

Classroom-Library Collaboration: Post-First Year Teaching Survey

Data #: _____

The post-first year teaching survey is designed to gather data about your teaching experiences and whether or not, as a result of those experiences, there has been a significant change in your practice and/or understanding of the potential of classroom-library collaboration to impact student achievement and to support you as a professional educator. The post-first year teaching survey will take approximately fifteen minutes. Thank you.

Definition: Collaboration occurs when educators co-design, co-plan, co-teach, and/or co-assess curriculum-based lessons or units of study.

Your First-Year Teaching Experiences Related to the Roles of Teacher-Librarians, Classroom Teachers, Principals, and School Library Programs in the Learning Community

	Yes	No	Don't Know
1. The teacher-librarian at the school where I did my first year of classroom teaching had at least one year of teaching experience and the same or more education than beginning classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The teacher-librarian at the school where I did my first year of classroom teaching provided release or planning time for classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. During my first year of classroom teaching, the school library program was a critical part of the literacy program of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. During my first year of classroom teaching, the teacher-librarian was responsible for teaching reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. During my first year of classroom teaching, the teacher-librarian was responsible for teaching research skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. During my first year of classroom teaching, the teacher-librarian was an educator responsible for teaching every area of the school curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. During my first year of classroom teaching, the teacher-librarian helped me find materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. During my first year of classroom teaching, the teacher-librarian helped me design and plan lessons and units of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Yes	No	Don't Know
9. During my first year of classroom teaching, the teacher-librarian co-taught lessons and/or units of instruction with me.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. During my first year of classroom teaching, the teacher-librarian assessed students' learning on projects, in which they taught some or many components.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. During my first year of classroom teaching, I noticed that student achievement increased when I collaborated with the teacher-librarian.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. During my first year of classroom teaching, the teacher-librarian provided in-service training and offered other forms of professional development for me and/or other classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. During my first year of classroom teaching, the teacher-librarian helped me and /or other classroom teachers learn new technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. During my first year of classroom teaching, the teacher-librarian helped me and/or classroom teachers with professional reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. During my first year of classroom teaching, the teacher-librarian helped me and/or classroom teachers with their graduate-level coursework by helping us/them locate resources and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. During my first year of classroom teaching experience, the school schedule provided time for classroom-library collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. During my first year of classroom teaching experience, the principal set the expectation for classroom-library collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
18. During my first year of classroom teaching, I observed or heard that other classroom teachers collaborated with the teacher-librarian	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

During my first year of teaching experience, I collaborated with the teacher-librarian in my school.

Yes

No

Please list as many of the factors as possible that account for your involvement in a classroom-library collaboration or for your lack of a classroom-library collaboration experience. Please place a star next to the ONE factor you believe was most important.

I would welcome the opportunity to participate in a 3 to 5 person focus group interview.

Yes

No

I would welcome the opportunity to participate in an individual interview.

Yes

No

