during preservice teachers' student teaching experience.

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The Flexible "Curriculum" of the Library Learning Commons

David V. Loertscher

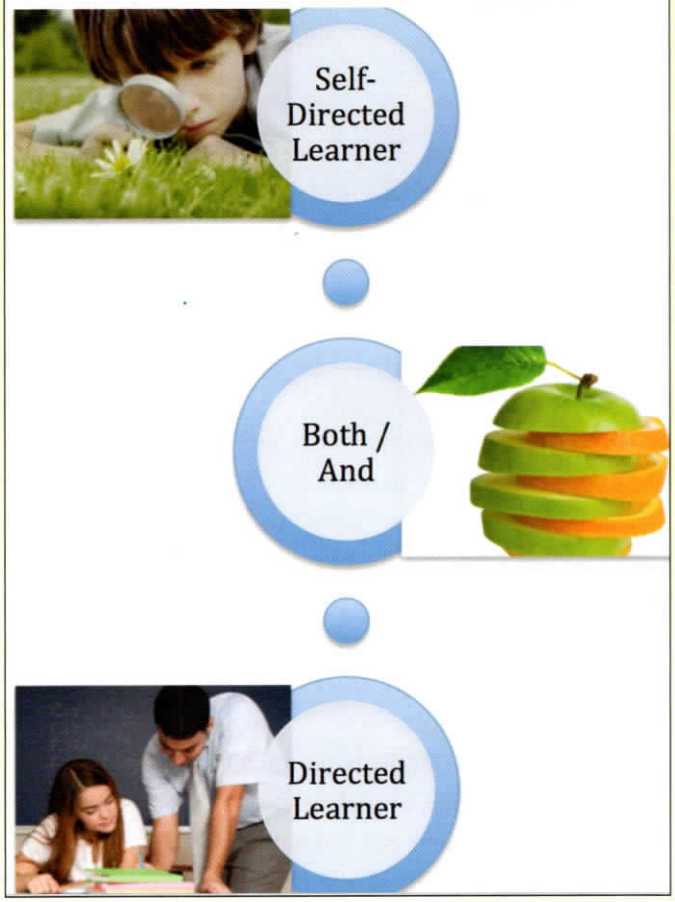
From time to time, we have noticed teacher librarians making requests across social media for sample curriculum documents that can be used as lessons throughout the year with both children and teens coming to the library learning commons for instruction.

Like other parts of the school curriculum, we are often encouraged to have our own curriculum that begins in September and ends in May. We want all children to be taught what we deem important for them to prepare for college or a career.

Instead of a set curriculum based on coverage at each grade level, I would like to propose an alternative flexible curriculum based on a newly developed model by Fran Kompar (Greenwich Connecticut Schools), Carol Koechlin (Toronto, Canada), and myself. Our model is an acronym known as the LIIITE Model that demonstrates how a teacher librarian can add "light" to any learning experience during a cotaught learning experience. Before discussing the model, let us look at a larger view of what actually is happening in a typical library learning commons.

From a child or teen perspective, there should be two major things I can do when I come to the LLC: informal learning and formal learning as illustrated in the accompanying visual. Here we visualize that a student can expect to have a place in the school where self-directed learning, making, creativity, and experimentation can take place both in a physical space and in a virtual space.

The Flexible Learner: Succeeding in Two Worlds



Secondly, I will come to the LLC with my teacher for formal learning experiences where we will use information and technology resources to do projects assigned in the classroom and carried out both in the classroom and in the LLC as teachers coteach alongside teacher librarians. From the student perspective, the LLC is not just a warehouse where they come to check out a book or use a database. It is a vibrant and active learning space where the coolest things are happening!

The LIIITE Model concentrates on the value added piece of formal learning in the LLC. The title at the top of the model explains its purpose: "The LIIITE Model of Teacher Librarians: What Today's Teacher Librarians Add to Cotaught Learning Experiences." The caption at the bottom of the model hints at its use: "Six Reasons a Classroom

The LIIITE Model of Teacher Librarians

What Today's Teacher Librarians Add to Cotaught Learning Experiences

L I I I T E!

ERACIES

Cutting Edge

Builds skills and enjoyment including wide reading, digital production and citizenship across many types of media and information formats and devices.

\+

Traditional

Concentrates on building the love of reading and storytelling as the center of the library program

INFORMATION

Cutting Edge

Helps learners take command of connecting to high quality print and digital resources across the global network.

\+

Traditional

Directs patrons to information in books, magazines, and reference sources.

INQUIRY & DISCOVERY

Cutting Edge

Coteaches inquiry projects from beginning to end; facilitates self-directed learning, making, and creativity.

\+

Traditional

Concentrates teaching on finding, locating and evaluating information for teacher's assignments.

INTRUCTIONAL DESIGNS

Cutting Edge

Codesigns engaging learning experiences that combine content knowledge and learning how to learn skills.

\+

Traditional

Direct teaching of library skills, research and the love of reading.

TECHNOLOGY BOOSTS

Cutting Edge

Facilitates the use of the best tech tools at the top of the SAMR model that boost learning, creativity, and efficiency.

\+

Traditional

Encourages use of a wide variety of technologies.

EXPERTISE & LEADERSHIP

Cutting Edge

Contributes expertise to enhance teaching and learning through collaborative leadership.

\+

Traditional

Builds a traditional library program that serves patrons who request services and resources.

6 Reasons a Classroom Teacher Would "Hire" a Teacher Librarian to Partner With as the Library Learning Commons Program Pushes Toward Cutting Edge Practices

As we present the LIIITE Model for you to consider and use, we ask you to construct your own model that fits the value added aspects of your own program!

Teacher Would 'Hire' a Teacher Librarian to Partner With as the Library Learning Commons Program Pushes Toward Cutting Edge Practices." In the center of the model, we see six major strategies the teacher librarian might embed in a learning experience in order to enhance the objectives of the learning experience as designed by the classroom teacher. In other words, our curriculum has six main areas of focus, but they are inserted into a classroom teacher's objectives at the point of need rather than in a prescribed systematic way so common in math or science or social studies. In talking and planning with the teacher for an LLC-centered learning experience we might say: "I'd love to add LIIITE ("light") to your learning objectives to see if we can push deeper and engaged learning into every student in this project or assignment. We can select from literacies, information, inquiry and discovery, instructional designs, technology boosts, and I will add my expertise to yours to spark up the unit/lesson." By showing the model of the six major add-ons that could be used in a learning experience, we are trying to convey the idea to the teacher that, "If I work to teach this unit alone in the classroom, I will achieve a certain level of success. If I push this experience into the LLC and coteach alongside the teacher librarian, the outcome will be much better for both of us and certainly for the learners!"

Another major use of the LIIITE Model is to help administrators, school boards, and parents understand what the difference is between a traditional library and a Library Learning Commons. They need to know why we think we have a value added component worth funding in the day of the Internet and Google. We need not only a model to show them, but also an elevator speech beyond something like: "We teach kids and teens to love reading and teach them information literacy." Notice that in the LIIITE Model, we show traditional practices of the library and then add on top of those cutting edge practices that push us into the center of teaching and learning in the school.

As we present the LIIITE Model for you to consider and use, we ask you to construct your own model that fits the value added aspects of your own program!

Here's how: Analyze, scrutinize, think, and assemble a group to look at the LIIITE Model together. Do you like our six practices? Do you like our traditional and cutting edge practices? What kind of an LLC program model could we create that exemplifies our work in our school, our district, or our state? What kind of program makes the LLC a central part of the entire school; that focus that principals used to say about the library being the hub of the school?

You are welcome to print out a poster size copy of the LIIITE model for use in your planning and then use our workshop model that might not be as pretty but is a Google document that can be used to create your own adaptation, or just throw it out and create one that is more meaningful to your students, teachers, parents, and administrators.

The original Google Drawing of the model is at: https://docs.google.com/drawings/d/11b8l6ybjecoB0RvMmdQPFBrxFCAGgcMkM64DD8tizHg/edit. The version appearing in TL can be found at www.teacherlibrarian.com.

The Workshop model is at: https://docs.google.com/document/d/1eXzGkPvKVWukZ_Rphfk-7CjnhrAhHW8F_v1eAMfOnq0E/edit.

As the new ISTE standards appear in the summer of 2016 and the AASL Standards in 2017 alongside the new science standards, perhaps we can develop ways, models, conversations, and actionable projects in every school to push forward in this century of wonderful opportunities for a new generation of creative contributors to their futures and ours.