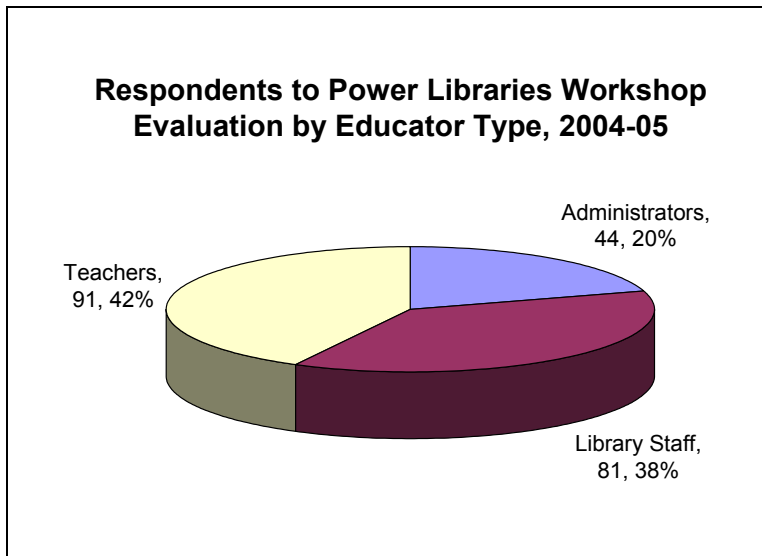


# POWER LIBRARIES WORKSHOPS PREPARE—AND MOTIVATE— LIBRARIANS AND OTHER EDUCATORS TO COLLABORATE

ED3/110.10/No. 219

March 11, 2005



### POWER LIBRARIES PROJECT

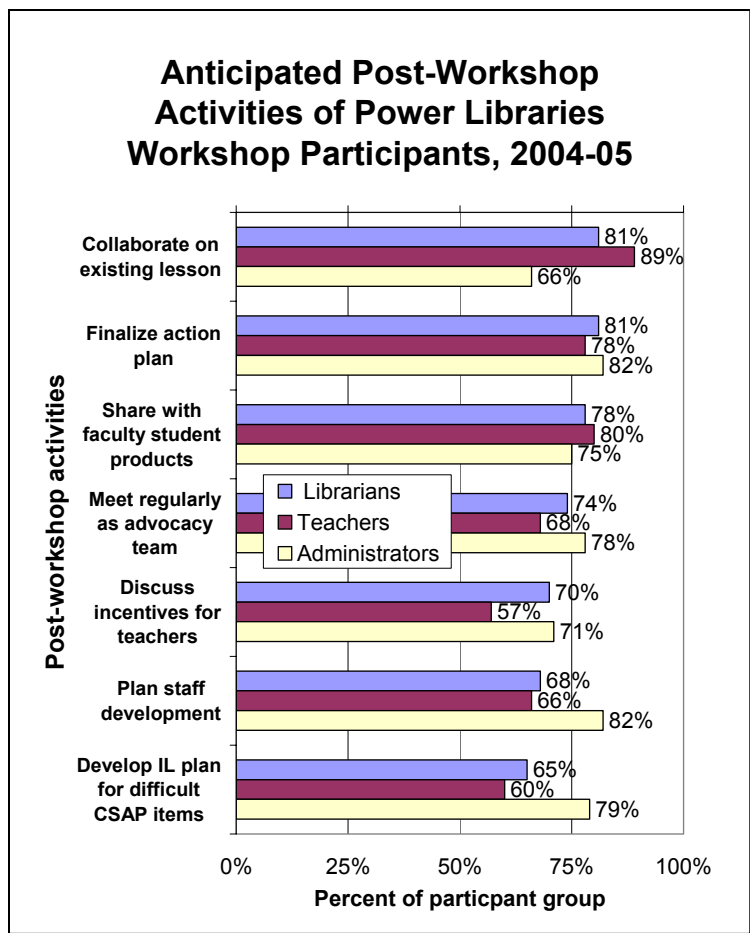
During Fall 2004 and early Winter 2005, the Colorado Power Libraries project offered a series of workshops throughout the state to encourage more schools to join the project. Power Libraries promotes collaboration between administrators, classroom teachers, and library staff through peer-to-peer mentoring.

Educators who attended these events were asked how they intended to act differently after the workshop – within the next week, month, semester, or year.

Of the 259 registrants, there were 216 survey respondents who identified themselves by educator type – just over 40% were teachers, almost another 40% were library staff, and 20% were administrators.

All three educator groups placed a similarly high priority on two post-workshop activities:

- Finalizing action plans for increased collaboration and
- Displaying or otherwise sharing with faculty students' products from collaborative lessons.



While all three groups gave high priority to collaborating to help revise existing lesson plans, library staff and teachers ranked this activity more highly than administrators. That may simply reflect the fact that administrators are less directly involved in that activity.

The three educator groups also gave high priority to two additional activities:

- Meeting to plan a school-wide staff development program about collaboration between teachers and library staff and
- Developing plans for emphasizing information literacy skills that provide practice for the most difficult CSAP items.

Interestingly, however, administrators identified these activities as high priorities (82% and 79%, respectively) much more often than did teachers and library staff (60-68%). As these activities involve taking a leadership role in encouraging teacher-librarian collaboration school-wide, perhaps it is no surprise that administrators would perceive these activities as ones that should be high priorities for them.

Meeting regularly as a team to advocate for collaboration and discussing the best ways to provide incentives for teachers to collaborate were also high priorities for the three educator groups. However, administrators and library staff (70-82%) were more likely to assign high priority to these activities than teachers (57-66%). Teachers may have been being professionally modest about requiring incentives to collaborate with library staff, but their lesser enthusiasm for maintaining ongoing efforts to encourage collaboration can be interpreted in at least two rather different ways. Either they believe collaboration between teachers and library staff can be maintained without ongoing advocacy for it, or they are somewhat less enthusiastic about sustained collaborative efforts. In either event, two out of three teachers who attended the workshops and responded to the survey gave high priority to sustained advocacy for collaboration.

The Colorado Power Libraries Project has demonstrated again and again that peer-to-peer mentoring involving administrators, teachers, and library staff is a truly powerful way to encourage the kinds of collaboration between school librarians and other educators that pay off in terms of higher CSAP scores.

## Resources

- For research about the relationship between teacher-librarian collaboration and CSAP scores, see **How School Librarians Help Kids Achieve Standards: the Second Colorado Study** at: <http://www.lrs.org/impact.asp#colo>.
- For more information about the Power Libraries Project, visit: <http://www.cde.state.co.us/cdelib/powerlib/index.htm>.

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