

**PREDICTION TABLE**

Student Name High Ability	Usually Meets Expectations? Y or N	
Total and % Yes		
Student Name Average Ability	Usually Meets Expectations? Y or N	
Total and % Yes		
Student Name Challenged	Usually Meets Expectations? Y or N	
Total and % Yes		
Whole class Total and % Yes		

**ANALYSIS AND CONCLUSION TABLE**

Student Name High Ability	Met Expectations? Y or N	
Total and % Yes		
Student Name Average Ability	Met Expectations? Y or N	
Total and % Yes		
Student Name Challenged	Met Expectations? Y or N	
Total and % Yes		
Whole class Total and % Yes		
Comparison With Predicted		
Gain or loss		
What type of student seemed to benefit the most?		
Conclusions and Recommendations		

# gauging the impact of teacher and teacher-librarian collaboration

**COMMENT:**

This feature usually reports a research study and its usefulness in a school library program. No studies were found gauging the impact of individual or group collaborations between teachers and teacher-librarians. Therefore, the *TL* editors have proposed an action research study for your use. We encourage you to carry out a study and report the results for possible publication—e-mail your findings to David Loertscher at [davidlibrarian@gmail.com](mailto:davidlibrarian@gmail.com).

**Background:** Administrators and teachers may be interested in the value-added benefits accrued when a classroom teacher and the teacher-librarian collaborate to plan, implement, and evaluate a learning experience taught together. This proposed action research study could be done every time that a collaborative unit happens or just with selected collaborations. The results should be reported by the team to the administrator on a regular basis.

**Research Questions:** What percentage of learners meet or exceed learning expectations when a classroom teacher and a teacher-librarian team-teach a unit of instruction? How does that percentage compare with the normal success rate when classroom teachers teach alone?

**Method:**

- Step 1:** Ask the teacher to judge each student on how well he or she meets or exceeds the expectations of a unit of instruction. Divide the class into three groups: high achievers, average achievers, and challenged students. Compute the percentage for each group.
- Step 2:** Plan together the objectives of the unit based on what students should know, do, and understand. Be sure that the agenda of both the teacher and the teacher-librarian are included. For example, the teacher-librarian might want the students to do wide reading on the topic, learn an information literacy skill, and use technology to enhance learning.
- Step 3:** Plan the joint assessment for the unit. Be sure that both partners' objectives are assessed and reflected in the final grade. Regardless of the assessment given, the teacher and the teacher-librarian should be able to judge whether each student met or exceeded unit expectations.
- Step 4:** Team teach the unit together and assess the students jointly.
- Step 5:** Determine the number of students in each ability level who met or exceeded expectations.
- Step 6:** Compare the results with the predictions. This should stimulate a fascinating discussion of the strengths and challenges of the partnership and what might be done the next time to improve the results. Ask such questions as Which students seem to do better when we collaborate? and How could we work more effectively together to maximize the success of every learner?
- Step 7:** Report the results and make future plans. What happens over time when you collaborate with a single teacher numerous times? What happens when you collaborate with a group of teachers, such as a grade-level team or a department?