

REMA MEETING MINUTES

November 17, 2004

Ross Todd introduced Lyn Hay, a lecturer from Charles Sturt University (New South Wales, Australia) who is a visiting scholar at CISSL. Lyn is replicating Todd's & Kuhlthau's Ohio study with 5,000 students in Australia.

ROSS TODD

Ross delivered his presentation "Learning in the Information-Age School: Partners-Leaders in Action," which summarized the results of a study he conducted in a Gladstone, NJ, school. The study investigated how school librarians and teachers create an environment for building knowledge. **See a summary of the results at:** <http://www.scils.rutgers.edu/~rema/rema_todd.ppt>.

Ultimately, this research will result in the Student Learning Impact Measure, an evidence-based practice toolkit that school librarians and teachers can use to determine the effectiveness of their school library program.

DEBBI DUNNE AND CAROLE PRENDERGAST

Carole, a school librarian, and Debbi, a 3rd grade teacher, have collaborated in their K-3 school in Ramsey, NJ, for 15 years. They shared some of their ideas and tips for successful teacher-librarian partnerships:

Benefits of collaborating

- Provides two style and process role models for students.
- More individual attention for students

Tips for the school librarian

- Learn the curriculum.
- You can't collaborate with everyone right away; look for someone who shares your philosophy.
- Use a non-threatening approach; understand others' professional needs
- Take risks; be flexible, proactive, approachable, open
- Work together weekly
- Go to teacher's professional conferences and read their professional journals
- Join the school's curriculum committee
- Go to grade-level meetings
- Participate in staff development activities
- Get on the agenda for faculty meetings
- Share new materials with the staff; enlist teachers in book talking new materials at Book Breakfasts for the staff
- Help select books for the curriculum units of study
- Engage the whole staff in author visits and book fairs
- The successful school library combines resources agents (up-to-date information for classroom use) with library development agents (meaningful, authentic research assignments).

The teacher's role in the partnership

- Reinforces in class whatever is taught in the library.
- Provides planning time to the librarian.
- Spends time in the library with students.

Challenges

- Time: Need to plan before and after school
- Scheduling: Flexible better than fixed
- Perception: Teachers may not consider the librarian a “real” teacher; they don’t get pre-service training on using the library and partnering with the librarian
- Resistance: You can’t reach everyone

Sample collaboration projects

- **Feeder Watch:** Students collect data about bird feeder use patterns and conduct research about birds. Students created their own bird newspaper, which contained research, poetry, and biographies of birding heroes.
- **Wetlands:** Students choose their own wetlands-related topic. They are encouraged to come up with at least six “fat questions” (those that require lots of notes) rather than “skinny questions” (yes or no answer) about their topic. Throughout their research, students keep a double-entry journal, in which the left page stores facts, observations, and predictions about their findings, and the right side contains reflections about the research process. Students also use the notebook to store a working bibliography, each entry of which is assigned a code number. Students write the source’s code number and page number in the margin of their journal as they take notes. To reduce plagiarism, students use the Internet as their last research source.

Recommended resources

- 100 Best Books for Reading & Sharing display at the Donnell Branch of the NY Public Library (on display Dec. 1-31). [See the list](http://kids.nypl.org/reading/childrensbks.cfm?ListID=207) at: <http://kids.nypl.org/reading/childrensbks.cfm?ListID=207>. [Read the press release](http://www.nypl.org/press/childrensbooks2000.cfm) from 2000 at <http://www.nypl.org/press/childrensbooks2000.cfm>.
- Atwell, Nancie. (1989). *Coming to know: Writing to learn in the intermediate grades*. Heinemann.
- Peterson, Ralph. (1992). *Life in a crowded place: Making a learning community*. Heinemann.
- Library professional journals:
 - Book Links: <http://www.ala.org/ala/productsandpublications/periodicals/booklinks/booklinks.htm>
 - Booklist: <http://www.ala.org/ala/booklist/booklist.htm>
 - Horn Book: <http://www.hbook.com/mag.shtml>
 - Language Arts: <http://www.ncte.org/store/journals/105389.htm>
 - School Library Journal: <http://www.schoollibraryjournal.com/index.asp>