An Abstract
of a research paper submitted in partial fulfillment
of the requirements for the degree of
Master of Science in Library Science and Information Services
in the Department of Educational Leadership and Human Development
University of Central Missouri

August, 2013
ABSTRACT

by

Melinda B. Van Aalsburg

Collaboration is a proven educational technique that brings together unique qualities of multiple educators to positively impact students. Non-core collaboration takes those same benefits and positive qualities and applies them to subject area teachers outside the core academic classes. This paper explores how the school librarian can work with these non-core teachers in a collaborative environment. This collaborative relationship has positive benefits for both partners and provides a unique and dynamic learning environment for students. Specific examples and benefits will be explored as well as the relationship that these collaborations have to the American Association of School Library’s Standards for the 21st Century Learner. Research on this topic was reviewed and gathered from databases, online webpages, and print sources. After reviewing the literature the study shows that collaboration between librarians and non-core subject teachers positively impacts both student achievement and school dynamics.
FOSTERING COLLABORATION BETWEEN SCHOOL LIBRARIANS AND
NON-CORE SUBJECT TEACHERS

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CHAPTER 1
INTRODUCTION

Collaboration is a celebrated teaching method that brings together educators with varying viewpoints, expertise, and experiences to teach or explore a concept. This coming together of educators allows students to gain access to knowledge and ideas that can be difficult for teachers to present alone. Students generally respond very well to collaborative efforts made by educators and many times teachers find that collaboration increases student test scores and other outcomes (McCoy 37). However, subject areas that fall outside the core curriculum are often neglected when implementing teaching techniques such as collaboration. These non-core areas and teachers can be a vital part of a school and provide librarians with new possibilities when reaching out to students, teachers, and school communities.

Non-core collaboration has several unique attributes and allows both teachers and librarians to interact with students in a creative environment. Non-core classes are usually identified as favorite classes by students because they allow for self expression, creativity, and fun. Classes like music, art, drama, and even physical education revolve around student participation and often combine several curricular ideas to teach a concept (Higgins et al. 6). Non-core classrooms can also provide the librarian with ways to introduce newer and more creative forms of technology into the school system. Technology tools are readily available for music writing, animation, and movie making (Barnett 2008).

Through these creative non-core collaborations, the librarian can strengthen the library’s position as a third space for students and promote a stronger, more unified school culture. A third space provides students with a place to go beyond the home or the classroom in which they feel safe and appreciated. Through non-core collaboration the librarian can celebrate the
achievements of the entire school including core academic achievements as well as extracurricular and performance achievements. Students and teachers can come to place more value on the library and all it offers when they feel that their interests and all classes are fully represented (Mcpherson 70).

Non-core collaboration also allows librarians to meet all of the standards promoted for the profession. The AASL’s *Standards for the 21st Century Learner* are all readily achieved through non-core collaboration because these classes all promote problem solving, information sharing, literacy, and technology in their own unique ways (American Association of School Librarians). Non-core collaboration provides students, teachers, and librarians with all of the same benefits that traditional collaboration can with the added benefits of making the library a more visible and integral part of the school community.

**Statement of the Problem**

The changing standards being implemented in schools are addressed by almost every faculty member, and new approaches to literacy are becoming evident. However, there are classes that have, until now, been left mainly to their own devices. These non-core classes often have standards that are outside the norms of those addressed in traditional, core classrooms and these classroom teachers often find themselves on the outside looking in. Non-core classrooms are those that fall outside the four main academic areas and include classes like music, art, foreign language, agriculture, and physical education (Higgins et al. 6-8). Even though these classes are outside the core academic areas, non-core subject teachers are still asked to implement the changing literacy standards that affect our core classrooms.

These non-core classes provide supplemental materials, instruction, and ideas that benefit students in every classroom; and it has become a job for the librarian to explore and promote
these challenging, effective, and creative classes for their positive educational impacts. When librarians and non-core teachers collaborate, the effects can be beneficial for the entire school. Non-core subject teachers are able to enjoy the expertise of the librarian with regards to literacy efforts, and librarians are able to better meet the needs of the entire school population and gain a stronger platform for collaboration with all faculty members (Moorefeld-Lang 12).

**Purpose of the Study**

The purpose of this study was to review the literature related to how librarians can promote collaboration with non-core subject area classroom teachers. Literature was reviewed regarding several aspects of non-core collaboration beginning with understanding the concept of non-core collaboration and the benefits of this type of collaboration. Literature pertaining to non-core collaboration and its enhancement of school culture as well as the third space concept was also explored. Particular attention was paid to specific collaborative examples from a variety of non-core subject areas as well as the standards they address. In addition, facilitating non-collaboration at both the elementary and secondary level was explored. The results of this study demonstrate that non-core subject area collaboration between teachers and librarians has the ability to positively impact not only student achievement but also school wide investment in the library.

**Research Questions**

Librarian collaboration with non-core subject area teachers is a step in embracing collaboration and cementing the library’s role as central and crucial to student development (Moorefeld-Lang 11). Librarians are uniquely posed to help non-core teachers embrace new literacy standards, and non-core teachers can help bridge the gap between their students and the
library. Guiding questions were used during the research and focused the information around a specific set of information.

1) How does a librarian implement non-core collaboration?

2) What are the similarities and differences when collaborating with non-core subject teachers at either the elementary or secondary level?

3) What are the benefits of librarian and non-core subject teacher collaboration?

**Limitations of the Study**

The limitations of this study include the limited time frame in which research was conducted as well as the availability of peer reviewed journals and texts on the topic of non-core collaboration. Non-core subject areas explored in the specific examples sections of the paper were limited and sometimes omitted based on available information as well. The study was also limited by the small amount of research, in comparison to traditional collaboration, that has been conducted about the long term effects of non-core collaboration. The scope of the study included articles, journals, and texts dealing with non-core collaboration and the librarian’s involvement. The results of the study provide the reader with an overview of the benefits of non-core collaboration with regards to specific school communities as well as specific examples of successful non-core collaborative experiences.
Definition of Terms

Agriculture classes: A group of school classes, generally at the secondary level, that teach students a variety of skills related to animal science, farm science, metal working, wood working, and mechanics.

American Association of School Librarians (AASL) Standards for the 21st-Century Learner:
A set of standards developed to focus on the learner in relation to the skills needed throughout life.

Boomwhackers: Musical tools made of hollow tubes used to teach pitch and simple melodies. Each Boomwhacker is a specific length and color to correspond to a certain pitch and when struck the hollow tube produces that specific pitch.

Child development classes: A family and consumer science class related to having, raising, and caring for children.

Collaboration: Multiple individuals joining together to create a new plan, concept, or product.

Drama machines: Students recreating objects or ideas from stories through movement, sound, and action.

Family and consumer science classes: A group of school classes, generally at the secondary level, that teach students a variety of skills related to food science, health and wellness, clothing design and production, and child development.

Interpretive dance: Uses movement alone to tell a story.

iPod: A small, technological device, created by Apple, Inc., used to play music, watch videos, and listen to podcasts.
Jump Rope for Heart: A program for elementary students designed to raise awareness about heart health and overall physical wellness using jumping rope as a starting point.

Karaoke: A form of singing in which a performer selects music from a predetermined list, reads lyrics from a television screen, and usually performs for an audience. To perform karaoke, a singer needs no professional training.

Non-Core classrooms or Special Subject Area classrooms: Classes that fall outside the four main areas of curricular focus in schools, language arts, math, science, and social studies. These classes include but are not limited too; music, art, drama, family and consumer science, agriculture, foreign language, and physical education.

Non-Core Collaboration: Collaboration, or the creation of new plans, ideas, and concepts, between librarians and educators outside the four main academic areas.

Podcast: Digital media such as audio, visual, radio, or PDF files that can be subscribed to and either downloaded from or streamed through a website. Podcasts tend to follow a series format and can be listened to on a variety of portable media devices.

Reader’s Theater: Dramatic performances in which performers use vocal expression to guide audiences through a story instead of relying on memorization, sets, or costumes.

School Culture: Beliefs and priorities that guide a school district, its employees, and its students.

Third Space: A welcoming and comfortable place outside of home, work, or school that brings people together in a social setting.
Research Design

This research consisted of the collection and study of previously published literature on the topic of collaboration between librarians and non-core subject area teachers. No original research was conducted. Articles were retrieved from the following databases using the James C. Kirkpatrick’s online library: Academic Search Complete and Library Literature & Information Science Full Text. Articles were also retrieved via online Web searches, and print sources were obtained from the online retailer, Amazon.com. In all instances of research, key words including ‘collaboration,’ ‘non-core collaboration,’ and ‘librarian and non-core teacher collaboration’ guided the search for information. Searches were also made for instances of teacher and librarian collaboration for all individual non-core classes including art, music, drama, family and consumer science, agriculture, foreign language, and physical education. The idea that non-core collaboration enhances school culture was also explored and key search terms for this idea included those relating to third space.

Conclusion

This study includes three chapters related to librarian collaboration with non-core subject area classroom teachers. Chapter one serves as an introduction to the research and establishes key points to be explored in the other chapters as well as an explanation of the research. Chapter two consists of a review of the literature related to this topic as well as individual examples of this type of collaboration. Chapter three consists of answers to the research questions posed in chapter one as well as a conclusion to the research.
CHAPTER 2:
REVIEW OF THE LITERATURE

Introduction

Collaboration between the school librarian and the regular classroom teacher has been explored and the benefits have been well documented. Recently, however, there has been a push to take literacy into every area of the school, including non-core subjects. This research will explore the relationship between the librarian and the teachers of non-core, or special area, classes. The library is a place of constant collaboration between subject area teachers, so integrating the non-core subjects should be a natural step (Moorefeld-Lang 11). The research will show the benefits of this type of collaboration at both the elementary and secondary level. The research will also show successful relationships between specific classes and the library, including pertinent Standards for the 21st Century Learner they address (American Association of School Librarians). Finally research will also show how to facilitate and plan this type of collaboration at the elementary and secondary level.

The Benefits of Collaboration

Collaboration allows educators to bring their unique skill sets together for the benefit of students. McCoy states that, “Collaborations take time. They’re messy. They’re sometimes frustrating. Yet collaborations enable us to undertake projects of a scope that might be impossible for an individual to do alone” (39). To understand the benefits of collaboration between school librarians and teachers of non-core classes, the general benefits and process of collaboration are presented in this paper. This section will briefly outline collaboration with regard to student benefits.
Montiel-Overall, “Towards a Theory of Collaboration”, describes collaboration as shared creation or multiple individuals joining together to create a new concept or product. When the librarian and the classroom teacher collaborate, they bring two different sets of experiences and ideas together and use those differences to create lessons that are dynamic and have the potential to reach a wider variety of students. Collaboration has been shown to contribute to higher test scores in all age groups, improved research skills, and to provide a wider support system for struggling students.

Collaborating with Non-Core Classroom Teachers

Collaboration between school librarians and non-core subject teachers, referred to as “non-core collaboration in this paper,” shares some similarities with collaboration with core subject teachers. In both instances teachers and librarians contribute ideas, areas of expertise, and the hope of raising student achievement. However, non-core collaboration has the unique ability to reach students in a more varied way. Non-core collaboration often has an artistic and hands on approach or the freedom to incorporate unique forms of technology. This section will explore how this type of collaboration can benefit students as well as teachers.

Collaboration between the librarian and non-core classroom teachers can provide exciting opportunities for students and teachers alike. Non-core classes are often more active than regular academic courses, and this can provide a dynamic starting point for collaboration. Just like collaboration in core areas, both the teacher and the librarian are responsible for bringing together two differing sets of expertise to create new learning strategies. Often by collaborating with non-core teachers the regular curriculum is enhanced as well. Collaborations can happen across disciplines and provide students with a deeper understanding of both sets of curriculum. An example of this would be using the library to research traditional folk songs from a specific
country to sing in music class, an activity which could, in turn, help students gain a deeper understanding of that particular country which they are studying in their History course (Higgins et al. 6-8).

Collaborating in this way, beyond the regular classroom, enhances the educational experience and understanding of students. They are allowed to explore, create, and study without the same time constraints placed on the regular classroom. Many times the non-core class can meet its own objectives by supplementing the lessons being studied in the traditional classroom (Barnett 2008). This type of collaboration also allows the students access to materials that may not otherwise be available, like musical instruments, or paint supplies. Non-core collaboration also removes the burden of needing every classroom teacher to learn these extra methods. The coming together of different strengths as well as different classes provides a way for each one to enhance the other. This is what can make collaboration with non-core classes beneficial and appealing (Moorefeld-Lang 12).

**Enhancing School Culture through Non-Core Collaboration**

Non-core collaboration has the potential to bring the school together in a way traditional collaboration does not. Non-core classes are driven by student interest and enthusiasm; this makes them classes in which students are excited about participating. Student enthusiasm derived from non-core classes, combined with library collaboration, creates a positive learning atmosphere and helps students identify the library as a third space. This third space is a place outside of work, school, or the home in which students feel both safe and comfortable (Matthews). With enhanced school culture, brought about by increased non-core collaboration, students make lasting connections with curriculum. Non-core collaboration also gives them the safe space of the library in which to express themselves. This section will explore the idea of
third space and how the library can be used as that space. It will also address how non-core collaboration contributes to that as well as asserting the value of non-core collaboration to teachers and administrators. Finally the research will address how to identify collaboration opportunities and how to create those opportunities.

**Third Space and the Library’s Place**

Non-core collaboration with the library increases the library’s visibility with students and they then have an easier time seeing it as a space that can be used for more than just checking out books. School libraries have had a changing history from being storage areas for information to places of collaboration and community. This use of the library for more than just information retrieval is seen as a third space for students (Montgomery and Miller 230-232). Matthews tells us that a third space is somewhere people choose to go outside of home and work. The ability to create a sense of community in the library enhances its appeal as this third space. Matthews also mentions that successful third spaces can be measured by how many students return to this created community outside of class time.

Loertscher and Woolls address reasons why students gravitate towards the library as a potential third space. Libraries house the materials students feel they need to be successful; libraries have access to online tools, and access to friends and peers. Students view the library as a safe environment in which to express themselves and connect with other students. Non-core classes often elicit the same feelings of safety and friendship, so collaboration between the librarian and teachers of non-core classes can strengthen the library’s position in the day-to-day lives of students and further contribute to the idea of third space.
Third Space and Non-Core Collaboration

The ways in which the librarian can collaborate with non-core classroom teachers enhances the third space concept because of the collaboration across multiple subject areas and abilities. Librarians have been searching for ways to stay relevant in their changing world and reaching out to the artistic and extra-curricular portion of the school has been a way to achieve that goal. This created community of third space helps students grow and develop beyond classroom academics (Montgomery and Miller 233-234). By embracing all of the ways that students can communicate and learn, the library becomes a model of instruction that values the expansion of learning and does not place limits on how to achieve literacy goals (Mepherson 69).

By facilitating collaboration with non-core classes, the librarian is continuing to reach out to different groups of students throughout the school and assert the relevance of the library in non-traditional subject areas. (Anderson 35). No group of students or classroom is off limits when librarians seek to reach out to the school. Even family and consumer science, agriculture, and physical education students should feel that the library is for them. Students feel like a valuable part of the school when they have a space in which to share their viewpoints and creativity. Creating a third space culture for your library happens when the library values all voices and multiple ways of being literate. Students will see that they have value and that their creativity can be used to enhance their learning across the curriculum. This sense of value creates a comfortable space in which students feel welcome (Mepherson 70).

Asserting the Appeal of Non-Core Collaboration

Gaining the support of other staff and administrators is essential for non-core collaboration. Teachers of non-core classes will see what services the library can offer them, and they will also feel that the librarian values collaborating with them. This feeling of valued
collaboration can be enhanced when librarians are familiar with state standards in these classes. Librarians can then explain how library services and resources can be beneficial and contribute to the teaching of these standards. When administrators are also aware of how the librarian can help non-core teachers meet state standards, collaboration can become a higher priority. Teachers and administrators both know that collaboration helps students learn and comprehend lessons more completely, but many have not thought of extending that collaboration into the special area classrooms (Montiel-Overall and Jones 71).

Collaboration between the librarian and teachers of non-core classes can extend beyond things like helping the music students write a research paper. Collaboration involving non-core classes can be transformed into school-wide projects that enhance the curriculum even into the regular classroom. Each special area class can use its strengths to help students learn about different aspects of a school-wide unit and in turn increase student understanding, involvement, and retention because students are engaged on different levels (Higgins et al. 13-14). In addition to increased student achievement in non-core classes, students involved in collaborative lessons will have a better understanding of what the library can offer them with regards to information and resources. These skills can then be transferred with relative ease to core classes where students have additional opportunities for collaboration and research (Anderson 34).

**Looking for Opportunities to Collaborate**

Communication is key when establishing good habits and excitement with regards to collaboration. Teachers will then know that the librarian is available and excited to offer the library’s services. Responding positively to common excuses about a lack of time for collaboration continues to foster an open atmosphere. Offering the library’s space, acquiring
requested materials, and working to incorporate activities into existing lesson plans will show flexibility and a willingness to work with the special area teachers (Higgins et al. 8-9).

Establishing coordinated meeting times to discuss collaboration can also help teachers become more comfortable with the idea and show a willingness on the part of the librarian to be an active part of every classroom. The librarian’s awareness of what is happening in other classrooms throughout the school also shows a predisposition to collaboration. When librarians know what lessons are being taught, they can suggest opportunities for collaboration. Group meetings between the librarian and non-core classroom teachers will help make evident when curriculum lessons overlap and provide opportunities for cross curriculum activities. These collaborations will help students because they can study the same subject in a variety of ways (Yucht 49). Using forms to request future collaborative assistance allows teachers to think ahead and plan in which area they would like to collaborate (Barnett).

Often, beginning the tradition of collaboration is the hardest part. Identifying a flexible teacher who believes in the process can be a crucial first step. Non-core teachers often feel that their curriculum area is not one with which others collaborate easily. These teachers can be as receptive to the process as regular classroom teachers, but it will take an enthusiastic librarian who can help show the way and promote the validity of non-core collaboration. When starting small with one teacher, showing the achievements and products of that collaboration can help not only promote that non-core curriculum area but establishes confidence in future collaborations between non-core teachers and school librarians (Pace 7).

Collaborating Through Non-Core Classes

To better understand the benefits of non-core class collaboration this section will explore specific examples of librarian and non-core class teacher collaboration as well as the research
findings on the benefits of this type of collaboration. The more traditional non-core classes like music, art, and drama will be addressed as well as some non-core classes that seem further removed from the library’s reach. Other class collaboration that will be addressed include family and consumer science, agriculture, foreign language, and physical education. Another way that non-core collaboration can take place, and that will be explored, is to have it interwoven into several non-core classes concurrently.

**Research Findings on Non-Core Teacher/Librarian Collaboration**

Researchers have found that collaboration between teachers and librarians can be a significant factor in improved student achievement, and this is no different in non-core classes. Instances of collaboration between teachers in both core and non-core classes have been shown to increase student reading scores, student retention rates, and understanding of subject matter (Schomberg, McCabe and Fink 8). The purpose of collaboration is to bring something new to students, something that the collaboration partners could not accomplish individually. Sharing attainable goals helps both students and teachers feel confident of achievement.

Many things contribute to a successful collaboration including having teachers and administrators that see the value in the process and trust in the outcomes of collaboration. Research shows that collaboration works best when both partners understand the need to be flexible and see collaboration as being beneficial for their students and themselves (Haycock 48). Innovative ideas and lessons will bring an element of creativity to the collaboration, and this can be inspiring for students. Finding new ways to teach concepts or adding an element of creativity will not only draw students into a lesson but will make implementation easier for instructors because students will be more engaged in a dynamic lesson (Montiel-Overall, “Teacher” 29).
In addition to the benefits of one time collaboration, research shows that multiple instances of collaboration between the same teacher and librarian can lead to student results that are consistently increased. Students will respond better each time the collaboration happens. Non-core collaboration can have the same increasing effects as collaboration with teachers in core content areas, and consistent collaboration over time will add to these outcomes. Each instance of collaboration will involve different activities, materials, and student assessment to better suit the collaborative lesson and the amount of times collaboration between the librarian and specific teachers has taken place. Standards and goals may be evaluated and changed from time to time to better suit the needs of students and expectations of instructors (Loertscher 41).

Research and surveys also show what students think about librarian collaboration with non-core class teachers. Some of the benefits of this type of collaboration identified by students include increasing the visibility of the librarian and library, offering new perspectives on library resources, increasing enjoyment and relaxation in the library, providing a feeling of satisfaction and achievement, and more easily connecting the library to multiple subject areas. According to the research students also understand the impact that collaboration can have on their classrooms in both core and non-core content areas and are willing to embrace the changes this will bring to the way their non-core classes function (Alsop and Bordonaro).

**Specific Collaborative Examples and Related Standards**

Exploring specific examples of librarian and non-core classroom teacher collaboration can show how to best achieve results and show how these types of collaborations incorporate important educational standards. Building bridges between special area teachers expands the influence of the librarian and the media program. More often, non-core teachers are asked to integrate literacy elements into their programs and this can be a foreign area for some. The
library media specialist can build advocacy for the library by opening the door for non-core collaborative opportunities (Harvey 31).

Understanding how this type of collaboration has worked for others can also jump start ideas for use in a variety of subject areas and discourage limiting the effects of collaboration to a single subject or discounting others because they seem an unlikely match with the library. Subjects like music, art, and drama may seem like more natural areas for collaboration but family and consumer science, agriculture, foreign language, and physical education will also be explored. As Anderson states, technology can be a hook in establishing non-core class collaboration so those types of activities are explored as well. Finally, the impact of non-core collaboration can be compounded when several non-core classes are combined or are paired with core classes.

Music

Librarians can collaborate with teachers in several different types of music classes. Elementary music classes can cover a wide variety of topics and secondary general music classes are much the same. Collaboration between the library and the performing secondary music classes like choir and band can be more difficult, but often those teachers are responsible for the general music classes as well and that can be a way to warm everyone up to the idea of collaboration.

Collaboration between librarians and music teachers can be as simple as providing a performance space for students in the library. Students want a safe place in which they can feel expressive and many want to be able to communicate their talent to others. Making the library a hub for creative activity will draw more students in and even influence them to get involved with the school’s performing classes. One possibility is to have small ensemble concerts for both
groups held in the library. Both choir and band classes can have songwriting competitions to showcase student knowledge of musical devices. Performances of the songs can take place at lunch and students from across the school can be involved in voting for their favorites. The library can also reach out to the band by offering to host a musical instrument night for young students interested in joining the band program. The band director can bring in performers for the students to listen to, and they would have a space in which to try out the instruments (Moorefeld-Lang 10-12).

Librarians are always looking for new ways to reach students and to incorporate new technology. One way to accomplish this with a musical twist is to take one librarian’s approach and offer an iPod program. Students are able to load music, podcasts, and visual elements onto the devices, and then have the information available in a convenient format. Librarians can work with music teachers to make sure the musical selections are available on the library’s computers. Students can then download them on their own time. This helps teachers make classroom content available to every student without having to purchase, create, or store copies for everyone involved which might violate copyright (Stephens 22). Standards for the 21st Century Learner (American Association of School Librarians) addressed by this activity will vary, but Standard 2 applies because students will be organizing information and using technological tools to do so. Use of Standards 3 and 4 will be seen in that students must respect copyright and select resources that are appropriate for a specific project.

A favorite activity with elementary music teachers is the incorporation of Boomwhackers into their music curriculum. Boomwhackers are musical tools made of hollow tubes used to teach pitch and simple melodies. Each Boomwhacker is a specific length and color to correspond to a certain pitch and when struck the hollow tube produces that specific pitch. Students have
responded well to these because of the hands-on way they can be used in lessons. It also creates a visual representation of pitch for the students. Having Boomwhackers in the library offers a performance opportunity for students as well as a way to relate literature to music. Students can recreate simple melodies that often appear in stories and perform the melodies for elementary students (Kunish 292).

Because of a lack of funding, in one school district the library purchased a set of Boomwhackers to be used by all music teachers in the district. The librarian worked with the music teachers to learn how the Boomwhackers worked and then invited the music classes to come to the library to use them. The library has been used as a performance space for students and Boomwhacker music is often heard on parent nights. Teachers come to the library for Boomwhacker training and both the librarian and the music teachers collaborate with core classroom teachers to incorporate Boomwhackers into the curriculum when appropriate (Kunish 292-293). Using Boomwhackers as a collaboration tool can address a variety of standards depending on what subjects are being studied. If the students are learning about the culture of a certain country and using Boomwhackers to learn traditional songs, then Standard 1 of *Standards for the 21st Century Learner* (reference) will be addressed because the students must work with others and demonstrate creativity to produce the folk songs. Standard 4 will also be addressed because students will be using artistic formats to express their learning, and they will be interpreting information about a culture through that country’s musical traditions.

More traditional forms of music and library collaboration include providing resources, either print or online, for projects about composers, musical instruments, musical styles, and a wide variety of other topics. Computers in the library can also house programs that appeal to music students, including composing software and movie making programs so they can create
their own music videos. The potential standards that can be addressed by these lessons are only limited by the creativity of the students, the teacher, and the librarian. All four standards from *Standards for the 21st Century Learner* can be addressed when collaborations include inquiry, creativity, and student research (Higgins et al. 164).

**Art**

Collaborating with art classes to showcase student work in the library brings in both students and parents. Students enjoy art because it is hands-on, allows them to use their imagination, and is a form of self expression. When librarians tap into the creativity of art classes through collaboration they are making self expression and creativity acceptable in the library as well.

Similar to collaborating with the music classes, the easiest way to collaborate with art classes is to allow the use of the library as a showcase. Students, as well as parents, will love seeing these works on display. The art teachers might even be willing to focus on specific categories of art that fit a need in the library. One such collaboration involved the art students creating sculptures and pictures that had to do with science fiction and outer space. This coincided with a visit from a science-fiction author to the school library. In this way the two teachers were able to support each other and teach their students about a specific genre of both art and literature. Illustration styles in books can also offer activities for the art classroom. Elementary students can read the books and discuss what is happening in the pictures during library class, and then recreate the illustrations in art using their own inspiration. Student art, at both the elementary and secondary level, can also be showcased using school computers. Screen savers or desktops can be programmed to cycle through specific pictures of student works of art.
that either the librarian or art teacher can document through the use of digital cameras and then load on the computers (Anderson 35).

In much the same way as the music example, iPods can offer a source of collaboration between the library and the art classroom. Instead of music, pictures of different works of art can be loaded on iPod devices with audio information about the artist or the work. These works could then be viewed at home on a student’s computer or on televisions if the appropriate devices are available. This can be a way to make information outside the textbook available to students and give students another reason to visit the library and explore its resources. Another way technology, art, and the library can come together is by taking virtual field trips to art museums. Several museums offer online trips through their galleries and have interactive ways for students to discover art without investing in costly field trips. The library’s computers or smart board technology can be used so that whole classes may explore the museum together and class discussion can be facilitated (Stephens 25).

Libraries are also a source of information when research is required for art classes. Often, reports on certain artists or genres are required, and it is up to the librarian to make sure that this type of collaboration can be facilitated by using the library’s resources (Higgins et al. 26). Possible standards addressed by art and library collaboration include using inquiry, displaying persistence, following ethical guidelines, and interacting with teachers and peers. Having students assess the quality of their work is also a standard that may come up frequently in artistic collaboration as well as when participating in the exchange of ideas (American Association of School Librarians).
**Drama**

Drama can provide students with a variety of ways to build new meaning, communicate understanding, and represent ideas. Many language and literacy standards encourage the use of drama as a means of communicative expression, and the library has the potential to tap into these ideas. Drama collaborations can help students with comprehension and confidence, and can engage students who struggle with text. Other benefits include enhancing students’ social skills and creating an environment of teamwork (Mcpherson 69).

Some potential drama and library collaborations include activities that can be incorporated into library classes. Students can act out or pantomime what is happening in stories that are being read. One version of this idea turned the students into characters in a pop-up book. Students are assigned specific characters or pages and when their part in the story is reached they pop up from the ground and act out what is happening on their page. Other students should be able to identify what the pop up students are doing and comment on what is happening in the story (Mcpherson 70). Along those same lines books can be turned into interpretive dances. Students communicate their story through movement and physical expression. Students will respond well to being able to move and use their imaginations (Moorefeld-Lang 11).

Drama can be used as a way to reach students for a variety of lessons. One way of doing this is to incorporate drama machines. Drama machines help students recreate objects from a variety of stories through movement and actions. For example students can recreate a garbage truck from a story where each student is responsible for a mechanical function of the truck. With all of the students working together, their audience can see all parts of the truck in action. One student lifts trash into the truck while other students portray the action of compacting the trash. When helping students with the duality of characters, drama machines have each student act out
the same character at a different point in a story being read. Arrange the students in order, and then they can see the progression of the character and how that character changed during the course of the story (Fontichiaro 29-30). Drama machines address several 21st-Century Standards including those from Standard 2; drawing conclusions based on evidence, collaborating with others, and organizing knowledge. Standard 3 is also addressed because students are demonstrating teamwork and creating new products or ideas (American Association of School Librarians).

When incorporating drama into the high school library invite the reader’s theater group to perform. Reader’s theater students are skilled in performing short works without memorization, sets, or costumes. These students can turn any book into a script using a multitude of options from animation software to puppets to online videos. Students can use award-winning books for younger students as inspiration, and then present them during elementary library classes or at book fairs. Schools with student run news programs have aired book commercials, both live action and animated, created by drama students (Moorefeld-Lang 11). Using technology to create presentations addresses almost all of the 21st-Century Standards in some way. Students are demonstrating mastery of technology tools, creating products with technology, organizing information with technology, and using creative or artistic formats to express themselves (American Association of School Librarians).

Older students looking for spaces to perform should also feel comfortable turning to the library. Often, auditoriums are off limits during the day and opening up the library during lunch or before and after school gives students a place to perform or practice and to showcase their talents for other students. This will also encourage students in other performance-based classes to feel comfortable using the library as a performance space (Blasingame and Nilsen 35).
Family and consumer science, agriculture, foreign language, and physical education

A little further outside the box than the non-core collaborations of music, art, and drama lies collaboration with teachers from family and consumer science (F.A.C.S.), agriculture, foreign language, and physical education (P.E.). Often librarians have a hard time seeing how they could be of help in these classes because their structure can be very different. Remembering that these classes have their own areas of performance as well as research when reaching out to them will help solidify the library’s place as a central part of the learning and creative structure of the school. Lessons involving these classes are also able to tap into AASL Standards for the 21st Century Learner by incorporating activities that involve collaboration, teamwork, technology, inquiry, and research.

Reaching out to family and consumer science teachers does not have to be an overwhelming task. Libraries often already have many resources that these classes need. In addition to print and electronic resources libraries can provide a place for F.A.C.S. students to display their work. F.A.C.S. teachers and librarians can collaborate so that student fashion shows or bake sales can be held in the library. Interior design classes can draw up new plans for the layout of the library and the librarian can choose a winning design. After the winner is chosen, the librarian can try out the design to see if it will work. Additionally, for students in child development classes, the library can offer practice in dealing with younger children by letting high school students read or participate in lessons at the elementary school (Higgins et al. 106, 108).
Agriculture classes are filled with hardworking students who are not afraid to dive into projects. The library can start out as a place, once again, to showcase student work. Several libraries annually hold flower shows where they display the flowers grown by agriculture students in the school. Community garden club members are invited to view the student flowers and are sometimes paired with students to discuss the show and provide feedback (Rhyne 2013). The library can also provide a valuable service to these students when it comes to career readiness. Students, as well as agriculture or industrial arts teachers, can use the library’s resources to explore current and future jobs in the practical arts and give students an idea about what kind of education is involved in pursuing those jobs. Students can also use library resources to learn where to shop for equipment and to explore a variety of tool and industrial equipment brands (Higgins et al. 157).

Foreign language classes also benefit from library resources in several forms. Librarians that have resources related to the cultures of the languages offered in their schools open up the library to being used for a variety of projects. Librarians offer assistance by providing online tools or software that helps to facilitate language learning retention (Higgins et al. 57). One interesting way for foreign language teachers and the librarian to collaborate includes having students research holiday customs from the different regions of the country on which they focus. After researching customs the students then host holiday parties in the library, inviting each foreign language class to visit a different region or country depending on the research specifics. Holiday parties are rarely complete without food and this provides an outlet to further collaborative efforts by involving the F.A.C.S. teachers or students (“Language” 10).

Physical education may be one of the hardest classes in which to envision collaboration but there are several ways to establish this without having to hold field day in the library.
Elementary students are often involved in a Jump Rope for Heart event and the library can help raise excitement for this by promoting books that have to do with jumping rope or the human heart. Students also explore certain sports or dances in P.E. and the library can create similar displays or use online videos to help students understand the steps in a dance or rules in a game (Anderson 36). One librarian used karaoke to reach out to the physical education classes. Students are actively engaged in reading the words on the screen while coming up with dance moves to help tell the story. Songs used do not need to be popular ones from the radio; they can be songs with historical stories or ones that could get students interested in other subjects like science (Patton 44).

**Collaborating across multiple non-core classes.**

Collaborating across multiple non-core classes provides students with a more in depth look at a specific lesson or unit of study. It also allows the same subject to be looked at in multiple ways and be adapted to numerous grade levels, standards, or content areas. Collaboration in multiple classes concurrently gives teachers more opportunities to reach students and gives students more opportunities for understanding. The number of standards addressed by these types of collaborations are limited, again, only by instructor imagination and creativity. Like other collaborations these incorporate a variety of standards including ones revolving around creativity, teamwork, technology, and self assessment to address student learning (Minter 38).

Music, art, and drama are some non-core classes that easily intertwine. Students can start in the library by exploring stories related to specific time period or topic. Then, to incorporate music the students might write lyrics about their story to a predetermined tune like *Mary had a Little Lamb*. After writing their song, the students then take their handwritten lyrics to art where
they illustrate pictures for their songs. Once songs are written and illustrated, students return to
the library where they perform their songs for each other while displaying their artwork
throughout the library. Technology and physical education can also be involved by recording
student performances with dance or interpretive moves added (Rudd 2013).

Regular classroom lessons can also be included with non-core collaboration. Students
studying geography might focus on a particular region like Europe or specific countries.
Students can study different forms of music, art, sports, or clothing styles from these areas and
create a variety of projects using that culture as inspiration. Students can study the rules for
sports from that country and play them in P.E. Students can design clothing using the ethnic
costumes as inspiration and then create them in F.A.C.S. or art classes. As always, the library
serves as performance or viewing space for these projects. The librarian coordinates these types
of projects and works to keep all of the classes on the same page (McCoy 40).

Facilitating and Planning Non-Core Collaborations

Planning and carrying out collaborative lessons has its own unique set of challenges
depending on grade level, subject, and time. Taking the time to plan out the elements of a
collaborative lesson is just as important as teaching the lesson. Resources will be examined and
explored and time taken to ensure that all collaborative partners have the same expectations.
Non-core teachers in general often feel neglected because they do not teach what are currently
considered essential curricular subjects. Involving them in collaboration not only strengthens the
library’s place in the school but also gives non-core teachers more of a voice in the curriculum.

When collaborating with either elementary or secondary non-core classroom teachers
Moore mentions several things that will help librarians create an open and positive collaborative
atmosphere. Firstly, when librarians assemble resources, either print or online, that appeal to the
non-core classes with which they are attempting to collaborate, they have gone out of their way to take the first step towards collaboration. These resources open up a dialogue between teachers and librarians about how collaboration benefits students in non-core classes. Secondly, librarians who know the destination or purpose of non-core classroom teachers and students then better prepare to meet their needs. Interacting with the faculty outside of the library is a way for librarians to understand the goals of these teachers and understand what those teachers see as the purpose of their classrooms. Thirdly, librarians who understand how the students within these non-core classes function outside the library can better prepare to meet the needs of those students when they are in the library. Moore again mentions stepping outside the library and observing these students in performances or other activities is a way to help better gauge what those students need from the library. Lastly, keeping up with resources for the non-core classroom, providing fresh ideas, and seeking out new collaborative relationships are ways for librarians to stay current in the non-core classrooms of their schools (Moore 79-82).

Exploring the differences and understanding how best to facilitate collaboration at either the elementary or secondary level will help teachers and the librarian feel more comfortable approaching collaborative opportunities. Muronaga and Harada mention that in instances of both elementary and secondary collaboration, both partners work to develop mutual trust and respect. Collaborators demonstrate that they honor the different perspectives that each brings to the collaborative effort.

**Elementary Level Non-Core Collaboration**

When approaching collaboration with elementary teachers one consideration is for librarians to know the expectations of that grade level or subject area. Teachers will feel more confident in the collaborative process if they do not have to teach the librarian as well (Rudd
Elementary teachers will also have a variety of teaching styles—not all fourth grade teachers will teach a lesson or concept in the same way—and librarians who show a willingness to collaborate with diverse teaching styles and classrooms will cast a positive light on collaboration. Non-core elementary teachers are diverse by nature because of their curriculum, personal interests, and abilities. A willingness to collaborate with these non-traditional elementary classrooms will strengthen collaboration throughout the school and even assure core classroom teachers that collaboration is for them as well (Muronaga and Harada 9).

Collaboration at the elementary level might have more opportunities for multiple non-core class collaborations because the students see these teachers on a regular schedule and it is easier to teach a collaborative unit when class times are consistent. The knowledge the librarian possesses of the different content areas also puts him or her in the unique position to imagine collaboration across multiple subject areas. Involving more than one non-core teacher also generates excitement with both students and teachers, as well as shows that all of the special classes serve a valuable purpose in student education (Rudd 2013).

**Secondary Level Non-Core Collaboration**

Much like librarians at the elementary level, high school librarians who are familiar with the subject material and the schedules of the teachers in their school provide quality instances of collaboration. One benefit to high school non-core collaboration is that often the schedule has more flexibility and can be adapted to fit the needs of the collaborative groups. Even though schedules can be flexible, high school teachers need to know, just as much as elementary teachers, what the benefits are to this collaboration. What will their students get out of this collaboration and what content will be mastered? Addressing these issues will help put teachers at ease and encourage the idea of collaborating over extended periods of time (Fontichiaro 32).
Several successful secondary collaborations have focused collaborative efforts on ways to assess students. In this way the librarian is responsible for bringing different types of presentation and Web tools into classrooms and is more responsible for teaching a technological aspect rather than a musical or dramatic aspect, for example. Collaboration also occurs when working with the non-core classroom teacher in determining which types of tools fit their students and their curriculum. Often this allows both the librarian as well as the students to be creative and explore unique technology geared specifically for performing or artistic groups (Schomberg, McCabe, and Fink 10).

Non-core high school classes, however, are often very isolated in terms of curriculum; it can be difficult to find areas in which multiple classes can collaborate. It may be better to start with collaboration between just one class and the library. Then, after a positive pattern of collaboration has been established, librarians can branch out to involve multiple classes (Barnett 2008).

**Conclusion**

Collaborating with teachers of non-core classes puts the librarian in a unique position. This collaboration allows the librarian to more firmly integrate library resources and services in the daily goings on of teachers and students as well as solidifying the idea of the library as a place of acceptance, creativity, and communication. This happens when teachers, librarians, and students work together to create projects and performances that celebrate multiple subject areas and promote academic excellence across the curriculum. Non-core classes provide a creative outlet for students and help students experience learning opportunities that are individualized for their personal interests. When the librarian associates his or herself with the positive experiences happening in non-core classes, they turn the library into another outlet for those positive
experiences. Librarians that are looking to more firmly integrate themselves in their students’
and teachers’ daily activities might consider the possibilities associated with non-core
collaboration and look for ways to promote communication with these unique areas.
CHAPTER 3
CONCLUSIONS

Introduction

Collaboration between librarians and non-core subject teachers combines the artistic and creative elements that make up non-core classes with library standards and practices. This coming together provides students with the benefits expected from traditional collaborations as well as defining the library as a place of performance, expression, and acceptance. The information in this chapter seeks to answer three key questions about non-core collaboration and provide a conclusion. 1) How does a librarian implement non-core collaboration? 2) What are the similarities and differences when collaborating with non-core subject teachers at either the elementary or secondary level? 3) What are the benefits of librarian and non-core subject teacher collaboration?

Implementing Non-Core Collaboration

When beginning the non-core collaborative process several steps can be taken to ensure that the beginning stages happen smoothly. Firstly, knowing the standards and expectations for non-core teachers, as well as the library, gives the librarian the ability to tailor collaborative lessons that implement those non-core standards (Montiel-Overall and Jones 71). This increased knowledge of non-core classroom standards also gives the librarian the ability to help non-core teachers adapt their programs to fit changing literacy standards through collaboration (Harvey 31).

In addition to being knowledgeable about multiple classroom standards, taking non-core teacher requests for materials and lessons into consideration allows for increased comfort levels between the librarian and non-core teachers (Higgins et al. 8-9). Librarians who also offer a variety of formats in which to collaborate reach a larger amount of teachers. Some teachers will
respond more positively to planning their lesson with minimal help from the librarian, and some will want a true partner for their lesson. Librarians can also reach non-core teachers who are unsure about collaboration by offering to teach students about a new technology tool that supplements the lesson or serves as a presentation tool for an existing non-core lesson (Yucht 49).

Non-core teachers can feel that their subject area is not one that lends itself well to collaboration. Sometimes this fear is alleviated by starting the non-core collaboration process on a small scale with only one participating teacher. Then, after demonstrating success, more non-core teachers and administrators will see the benefits and value associated with this type of collaboration. Administrators and non-core teachers also respond positively to collaboration with the librarian if research findings with positive outcomes are presented. If no successful non-core collaborations exist in the current school, bringing in outside examples offers a sense of ease and excitement about the possibilities (Pace 7).

**Similarities and Differences in Non-Core Collaboration**

Non-core collaborations at both the elementary and secondary levels share many similarities. In both instances the subject area teacher and the librarian bring together their unique sets of experience and expertise to create lessons to accomplish something that neither teacher could do individually. Both collaborative partners show appreciation for the work of the other in order to develop a sense of trust that can continue to produce collaborative results. Non-core collaboration at all levels of education is better facilitated when the librarian takes into account resources needed, standards achieved, and the purpose behind each collaborative opportunity (Moore 79-82).

Even though the standards addressed in elementary and secondary non-core classrooms will be different, they are also similar in that they provide a challenge for any librarian.
Librarians who understand the standards that need to be addressed by both the library and the specific non-core classrooms have more success in selling themselves to that particular age group or grade level. Along that same avenue, librarians also bridge the divide for either age group when it comes to incorporating literacy standards into non-core curriculum (Harvey 31).

Many of the differences in addressing collaboration between the librarian and different levels of non-core subject teachers stem from the level of involvement desired by the classroom teacher as well as the resources available in both the classroom and library. Collaboration must fill a need for the students in non-core classrooms, and the librarian must give priority to the tools and equipment needed for those classes (Schomberg, McCabe, and Fink 10). Elementary and secondary teachers will have different expectations of the librarian and will have different amounts of time to expend on collaborative efforts. Rudd states that elementary librarians find their non-core teachers more apt to collaborate across multiple subject areas, whereas Barnett mentions that secondary librarians tend to work with teachers on a more class by class basis.

The Benefits of Librarian and Non-Core Collaboration for Students

Much has been made of the benefits of teacher and librarian collaboration; and non-core teacher and librarian collaboration exudes several of its own unique, positive attributes. Students involved in this type of collaboration feel more connected to the library when they see their interests gain a place of importance there. Students learn to value the library when they see that the librarian values them. Students who participate in non-core and library collaboration feel an increased satisfaction with the library and learn to see it as a place of enjoyment because of the inclusion of multiple academic perspectives. Students have stated that they felt an increased willingness to visit the library and were able to better connect the library’s holdings with additional subject areas (Alsop and Bordonaro).
In addition to the previously stated student feelings about non-core teacher and librarian collaboration research also shows that including collaboration in these non-core subject areas leads to a view that the library is a third space for students. Students are finding value in a library that celebrates their artistic and creative endeavors. Libraries are now a performance area, a place to work together, and a place to create. Librarians who also work to incorporate the technology that propels non-core classrooms will gain more students who value this new third space (Mcpherson 70).

As with traditional collaboration, students also benefit from the joined expertise of two educators. Non-core teachers are able to incorporate more resources and technology into lessons. Librarians are able to promote the library by reaching out to classes that have more than just academic appeal. Non-core collaboration also brings teachers of all different subject areas together and shows that the school as a whole values the knowledge of each classroom. Students involved in long term or multiple collaborations per academic year also learn to value multiple opinions and perspectives (Montiel-Overall and Jones 71).

**Conclusion**

Non-core collaboration takes an already celebrated teaching method and poses new possibilities. Students see the benefits of these non-core classes and demonstrate this by their willingness to participate and often devote time outside of school to these endeavors. Students also respond to the creative and hands-on elements these classes provide. Combining these elements with library resources and services provides a new, dynamic atmosphere that serves as a positive third space for students as well. Non-core collaboration has the potential to bring school communities closer together and create units of learning that are schoolwide. Taking this next step forward in collaboration can assert the value of the library in new and exciting ways.
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