

Classroom-Library Collaboration: Post-Preservice Education Survey

Data #: _____

The post-preservice education survey is designed to gather data about your learning experiences and whether or not, as a direct result of those experiences, there has been a significant change in your understanding of the potential of classroom-library collaboration to impact student achievement and to support you as a professional educator. The post-preservice education 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.

Understanding the Roles of Teacher-Librarians, Classroom Teachers, Principals, and Library Programs in the Learning Community

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
1. Teacher-librarians should be responsible for teaching reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Teacher-librarians should be responsible for teaching research skills.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Teacher-librarians are educators who should be responsible for teaching every area of the school curriculum.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. In Arizona, certified teacher-librarians must have at least one year of classroom teaching experience and the same or more education than beginning classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. When teacher-librarians and classroom teachers collaborate for instruction, student achievement should increase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Teacher-librarians should help classroom teachers find materials.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Teacher-librarians should help classroom teachers design and plan lessons and units of instruction.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Teacher-librarians should co-teach lessons and units of instruction with classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
9. Teacher-librarians should assess students' learning on projects, in which they have taught some or many components.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. When teacher-librarians and classroom teachers collaborate for instruction, student achievement should increase.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Teacher-librarians should provide in-service training and offer other forms of professional development for classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
12. Teacher-librarians should help classroom teachers learn new technologies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
13. Teacher-librarians should help classroom teachers with professional reading.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
14. Teacher-librarians should help classroom teachers with their graduate-level coursework by helping them locate resources and information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
15. School library programs should be a critical part of the literacy program of the school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
16. School librarians should provide release or planning time for classroom teachers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
17. School principals should set the expectation for classroom-library collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Your Preservice Education Experiences Related to the Roles of Teacher-Librarians and School Library Programs

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
18. During my preservice education, the texts I read about classroom-library collaboration influenced my thinking about the role of teacher-librarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
19. During my preservice education, guest speakers' testimonials about classroom-library collaboration influenced my thinking about the role of teacher-librarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
20. During my preservice education, the instructor's testimonials about classroom-library collaboration influenced my thinking about the role of teacher-librarians.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
21. During my preservice education, my own experience collaborating with classmates on assignments increased the value I place on collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
22. During my preservice education, my own experience collaborating for instruction with a classmate during my practicum increased the value I place on collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
23. During my preservice education, my own experience collaborating for instruction with a mentor teacher during my practicum increased the value I place on collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
24. During my preservice education, my own experience collaborating for instruction with NAU instructors increased the value I place on collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't Know
25. My collaboration experiences during my preservice education increased the likelihood that I will engage in classroom-library collaboration.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

26. Circle **ONE**: Which one of the following most influenced your understanding of classroom-library collaboration?

Collaboration Experience Observation of Collaboration(s) Readings Lesson Plans Guest Speakers NAU Instructor

27. During my preservice practicum experiences, I observed classroom teachers and teacher-librarians collaborating for instruction. (See definition at the top of this survey).

Yes **No** **Don't Know**

28. During my preservice practicum experiences, I collaborated with a teacher-librarian for instruction.

Yes **No** **Don't Know**

You are invited to offer more information about any of your answers to the above statements. If appropriate, please indicate the statement number next to your comment. Thank you.
