

FIGURE 2.2

Levels of Library Services and Instructional Partnerships

Planning	Service/Partnership	Subtype	Examples
Collaboration	<p>Copanning Required Copanning occurs when equal partners work together to design instruction. Educators begin with the end in mind—students’ performance of learning objectives that show what students will know and will be able to do at the end of the learning activity. During copanning, educators codesign assessment instruments and align students’ learning tasks with objectives and assessments.</p>	<p>Collaboration The school librarian and the classroom teacher schedule formal planning time. Together, they design a lesson or unit of instruction to achieve shared goals and specific student learning outcomes. They coimplement the lesson or unit using one or more coteaching approaches. Collaborators co-monitor student progress and share responsibility for assessing and analyzing student learning outcomes.</p>	<p>Team Teaching After collaborative planning, educators coteach by assuming different roles during instruction, such as reader or recorder or questioner and responder, modeling partner work, role playing or debating, and more.</p>
			<p>Paralle Teaching Each educator works with a portion of the class to teach the same or similar content using the same or different modalities. Groups may switch and/or reconvene as a whole class to share, debrief, and/or reflect.</p>
			<p>Station Teaching After determining curriculum content for multiple learning stations, each educator takes responsibility for facilitating one or more learning centers while in other centers, students work independently of adult support.</p>
			<p>Alternative Teaching One educator pre-teaches or re-teaches concepts to a small group while the other educator teaches a different lesson to the larger group.</p>
Coordination	<p>Copanning Required (Will not be as in-depth as above)</p> <p>A brief conversation about a lesson topic or objective.</p>	<p>Coordination Coordination requires more communication than cooperation. It includes a shared mission and may include planning and can be supported over a longer time period. Often one person will take the lead in coordinating activities and the other (or others) follow along in supporting roles. While there is more intensity in coordination than in cooperation, authority is still maintained by each individual.</p>	<p>The school librarian aligns library instruction with the topic or learning objectives the classroom teacher is addressing in the classroom.</p> <p><i>or</i></p> <p>The school librarian may support classroom teachers by helping them implement a new strategy, tool, or resource in the role of an extra set of hands in the room.</p>
			<p>A brief conversation about a lesson topic or objective.</p>
Cooperation	<p>Cooperation Compared with collaboration, cooperation tends to be more informal, short term, and often lacks a focused planning effort. People who cooperate maintain their individual authority. They may not have a shared mission, but rather provide pieces of a puzzle without a commitment to the whole picture.</p>	<p>The school librarian provides print, digital, or technical resources for students’ and classroom teacher’s use in the classroom or in the library. The school librarian is not involved in instruction.</p>	

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