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Collaboration is widely promoted in school librarianship and education, yet little is known about the talk it entails. This intrinsic case study of eight planning meetings employed a discourse analysis and socio-cultural perspective to examine the school librarian's role as a broker for learning in the discourse of collaborative planning with three second-grade teachers. The study identified five activities in planning: orienting, making connections, coordinating, making sense, and drifting. Reading aloud from available texts provided explicit intertextuality, a form of learning. Several discourse models of school librarianship were present in the discourse including voluntary, helper, and separate silos. Implications for practice and pre-service education include the need for modeling intentional use of language and attending to teacher planning as learning.

LISTENING FOR LEARNING IN THE TALK: AN ETHNOGRAPHIC STORY
OF THE SCHOOL LIBRARIAN AS BROKER
IN COLLABORATIVE PLANNING
WITH TEACHERS

By

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Approved by

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To Joe, my husband and partner and our children, Julia and Jason

APPROVAL PAGE

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CHAPTER I

INTRODUCTION

In an interview, Bill Moyers cited Joseph Campbell, “If you want to change the world change the metaphor” (Moyers, 2008). In education, change has been ubiquitous. Students move in and out of our schools; teachers leave for other schools or leave the profession; administrators change; standards and accountability measures change; and new initiatives and programs are introduced to raise student achievement. Around us the world is changing as new technologies change the ways we do business, find entertainment, find and generate information, and communicate. Yet in the midst of all this change, some things stay the same. Classroom furniture, bell schedules, and libraries look much the way they have for the past century. Teachers and school librarians continue to operate as individual practitioners defined by their location in the school: classrooms and library media centers. Loertscher (2008a) says that we no longer need evolution in school librarianship, but revolution. Another way to express that might be that we desperately need a new metaphor for the work of school librarianship.

Jenkins, Clinton, Purushotma, Robison, and Weigel (2006) observed, “Schools are currently still training autonomous problem solvers, whereas as students enter the workplace, they are increasingly being asked to work in teams, drawing on different sets of expertise, and collaborating to solve problems” (p.21). Jenkins et al. (2006) identify what they label as eleven skills necessary for this new participatory culture. Among

these are: distributed cognition, collective intelligence, networking, and negotiating (Jenkins et al., 2006, p.4). All four deal with knowledge that belongs not to individuals but is distributed among diverse people, tools, and situations. Increasingly the literature in education has called for teachers, school librarians, and students to work together and to collaborate (American Association of School Librarians [AASL], 2007; AASL and The Association for Educational Communications and Technology [AECT], 1998; Grover, 1996). In both education (Darling-Hammond & McLaughlin, 1995; Davison, 2006; Dufour & Eaker, 1998; Hord, 2004; Kane & Henning, 2004) and school librarianship (Bush, 2005; Johns, 2008; Moreillon, 2006; Woolls, 2008) there has been a growing call for the de-privatization of practice and the creation of partnerships emphasizing student learning and achievement. The call for collaboration between the school librarian and teachers has been prominent in the school library standards (AASL, 2009; AASL and AECT, 1998) and in the literature (e.g. Bush, 2003; Buzzeo, 2002; Doll, 2005; Montiel-Overall, 2005a, 2005b). Yet true collaboration has seemed to elude us (Todd, 2008). Perhaps the time has come for a new metaphor for collaboration.

Gift exchange (Hyde, 1979) offers one potential metaphor that encourages us to lift out certain meanings about teacher learning and collaboration. An economy based on gift exchange is defined in stark contrast to an economy based on market exchange and helps us to articulate what might motivate educators beyond performance bonuses and higher test scores. Gift exchange is the “economy of small groups, of extended families, small villages, close-knit communities, brotherhoods, and of course, tribes” (Hyde, 1979, p. xvi). The giving and receiving of gifts between participants creates a relationship or bond

between them. When the giving and receiving of gifts is a community norm, these exchanges help to cement a community. “The giving of a gift tends to establish a relationship between the parties involved. Furthermore, when gifts circulate within a group, their commerce leaves a series of interconnected relationships in its wake and a kind of decentralized cohesiveness emerges” (Hyde, 1979, p. xiv). Finally, there are the common-sense understandings we have about gifts and gift giving that have a distinctive affective character. The concept of gift exchange has emotional, social, and spiritual connotations that make it a particularly powerful metaphor that speaks to the moral purpose at the heart of the educational endeavor for many in the profession (Fullan, 2003).

Hyde (1979) often speaks of gifts as dissolving boundaries. One particular type of gift he mentions is the gift given on a threshold for major life passages such as births, marriages, and deaths but also when a master may pass his tools onto an apprentice. These gifts are “companions to transformation” (p.45) and include “teachings.” Strenski (1996) also relates the threshold to gifts in her article about email exchange as related to ‘liminality.’ “This transitional, threshold condition is charged with uncertainty, power, and danger. Neither inside nor outside this hybrid condition is contained by social rituals... These rituals are often characterized by the exchange of gifts” (Strenski, 1996, “Online Liminal Subjectivity” para. 1). Her reference to inside/outside and the precarious but powerful position it represents echoes Wenger's (1998) discussion of brokers, “Certain individuals seem to thrive on being brokers: they love to create connections and engage in “import-export” (Wenger, 1998, p.109). In a similar way, one

author has talked about the school librarian as an inside/outside person (Van Deusen, 1996) who can play the role of newcomer, or a guest, but is also recognized as a legitimate member of the teaching team. For school librarianship in particular, the metaphors of gift exchange and inside/outside broker offer a powerful combination for a practice concerned with connection, community, and openhandedness.

The Research Problem

Collaboration has been difficult to attain for many practicing school librarians (Todd, 2008) and numerous barriers have been identified including lack of principal understanding or support for collaboration, limitations of time, and rigid scheduling of the library (Brown, 2004). While much has been written about the need for collaboration (e.g. Kuhlthau, 2003), how to get started (e.g. Buddy, 2007; Dickinson, 2006; Harvey, 2008), and the products of collaboration (e.g. Bacon, 2008; Markley & Johnson, 2008), the content of the collaboration itself remains what some discourse analysts call a “black box” (Sawyer & Berson, 2004). There have been few to no studies illuminating the actual work of collaboration or how language is used on site to enact collaboration between school librarians and teachers. In many of these articles and books, a focus only on the fact that two or more people met and some activity followed that meeting has been taken as a common-sense assumption that some collaboration took place. Furthermore, a failure to pay attention to the actual work of collaboration has left the potential learning inherent in collaboration unexamined. This has been despite the fact that numerous authors identify learning as collaboration (e.g. Wells & Claxton, 2002) and consider teacher sharing as crucial to school transformation (Darling-Hammond & McLaughlin, 1995;

Dufour & Eaker, 1998; Hord, 2004; Zmuda, Kuklis & Kline, 2004). The problem for this study is that this gap represents a failure of school librarianship and education to consider the true complexity of collaboration and to recognize collaboration between a school librarian and teachers as a site of potential professional learning and school change.

Statement of Purpose and Research Questions

The purpose of this study is to illuminate the role of the school librarian as a broker for professional learning in the collaborative discourse that shapes teacher planning. As the principal researcher and the school librarian, I recorded monthly planning meetings with three teachers who comprised the second grade team at Obama Elementary School. Employing an ethnographic perspective and discourse analysis, I analyzed the practice of collaboration with a particular focus on the talk of collaborative planning. Four research questions guided the study: 1. What kinds of activities characterize planning? 2. What are the patterns of discourse in planning between a school librarian and a team of teachers? 3. What types of learning emerge in the planning discourse between a school librarian and a team of teachers? 4. What is the role of the school librarian as a broker for professional learning?

Justification of the Problem in Research and in Practice

The impetus for this study was similar to Lampert's (2001) discussion of how outsiders view her practice, "These 'descriptions' of what people see in my teaching capture so little of the work as I experience it from inside the role. They judge the practice without analyzing it. And I think, 'They just don't understand'" (p. 29). One semester, I had a pre-service school librarian working with me and she attended a grade-

level planning meeting. I thought the meeting had been very productive but when I asked what she thought, she said, “It was chaotic.” From this observation, I began to wonder, What does collaboration sound like? Is it messier than those outside or aspiring to the practice expect? How can I capture the complexity of collaboration? We need a language to talk about this work in order to support, evaluate, and improve it.

Like Lampert (2001), I examined my own practice. I believed that as a practitioner, I could offer the perspective of a practicing school librarian engaged with the work of collaboration "from inside the role." I chose to examine my own practice because I had intimate knowledge of it. I don't offer my practice as a model of how practice should be but as an example of what the actual work of collaboration looks and sounds like. I have attempted to problematize collaboration by examining my own practice in the moment-to-moment interactions I had with teachers and across time. I have to note that when teachers and I talked about collaboration, we didn't call it that. We simply called it "planning." These planning meetings were the site for my research. While much has been written about collaboration, no one has observed and reported on actual collaborative planning meetings. We have exhorted school librarians to plan with teachers, but we have offered few concrete examples of what this looks and sounds like.

In her discussion of the gap in standards and practice for school librarians, McCracken (2001) identified the need for more qualitative research and in particular research regarding “how some library media specialists are able to implement more roles than others.” Haycock (1995) concluded school library research “addresses too much of the ‘why’ and the ‘what’ but very little of the ‘how’” (p.114). Several articles and studies

have been published about one application of teacher planning geared toward professional learning called "lesson study" in which a team of teachers plan a lesson, observe it being taught, and meet to reflect on and refine the original plan (e.g. Rock & Wilson, 2005). Little else has been written about how teachers plan or the potential for learning inherent in collaborative planning. However, several authors who have been interested in school reform have pointed to teachers working and talking together as the vehicle for actually instituting (or not) school reform initiatives (Darling-Hammond & McLaughlin, 1995; Dufour & Eaker, 1998; Hord, 2004; Leonard & Leonard, 1999; Tyack & Cuban, 1995; Zmuda, Kuklis & Kline, 2004).

A significant part of the "how" of collaboration involves language or the actual talk we engage in when we are collaborating with others. Talk involves an exchange between the speaker and a listener or listeners. In collaboration, as in a conversation, we expect the speaker and listener to reciprocate; they take turns speaking and listening. Conversation represents a type of gift exchange where listening is as important as speaking. Martin, Towers, and Pirie (2006) made note of the significance of listening in collaboration. In fact they compared students working and creating together with the improvisation of jazz musicians noting how improvisational musicians listen and respond to the emergent collective composition. In one definition of collaboration, Raspa and Ward (2000) suggested it entails "working together through conscious acts of listening" (p.3). At heart, a discourse analysis is also about careful listening. Gee (2005) said, "A second listening... is ... a matter of competence... and in many ways a matter of ethics" (p.xii). What's missing in our preoccupation with collaboration has been a careful first,

second and third listening to what collaboration sounds like. While some educational researchers have applied discourse analysis to collaboration (Davison, 2006; Sawyer & Berson, 2004; Scribner, Sawyer, Watson & Myers, 2007), no one has used it for the collaboration of a school librarian together with a teacher or team of teachers.

A huge chasm has existed in the educational research about collaboration when it comes to the actual voices of practitioners. This study is an attempt to bridge that chasm through two means. First the researcher was also a practitioner. Taking an ethnographic perspective, I hoped to broker the dual roles of full participant and observer and thus offer my voice as a window into the practice of planning with teachers as I saw, heard, and experienced it. I am aware that I represent a single voice, but I hope by presenting my story in much of its particularities, the reader will see a practice from the inside-out and perhaps find connections from this singular experience to other singular experiences. Second, through a discourse analysis of actual planning sessions and interviews with the teacher participants, this study employs the actual words of participants as primary data sources so that readers could truly hear the voices of these practitioners. In their willingness to participate in this study, these teachers provided me with a huge gift by allowing me to capture their voices and to pass that gift along through this study.

Importance of the Study

Of concern to the field of education in general has been the continuing professional learning of teachers (Darling-Hammond & McLaughlin, 1995). Many authors have suggested that when teachers share conversations about practice, this may be a key avenue for teacher learning (Cochran-Smith & Lytle, 1999; Darling-Hammond

& McLaughlin, 1995; Dunne & Honts, 1998; Fullan, 2001; Hord, 2005). Few studies have focused on teacher planning as a site for those conversations; a notable exception has been lesson study that engineers teacher planning to be explicitly about professional development (Rock & Wilson, 2005). No one has listened to the actual talk of more everyday teacher planning meetings for how that learning occurs. Taking the metaphor of gift exchange, this study considered collaboration as a potential site for teacher learning where the gifts we exchanged enriched our learning and the learning of the students we taught. I was a school librarian and while that was the perspective I brought to this study, I hoped to shed light on the practice of teacher collaboration and planning in general and to make it visible not only to school librarians who work with such teams but to teachers and administrators. Therefore this study has been concerned with illuminating answers to these questions: What is the work of collaboration? And what is the work of planning? And how does that work represent professional learning?

Limitations of the Study

This qualitative study sought to understand collaboration in one school between one school librarian and one grade level team and makes no claim to generalizability. The study is a snapshot in time of a small group of individual teachers on one grade level and a school librarian at one school. We had a model of planning that was probably unique for elementary schools. While flexible scheduling and collaborative planning have been considered best practices for elementary schools (AASL, 1991; AASL and AECT, 1998; National Boards for Professional Teaching Standards, 2001), the school that was the site of this research represented a minority of schools that have been able to implement these

practices. To reiterate, I don't offer this as a perfect model of best practice but rather as a glimpse at the complexity of collaborative planning from an insider's perspective. I make no claim that this study is representative of anything more than one story of collaborative planning meetings over one year at one school with one group of teachers. Additionally, the researcher was also the school librarian occupying an insider perspective, which clearly represents a subjective interpretation.

In many senses, this dissertation reflects a passion for words and story and a belief in the facility of language to tell our stories and to see ourselves in the stories of others. In this first chapter, I have suggested the need for a new metaphor about collaboration in education and particularly between the school librarian and a team of teachers. I ask that we consider the exchanges we make in collaborative planning as gifts. I believe we learn from listening to each other, and I believe the words we exchange include gifts of learning. I am surprised that the profession of school librarianship, which has been so consumed with collaboration, has yet to examine the micro process of the language we use when we collaborate. Discourse analysis provided an attractive theory and method to address this gap. Following my ethnographic and literary sensibilities, I hoped to tell a story about one year I spent planning with one grade level. In the next chapter, I introduce the story of *Stone Soup* as one way to think about the story of collaboration and to present my theoretical perspective. In subsequent chapters I present my research methods, my findings and analysis, and my conclusions and implications for practice and further research.

Definitions

Several of the terms I will use throughout these chapters have particular meanings or represent key assumptions on my part. In this final section for this chapter, I define these key terms.

Broker - A broker is a person who bridges multiple communities of practice by introducing elements of one practice to another practice (Wenger, 1998). In this study the role of a school librarian who holds membership on multiple teams within a school is considered a broker. This study does not assume that the school librarian is the only potential broker on the team but seeks to understand/contrast the particular brokering that her role enables.

Collaboration – While many authors have worked to dissect and define this term (Grover, 1996; Mattesich & Monsey, 1992; Montiel-Overall, 2005a, 2005b), in this study collaboration is assumed whenever two or more people work together toward a shared purpose. Their work may represent different levels of what Montiel-Overall (2005a; 2005b) has termed “collaborative effort.” In this study, the intention and effort are considered “collaboration.” This study seeks a more finely grained perspective about what that effort entails.

Community of Practice – A group that shares the knowledge, beliefs, and activities of a practice (Wenger, 1998). In this study the grade level team and the school librarian who meet regularly to plan instruction are considered a “community of practice.”

Additionally, we each hold membership in other communities of practice both professional and personal.

Discourse – This term is often used in two related ways as noted by Gee’s distinction between small “d” discourse and large “D” Discourse (Gee, 2005). Discourse with a small “d” references the actual on the spot use of language. Large “D” Discourse is generally used in a more collective sense such as the “Discourse of librarianship” and may be used to include not only the ways of talking of librarianship but also the ways of acting, histories, beliefs, and other things associated with the practice of librarianship (Gee, 2005). In this study the term “discourse” is used in the first sense. Other meanings of “discourse” in this study will be explicitly referenced e.g. “classroom teacher discourse,” or “a discourse model of school librarianship.”

Discourse analysis - An analysis of discourse is both theory and method (Gee, 2005). From a theoretical stance, discourse analysis assumes that we use language to get things done, to privilege some things and not others, and to enact particular identities. An analysis of the language recruited on the spot can thus become a lens to study for example what is privileged or not, what is being accomplished, or not, and what identities are recognized, or not (Gee, 2005). A "critical" discourse analysis considers issues of power as dimensions of that study (Rogers, 2004). While this study did not seek "a priori" explanations of how power is produced and reproduced, it did consider learning as potentially transformative to the status quo. In this sense, the researcher was open to critical perspectives of the discourse. A discourse analysis also offers particular tools to employ in that study.

Intertextuality (Gee, 2005; Lemke, 1990) - Any text contains elements of other texts and the relationship between texts is a dynamic one allowing for improvisation and

hybridization. Language is social and we always draw on other texts as resources when encoding or decoding texts. Some authors use the term, “interdiscursivity.” (Fairclough, 1989).

Planning – In this study, “planning” refers to the monthly meetings held in the library and attended by teachers on a grade level, the school librarian, and occasionally by the principal and the curriculum facilitator. “Planning” for instruction is also the purpose of these meetings and will be used as a modifier, e.g. “planning discourse” refers to the discourse about instruction.

Professional Learning – the author of this study takes the view that learning is social and ubiquitous (Wenger, 1998). We are learning all of the time and even when our learning appears solitary, we draw on our social experiences. For this study, the lens will focus particularly on the professional learning that occurs in a grade-level planning meeting attended by teachers and the school librarian. An assumption is made that learning occurs in this setting, but the study looks for changes related to instruction and for social explanations for learning including intertextuality (Lewis & Ketter, 2004).

CHAPTER II

REVIEW OF THE LITERATURE

In a variant of the story, *Stone Soup*, (Muth, 2003) three monks enter a village characterized by suspicion, self-interest, and locked doors and windows. “These people do not know happiness,” the monks observe and they begin to make stone soup. One by one the villagers come out of their homes and add abundantly to the soup. “As each person opened their heart to give, the next person gave even more. And as this happened, the soup grew richer and smelled more delicious.” When the soup is done the villagers sit around one very large table for a banquet. The meal is followed with stories, songs, and celebration. The next day the villagers say goodbye to the monks, “With the gifts you have given, we will always have plenty. You have shown us that sharing makes us all richer” (Muth, 2003, unpagged).

Collaboration between a school librarian and teachers may be like *Stone Soup* where a guest at the table encourages the creation of a communal meal enriched by the contributions of all participants. I’m not the first to use the metaphor of stone soup to talk about collaboration. Murrell (1998) used the metaphor for collaboration among a university, school, and community in a professional development school. In my conception of collaboration, the sharing of conceptual and material resources enriches the practice of planning and professional learning and flows through participants into the practice of teaching. “Sharing makes us all richer” in the sense that collaboration is about

the learning of participants and in the case of education, the work of teachers also relates directly to the learning of students.

Continuing professional learning has been a primary concern for education particularly those who seek to reform or change existing practices. Much has been written about teacher collaboration as a means for professional inquiry. In this study, I draw from the literature of education and school librarianship, as well as the business and leadership literature concerning collaboration. Because collaboration is social and generally involves conversation, I have looked to socio-cultural theories of learning and discourse as a natural frame for posing and studying questions about collaboration. My theoretical framework draws from socio-cultural theories of learning that foreground the social, historical, and cultural contexts we live in as resources that serve to mediate our participation and learning within those contexts. Wenger's *Community of Practice* theory (1998) is applied to consider how our membership in multiple communities of practice serves to interject new ideas, materials, and discourses that might provoke learning and even change practice. From that theory, I have chosen discourse as a particularly rich perspective for study as well as a natural fit for questions about the practice of collaboration through the medium of conversation. The field of librarianship has staked a claim to information as key to learning though many have made the distinction between information and knowledge. In this study, I move to suggest that it is the school librarian's ability not only to broker new information sources but also new discourses and an inside/outside identity that might enrich the professional learning and practice of a community of teachers. Returning to the *Stone Soup* metaphor, I seek to show how an

economy of gift exchange where what increases is learning, what is shared is both tangible and intangible, and where the school librarian is welcomed at the table for teacher planning as both insider and outsider might serve as a rich model for collaboration and professional learning.

In this qualitative case study, I employed a socio-cultural perspective and discourse analysis to examine the learning in the collaborative planning between a school librarian and a team of teachers. This study sought to explore the role of the school librarian as a broker for professional learning in the collaborative discourse that shapes teacher planning. Four research questions guided the study:

1. What kinds of activities characterize planning?
2. What are the patterns of discourse in planning between a school librarian and a team of teachers?
3. What types of learning emerge in the planning discourse between a school librarian and a team of teachers?
4. What is the role of the school librarian as a broker for professional learning?

Overview of the Chapter

In this chapter, I first present a discussion of the call for collaboration in the school library standards and research where I will show that while collaboration has predominated the discourse of school librarianship, much work still needs to be done to develop an operational theory of collaboration. More qualitative studies might provide richer description to further our theories and practice of collaboration. Then I look at some of the literature and research from education and other fields particularly as it

relates to the learning of participants and the inclusion of difference or outsiders as enabling of collaboration. Two omissions in this body of literature seem particularly glaring. One is the absence of school librarians and the other is the lack of attention to the actual practice of teacher planning as professional learning. An exception is lesson study. Finally I argue that a socio-cultural perspective including a focus on discourse might be especially fruitful for a study of collaboration since it is a social practice accomplished in large part through the talk or discourse. I will share a few studies that have used discourse analysis to examine collaboration as learning and then move into a discussion of intertextuality as one way to think about that learning. Wenger's (1998) Community of Practice theory suggests the importance of brokering different discourses and offers a way to consider the role of a school librarian in planning with teachers similar to Van Deusen's (1996) portrayal of the school librarian as an Inside/Outside participant. In conclusion, I will return to the story of *Stone Soup* and gift exchange as rich metaphors for brokering, collaboration, and education.

School Librarianship and the Urgency of Collaboration

The discourse of school librarianship is replete with calls for collaboration. In the new guidelines for school libraries, collaboration is the first bullet in the revised mission statement, "collaborating with educators and students to design and teach engaging learning experiences that meet individual needs" (AASL, 2009, p.8). About the earlier standards, one author noted, "Collaboration shows up over 60 times in Information Power, so it must be important" (Callison, 1999). In the latest *Information Power* (AASL and AECT, 1998), collaboration does appear often but no more than another word

“learning community”. Indeed collaboration is one of three bands including technology and leadership that are embedded in the learning community. The language of leadership and community continues in the new program guidelines: *Empowering Learners* (AASL, 2009). In *Stone Soup*, the visitors provide an interesting model of leadership. They initiate action and provoke by suggestion, “ A little salt would make this better” (Muth, 2003, unpagged). The school librarian leads by suggestion and the sharing of gifts and resources rather than through administrative edict. Like Senge’s seed carriers (Senge, Kleiner, Roberts, Roth & Smith, 1999), the school librarian’s leadership is non-hierarchical. The “learning community” was given equal weight with collaboration in *Information Power* and clearly directs our attention to the context or culture of the organization in which collaboration occurs. In the new guidelines, community is given a more expansive definition, “The focus has moved from the library as a confined place to one with fluid boundaries that is layered by diverse needs and influenced by an interactive global community” (AASL, 2009, p.5).

New standards.

The American Association of School Librarians also issued new student standards entitled *Standards for the 21st Century Learner* (AASL, 2007). Almost ten years after the publication of student standards in *Information Power* (AASL, 1998), these standards were published as a brochure and refract the current discourses surrounding collaboration, information literacy and assessment in powerful ways. *Standards for the 21st Century Learner*, while acknowledging the key role of information literacy in student learning, also acknowledges that school library media programs must address

multiple literacies” (AASL, 2007). Four new standards now stand in place of (or in addition to) the nine earlier information literacy standards:

Learners use skills, resources, and tools to:

1. inquire, think critically, and gain knowledge;
2. draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge;
3. share knowledge and participate ethically and productively as members of our democratic society;
4. pursue personal and aesthetic growth. (AASL, 2007).

Notably, each of these four standards is expanded to include skills, dispositions in action, responsibilities, and self-assessment strategies. The latter emphasis on self-assessment strategies departs significantly from the dominating discourse of testing to privilege instead, “reflections on one’s own learning.” Collaboration is extended to students through the third standard as well as the common belief that “Learning has a social context” (AASL, 2007). School librarians are also reminded of the imperative for them “to collaborate with others to provide instruction, learning strategies and practice in using the essential skills needed in the 21st century” (AASL, 2007).

With a focus on literacies as multiple and language about reading that includes multiple texts “in all formats (e.g. picture, video, print) and all contexts” (AASL, 2007) the new standards suggest a focus on literacy as broad and embedded in social and cultural contexts. Loertscher (2008b) comments that, “The standards also are centered in the ideals of inquiry as opposed to the emphasis on direct teaching, the central element of NCLB. Thus they are running on parallel tracks” (p.42). New standards provoke new conversations and new research. These are provocative standards that should point

school library practitioners to the literature outside our profession where many of these conversations about literacies as multiple and critical are already in process (Eisenhart, Finkel, and Marion, 1996; Gee, 2004b; Lemke, 1998). As such they represent a huge resource to move us to consider other models of teaching and learning.

School library research.

The research in school librarianship has been dominated by surveys (Wirkus, 2006). Several studies have employed surveys to measure perceptions of the roles of a school librarian as set out in the *Information Power* standards concluding “They reveal overall low levels of actual collaboration in instruction between teachers and library media specialists and reflect that school professionals do not agree on what the roles should be” (O’Neal, 2004, p.292). McCracken (2001) employed a national survey of a random sample of 1000 library media specialists with a return of 505 surveys to determine if practicing school librarians felt they were able to implement the 1988 and 1998 national standards. Respondents perceived the role of “information specialist” to be more important than the more collaborative roles of instructional partner or consultant. Mardis and Hoffman (2007) used a survey to study issues related to school libraries and science education in the state of Michigan. They asked questions about how the school librarian perceived her role in collaboration with science teachers. Nearly 53% reported that they rarely collaborated with science teachers while 29% reported partnering with science teachers at least a few times a month. School librarians reported collaborating with mathematics teachers never (55%) or once a month or less. Using a quantitative analysis, they compared these reports with achievement on Michigan’s science

achievement tests and found a significant relationship between the degree of collaboration and science achievement. Morris and Packard (2007) used a survey of principals, media specialists, and teachers in twelve exemplary Georgia schools to measure perceived principal support for collaboration. While they found principal support to be important, they also discovered that teachers do not perceive the same level of principal support for collaboration as do school librarians or principals themselves. One shortcoming of these studies is the lack of detail about how participants define collaboration or what kinds of collaborative activities they engaged in. Several of these authors suggest that future research should include more qualitative studies (Morris & Packard, 2007; McCracken, 2001). The authors of the new guidelines for school libraries also employed a survey regarding the changing roles of the school librarian and found a shift toward the roles of instructional partner and information specialist (AASL, 2009, p.16). If anything, the emphasis on collaboration has only increased, despite the findings that this role has been difficult to attain in practice (Todd, 2008).

Other studies focused on the attributes of individual school librarians as an important factor in collaboration. One study by Montgomery (1991) used an interesting methodology to measure the relationship between “cognitive style” and the level of cooperation between school librarians and teachers. School librarians first took an existing inventory to measure their level of field dependence or independence. Among other differences, field independent persons perceived objects without regard to context, preferred to work alone and were socially detached while field dependent individuals experienced the environment more globally, preferred to work with others, and relied on

the field for clues. But there was a significant relationship in that field dependent librarians were more likely to plan units cooperatively. Brown (2004) included personal attributes along with strategies and environmental factors in her study about collaboration that used a mix of three focus groups consisting of school librarians and other instructional specialists, electronic surveys of graduate students, and telephone interviews of grant recipients to examine patterns of successful collaboration. Her analysis identified two categories: environmental and social factors. Environmental included issues of time, administrative support, and defined roles while social factors included the leadership and self-confidence qualities of individuals as well as issues of trust, shared vision, and other relationship factors. She found “social factors, contributing to the complexities of human relationships, appear to supersede the environmental factors” (p.17). Both of these studies suggest a need for a more closely grained look at social relationships and the contexts surrounding collaboration rather than a focus on individual deficits.

Collaboration in the school library literature.

Within school librarianship, definitions of collaboration usually reference a document authored by Grover (1996). Published and disseminated as an eight page brochure, the author presents a definition that distinguishes collaboration from cooperation and coordination. Cooperation is informal, working together for mutual benefit while coordination is a more formal relationship, with a specific effort in which partners retain separate authority for parts of the task. Rather than provide a succinct definition of collaboration, the author provides a summary of six factors necessary for

collaboration. The factors are (1) environmental,(2) membership characteristics, (3) process and structure for shared decisions, (4) effective communication, (5) shared purpose, and (6) adequate resources. This document is probably most valued within the profession and the literature for the distinctions between collaboration and the related concepts of cooperation and coordination. Often practitioners are thought to confuse the three. Cooperation is an informal and short term relationship where partners may work together briefly but remain independent of each other, while coordination requires more communication and planning together but does not reach the level of interdependence that distinguishes collaboration (Grover, p.2).

Grover's discussion of collaboration is largely drawn from the work of Mattesich and Monsey (1992), an impressive document representing an extensive review of the literature and research about collaboration. The authors provide this working definition of collaboration:

Collaboration is a mutually beneficial and well-defined relationship entered into by two or more organizations to achieve common goals. The relationship includes a commitment to: a definition of mutual relationships and goals; a jointly developed structure and shared responsibility; mutual authority and accountability for success; and sharing of resources and rewards. (Mattesich & Monsey, 1992, p.7)

A major underlying assumption of Mattesich and Monsey's work is that they base their working definition on a relationship of "two or more organizations". Indeed, their bibliography, and the research they surveyed consists entirely of collaboration between organizations rather than groups of people within an organization. Individuals collaborating within an organization represent relationships of an entirely different order

than the collaboration of individuals representing organizations. There may be important lessons to be applied from one to the other, but we should ask how collaboration among individuals who work together within the same organization might be different. It seems problematic that school librarianship which concerns itself with collaboration that occurs within an organization should base practice on a theory derived from research that is entirely taken from inter-organizational collaboration. This suggests the need for further theorizing and research about the intra-organizational collaboration between a school librarian and teachers who work in the same building.

Montiel-Overall (2005a, 2005b) addresses the need for a theory of collaboration in school librarianship. She offers a major summary of the literature within school librarianship as well as references to other work in education and the business world. She also cites Grover (1996) and Mattesich and Monsey (1992) and bases her theory in large part on Loertscher's Taxonomy for School Librarians (Loertscher, 2000). Loertscher (2000) developed a taxonomy for school librarians working with teachers that has ten levels moving from "no involvement" to higher levels of collaboration culminating in "curriculum development" (p. 17). Montiel-Overall (2005a, 2005b) has collapsed this taxonomy into four levels: (1) coordination, (2) cooperation, (3) integrated instruction, and (4) integrated curriculum. Significantly, each level represents a level of collaborative effort. Coordination is more a matter of working together for efficiency while cooperation includes a division of tasks and more communication. Her definition of integrated instruction represents what many consider to be collaboration: "jointly planned, implemented, and evaluated lessons and activities" (Montiel-Overall, 2005a,

p.36). The fourth model, “integrated curriculum” has a broader school-wide focus involving “co-thinking, co-planning, co-implementation, and co-evaluation across the curriculum” (Montiel-Overall,2005a, p.38).

Why collaborate?

The Lance studies (Lance and Loertscher, 2001; Lance, Rodney, and Hamilton-Pennell 2000; Lance, Welborn, and Hamilton-Pennell,1993) and subsequent “State Studies” (Scholastic, 2008) are often cited as evidence that teacher-librarian collaboration effects student achievement. Controlling for other school related factors such as teacher characteristics and per pupil spending, these studies found the relationship between the school library factors was second only to the “at risk” or socio-economic factor as a predictor of student achievement. Even more ubiquitous in the literature is a call for school librarians to collaborate “to build allies” (Harvey 2008), or "We must take every step necessary to put our library media centers at the center of the school universe -- and the most essential step of all is collaboration" (Buzzeo, 2006, p.19). It’s no wonder that Todd’s research (2008) found this disconnect between the motivations of teachers and school librarians: "Some of the library media specialists expressed that the primary motivation for being involved in the collaboration centered on marketing library media services, increasing their status within the school, and spreading library-centered collaboration within the school" (p.58). Immroth and Lukenbill (2007) used social marketing or the “same marketing principles used to sell products to consumers could be used to promote socially beneficial ideas, attitudes, and behaviors to target audiences” (p.2) and concluded that the cost-benefit of time and effort were simply not worth it to

the teachers in this study which used student-librarians instead of professionals. The same study employed a focus group of teachers identified as partners in collaboration with school librarians and “Data indicated that collaboration can be enhanced by librarians bringing ideas, concepts and directions to teachers” (Immroth & Lukenbill, p.7). These studies suggest a need the need for a more complex understanding of collaboration and why professionals engage in collaboration.

Todd (2007) suggests a move toward what he terms “evidence-based practice” and calls for research that is more “microscopic”, closer to practice, and more qualitative. He continues a vein of research advanced by Kuhlthau (2004) in a series of research studies that developed a grounded theory of student information behavior. He also advocates for practitioner or action research. Harada (2005) offers a detailed description of a multi-year study of four teams of teachers and librarians involved in practitioner research. In this study, instructional teams reported that practitioner research engaged them in a process closely parallel to the information search process identified by Kuhlthau (2004) as they engaged in “learning as a part of a community” (Harada, 2005, p.65). Harada’s close look at teams of teachers and school librarians working together to plan, implement, and evaluate instruction found strong themes of teacher learning and community. Her study suggests further exploration of the rich potential for professional development inherent in collaboration between the school librarian and teachers.

Education: Collaboration as Professional Learning

Like the villagers in *Stone Soup*, classroom teachers have a culture of isolation (Lortie, 1975). Increasingly the call is for teachers to move out of their isolation, to make their implicit knowledge explicit, and to engage in collaborative inquiry about practice (Cochran-Smith & Lyttle, 1999; Dufour & Eaker, 1998; Fullan, 2001; Hord, 2004). Published under the auspices of the National Research Council, the book *How People Learn* (Bransford, Brown and Cocking, 2000) addresses the question of teacher learning as “based on the assumption that what is known about learning applies to teachers as well as to their students” (p.190). Preparing students for a work environment that demands social skills, collaboration, and networking implies that both student and teacher learning should be social and collaborative.

“Teaching, like learning, is an ongoing process of inquiry, in which the knowledge that is constructed about learners and learning, as these are encountered in particular situations, continuously transforms the teacher’s way of understanding and acting in the classroom. However the practices of inquiry are not learned in isolation, nor do the various genres of discourse that mediate those practices take on their full value outside a context of joint activity. Like students in the classroom, therefore, teachers need to be participants in communities of colleagues who use the tools of inquiry to learn the craft of teaching” (Wells, 1999, p.164).

Much educational literature has focused on collaboration (e.g. Kane & Henning, 2004; Leonard & Leonard, 2003). There have been several articles about collaboration between the university and schools (e.g. Carlone & Webb, 2006; Johnston & Kerper, 1996; Goldstein, 2002) or collaboration among university faculty (e.g. Branch, 2005).

Professional learning communities (Hord, 1997; Andrews & Lewis, (2002), and Dufour & Eaker, (1998), and the Professional Development School literature (Holmes Group, 1990; National Council for Accreditation of Teacher Education, 2001) both include collaboration as a fundamental goal. Schmoker (2004) suggests establishing a community of teachers who collaborate with colleagues to implement, reflect on and assess new practices and ideas. Such collaboration, he suggests is “our most effective tool for improving instruction” (p. 431). Cochran-Smith & Lytle (1999) use the phrase “inquiry as stance,” to suggest a new way of thinking about teacher knowledge in which “teacher learning is associated more with uncertainty than certainty, more with posing problems and dilemmas than with solving them, and also the recognition that inquiry both stems from and generates questions,” (p.294). Yet, school librarians are noticeably missing from these discussions even though many of these studies focus on collaboration as a vehicle for inquiry into practice that is similar to the model of practitioner research provided by Harada (2005).

The call for collaboration is problematic: teams may collaborate to maintain the status quo (McLaughlin & Talbert, 2001); a type of group-think may occur (Fullan & Hargreaves, 1996); or teams may become competitive and balkanized (Fullan & Hargreaves, 1996). Some authors talk about the need for difference (Hardy, Lawrence & Grant, 2005; Page, 2007) and even “dissensus” (Snow-Gerono, 2005) to promote effective collaboration. Other authors suggest the inclusion of an outside consultant (Dunne & Hounts, 1998) and university-school collaborations offer one model (e.g.

Carlone & Webb, 2006; Goldstein, 2002; Johnston & Kerper, 1996). An outsider brings new resources to the mix, but may also meet resistance (Carlone & Webb, 2006).

Writing from an organizational perspective, Hardy, Lawrence, and Grant (2005) define effective collaboration as that which “leverages the differences among participants to produce innovative, synergistic solutions” and “balances divergent stakeholder concerns,” (p.58). Harada (2005) discusses the themes of her study in terms of the tensions or dualities that represent:

Conflicting demands that need to be balanced rather than minimized. They occur along a continuum, and the choice of action is not seen as opting for one polar opposite over another, but rather as balancing and making compromises to address competing needs in particular learning contexts” (p.65).

Snow-Gerono (2005) suggests that “dissensus” or recognizing and valuing diversity in collaboration as well as risk-taking and uncertainty are critical in moving toward a deeper level of collaboration and professional learning. Rather than focusing only on shared values and harmony, these authors suggest the maintenance of differences as key to successful collaboration. Indeed, John-Steiner, Weber and Minnis (1998) suggest “complementarity is a resource” (p.780) to be cultivated and leveraged in a collaborative partnership. We each belong to numerous communities of practice and our levels of membership may vary in each and across time. Additionally we often bring elements of one practice into another. “Learning is a process that takes place in a participation framework, not in an individual mind. This means, among other things, that it is mediated by the differences of perspective among the coparticipants” (Hanks in Lave &

Wenger, 1991, p.15). Lave and Wenger (1991) examine how newcomers keep practice in motion through their novice participation. Achinstein (2002) used case studies of two teacher communities and found that the school that embraced differences and conflict and was open to outside points of view demonstrated a greater capacity for inquiry and organizational learning. Definitions of collaboration based on inter-organizational partnerships may minimize the maintenance of tension or difference that may be even more challenging within an organization where participants are familiar with each other on a daily basis such as a librarian planning with teachers who work in the same building.

Teacher planning.

For school librarians, planning with teachers is often used as a synonym for collaboration, yet very little has been written for school librarians about the actual practice of teacher planning. In Brown's (2004) interview and focus group study of successful teacher-librarian collaboration, she found that one of the important environmental factors was regularly scheduled planning meetings. Wolcott (1994) is one of the only authors writing for the school library profession explicitly about how teachers plan and what planning means to teachers. In her review of the literature she found that teachers plan for different reasons including needing to be prepared, to have a framework for their instruction, and sometimes to meet an administrative requirement that they turn in lesson plans. Additionally she found several common aspects of teacher planning. There are different types of planning: lesson, daily, weekly, units, long range and short range, and yearly plans. Planning is mental and much of it tacit rather than written. Planning is non-linear. Planning is influenced by teacher guides and other packaged

materials for teachers. About the latter Wolcott suggests that teachers rely on packaged materials and guides because they lack the time and knowledge of other resources and she advises that school librarians “Capitalize on this aspect of the library media specialist’s role, one with which teachers are most familiar and accepting” (Wolcott, 1994, p.9) through the provision of resources. Hartzell (2001) notes that collaboratively developing lessons is distinct from individually planning lessons and “specific circumstances can make the task even more complicated” (p.28). Carlone and Webb (2006) found that teachers had a taken for granted “storyline” that included a “to do list” to check off for planning. They found conflict with the university researchers’ model of collaborative planning as “negotiating meanings of the subject matter, meanings of our pedagogical approach and meanings of the objectives laid out by the county’s curriculum” (p.557). Hartzell (2001) offers an even more stark possibility for ‘outsiders’ seeking to plan with teachers.

There are faculty members who will perceive a non-teacher's entry into curriculum and instruction discussions and planning sessions as usurpation. Some will regard such activities as academic incursions and may interpret them as encroachments on their autonomy by an arrogant peer. (Hartzell, 2001, p.34)

There are models of lesson planning that include collaboration. Shen, Poppink, Cui and Fan (2007) offer a model used by teachers in China who consider lesson planning as an opportunity for professional development.

In developing lesson plans teachers have opportunities to think deeply about the subject matter, including the way the subject matter is represented in particular textbooks or in such aspects of the curriculum as standards and benchmarks. They also have time to develop pedagogical

activities or methods that enable students to grasp the subject matter. Finally lesson planners can ponder what students know and how they may best understand the content. (Shen et al., p.249)

Lesson study (Rock & Wilson, 2005; Lewis, Perry, & Murata, 2006) is also a model for professional development in which a team plans a lesson together, watches the implementation of the lesson, and then comes back together to share ideas, artifacts, and observations about how to improve the lesson. Moreillon (2008) suggested the inclusion of the school librarian in lesson study and Bilyeu (2009) reports on the inclusion of a school librarian in the practice.

Professional learning.

Models of professional learning such as lesson study relate closely to Wenger's (1998) distinction between extractive and integrative training for organizational learning. Extractive training extracts elements from practice such as descriptions and artifacts transforming them into manuals, courses, and other institutional products. Teachers are very familiar with this type of training often offered by outside organizations which provide slick powerpoint presentations and thick notebooks that seem to ignore teacher's actual classrooms and practices. "This kind of extractive training ignores an organization's most valuable learning resource: practice itself" (Wenger, 1998, p.249). Wenger (1998) suggests instead an "integrative" scheme that engages communities in the design of their own learning and seeks "leverage points" that build on the learning opportunities inherent in practice (p.249). The inclusion of a school librarian in teacher planning might serve to provide such a "leverage point."

Tyack and Cuban (1995) trace over a century of school reform efforts and conclude, “Better schooling will result in the future – as it has in the past and does now- chiefly from the steady, reflective efforts of the practitioners who work in schools” (p. 135). Fullan (2001) stresses that the collegiality that characterizes professional learning communities is the strongest indicator of the successful implementation of school reform. A learning organization in which teachers and staff interact to purposefully examine practice and student learning is more likely to internalize and thus sustain new reforms. Schmoker (2004) references the work of several researchers that point to the existing model of workshops as ineffective and suggests instead a community of teachers who collaborate with colleagues to implement, reflect on and assess new practices and ideas. Such collaboration, he suggests is “our most effective tool for improving instruction” (Schmoker, 2004, p. 431). Marzano (2003) advocates allowing school professionals to contextualize research as one of the principles of school reform. This shift requires settings that support inquiry and collaboration to investigate questions derived from teacher practice and concerns (Darling Hammond 1995). Joyce (2004) discusses the use of outside assistance and asks if it can be “modulated so that the center of the inquiries remains with the teachers, not the consultants” (p.79) and argues that we should change “the providers of staff development from ‘presenters’ to working colleagues who will inquire within the teams of which they are a part” (p. 81). Darling-Hammond (1995) suggests that “cross-role” participation in professional development is important to the creation of shared goals and the inclusion of different approaches. None of these authors explicitly consider the school librarian as a resource for collegial inquiry. Writing for the

school library audience, Hayes (2001) explains the value of job-embedded staff development and suggests that school librarians could help to lead such practices.

Several researchers point to the need for an outside facilitator to increase the knowledge base and capacity of leaders inside the school. Cowan (as referenced in Hord, 2004) found that an external facilitator helped staff to link research and practice. Dunne and Honts (1998) found teams with access to external resources of knowledge were able to transcend their own limited knowledge base. An outside consultant may also help to maintain the tension between the local and global that Wenger considers as an essential dimension in designing for learning (Wenger, 1998, p.234). While engagement in practice is local, an outsider allows us to draw on other styles and discourses that may be global. This interplay between the local and global is an “engine of new learning” (Wenger, 1998, p.228). Additionally Wenger says a design for learning should “support the work of engagement, imagination, and alignment” (p.237) which are modes of belonging that seem extremely relevant to the work of collaboration. Engagement is active participation in negotiating meaning; imagination is about seeing connections across time and space; and alignment is coordinating efforts to contribute to a broader purpose (pp.173-4). These constructs closely parallel Montiel-Overall’s (2005b) factors for successful collaboration between teachers and a school librarian: interest, intensity, improved learning, innovation, and integration. Levels of interest and intensity of involvement among participants could be equated with engagement. The factors of improved learning and integration suggest an alignment with curriculum and learning objectives. Innovation as “a social process that takes place in the cultural and historical

context” (Montiel-Overall, 2005b, p.42) implies imagination of new possibilities. Montiel-Overall (2005b) suggests these constructs are overlapping and interrelated. Wenger (1998) explicitly talks about combining modes of belonging. For example, combining engagement and imagination he says results in the reflective practice promoted by Schon and others (Wenger, 1998).

A Socio-cultural Perspective

A socio-cultural perspective does not separate learning from practice but asserts “Learning is so fundamental to the social order we live by that theorizing about one is tantamount to theorizing about the other” (Wenger, 1998, p.15). A socio-cultural perspective considers individuals and cultures to be “mutually constitutive” and that process is often termed “collaborative” (Wells & Claxton, 2001, p.3).

Thus as a group of people engage in an activity together, their ability to carry it out effectively resides not only in their individual knowledge and skills, not just in their ability to collaborate; it is also distributed across the artifacts that are to hand and the ‘affordances’ (and also the constraints) provided by the environment. (Wells & Claxton, 2001, pp.3-4)

Among these affordances, language is considered one of the most important (Wells, 1999). Cultural meanings are created in daily or moment-to-moment activities which intersect with larger, more macro structures of economics, politics, race, and gender. Members can use structures as resources to create novel meanings. They have agency and improvise daily. ”Human agency may be frail, especially among those with little power, but it happens daily and mundanely, and it deserves our attention” (Holland, Lachicotte, Skinner & Cain, 1998, p.5). Improvisation leads us to act in new ways and in

collaboration, we may draw on each other's offerings as resources to build novel solutions.

At the same time, since unprecedented problems continually arise, it is through participants' collaborating to find creative solutions that effective new skills and understandings are developed which, in turn, are carried forward to other situations, appropriated by different individuals, and thus pass into the culture at large. (Wells & Claxton, 2001, p.3)

Following a study of collaborative practitioner research where the school librarian and teachers collaborated, Harada (2005) suggests that future research "must describe not only the structures and participants in such communities, but the processes by which they interact" (p.69). Socio-cultural theory provides a lens to address this gap in the research and to consider the practices of teaching and school librarianship as they are situated in particular contexts. Learning is considered ubiquitous in practice and particularly at the boundaries of practice. As Wenger (1998) says about learning, "It slips through the cracks; it creates its own cracks. Learning happens, design or no design" (p.225). Because socio-cultural theory is also historical, practice is considered to be in motion and improvisation and change are therefore potential. Socio-cultural theory seems a particularly appropriate lens to study collaboration as a site for learning, yet only a few authors in school librarianship reference the theory (Bush, 2003; Montiel-Overall, 2005a) and none have explicitly applied it to an empirical study. An exception is the work of Yukawa, Harada and Suthers (2007) who applied Wenger's Community of Practice (1998) model to reflective practice in collaborative professional development for teachers and school librarians. Their work possibly signals recognition of the rich potential of

socio-cultural theory to a field that continues to be preoccupied with collaborative relationships.

Communities of practice.

Promoting a design for learning, Wenger's (1998) Community of Practice theory offers a robust lens to examine collaboration and teacher learning that agrees and extends much of what has been written in school librarianship and elsewhere. Communities of practice are "groups of people who share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis" (Wenger, McDermott & Snyder, 2002, p.4). "Social practice does not merely 'reflect' a reality which is independent of it; social practice is in an active relationship to reality, and it changes reality" (Fairclough 1989, p.37). This is a fundamental tenet of socio-cultural theory that the relationship between agency and social, cultural and historical structures is a dynamic one. These structures are not external and given, we actively produce them from moment to moment. In order to understand this dynamic, I draw on Lave and Wenger's (1991) theory of "situated learning" and "communities of practice," in which "agent, activity, and the world mutually constitute each other" (Lave & Wenger, 1991, p.33). In *Situated Learning* these authors illustrate how newcomers learn about practice through participation that while peripheral is also recognized as legitimate by more practiced members. The induction of newcomers to practice obviously entails learning as newcomers gain knowledge and expertise leading to full participation within that community of practice.

A community of practice is an intrinsic condition for the existence of knowledge, not least because it provides the interpretive support necessary for making sense of its heritage. Thus, participation in the cultural practice in which any knowledge exists is an epistemological principle of learning. (Lave & Wenger, 1991, p.98)

Learning in this view is not the transmission of particular skills or knowledge but a changing relationship to practice. “As we learn, we gradually become our villages” (Lemke, 2002, p.34). Socio-cultural theory thus allows us to look at the moment-to-moment interactions in practice for examples of agency and learning.

In this theory of learning as situated, there is a dynamic of agent, activity, and world. While newcomers are changed through their participation into full members of a community, they also have the potential to change practice to the extent that their participation is recognized as legitimate. “Insofar as this continual interaction of new perspectives is sanctioned, everyone’s participation is legitimately peripheral in some respect. In other words, everyone can to some degree be considered a ‘newcomer’ to the future of a changing community” (Lave & Wenger, 1991, p.117). In this sense, the concept of learning in communities of practice moves away from simple apprenticeship of newcomers within established communities of practice and provides for an understanding of learning that is both more everyday and more complex. Given this theory, a participant in collaboration who is allowed to offer new perspectives could be considered a “newcomer.” The school librarian who is not a member of a grade level team but whose participation in the collaboration is recognized and sanctioned could serve in the role of “newcomer.”

Discourse theories.

Socio-cultural theory does not limit itself to local contexts but considers how local practice connects to larger social, cultural, and historical meanings. Lemke (2001) points out that “Interpersonal social interaction...is only the smallest scale of the social. Socio-cultural theory proposes that human activity is only possible because we all grow up and live in social organizations or institutions... and perhaps also city, state, global economy” (p.296). Nespor (1997) suggests that we peel back the walls of the school and view a school as “an intersection in social space, a knot in a web of practices that stretch into complex systems beginning and ending outside the school” (p. xiii). Pulling out to view practice as situated not only in the local but the macro and global increases the complexity and reach of socio-cultural theory. Viewing Wenger’s (1998) connected communities of practice as overlapping and far-reaching in time and space greatly increases the complexity of that theory and also raises intriguing questions about how learning and transformation on a local scale produce or re-produce larger meanings of practice. As such it becomes a critical theory that must take into account issues of power and the reproduction of status quo structures in society. Theories of discourse particularly Gee’s (2005) concept of big “D” Discourse provide a means for understanding how larger structures or Discourses get produced and reproduced and how our everyday, mundane practices connect to larger structures of power. Discourse theory provides both a theory and a method and suggests that we look for both local and global meanings in the give and take of collaborative conversations. While collaboration has been a huge

focus in the school library literature and research, no studies have employed a discourse analysis to examine collaboration.

While much has been written about collaboration in school librarianship and elsewhere, the actual conversational work of collaboration remains a “black box.” John-Steiner, Weber, and Minnis (1998) offer this suggestion for a study of collaboration, “As language was the primary data in this study, discourse analytic techniques if used, could have provided further specificity” (p.778). Kane and Henning (2004) employed observations and videotape to study the collaborative interactions between a teacher and a gifted and talented teacher. Scribner, Sawyer, Watson and Myers (2007) used a discourse analysis to study collaboration of teacher teams. Their choice of discourse analysis allowed them to present a critical perspective including “Collaboration does not necessarily equate with workers becoming creative and innovative. In fact the opposite can occur” (Scribner et al., 2007, p.95). Their assumption is that “creativity, innovation, and divergent thinking represent positive attributes that need to be cultivated – not shunned—within organizations” (Scribner et al., 2007, p.96). Davison (2006) has also used discourse analysis in a study based on observations and interviews with content and ESL teachers. This author’s discussion included how ESL and content teachers represent different cultural and belief systems. The focus, “How do we know when we are doing it right?” led to the development of a stage model for collaboration. The final stage is conceptualized as “creative co-construction where co-teaching is highly intuitive and creative and the parameters of the partnership very fluid” (Davison, p.466). While there

are these precedents for applying discourse analysis to collaboration, no such studies exist in the field of school librarianship.

Two further studies (Martin, Towers & Pirie, 2006; Sawyer & Berson, 2005) of collaborative discourse portray the intuitive, fluid, and creative levels of collaboration mentioned above. These are both studies of student learning. Sawyer and Berson (2005) studied the discourse of an undergraduate study group. They were looking particularly at how students used their lecture notes to mediate and enhance the collaborative conversation. They distinguished two types of talk: mediated (using the notes) and conversational. Their study “demonstrates how conversation analysis can allow us to look inside the ‘black box’ of collaboration to identify specific discourse processes that make collaboration a uniquely effective learning environment” (Sawyer & Berson, p. 405). This suggests an interesting definition of collaboration as “a uniquely effective learning environment.” Of interest is how this study found examples of emergent group learning that could not be explained simply by examining the learning of individuals in the group.

Martin, Towers and Pirie (2006) studied the group discourse of fourth grade students working on a mathematical problem. They demonstrate examples of collective, improvisational student learning: where “both groups of students, through carefully listening to each other, achieve moments of mathematical synchrony, where the emerging understanding is truly collective and the contributions of each individual build on those of the others” (p.164). Martin, Towers, and Pirie use the metaphor of a communal meal to explain shared or distributed understanding as coacting:

A process through which mathematical ideas and actions, initially stemming from an individual learner, become taken up, built on, developed, networked, and elaborated by others, and thus emerge as shared understandings for and across the group, rather than remaining located within any one individual. (p. 156)

Much as *Stone Soup*, when a number of different foods are brought to the table what emerges is more than the individual contributions and the resulting meal is a collective experience. These authors view collective mathematical understanding in a similar way and use a frame of improvisation to view the emergent group understandings. In much the same way, I will consider in this study how a school librarian and teachers may offer, take up, and build on the ideas and resources of each other as they plan together. Using the analogy of a meal or *Stone Soup*, the contributions of individuals are not necessarily homogeneous and what they take and use from the meal does not have to be uniform.

One way to think about participation as heterogeneous is through intertextuality where participants utilize, improvise, and combine a variety of texts. In the process of planning for instruction teachers negotiate meanings of curricular goals, institutional directives, and individual experiences in order to make decisions and take actions together. These negotiations may involve creative combinations of various available discourses resulting in interdiscursivity (Fairclough, 1989, 2004) or intertextuality (Gee, 2005) and considered evidence of learning (Lewis & Ketter, 2004). Given the historical and social functions of discourse, Bakhtin (cited in Bloome & Clarke, 2006) suggested, “The living utterance... cannot fail to brush up against thousands of living dialogic threads, woven by socio-ideological consciousness around the given object of an

utterance; it cannot fail to become an active participant in social dialogue” (p.228).

Lemke (1990) and Gee (2005) build upon this dialogic nature of discourses to develop the concept of intertextuality, which means that any text contains elements of other texts and the relationship between texts is a dynamic one allowing for improvisation and hybridization. Drawing on Fairclough’s interdiscursivity, Lewis & Ketter (2004) note “such hybrid discourses have transformative potential that, in our view, connect language to learning” (p.120).

Brokering.

Lewis and Ketter (2004) note in particular the work that participants new to a practice must engage in to bridge new and outside discourses. In *The Tempered Radical*, Meyerson (2001) talks about being able to talk both as an insider and an outsider. Being able to talk as an insider lends legitimacy to what one says; yet she cautions that there is a risk of losing the important difference of “outsider” talk and therefore of not being able to introduce novel or transformative meanings.

This boils down to the importance of speaking in multiple languages, rather than watering down one—using insider language to temper the message and outsider language to push the edge, but just enough. If you do one and not the other, you risk losing legitimacy or diluting your change identity. (Meyerson, 2001, p. 116)

Wenger (1998) articulates this work of bridge building between discourses as “brokering” and those who engage in the work as “brokers.” He points out how peripheral membership in a community can serve as a major resource for the learning of that community. “Brokers are able to make new connections across communities of

practice, enable coordination, and - if they are good brokers – open new possibilities for meaning” (p.109). A broker may carry ideas or artifacts including texts from one community into another. They must continuously negotiate the legitimate and peripheral membership experienced by newcomers. To the extent that their contributions are recognized as legitimate, they offer rich possibilities for new learning. Their potential to bring in new ideas rests on their locations in the boundaries between communities. Corbin, McNamara, and Williams (2003) applied Wenger’s brokering metaphor to numeracy coordinators in primary schools in the United Kingdom and found that brokers operated not only through bringing outside ideas in but through bringing inside ideas “out” by sharing what they observed in individual classrooms (p. 357). Reporting on her research in the state of Wisconsin, Smith (interview by Callison, 2006) stated “the best practice librarian also transcends the typical boundaries between classroom teacher and librarian assuming duties that are traditional teacher duties” (p.4). In her case studies, she also found that visibility of the school librarian as a member of multiple committees and teams was key to an effective library program. In these schools, the librarian was viewed as an agent of change pushing teachers to incorporate new resources and try new technologies (p.6). She concluded “We need research and training programs on how librarians can act as agents of change and transformation” (p. 12). One could translate this into a need for research about how school librarians might serve as brokers.

Inside/outside.

In a case study, Van Deusen (1996) provided such a case study in which she found the school librarian provided leadership as an “insider/outsider” comparable to the

observer/participant role from ethnography (Spradley, 1980). Interviews with teachers and the principal revealed that the librarian was an important member of a team who brought focus and coherence to their work, asked challenging, sometimes naïve questions that caused teachers to reflect on their practice, and was perceived as adding value through her knowledge of quality resources for instruction. Because she did not serve in a supervisory capacity, she was considered a safe source for dialogue and requests for assistance. Van Deusen's (1996) insider/outsider concept is very similar to Wenger's (1998) broker and the "internal networker" leadership identified by Senge, Kleiner, Roberts, Ross, Roth and Smith (1999). Senge et al. refer to the internal networkers as the "seed carriers" of an organization as they help to spread new ideas and practices and suggests the lack of hierarchical authority is the source of their effectiveness. Gee (2005) also references an insider/outside dimension with respect to social languages as related to issues of power, "they have to do with who is or can be an insider or an outsider vis-à-vis the social groups and social practices in a society" (p.37). Wenger (1998) viewed the position of broker between communities of practice as a vulnerable one between "two opposite tendencies: being pulled in to become full members and being rejected as intruders. Indeed their contributions lie precisely in being neither in nor out" (p.110). The metaphor of "insider/outsider" first applied to school librarians by Van Deusen (1996) thus finds strong resonance in socio-cultural and discourse theories.

Gift exchange.

One way to consider the brokering of ideas, texts, and other artifacts from one community of practice into another is as a type of gift exchange. "A new piece of

information acquired by one member can quickly become everyone's" (Wenger, 1998, p.252). Such sharing follows the logic of a gift economy where what we give away becomes more abundant, has momentum, and becomes the glue that holds a community together (Hyde, 1979). While much of the current discourse in school librarianship seems to continue to suggest that we should collaborate to raise test scores and indeed even information literacy has been transformed into a standardized test (Kent State University, 2008), several authors express other visions of education that are more aligned with a gift economy. Mahn and John-Steiner (2002) talk about the "gift of confidence" to examine how providing caring support and attention to the affective domain of learning helps to build confidence in learners that scaffolds their learning. Summarizing the importance of considering the affective domain in education, Martin & Reigeluth (1999) say "The affective domain may be equally, if not more, important than the cognitive domain in promoting student learning, and the domain has overlapping dimensions of development that promote growth. These include emotional, moral, aesthetic, social, spiritual, and motivational development" (p.506). Attention to gift exchange allows us to attend to the affective dimensions of learning and social interactions. Cooper (2004) suggested that "higher education is increasingly being construed, especially within political discourse, as a commodity service provided to paying customers" (p.5). In one of the few articles I found that applied gift exchange to education, Cooper (2004) suggests "Educational processes are fundamentally social and mutually interested phenomena, and are closer to gift exchanges than to commodity transactions" (p. 9) because like Fullan (2003), Cooper views education to have a fundamental moral purpose.

In *Learning to Labor*, Willis (1977) talks about another type of exchange that of hard work and serving time in the classroom as an exchange for educational credentials and jobs. This type of market exchange is what we see occurring in an era of high stakes testing where test scores are exchanged for academic advancement and teachers receive pay for higher scores. “Test taking then becomes a new parasitic practice, the goal of which is to increase the exchange value of learning independently of its use value” (Lave & Wenger, 1991, p.112). Contrasting market exchange with gift exchange, Hyde (1979) notes how wealth accumulates in a market economy. “The problem is that wealth ceases to move freely when all things are counted and priced. It may accumulate in great heaps, but fewer and fewer people can afford to enjoy it” (Hyde, 1979, p.22). Hyde (1979) suggests that contrary to the myth that everyone has equal access to the wealth in a market economy, the fact is that markets restrain movement rather than enabling sharing. As Willis (1979) notes, “The market economy of jobs in a capitalist society emphatically does not extend to a market economy of satisfactions” (p.1). Even Willis dared to consider alternatives:

The exchange relationship of the dominant model could be replaced by a relationship of solidarity and self understanding. The illusory notion of ‘equivalents’ could be replaced by cooperation and the promise, not of the individual, but of the *social* power of knowledge. (Willis, 1979, p.190)

His vision of social power, solidarity, and self-understanding are characteristics of a gift economy.

Speaking about student learning in the new century, Jenkins, Clinton, Purushotma, Robison and Weigel (2006) describe a “participatory culture” “with

relatively low barriers to artistic expression and civic engagement, strong support for creating and sharing one's creations, and some type of informal mentorship whereby what is known by the most experienced is passed along to novices" (p.3). They note that the new literacies required by this culture are almost all social involving collaboration and networking (p. 4). As Brandsford et al. (2000) suggest this should apply to teachers as well as to students. Teaching is a complex endeavor and like the science community described by Hyde (1979), teachers need other teachers to accomplish such a complex and enormous undertaking. "Because they belong to a community of practice where people help each other, it is more important to know how to give and receive help than to try to know everything yourself" (Wenger, 1998, p.76). Balkin and Richebe (2007) looked at gift exchange from a business perspective and concluded that organizations with "the most to gain from establishing gift exchange relationships between the employer and employees are organizations that place an emphasis on the use of teamwork, inter-team collaboration, or collaboration between diverse business units, departments or divisions" (p. 60). Most schools and educational institutions are this type of organization.

Teaching and learning are in many ways fundamentally about gift exchange. The gifts in this exchange are not consumed but can be unwrapped again and again. They are also meant to go through us to the next generation. The metaphor of gift exchange allows us to lift out certain meanings about teacher learning and collaboration that contrast with the current emphasis on standardized testing and the application of market values to education. While there is some recognition that the relationship between teachers and

students is an exchange of gifts and that the affective domain is important to student learning, a significant gap exists in our failure to extend these constructs to the learning that occurs in the collaboration that occurs between teachers and librarians in a school.

School librarian as a broker for professional learning.

Much as in a gift circle, as the school librarian I circulated from one grade level to the next. What happened at one grade level meeting was necessarily influenced by my travels since the last meeting. Multi-membership allowed me to constantly be the newcomer. As in Hyde's (1979) gift circle, I went around a corner before returning and carried resources, new ideas and information from team to team. I was the consummate foreigner always negotiating modes of participation and non-participation and able to maintain a constant status as newcomer. As an educational researcher who made these collaborative meetings the site for my research and myself the subject of that research, I brought another layer of outside-ness to my practice. I recorded, listened, transcribed, and studied my words and my participation. I kept reflective field notes. I tried to stand outside myself and negotiate that liminal and fictional boundary between observer and participant.

While school librarianship continues its clarion call for collaboration and more collaboration, significant gaps exist in the theory and research about collaboration for the profession. In an era of high stakes testing, the focus has been understandably about student achievement. In terms of method, surveys have predominated rounded out with interviews and focus groups. Much of this research has focused on the attributes of school librarians and the perceived barriers and supports for collaboration. Large state

studies have probed and found correlations with school librarians and student test scores. No studies have reported specifically about the micro level of the practice of planning or collaboration with teachers. A few authors have begun to consider socio-cultural theories as applied to student learning and the obvious connections between collaboration and theories about communities of practice. In this study, I hope to show how a theory of gift exchange might be applied to learning in collaboration and how socio-cultural theories including communities of practice and discourse analysis might illuminate the patterns and types of learning that occur as teachers plan with a school librarian. Furthermore, I hope to show how a particular form of membership in a community of practice characterized as “inside-outside” or brokering offers a particular role in collaboration that facilitates gift exchange and professional learning. Like *Stone Soup*, I hope to tell a story. The setting and characters may be particular to this story. But story has the power to transcend particulars and capture the nuances of experience that resonate beyond specific settings and characters.

I worked in a school library. The library was in a large space that used to be the gymnasium before the school was renovated. At one end of the library there was a stage. On the stage there was a large table surrounded by adult-sized chairs. Every Thursday afternoon a grade level gathered around this table; grade levels rotated through a schedule so that each grade level met every five weeks. The purpose for these meetings was long range and team planning. I sat at every one of these meetings. I often brought resources to share. Additionally, there were several notebooks with curriculum from the state or the district. Teachers brought their plan books to these meetings and I brought my

schedule. We engaged in conversations about what they would be teaching and we made plans for their students that included coming to the library. As I consider this description of my workplace, I realize that it also is a space that must seem foreign to outside observers. And with this dissertation, I hope to broker an understanding about what happened in this space, what words were spoken, what designs were made for student learning, and how this space also represented a design for the learning of teachers and myself. I hope with this dissertation to design a space for you, the reader, to learn from my travels and to reciprocate the gifts that many teachers, mentors, researchers, theorists and writers have shared with me.

CHAPTER III

METHODS AND ANALYSIS

This study sought to understand the role of the school librarian as a broker for professional learning in the collaborative discourse that shapes teacher planning. Four research questions guided the study: What kinds of activities characterize planning? What are the patterns of discourse in planning between a school librarian and a team of teachers? What types of learning emerge in the planning discourse between a school librarian and a team of teachers? What is the role of the school librarian as a broker for professional learning?

Much of the research about collaboration has focused on the results of collaboration, or what Scribner, Sawyer, Watson, and Myers (2007) term the “design artifacts,” without examining what happened in the interaction. Scribner et al. (2007) suggest that we also look at the “emergent artifacts” or the actual collaborative conversations. Since collaboration entails talk, it made sense to study the talk or discourse that occurs during occasions for collaboration. Writing specifically about a socio-cultural perspective on learning, Gee and Green (1998) suggest:

The analysis must include the moment-by-moment, bit-by-bit construction of texts (oral and written), the chains of concerted actions among members, the role of prior and future texts in connecting these ‘bits of life,’ and what members take from one context to use in another. In this way, the analyst can build a grounded view of the cultural models, social practices, and discourse practices that members draw on ‘to learn’.” (Gee & Green, 1998, p.149)

As Gee and Green suggest in the above quote, the analysis of discourse must also include the context of the discourse including the activities and past and future texts connected with the discourse. This study took an ethnographic perspective and employed a discourse analysis to study the collaboration between a school librarian and team of second grade teachers during eight monthly planning meetings in one school year in an urban elementary school serving predominately African-American students from a neighborhood community impacted by poverty.

Gee (2005) identifies two closely related purposes of language, “to support the performance of social activities and social identities and to support human affiliation within cultures, social groups, and institutions” (p.1), hence the connection between using discourse analysis and taking an ethnographic perspective in this study. Clearly schools and teams of teachers in schools rely on language to get the work of school done and collaboration represents a particular type of affiliation within those institutions and one that is especially dependent on face-to-face conversation. The brokering of a school librarian would be included in the social activities, identities, and affiliations supported by language. Bloome and Clark (2006) use the term “discourse-in-use” to distinguish the concept from other theories of discourse. “The concept of ‘discourse-in-use’ simultaneously focuses attention on how people interact with each other, the tools they use in those interactions, the social and historical contexts within which they interact, and what they concertedly create and accomplish through those interactions” (Bloome & Clark, 2006, p.227). This study employs the term “discourse” to mean “discourse in use,” and is concerned both with the discourse and the context for that discourse.

Critical Discourse Analysis

For the purposes of this study a “critically minded discourse analysis” (Sarroub, 2004) was employed that was grounded in a description of the data and considered brokering and learning as potential disruptions to the status quo. Critical Discourse Analysis (CDA) as defined by Rogers, Malancharuvil-Berkes, Mosley, Hui and O’Garro (2005) and Van Dijk (2003) requires a critical examination of issues of power and how the status quo is reproduced through discourse. Gee (2004a) says that all discourse is political and therefore, all discourse analysis should be critical.

Critical social theory describes the human world not as a system in, or tending to equilibrium, but as a system characterized by dominance, exploitation, struggle, oppression, and power. People whose grounding is in theory of this sort attempt to show what is wrong with the status quo. (Johnstone, 2008, p.28)

Rather than attempting to show what is wrong with the status quo, I was interested in a critical theory that looked for moments of possible transformation and learning.

Fairclough (1989) says:

In seeing language as discourse and as social practice, one is committing oneself not just to analyzing texts, nor just to analyzing processes of production and interpretation, but to analyzing the relationship between texts, processes, and their social conditions, both the immediate conditions of the situational context and the more remote conditions of institutional and social structures. (p.26)

Critical theory directs the researcher to look at social and political contexts that lends itself to an ethnographic research design (Rogers et al., 2005).

Ethnographic Perspective

Ethnographic designs are “qualitative research procedures for describing, analyzing, and interpreting a culture-sharing group’s shared patterns of behavior, beliefs, and language that develop over time” (Creswell, 2005, p.436). In this sense ethnography seems a perspective well suited to the study of a community of practice who “share a concern, a set of problems, or a passion about a topic, and who deepen their knowledge and expertise in this area by interacting on an ongoing basis” (Wenger, McDermott & Snyder, 2002, p. 4). Gee and Green (1998) find an ethnographic perspective well suited to the study of discourse in an educational setting. While a discourse analysis requires the selection of minute moments of text, an ethnographic perspective allows the researcher to situate the discourse within a context. A common critique of critical discourse analysis is that it is often “divorced from social contexts” (Rogers et al., 2005, p. 372), but in their survey of CDA in educational research, Rogers et al. found that 100% of the empirical studies employed some type of ethnographic method. In order to make inferences about the cultural knowledge of participants, Spradley (1980) says we use three types of information: what people do, what things people make and use, and what people say (p. 10). Spradley (1980) recommends a verbatim record as part of the ethnographic record. Finally following the theoretical construct of school librarian as an insider-outsider mirrors the participant observer role suggested for ethnographers. “Because you feel like a stranger, because you don’t know the tacit rules for behavior, you will naturally fall into the role of participant observer” (Spradley, 1980, p.53). In this

study, the school librarian took an inside/outside stance as participant observer and employed an ethnographic perspective.

Context for the Study

Obama Elementary School was in a building that had been a junior high but was significantly remodeled and expanded. The school reopened as a neighborhood school for grades kindergarten through fifth. The library was in what was formerly the gymnasium. Among the distinguishing features were high ceilings, brick walls, and tall windows raised from several feet above the floor. Pipes were exposed in a postmodern cathedral and a stage rose at one end. Up on the stage there was a large office for the librarian that also housed math manipulatives, another room for guided reading and other teacher materials, and a room that housed the server and telephone networks. In the front corner of the stage were two large tables pressed together to create a large square for weekly planning meetings with the librarian and teachers.

I was the school librarian at Obama Elementary School and also the principal researcher in this study. Every grade level in the school had a block planning time once a month for at least two hours during the school day. Classes were covered by assistants during this time. The grade level planning took place in the school library. The school librarian was generally present throughout each meeting.

Obama had a unique model for collaborative planning that was first developed by myself and the principal at another school. When she and I opened Obama, we imported the model and it was modified over the years. During the year of this study, every grade level was given a monthly block planning time with their classes covered by assistants.

This block planning occurred in the library on Wednesdays and Thursdays beginning at one o'clock and lasting for approximately two hours. Since I met with every grade level, I was involved in planning practically every Wednesday and Thursday afternoon. I was supposed to have assistant coverage during this time but there were some planning meetings, where I had to jump up to check out students because the assistant had been pulled for another purpose or was absent.

Flexible access.

The first *Information Power* (AASL & AECT, 1988) delineated a role for the school librarian as instructional partner in collaboration with classroom teachers. Flexible scheduling was the vehicle for this partnership because the underlying assumption of a flexible schedule was that the librarian and teachers would plan instruction collaboratively and the library and librarian's time would be available on a flexible basis to meet the needs of the students and the learning objectives. With a flexible schedule, the librarian would be released to schedule planning times with teachers during the day and to schedule access to instruction and the library as needed to meet instructional goals. Times and group size would both be flexible – individuals, small groups, half class, whole class, whole grade level could be scheduled for 15, 30, 45 minutes or an hour – every day for a week – whatever and whenever was needed. Schools have been bound by the clock: bells ring; lunches, tutors, and specialists have been scheduled; and instruction has to move around these immovable objects. The library and librarian have offered one of the few spaces and times where the flow can be directed by the needs of students and the curriculum unbound by the clock. In a large

school system, Obama Elementary School was one of the few elementary schools with a flexible schedule.

Pilot study.

Data for a pilot study was collected over two years that consisted of audio recordings of all planning meetings, any e-mails or other documents related to the planning, and field notes and analytic memos (Maxwell, 2005). A wide net was cast during the pilot study; all grade level planning meetings were recorded the first year and K-3 planning meetings were recorded in the second year. The pilot study established recording as a standard practice familiar and comfortable to participants and developed a discipline of maintaining field notes and documentation for the researcher.

Participants.

The participants in this study were the three teachers on the second grade team and the school librarian. The three teachers on the team represented a unique configuration. Only one teacher, Dianna returned from the previous year and a novice teacher, Brittany, joined the second grade team in the year of the study. Areyanna had previously taught only first grade at this school and “looped” or moved up with her students in the year of the study. Areyanna and Brittany both represented different types of “newcomers” on the second grade team. This team was selected because they offered a unique community of practice with the rich potential for learning provided by legitimate but novice participants. The principal, Sally Hall and the curriculum coordinator, Jean Maple each attended irregularly (pseudonyms have been used for the school and all participants except the school librarian/principal researcher). During the year of this

study, the teachers asked to have their assistant, Dana Woods present beginning in January and she attended two of the meetings.

All three teachers were African-American. Dianna and Areyanna were both married with two children each. Dianna had one school-aged child and a preschooler. Both of Areyanna's children were in elementary school. During the year of this study, the three school-aged children of these two teachers attended private, church-based schools. Below I introduce each of the three teachers.

Brittany.

Brittany Brown was a first year teacher, who, however, was not new to this school because she had spent the two previous years with us, first as an intern in second grade and the following year as a student teacher in third grade. I'm sure this may have contributed to her level of comfort with us but she also exhibited the confidence and know-how of a much more experienced teacher. I was always impressed when I observed her with her students: in the classroom, the hallways, or the library. She was firm, calm, and always unflustered. Her classroom and her instruction seemed organized so that students always seemed to know what was expected of them. During the year of this study, her mother died following a battle with brain cancer leaving Brittany with two teenage siblings to care for. She commuted at least an hour each way from her family home to school each day.

Dianna.

Dianna Lane was the veteran teacher in second grade and served as the grade level chair. She had taught for sixteen years, all in second grade. Dianna brought a lot of

experience to the table and often brought plans from past years. I considered her a conservative and traditional teacher who was good at her job and cared about her work and her students. Her classroom had a warm, homelike atmosphere exemplified by the small table lamp that was lit in one inviting corner. She always had student work up on bulletin boards and often in the hallways. Learning and students were clearly celebrated in her classroom. I always felt it was important to have her support for things I hoped to accomplish but didn't always find her easy to read. She often seemed to be scowling when she was trying to understand or process something new. At the same time, she was rarely verbally direct in her disagreement. It was not so much that she was unwilling to try new ideas but she brought considerable scrutiny to new programs and innovations. She was well respected by her colleagues and her opinions carried a lot of weight. Teachers at Obama were expected to attend library lessons with their students in order to integrate content with their classrooms. Dianna often left her class in the library, or if she did stay in the library, she would sit at a far table and grade papers. The year of this study she had a difficult class acknowledged by the other team members.

Areyanna.

Like Dianna, Areyanna had taught for sixteen years, most in first grade. Up until the year of this study she had only taught first grade at this school. I often relied on Areyanna to let me know what the grade level was planning and what materials they needed. She was the first teacher on the hall so it was easy to stop at her classroom, but she would often stop me in the hallway as well. I considered her one of my strongest collaborative partners in part because of a history we shared of planning together both

with her grade level and one on one. Early in our relationship I asked her to help me present at the state school library conference to report on a grant our school had received. A few years later, she asked me when we could present together again and during the year of this study, we conducted a conference session sharing our ideas about collaboration and some of the lessons we had done together. When a librarian from another school asked me to talk with her staff about flexible scheduling and collaboration, Areyanna agreed to accompany me and we both addressed the staff and their questions about planning together and scheduling the library.

Areyanna was a very reserved and reflective person. I grew to appreciate her understated leadership among our colleagues. She rarely called attention to herself but those around her often would rise to meet her expectations. I found her easy to be with, but challenging. She made me work hard and I expected she had a similar effect on her students. She was curious and often discovered new materials in the library before they had been processed and catalogued pressing me to get them into her hands as soon as possible. I eventually learned that her husband was also working on a doctorate in education. We were in similar places in different programs and she and I often compared notes.

Data Collection Procedures and Data Sources

Block grade level planning meetings with second grade and the school librarian were held once monthly in September through April. Each of these meetings was digitally recorded using an I-Pod equipped with a microphone. In total, there were eight meetings and each meeting lasted an average of one hour and 53 minutes resulting in a

total of 13.7 hours of recordings. Each meeting was transcribed in its entirety resulting in 269 pages of transcripts. These recordings and their transcripts served as the primary data source. During these meetings, the researcher kept field notes. Prior to each meeting, any email correspondence related to the meeting was retained. Also any artifacts such as printed curriculum or resource lists developed by the researcher in anticipation of the meeting were collected. Artifacts that resulted from the meeting such as further resource lists, minutes, follow-up emails, schedules and lesson plans were also collected and retained. Following each meeting the researcher wrote additional field notes and analytic memos. Field notes included other interactions between the school librarian and the teachers on the 2nd grade team including informal planning, hallway conversations, and emails. Following the ethnographic perspective, each participating teacher was interviewed about midway through the school year. A final group interview with the three teachers was also planned for the end of the year but numerous conflicts resulted in Areayanna and Brittany being interviewed together and Dianna at a separate time. Protocols were employed (see Appendix A). These interviews were also digitally recorded and transcribed. Interviews served to access participant meanings of planning with the school librarian and of planning as professional learning.

Data Analysis Procedures

Table 1

Levels of Observations, Analysis, and Research Questions

	Spradley's(1980) levels of observations	Data Source	Method of Analysis	Purpose of Analysis	Research Question
1	Descriptive observations	Basic Transcript	Descriptive Cataloging (Sarroub, 2004) Domain Analysis of Activities (Spradley)	Who is talking about what? What building tasks (Gee & Green, 1998) are accomplished in the talk?	What kinds of activities characterize planning? What are the patterns of discourse in planning between a school librarian and a team of teachers?
2	Focused observations	Basic Transcript – each occurrence of an activity became unit of analysis	Domain Analysis of Meanings (Spradley)	What meanings are constructed in the talk?	What types of learning emerge in the planning discourse between a school librarian and a team of teachers? What are the patterns of discourse in planning between a school librarian and a team of teachers?
3	Selected observation	Detailed transcription of selected passage	Detailed discourse analysis	What material and discursive resources do participants draw on?	What is the role of the school librarian?

Data analysis required listening multiple times to the recordings of the planning meetings. Each listening was a type of observation and allowed the researcher, who was also participant to move further into the role of observer. Listening to the recordings and creating the transcriptions followed a three-step process similar to Spradley's (1980)

sequence of collecting data: first making broad descriptive observations, second more focused observations and third selective observations. In this case, the “observations” were of the discourse. Table 1 provides an overview of these steps. Each level of analysis required listening to and transcription of the talk. A description of the transcription procedures will precede further description of the analysis.

Transcribing discourse.

A transcription of an audio recording is an analytic activity. The transcriber must select what and how to transcribe. Edwards (2003) elucidates decisions that must be made in two categories: format-based and content (p.326). Format-based decisions include layout and arrangement of turns. Content decisions include whether to use standard orthography or phonetic transcription, whether and how to note pauses, and intonation or prominence. Ochs (1979) and Edwards (2003) both point out how decisions about the physical layout of the transcription also convey meaning about the discourse including turn taking or prominence given to speakers in the left-hand column. One decision involves whether to format the transcription like a play that reads from top to bottom and delineates speakers by turn, or to place speakers in columns that read from left to right and from top to bottom showing talk that is simultaneous and overlapping. “For example, a transcription system that highlights interruption and simultaneous talk makes it relatively easy to think of conversation as collaborative” (Johnstone, 2008, p.23).

Issues of readability have to be balanced with issues of specificity and ultimately “The transcript should reflect the particular interests – the hypotheses to be examined – of

the researcher” (Ochs, 1979, p.44). Eventually, this study was concerned with a very detailed analysis of a specific passage of discourse yet sought to maintain the context of the discourse event. For this reason two levels of transcription were applied. The first, or “basic transcription” provided a transcription of each planning event in its entirety. Minimal marking of the transcript was employed so the reader could experience the flow of talk as well as the general meaning and context. The physical layout employed two columns with the discourse on the left in a format similar to a play. Researcher notes including emerging codes were recorded in the right hand column (See example in Appendix B).

A few passages were then selected for selective transcriptions. These more detailed transcriptions followed a layout that shows each speaker in a separate column (see Appendix B). This layout enabled a separate analysis of each speaker’s contribution and served to highlight contrasts between speakers. Ochs (1979) notes that readers read and therefore, privilege content from left to right. In deference to teachers, this librarian and researcher has chosen to place teachers’ discourse in the left hand columns and the librarian’s discourse in the far right column. The column layout captured more of the collaborative nature of the talk particularly with overlapping speech. These transcriptions followed Gee’s (2005) format of identifying lines in speaking as “a small spurt out of which speech is composed” which usually has “one salient piece of information in it” (Gee, 2005, p.124). The selective transcriptions required multiple listenings and captured more subtle intonations, conversational asides, and greater specificity. Readers can

compare the same conversation as provided in the different transcripts in Appendices 2 and 3.

Table 2 shows the conventions chosen for the transcriptions. The focused transcriptions were completed first and those conventions are presented first. The selective transcriptions started with the focused transcriptions but then employed more specificity and further conventions for transcribing including pauses, overlapping talk, and emphasis through pitch, stress on a word or syllable or stretching out a vowel sound.

Table 2

Conventions for Focused and Selective Transcriptions

<p><i>Basic transcription</i> - self interruption () unclear, difficult to interpret (()) laugh, cough, etc.</p> <p><i>Selective Transcription</i> . a pause (each . represents a second; ... represents a three-second pause) = latching (no pause between speaker turns) // or \\ indicates “a rising // or falling \\ pitch of the voice that sounds ‘final’ as if a piece of information is ‘closed off’ and ‘finished’ (Gee, 2005, p.107). : elongated vowel sound <u>underline</u> emphatic – said with extra stress</p>

Descriptive observations.

The first level of analysis involved listening to each recording and noting who was talking and the general topics of conversation. For analytical purposes, each planning meeting was considered an event: “Sometimes sets of activities are linked together into

larger patterns called *events*” (Spradley, 1980, p.40). As a matter of definition and for the purpose of this research, a planning meeting was an event made up of several activities. Through listening to recordings of the events where I had been a participant, I was able to more fully take the role of observer. This first listening included noted who was talking to whom about what and represented an important first level of analysis. Making choices about how to label the content and purpose of the talk required an interpretation. The most important purpose of this first listening was to allow me to re-enter the research site and take an ethnographic perspective (Spradley, 1980) including field notes and analytic memos recording my hunches and reactions. I also continued to keep the type of “introspective record” Spradley (1980) recommends for researchers “to take into account personal biases and feelings, to understand their influences on the research” (p.72). This “introspective record” also provided a type of reflexivity addressed later in this chapter.

Each of the eight planning meetings was first transcribed using a basic transcription that focused on capturing as much of the dialogue as possible resulting in 269 pages of written transcript. On a second listening to each of the recordings, I worked to correct punctuation and spelling as well as exact wording. This second listening with a focus on punctuation required me to listen more carefully for the meaning in order to place punctuation such as commas, periods, and question marks correctly. I may have decided that a speaker was interrupted and thus required a dash. During these second listenings, I added notes in the margins and continued to keep analytical memos. Each time I listened to a recording, I found myself transported back to the event. While I thought of myself as an observer, I often noticed my emotions as participant resurfacing.

I noted my “gut reaction” when the curriculum facilitator surprises us with a new program in November (June 23, 2009 memo) and other times I laughed out loud at something funny or a misunderstanding. I also noted that at times I felt like this was a “huge National Board entry” (June 24, 2009 memo) and I found myself critiquing my performance and wondering how I might do things differently the next year. For example in the following notations from a June 24 memo:

Science versus social studies. Is it actual or just perceived difference? Have I developed a stronger science collection? Or does the existence of kits and other science paraphernalia make this easier? Should we build collections with more kinds of maps for example? Voting booths? More things that lend themselves to hands on?? More trunks and more field trips? And what about more community visitors?

At this point, I needed to compress the huge amount of data and thought that I would be able to create a timeline of each meeting that showed who talked about what and when. I noticed participants often shifted topics and thought I might use that to show the who, what, and when following the suggestions of Sarroub (2004) who recommends developing a timeline to “note transitions between various phases of the activity/talk (speech events) and the transitions between them” (p.113). I started out by breaking the transcripts into five-minute segments and looking at each segment for shifts or changes in what we were talking about. I soon found that “topic shifts” were not as straight-forward as I expected:

It’s not always easy to determine what a topic shift is. Do at least two people have to participate to make it a true shift? If one person puts forth a topic and no one takes it up then perhaps I should call that a “bid for a

topic shift” that is not answered. Also I may be counting a “back channel” discussion between two participants as a shift and perhaps it really isn’t.

Many of these topic shifts are not hard shifts to a new topic. A new topic may grow out of the previous topic – when is it a reframe? Or someone may try to move to another topic and have it taken up for a while but then someone will ask to return to the previous topic (June 30 memo).

In addition to these difficulties, what I found was that in five minutes it was not unusual for the topic to shift five or more times. This sounds chaotic, but often there were shifts back to a primary topic or between two topics. For the five participants, it worked. But for readers, the timeline did not capture the level of description I was looking for. In sixty minutes, one might find sixty or more shifts in topic. My attempts to present a timeline soon seemed almost as lengthy and unwieldy as the original transcript. And the one-directional timeline failed to capture overlapping topics or speakers, or multiple simultaneous conversations. If one thinks of all the possible permutations among five speakers, the potential for complexity was seemingly exponential. The focus on shifts in conversation soon seemed too microscopic for this phase of the analysis.

I began to think of topics as colored threads in a multi-colored fabric. Some colors predominated for a portion of the planning. For a large portion of the first meeting we talked about if and how temperature would be introduced on the first day. This thread seemed to subside but continued to come up well into the meeting. Other threads were raised by one participant but were not taken up by others until later, or not at all. For example, at one point I noticed that measuring temperature was also one of their math objectives but not until later did the teachers take this up and decide to talk about

measuring temperature in their math lesson. Some colored threads continued across planning meetings. For example, the teachers talked a lot about explicitly teaching vocabulary in each of the first four planning meetings and it continued throughout. The science unit about sound was first mentioned in October and took a considerable portion of the November and December meetings.

Codes and domain analysis.

In trying to answer the general ethnographic question, “What is going on here?” (Spradley, 1980, p. 73), this line of descriptive analysis wasn’t allowing me to show the patterns or “kinds of activities.” Spradley (1980) notes while a researcher may make endless descriptive observations, it is necessary to also work to uncover the cultural patterns in a social situation and to cycle through analyzing and collecting data (p. 85). As I passed through the transcripts I began naming segments of the planning talk according to what was being accomplished by each and these became preliminary codes that I then looked for in subsequent months. My analysis became one of constant comparison (Creswell, 2005, p.406) where I compared incidents in the data and my notes to established codes and codes to codes, developing and refining the codes with each subsequent data source. I noted these categories that were present in almost every meeting: planning social studies or science units, scheduling, sharing students for guided reading or spelling, talking about students, announcements from the curriculum facilitator, housekeeping (e.g. needing a calendar or pencil or a form to complete), and personal remarks. I also noted that planning units included talking about resources, the meaning of curriculum, student learning, and teaching. Scheduling was an activity that

included teachers' daily, weekly, and quarterly schedules, aligning schedules to the pacing guide or to share resources, and scheduling groups or classes in the library.

Two frameworks became useful heuristics as I thought about these activities and how to group them into categories: Gee and Green's (1998) heuristic for what is accomplished by discourse: activity, world, identity and connection building and Wenger's three dimensions of learning for a community of practice: engagement, alignment, and imagination. Gee & Green's (1998) building activities show in Table Three were one useful heuristic for thinking of categories and ways to collapse codes:

While this framework was useful as a flexible heuristic to generate potential domains to look for in the data like those in the last column, my activities didn't neatly fit into the four building tasks. For example: resources were obviously a kind of connection building because we connected them with the units we are planning. But when they served as material for a lesson they became activity building. When we read them aloud to understand content, we were using them for a type of world building. And the way I was positioned or positioned myself as a provider of resources was a kind of identity building. This heuristic became useful in helping me to identify domains and then to think about the dimensions of each domain or how they intersect with these other activities but my findings didn't fall neatly into these categories.

Table 3

Building Activities: What's Accomplished by the Discourse (Gee & Green, p. 139)

Building Activity	Definition (<i>Gee and Green, 1998, p.139</i>)	<u>Possible categories</u>
World Building	“Assembling situated meanings about ‘reality’”	Meanings of school, teaching, learning, etc.
Identity Building	“Assembling situated meanings about what identities are relevant to the interaction.”	Identities of classroom teacher, librarian, broker, administrator, etc.
Connection Building	“Making assumptions about how the past and future of an interaction are connected to the present moment and to each other.”	Connecting past lesson plans to future lesson plans, connecting one grade level to another, connecting resources to unit plans, etc.
Activity Building	“Assembling situated meanings about what activity or activities are going on, composed of what specific actions”	Activities of planning a science unit, scheduling a library lesson, deciding on field trips, etc.

In naming the activities, I also considered my last two research questions as a means to determine those that would be most fruitful for my analysis related to the dual focus of my study on learning and brokering: What types of learning emerge in the planning discourse? What is the role of the school librarian as broker for professional learning?

Here I found Wenger’s (1998) Community of Practice a useful framework because he talks at length about a “design for learning” and about the role of a broker in learning. In particular he identifies three dimensions necessary in a design for learning: engagement, imagination, and alignment. I noticed Wenger’s dimensions throughout as we sought alignment with each other, with institutional expectations, and with calendars; how we chose to engage or not engage with each other; and how planning for future

instruction or reflecting on past instruction involved imagining those scenarios in the present moment. In the Table 4, I have placed some of the findings in these categories.

Table 4

Data Findings Related to Wenger’s (1998) Dimensions for Learning

Engagement – active participation in negotiating meaning	Imagination – seeing connections across space and time	Alignment – coordinating efforts toward a broader purpose
Kinds of conversations: dialogues, monologues, silences Questions – kinds of questions, who asks who Ways of addressing each other Ways of sharing resources – reading aloud, paraphrasing	Planning new lessons Negotiating new interpretations of curriculum Reflective talk Uses for new resources Talk about how to implement What does this look like in your class	<i>Standard Course of Study</i> Textbooks Time & schedules District mandates Division of responsibilities

While Gee & Green’s heuristic helped in thinking about domains related to what is accomplished by the discourse, Wenger’s three dimensions of learning helped in thinking about how those things were accomplished in the discourse and led to some other interesting domains. I also developed a crosswalk between the two heuristics shown in Table 5. This crosswalk also helped to differentiate activities and meanings. While Gee and Green’s heuristic identified what was accomplished in the discourse, or kinds of meanings, Wenger’s modes of belonging were about how that was accomplished or kinds of activities.

Table 5

Crosswalk Between Wenger's (1998) Dimensions for Learning and Gee and Green's (1998) Building Activities

	Engagement	Imagination	Alignment
World building	Ways of talking about beliefs, understandings Sharing meanings of students, teaching, learning	New meanings of students, resources, curriculum, teaching, learning	Ways of aligning with curriculum, admin mandates, existing Discourses of teaching and learning
Identity building	Ways of positioning self and others	New ways of positioning self and others – may or may not be taken up	Institutionally sanctioned roles – what Gee calls I-Identities
Activity building	Ways of engaging others through questions, dialogues, address	New lessons, talking about how to implement	Scheduling, how to share resources
Connection building	Ways of sharing experiences, knowledge Ways of sharing resources – read aloud, paraphrasing	New ways of connecting resources to content: i.e. outside experts	Aligning with past lessons

Keeping these heuristics in mind along with all the categories and codes I had already noted, I passed through every transcript one more time and named the kinds of activities that occurred in each. For example, the month of January looked like:

Orienting, Troubleshooting, Informing, Reporting, Asking for materials, Grouping students, Setting goals, Talking about assessments, Joking, Teacher observations about students, Using humor, Making connections schoolwide, Talk about student behavior, problem identification, problem solving, Sharing tutor, Sharing assistant, understanding county mandates, Mentoring, Scheduling Librarian, Coordinating schedules, Tabling a topic, Plan social studies, Directing assistant, eating chocolate, Informing about materials, Describing a resource, Sharing lesson ideas, building lesson plan, Showing books, Intercom interruptions, Using textbook, reading aloud, discussing concepts, Talking about what was done in previous grade, Teacher observations about teaching methods, Describing past lesson, Scheduling library lesson, coordinating library lesson with classroom instruction, Scheduling computer lab, Talking about student understanding.

In retrospect, this seems to be the kind of naming I might have done in the first place, yet in the interest of transparency I have to say that it simply wasn't that easy. I had to wrestle with the meaning of activity and the question of grain size. Was I interested in the activity of topic shifts and what happened between them? Or, as I finally decided, was I more interested in activities that persisted through topic shifts? I had to pass through the data numerous times in order to understand the kinds of activities that were relevant throughout. And I had to return to the theories of Gee & Green (1998) and Wenger (1998), along with my other research questions to think through the naming of those activities. I then took these named activities and used Inspiration software to group the activities semantically and create cover terms in a domain analysis (Spradley, 1980). Again my cover terms were informed both by the data and by the heuristics. I originally had these eight terms: agenda setting, making connections, resource sharing, planning, scheduling, making sense, students, and off-topic. These eight terms were eventually combined and refined into five activities: Orienting, Coordinating, Drifting, Making Sense, and Making Connections.

Resource sharing became a part of Making Connections since it usually involved connecting a resource with curriculum. Scheduling broadened to become Coordinating including following pacing guides and using schedules to coordinate sharing students or resources. Agenda-setting were the places in planning where a topic was announced, or a topic was tabled for later, or a topic was otherwise closed. I realized that places in the talk where decisions were requested or summarized, or participants checked in with each

other for understanding were also related activities. In each instance, since the talk seemed a way for participants to say this is where we are or where we need to go, I began to think of them in geographic terms. I thus named these activities Orienting because I felt like we were consulting a compass to get our bearings as a group. The term “off-topic” bothered me because I felt it named an activity as a non-activity when it came to planning. In contrast to Orienting, talk that moved away from the agenda of planning was a type of Drifting that still implied movement and the possibility of discovery and learning so I renamed it Drifting. Talk about students was generally of two types: Making Sense of student understanding and Drifting away from the agenda to talk about student behavior and so I divided and collapsed that activity into Drifting and Making Sense. The activity I had labeled “planning” became incredibly problematic for me. On the one hand, I recognized that everything in these meetings could be considered a part of planning. I then tried to label this activity as “creating” because what I was trying to capture were the places where participants created a lesson or instructional activity together. When I went through the data looking for “creating” I encountered difficulty in deciding where the activity began and ended, and I began to recognize that “creating” was a chain of other activities. In particular, it often involved Making Sense, Making Connections, and Orienting as decisions were called for and summarized, and Coordinating resources and time in order to implement.

Focused observations.

Once I had named the five activities that occurred in the planning, I was able to treat each occurrence of an activity as a unit of analysis. Learning, Wenger (1998) says is

something we can just assume (p. 8). My assumption was that learning was a part of each of these activities. “Meaning is ultimately what learning is to produce” (Wenger, p. 4). For this reason, I began to think about each occurrence of an activity in terms of what meanings were being produced about teaching, curriculum, students, and about planning.

These more focused observations seemed quite straightforward compared with the identification and naming of the activities but in fact, the analysis and coding of the meanings emerged and intertwined with the coding for activities in numerous ways from the beginning. As I struggled to understand what I should code as an activity, I often named the activity in a section according to what was being discussed. The most persistent of these codes was one for “talking about students.” One reason for this was that student learning, while not the subject of my research questions was the intent of teaching and of planning for teaching. And I was struck by how little we explicitly talked about it. So I looked for occasions when we did talk about students and coded these at first as an activity. Most of the explicit talk about students was either about putting students in literacy groups, talking about student behavior, or occasionally talking about student understandings. Student-learning, I found, was more often implicit than explicit.

These focused observations involved looking at the segments of talk coded for each activity and asking about each passage, what was the teacher-learning, what was the role of the librarian, and what was the student-learning? I created charts for each of the activities. An example taken from the activity Making Sense is in the Appendix C. This became an interpretive activity that involved thinking not just what is this segment about but what might this segment mean to the speakers and listeners. For example, the

following passage was literally telling the teachers that I had pulled some library books for their social studies unit:

Dianna: So in social studies, we are doing government even though we had it on the first.

Sue: Goal two, right?

Dianna: Um hmm. Government - goal two.

Sue: And I pulled some things.

Dianna: We got some things yesterday.

Sue: Yeah. But I was looking at that local so I tried to pull some things about mayors. (October, 2008)

I coded this passage as Meanings of Librarian because I was telling the participants that this is something I did: finding materials related to their curriculum. When I restated what Dianna had said about government as “Goal two” I was also asserting my knowledge of the *Standard Course of Study*. When I answered her statement, “We got some things yesterday” with “Yeah, but...,” I may also have been asserting something about my ability to identify materials they may have missed.

I also began to notice patterns both in the most frequent kinds of meanings that were involved in teacher learning and in the pairings of teacher and student learning. For example: teacher-learning about the meaning of curriculum always implied what content would be presented to students, instructional strategies always implied what students would be doing during the instruction, and discussions of student behaviors always implied something about the meanings of teacher in addressing those behaviors. For example, if the teachers were learning about a new instructional strategy or a resource, then meanings of what students would be doing or what resources they would be using were obviously implied. For example, in September Dianna asked, “We’re going to do

This Is The Rain, and do what with it?” The teacher-learning involved meanings of a new resource and instructional strategies to use with it. The implied meanings of students were what they would be doing in the classroom during that strategy.

I also saw that the activity of Orienting related to the activity we were engaged in around the table. Even this activity implied something about student-learning. In particular the use of the plural “we” implied a uniformity about the grade level. “What are we doing next” implied that “we” would all be doing the same thing at the same time despite the different groups of students in our classrooms. In my analysis memo, I noted:

Student learning is assumed for the most part to be uniform – everyone ready for same content at same pace. We don’t plan for differentiation though teachers may make these decisions in their classroom. In many ways this is the level of planning but we could plan together for exceptionalities that might be common – slower or faster learners for example. (Nov.12, 2009 Memo).

I noted in my memos that this type of alignment seemed necessary for collaborative planning. We needed to have a common focus. These teachers did frequently comment on the differences among their classrooms and made allowances for different pacing and approaches. In order to plan collaboratively, they act *as if* their classes were uniform but then make adjustments accordingly in their classrooms.

In the process of creating tables for each activity that included what meanings were implied about planning, teaching, and learning, several solid categories began to emerge and these became my codes for the meanings created in planning. Meanings of assessment was one that was subsumed under the other meanings. If the discussion was about institutional assessments, it often dealt

with institutional directives and meanings of school or of the teacher as the subject of those directives. Discussions of teacher created assessments or teacher discussions of student learning usually involved meanings of teaching. Table 6 shows the meanings and a sample of the included terms assigned to each meaning. At this stage when I had finalized my activities and meanings, I entered all of the transcripts into Nvivo8 Software using the program to perform one more round of focused observations and marking passages with these final codes for activities and the meanings. While most of these meanings were implicit in every utterance in these meetings, passages were coded as to the most prevalent meaning; on a few occasions a passage was double-coded for more than one meaning or passages overlapped in meanings but in general a decision was forced: what meaning was this activity most about?

As I have noted earlier two categories that I originally thought of as activities became problematic for me and eventually led into new avenues of exploration. First was the activity of “sharing resources” which I chose to name as Making Connections but I also recognized the importance of the kinds of resources we drew on throughout planning. The other was the activity of creating a new lesson or other instructional endeavor. I found that this “activity” was actually a chain of activities. The question about kinds of resources led me back through all of the data while the second question about the chain of activities involved in creating a new lesson led me to choose a selection from the transcripts for a more detailed discourse analysis. Each process of data analysis is described below Table 6.

Table 6*Meanings and Included Subheadings*

Meanings of	Subheading
Curriculum	Sequence Concepts & vocabulary Interdisciplinary Science taught in reading block textbook
Membership	Relationships Outside relationships Sharing Role of Assistant
Planning	Sharing decisions Aligning calendars Sequencing lessons Identifying essential questions Covering objectives Chocolate
Librarian	Identifying resources Managing resources Member of other COPs Collaboration
Students	Labeled Struggling Imaginative Bored when we are Understandings Producers Free lunch
Teacher	Supervisor of students Manager Liason with parents Counselor Member of other COPs
Teaching	Procedures Interventions Instructional strategies Pacing Covering curriculum Building prior knowledge Assessments
School	Building School District State & National

Kinds of resources.

Early in my work of combing through the data to search for codes or emerging patterns, I was struck by the importance of resources and access to resources as a central phenomenon in planning, making meanings, and learning with teachers. I tried for a while to code “Sharing Resources” as an activity but as I began to expand my ideas of resources and of access to resources, I realized that resources were a part of every kind of activity and every kind of meaning. One of the first things I did was to pass through transcripts to note what library titles were explicitly mentioned, who brought them up, whether they were present in the planning meeting, and whether they were adopted as lessons. I then expanded my list of resources to include other library materials including music compact discs, videotapes, teacher’s guides, big books, and guided reading books that are housed and catalogued in the library. Soon the kinds of resources mentioned in planning expanded to include science materials and models, websites and video content available for download through Internet streaming, live television broadcasts, community experts, field trips, and student work.

I began to notice that participants frequently read aloud from library books, *The Standard Course of Study* or other materials. This was an obvious example of “intertextuality” where other texts were made part of the ongoing talk. Intertextuality represents a type of connection building considered by many to represent a type of learning (Lewis & Ketner, 2004). Given the historical and social functions of discourse, Bakhtin (cited in Bloome & Clarke, 2006) suggested, “The living utterance... cannot fail to brush up against thousands of living dialogic threads, woven by socio-ideological

consciousness around the given object of an utterance; it cannot fail to become an active participant in social dialogue” (p.228). Lemke (1990) and Gee (2005) build upon this dialogic nature of discourses to develop the concept of intertextuality, which means that any text contains elements of other texts and the relationship between texts is a dynamic one allowing for improvisation and hybridization. Drawing on Fairclough’s interdiscursivity, Lewis and Ketter (2004) note “such hybrid discourses have transformative potential that, in our view, connect language to learning” (p. 120). In Chapter Four, I will talk further about this line of analysis.

Selected observation.

Finally, I chose a selection from the transcripts that would allow me to look in more detail at a chain of activities that led to the creation of a new lesson. I waited until most of the other analyses had been completed before choosing the selection in order to select a passage that would allow me to synthesize many of those findings and each of the research questions. I chose a selection that was relatively compact, with all participants present, but with some features that made it distinct from other planning meetings. For several reasons, I chose a selection from the last planning meeting where Brittany, the new teacher suggests a lesson that evolves into a library lesson. First, I wanted to show the chain of activities that comprise the creation of a new lesson and examine the role that resources and the school librarian played in that chain. Second, this was an interesting selection because the three teachers took up different positions relative to the lesson unlike much of their planning where they worked to align their instruction with each other. Third, Meanings of Librarian were coded in several places suggesting that this

would be an interesting example of the role of the librarian particularly relative to positions taken by the three teachers. In other words, this selection provided an excellent opportunity to address the question, “what is going on here?” (Spradley, 1980, p.73). Once the passage was chosen for selective observation, I listened again to the passage several times and created a more detailed transcript using the column format described above.

Analysis of other data.

Interviews conducted in February and June during the year of the study were transcribed and the interview transcriptions were also entered into NVivo8 software. Answers to particular questions about the meanings of planning and of planning with the school librarian were analyzed relative to the emerging activities, meanings, and resources identified in the planning transcripts. I used Inspiration software to perform a domain analysis (Spradley, 1980) of this data. Predominant themes in the interviews like the importance of resources informed and helped to refine the analysis of the planning discourse. Interviews captured the understandings of participants about the meanings of planning and of planning with the school librarian and offered a form of triangulation for the findings from the planning discourse.

Other data including field notes and researcher memos became key analytic tools as these captured the researcher’s hunches and understandings at particular moments in time and helped to inform and validate later findings. These data also served as a form of triangulation.

Frame problem.

One problem for this researcher was what Gee (2004a) terms the “frame problem,” or given a critical perspective, it’s possible to find connections between the very local and everyday activity of teacher planning and the very global and historical meanings of teaching, students, librarianship, etc. making it difficult to bound or frame a study. The concept of intertextuality also leads an analyst in an ever-widening circle of texts both current and historical. Gee (2004a) suggests the researcher “offer arguments that the aspects of the context they have considered, in a particular piece of research, are the important and relevant ones for the people whose language is being studied and for the analytic purpose of the researcher” (p. 32). Do participants reference local or institutional texts explicitly? When do they reference more global texts? Examples might include references to school or district policies, state curriculum, and legislation such as *No Child Left Behind*. Of particular interest to this researcher and participant were the larger cultural and historical discourses of classrooms and libraries that might be brokered by a school librarian. As Bloome and Clark (2006) suggest the “obligation is to create a description and interpretation whose explanation lies close to the meaningfulness of the event produced by the people involved” (p.227). In analyzing the data for this study, the researcher remained close to the data in drawing conclusions about the larger meanings that were relevant to the participants.

Issues of Validity, Credibility, and Confirmability

Validity was a concern throughout the research process. During data collection, as the researcher, I was disciplined about keeping field notes and reflexive memos about

my role in the process. Participating teachers were interviewed midway through the data collection and after data collection was completed in order to capture their “emic” perspective on the purpose of the study. While “reactivity,” or the influence of the researcher on the participants in the study is often considered a validity threat (Maxwell, 2005, p. 109), in this case the researcher was also a participant interested in provoking change and particularly the type of change that leads to learning. The interview questions about planning as professional learning were intended to signal participants about the research interest and perhaps to provoke participants to become more intentional and aware of the potential for professional learning in their collaboration. As the school librarian who is a full participant, my engagement in the research site was both intensive and long term. This is an important type of validity in qualitative and ethnographic research (Creswell, 2003, p. 196).

Member checking following the analysis also provided a measure of confirmability (Creswell, 2003, p. 196) with other participants. Key findings were shared with teacher participants in a focus group discussion following data analysis to attain their perspectives regarding the accuracy of conclusions. Spradley (1980) also emphasizes that sharing reports with participants is an ethical principle of ethnographic research (p.25). A peer from the school library profession who engaged in similar practices of collaborating and planning with teachers was also asked to read over the manuscript.

Not surprisingly, validity discussions for discourse analysis generally focus on the analysis phase. Gee and Green (2005) have suggested that validity for discourse analysis

is based on three elements: convergence, agreement, and coverage (p. 159). Convergence refers to how different analyses of the same data yield similar results. In the case of this study the data were subject to ongoing analytic memos and field notes, a broad cataloging and categorization or domain analysis, and a fine-grained analysis of smaller portions of text along with numerous listenings to the recordings and readings of the transcripts. Agreement refers to how much native speakers and analysts agree on the interpretation. In this study, the interviews, the final focus group member checks, and a peer review by another practitioner provided this type of validity check. This might also be considered a type of “analytic triangulation.” Coverage suggests “being able to make sense of what has come before and after the situation being analyzed and being able to predict the sorts of things that might happen in related sorts of situations” (Gee & Green, 2005, p.159). Folding the discourse analysis into a larger ethnographic perspective where the primary researcher spent considerable time in the setting supported this type of validity. This type of validity is also characteristic of the “rich data” collection recommended for qualitative research (Maxwell, 2005, p.110).

Issues of Reliability or Dependability

According to Creswell (2005), reliability or dependability in qualitative research plays a minor role. Qualitative research is subjective and interpretive. As a researcher, I attempted to be as thorough and transparent in describing my data collection and analysis so the reader can follow my logic of inquiry and my conclusions. This study had a very particular and unique context and would not be replicable, so there is no claim of generalizability or transferability. "The conception of teachers as professionals who

continually adjust their plans on the basis of ongoing assessments of their students' reasoning would in fact suggest that complete replicability is neither desirable nor, perhaps possible" (Cobb, Stephan, McClain & Gravemeijer, 2001, p.153). I have provided rich description of my context so that the reader can find convergence and divergence with other contexts that might be similar. In transcribing the discourse and the interviews, I have outlined the level of transcription and applied conventions consistently in order that someone else transcribing the same event would achieve similar results. I also asked another school library practitioner to provide a peer review of my analysis, interpretations and conclusions.

Role of the Researcher

My role as researcher was as both a full participant and observer. As the school librarian, I had been a part of teacher planning for six years and had established relationships with the participants. Access to the research site was not an issue; rather I had to learn how to maintain an observer position. Spradley (1980) sets out six differences that set the participant observer apart from the ordinary participant: (1) dual purpose of observing and participating, (2) explicit awareness or an ability "to tune in things usually tuned out" (Spradley, 1980, p.54), (3) wide angle lens, (4) insider/outsider experience, (5) introspection and (6) record keeping. I had to learn how to become the "research instrument." These were capabilities that I practiced for the two years during the pilot study. Spradley (1980) and others provide this caveat for full participation, "the more you know about a situation as an ordinary participant, the more difficult it is to study it as an ethnographer" (p.61). Throughout the collection and analysis of data, I

worked hard to maintain a dual identity as participant and observer. The recordings and transcripts of these meetings allowed me to take an observer position as listener and reader and to make my awareness more explicit and “tune in things usually tuned out.” In fact, this contrast is frequently what happens as the researcher in listening a second time hears something that was “tuned out” earlier. An ethnographic perspective provided the “wide angle lens,” by situating the planning events in larger contexts. My participation in the setting for over five years also gave me a long-range lens. The “insider-outsider” experience is the way I understood my role as a school librarian and easily transferred to the research work. Introspection also felt natural and comfortable to this researcher and was attained by maintaining a researcher journal with field notes and analytic memos throughout the data collection and analysis. Record-keeping was a matter of maintaining a chain of evidence. In this case, all documents related to the planning meetings including emails, resource lists, schedules, and minutes were retained to provide context and support claims.

Reflexivity

Shulman (1997) talks about research as a type of gift exchange, “A work of research does not get used up... If anything, a piece of research becomes more robust and sturdy the more it is used by its author and by others to support new arguments and to undergird new claims” (p.27). Along these lines he remembers Bloom telling him that the most important obligation of the researcher is to “honestly and completely report what you did, how you did it, and your reasons for doing it so your colleagues are fully informed” (p.27). As Maxwell (2005) suggests, “validity threats are made implausible by

evidence, not methods” (p.105). I have attempted to be complete and honest in my presentation and analysis of the data as well as being reflexive about my own role and interpretation.

Reflexivity, or “Attention to examine the social, cultural, political, and interpersonal fields of discourse analysis and how the researcher is implicated into such relationships” (Stevens, 2004, p.207) is considered an important aspect of validity in discourse analysis. In a review of the published research employing a critical discourse analysis in education, Rogers et al. (2005) found that few studies addressed issues of reflexivity. Reflexivity she notes is distinct from reflection, “Reflexivity assumes not just a reflection of the self in the research, but a turning inward toward the process of knowledge construction to acknowledge what researchers are positioned to know given their location in the research” (Rogers, 2005, p.250). I needed to interrogate my own knowledge in a manner that both uncovered that implicit knowledge and yet remained aware and skeptical about that knowledge. I did this by maintaining analytical memos throughout the process and by allowing another practitioner to read and critique my analyses and conclusions. I also used the existing research and literature about school librarianship to contrast my own experience and conclusions. At the close of this chapter I also offer some of my own story as a form of interrogation of my location relative to this research and to allow the reader to understand the limitations of my understanding and perspectives.

Limitations of This Study

The limitations of this study are that this is a singular and intrinsic case study “that is unusual and has merit in and of itself” (Creswell, 2005, p.439) so this research does not make claims of generalizability to other cases. A clear limitation was also the dual role I play as researcher and participant. Without a doubt, there were observations and interpretations that I could not make because I was a full participant in the study. My socio-cultural perspective privileged shared meanings and practices and left individual motivations and cognition unexamined. A focus on the discourse or talk looks only at one slice of the complex process of collaboration. Discourse analysis is limited in the amount of text that can be examined and by the selections made by the researcher. My findings were clearly interpretive and subject to my own biases and perspectives. In congruence with community of practice theory, this study attempted to capture a practice that was in motion and cannot claim to capture the full practice or even a significant portion of it. This study looked at teacher interactions with other professionals and teacher learning but did not follow the work of planning into the classroom. Questions about student learning and achievement were only dealt with when they were part of the teacher discourse. Despite this limitation of the study, our concern and work were ultimately all about students and their learning.

Researcher’s Location in the Study

One very valid criticism and limitation of this study is that my practice of school librarianship was very individual and perhaps even idiosyncratic. In light of that

limitation, I have found it necessary to interrogate my own understanding and history with information literacy and librarianship.

Information Power says, “Information literacy – understanding how to access and use information – is at the core of lifelong learning,” (AASL, 1998, p. viii). Clearly my own personal history as a learner serves as a resource for my thinking about information literacy and the “core of lifelong learning.” for elementary school children. As a child growing up next to the campus of the College of William and Mary and the restored area of Colonial Williamsburg, I was often outside exploring paths through the woods, creating hideouts in the yard, and roaming around the campus and the restored streets and buildings in town. Inside our house were shelves of books and newspapers and magazines arrived daily. Education was the restored buildings, cobblestoned streets, costumed guides, and films about our Colonial past. Education was attending plays, concerts, gallery openings, and lectures alongside my parents. I walked to a school separated only by a brick wall from the Governor’s Palace. Small detours on the walk home from school led me through the historic district or across the college campus. There were numerous paths that literally as well as figuratively led me to learning outside of school.

I was also a voracious reader and my early experiences with books also included vivid memories of texts read aloud to me by my parents and by my classroom teachers. There weren’t wonderful non-fiction books for children, but I do remember reading and enjoying biographies and learning about real things from magazines, film or television, from artifacts and experiences, and from people who were more expert. While I have been a librarian and I have inhabited a room full of printed texts, my experiences with

information have never been print-centered. My texts were immersive natural worlds of woods and water or man-made restorations and recreations of a Colonial town.

Unpacking the meaning of information, I soon find myself considering material objects, non-print media, people and relationships, and immersive, experiential worlds as well as printed texts. I view the role of a school librarian as not just about the library but about lifelong learning, access to all kinds of resources, and a trajectory that leads outside the walls of the library and the school. I believe that learning should be connected to the real world and the experiences of my students.

Finally, I need to share my credentials as a school librarian. My work in libraries began as an undergraduate with a work-study position in the library. I originally attended library school intending to work in reference services in an academic library. Fate led me to another position and several years later I returned to graduate school to earn the credentials needed to become a licensed teacher and school librarian. Coming out of academic librarianship rather than classroom teaching may have predisposed me to collaborating with teachers. I knew I was an outsider and I had to work to gain admission and understanding of classroom teaching. My first position in an elementary school was with a fixed library schedule that thwarted my attempts at collaboration and planning with teachers. Following that I was hired by a principal who promoted a flexible schedule and the librarian as “another teacher with a larger classroom full of resources.” I have since earned National Board Certification and my practice has been the subject of a North Carolina Department of Public Instruction video about flexible access and collaboration (North Carolina Department of Public Instruction, 2002).

What this study offers is one story about one school librarian meeting with one team of teachers to plan during one school year. Other school library practices will look different. Other schools will look different. Other grade levels at this particular school will look different. This particular team will no doubt continue to change. I can only offer this one story with the limitations and possibilities inherent in story and in hopes that it's a stone that others might make soup with.

The act of selecting certain words and images to include and/or exclude from a story automatically places both a personal bias and a set of values into the writing that will color the reader's images and thus, technically, fictionalize the writing. The myth of the dispassionate, neutral observer is just that, a myth, a fiction that never actually existed. (Haven, 2007, p. 128)

In the next two chapters I present my findings and conclusions. I also offer a discussion about the significance of the study, limitations and suggestions for future research.

CHAPTER IV

FINDINGS

Sounding:

1. The act of one that sounds.
2. An environmental probe for scientific observation.
3.
 - a. A measured depth of water.
 - b. Water shallow enough for depth measurements to be taken by a hand line. (Morris, 1980, p.1234)

Soundings

This is the dissertation chapter where I lay out my findings and for some reason I have found it the hardest to write. I believe I know why; it asks me to tell the story of a journey I have not yet completed. It asks me to take the step from rolling ship to terra firma and to act as if I do not still feel the ship rocking beneath my feet. It says stop now and tell what you have learned, but it fails to acknowledge that in any telling I am still learning. Where does this story that I am to tell have its beginning and where is its end? Here I find myself constrained by the form not only of dissertation, but of language because I must start and end somewhere. I must choose to tell this story in some logical order. Just as these words must run across the page from left to right, I must run through these finding in some sequence. In Chapter Three, I described my method and my analysis. In this chapter, I will share my findings. But do not think that I am done analyzing. Each of my decisions: what to include, in what order, and with what words continue to be analytical decisions. Gee (2005, p.10) speaks of the “magical property”

of language that when we speak, we fit what we have to say to the situation, yet at the same time what we say creates that same situation. He refers to this as a kind of “bootstrapping.” Thus we are always using language to create the world of activities around us often in “more or less routine ways” that allow us to consider those activities as separate from that language-in-use. “Nonetheless, these activities, identities, and institutions have to be continuously and actively rebuilt in the here-and-now. This is what accounts for change and transformation” (Gee, 2005, p.10). This magical property of language or bootstrapping is a construct that is fundamental to this study because it allowed me to look back at the language in use during these planning meetings as both created by and creative of the practice of planning. But I am also going to draw on this construct for this chapter. Yes, I will fit what I have to say to the situation or conventions of this chapter. But I will also use my words to create this chapter and in the process to re-build the form.

This chapter is not just a report but a creative act. I am about to tell a story. Everything in this story really happened and I will present the evidence to support that claim. But the act of telling the story is a creative one and I am going to stake my claim there as well. All of this happened, but it didn't happen in this way, rather I have made choices; some creative and some constrained by form about what to include, how to share it, and where to start and stop. Today, I have made the decision to step off the rocking ship of analysis and find my land legs. To stop here to tell the story of four pilgrims who journeyed together on a stage once a month as they planned together. I was one of the four pilgrims and I chose to journey back through that year in order to understand the

practice of planning that we were engaged in. In Chapter Three, I described my methods for data collection and analysis, as well as my position as researcher and participant. In this chapter I will lay out the soundings from both journeys: the one that quite literally took place on a stage and the one that was my journey of analysis. This is what the talk of planning sounded like, these are the results of my probes of that talk, and these are the places where I stopped to measure our depth.

As prelude, I will begin by introducing the team of teachers through my interviews with them. I will follow with a general overview of the planning year as context. Then I will move into a description of the discursive activities of planning followed by the meanings constructed in those activities. I will then offer an inventory of the variety of resources key to those activities and meanings. Then I will drop anchor to explore the depths of one unique segment of the talk. And finally I will return to the interviews with the teachers to summarize the findings.

The Interviews

Individual interviews of all three teachers were conducted in February near the middle of the study. Areyanna and Brittany were interviewed together and Dianna separately at the end of the school year in June. In these interviews, participants told me about themselves and about each other as individuals and as a team. Their answers to direct questions about the meanings of planning and the meanings of planning with the school librarian preceded my analysis of the discourse of the actual planning. In a sense, their answers to those questions asked them to partake in the analysis. These interviews offered my earliest findings and arguably informed any subsequent analysis. While I will

continue to draw on the interviews throughout these findings as a form of triangulation, I felt that it made sense to introduce this chapter with some of what the participants said about the team and the year of planning.

The three teachers were complementary because they presented different levels of experience that created a dynamic of asking questions and probing each other. Dianna was the veteran second grade teacher. In the interview, I learned that she had been teaching for sixteen years, all in second grade. When I asked her how she managed that she said, “By saying no. I’ve been asked” (Feb. 2009 Interview). I think this statement attests to her resolve as well the respect she garnered from administrators and colleagues. Like Dianna, Areyanna had taught for sixteen years, mostly in first grade, but she had taught every grade from first through fourth and as she said, “Never done fifth, never will. Did fourth one year and said ‘ehhh’ ” (June 2009 Interview). The year of this study was Brittany’s first year of teaching. The other teachers spoke of her organization and enthusiasm often in contrast to themselves:

Areyanna: We were jealous that she already had her stuff together and Brittany all organized. Brittany, you leaving? Can you come help me out?

Sue: Can you leave a copy of that?

Brittany: I had to go home and take a nap.

Areyanna: Yeah exactly, we get home we don't get to take a nap. We have children. (June 2009 Interview)

Dianna: That freshness to her, you know, when you first start out, you are just so gung ho. You’ve just got everything.

Sue: Yeah, she’s still got that.

Dianna: Seasoned like us, you’re like okay I’ve got it somewhere. (June 2009 Interview)

Brittany spoke about planning together almost as a lifeline for her first year of teaching, “If I was not able to plan with you guys, I’m pretty sure I would be stressed out. I couldn’t do it by myself so it’s very helpful” (Feb. 2009 Interview). As Brittany said, “planning is a key part, a key, key part of making my year go so smoothly” (Feb. 2009 Interview). Dianna also acknowledged the value of planning for the new teacher but continued to say “But me sixteen years second grade, I still appreciate it too because they bring new and fresh ideas to the table” (Feb. 2009 Interview) But as the following passage suggests, not every new teacher is received in this way.

Areyanna: Yeah And I think maybe when our new teachers come in and they have their ideas about why don’t we try this or have you ever done it this way, it’s like no, this is what I do and it kind of separates them and they’re not sharing and coming together to come up with an idea that would work for everybody. This is what I want to do in my class and that’s what you want to do. That’s what you do.

Brittany: I agree.

Sue: So the veteran teachers kind of say that to the new people?

Areyanna: I don’t think they say it verbally. It’s kind of the message they give off, yeah. (June 2009 Interview)

This team was unique not just because of the mix of veterans and newcomers but in the way these three teachers treated each other as a resource. Throughout all of the interviews, the meaning of planning for these three teachers always included “coming together” as a team and sharing ideas. They spoke frequently of getting new ideas from each other, sharing the workload, and working toward common goals. They each spoke about planning together as being easier and less stressful. Coming together with other professionals was seen as a way to get ideas they might not have thought of by

themselves. Using a metaphor from Stone Soup in my final interview with the teachers, I asked what was the heat or the energy that fueled our collaboration:

Areyanna: I think it's just the fact that we're all there together and the fact that you - no one is trying to be better than the other.

Brittany: Umm hmm.

Areyanna: We're there to share our ideas and work together and pull - come up with the best possible plan that we can come up with.

Brittany: Right I'll definitely go off that - that we all have a common goal and that's for the students to learn and find out what's most effective for them to learn. (June 2009 Interview)

One striking finding in their talking about working together as a form of professional learning was how often they talked about differences as important. Each of the three teachers talked about getting to know and build on each other's differences.

Brittany: Opening my eyes to a lot of different ideas for things to do with kids. (Feb. 2009)

Areyanna: Learning each other's way of doing things, and kind of taking what somebody else may be doing and fitting it into your method of teaching (Feb. 2009 Interview)

Brittany: Learning different ideas about ways to either - how to do a lesson or an activity within the classroom. (June 2009 Interview)

Brittany: But it's definitely been an experience learning to work with different people, getting different ideas. (June 2009 Interview)

Dianna: Just learning that we all have something to offer. (June 2009 Interview)

The interviews were conducted well into the second half of the year and again at the end of the school year. Teachers had already created meanings of planning through their practice of planning. In the analysis that follows, my primary data sources will be the transcripts from those planning meetings, but I will continue to use the interviews as a reference point and source for triangulation. In the next section I offer an overview of the year in order to provide a context for the findings that follow.

Overview of the Planning Meetings

The eight planning meetings were held approximately once a month during the 2008-2009 school year; the exception was the February meeting that was postponed when several participants were ill and then was pre-empted by a winter storm that closed school. March 3 was a teacher workday because school was closed for students. Areyanna sent an email to the other teachers and to me asking who would like to plan; I was the only one who responded and she and I met to plan. Another grade level meeting was not scheduled because the March meeting was only three weeks away at that time. It was actually unusual that a grade level was able to meet for every scheduled time; in fact two of these meetings: October and December were rescheduled because of other commitments. Science and social studies units generally alternated integrating language arts and occasionally math. With the exception of the March 3 meeting, all teachers and myself were present at each meeting. The curriculum facilitator was present for at least part of six meetings and the grade level assistant was present at two of the meetings. The October recording was cut short when the memory on my I-Pod was full but other meetings averaged 113 minutes long.

While there were common elements across all meetings, the differences are worthy of note and understanding because they underscore the complexity and reality of collaboration. One “pattern” in planning was motion. Each meeting was unique not only in who was present and what curriculum unit was planned but because participants arrived late or left early and because other critical issues often consumed planning time. In November approximately the first thirty minutes were taken up by the curriculum facilitator’s surprise announcement of a new program that the leadership team would vote on that afternoon. In January, more than half the meeting was taken up by teachers trying to use three different literacy assessments to group their students. An acknowledged purpose of these meetings between the school librarian and the teachers was to “pencil in” classes on the library’s schedule. Those lessons are noted in Table Seven as well. In March, we waited for thirty minutes for all of the teachers to be present. These planning meetings were held during the school day and required assistant “coverage” for teachers’ classrooms. Again this was a constraint that typically impacted grade level planning; sometimes lack of coverage caused meetings to be postponed or cancelled. The March meeting was also held about a week before a school-wide author visit that I was in charge of coordinating which preceded a week of spring break. While I did not pencil in any lessons at this meeting, I was working with the grade level to ensure that students read the author’s books and were prepared for a school “Poetry Spirit Day.” The March meeting appears as an anomaly in many of the findings that may in part be explained by these circumstances. Table Seven provides an overview of each month that captures the

units, library lessons, and critical issues discussed as well as information about who was present and how long the recording lasted for each meeting.

Table 7

Eight Planning Meetings Overview

Month	Timing	Curriculum units	Who was present	Critical issues	Library lessons scheduled
September	2 hr 44 min.	Weather	3 teachers, Sue, CF (first part of meeting)	Guided reading groups	Windsock, author of the month
October	48 min.	Govt. & elections	3 teachers, Sue, CF		How do Dinosaurs Vote; African American authors
November	2 hr 2 min	Sound, holidays	3 teachers, Sue, CF (first half of meeting)	Adoption of new program: Foundations	Holiday rotation, Onomatopeia
December	1 hr 14 min	Sound	3 teachers, Sue		Sound that Jazz Makes; MLK program
January	1 hr 51 min	Maps	3 teachers (but 2 leave early), Sue, assistant	Literacy groups based on new assessments	Landforms; Google Maps; Letter to Obamas
February – on March 3	1 hr 56 min	States of Matter	Sue & Areyanna (snow day); CF drops in at end		Popcorn; Ice Cream; Paper
March	1 hr 14 min	Last 9 week plans; Past and Present; Baseball	3 teachers Sue, assistant, CF	Foundations & summer school; Author Visit;	School wide Poetry Day & Author Visit
April	1 hr 52 min	Natural Resources; Economics; Money; Animal life cycles	3 teachers, Sue, CF (leaves after 16 min.)		Endangered animals

While these meetings addressed distinct topics and dealt with a variety of critical issues throughout the school year, it was possible to identify patterns in the kinds of

activities that comprised each meeting. In the next section, I share the findings about these activities.

Kinds of Activities

Areyanna: We just wrote down what units we planned and what we scheduled with Sue and what announcements Jean gave us. That's all. (Sept.)

In the September meeting, Areyanna responded to a question from Dianna about what to put in the minutes for planning by naming the kinds of activities that were recognized at Obama Elementary School as planning. In the interviews teachers talked the most about getting together to get ideas, find resources, and stay on track with each other and with the *Standard Course of Study* as well as making plans to share students, plan lessons in the library, and other activities. Language and particularly talk, was the primary tool used for planning. In seeking to name the patterns of activities that I discovered in the talk of planning, I was looking for the kinds of work done through talk. Gee says we use language to accomplish several building tasks. One is “to get recognized as engaging in a certain sort of activity” (Gee, 2005, p.11) and he talks particularly about a committee meeting:

I talk and act in one way and I am engaged in formally opening a committee meeting; I talk and act in another way and I am engaged in ‘chit-chat’ before the official start of the meeting (Gee, p.11).

Table 8*Kinds of Activities that Comprise Planning*

Activity	Description	Examples
Orienting	Setting agendas, making decisions, checking in, getting back to topic	<p>“So, we’re stopping here?” (Brittany, Sept.)</p> <p>“Can I jump in?” (Jean, Nov.)</p> <p>“Okay, girls” (Dianna, Jan.)</p> <p>“Where do we want to start” (Sue, Feb.)</p> <p>“We’re done with social studies. Do you want to do science” (Sue, Apr).</p>
Coordinating	Aligning schedules to share resources, students, or activities	<p>“Are you following the pacing guide?” (Jean, Sept)</p> <p>“Finish lesson two tomorrow and do lesson three on Monday and lesson four on Tuesday.” (Areyanna, Sept).</p> <p>How many days in November – 30 or 31? (Brittany, Oct.)</p> <p>“You know how it is with books, because we all do it at the same time” (Brittany, Jan.)</p> <p>“Can you do it after lunch so that’s about twelve-thirty when you get here?” (Sue, Feb.)</p>
Making Connections	Connecting curriculum to resources, other curricula, or past experiences	<p>“Your math goals fit perfectly with your weather goals” (Sue, Sept.)</p> <p>“But you know we could definitely get a school board member to come to talk to your classes” (Sue, Oct.)</p> <p>“Do we have a book to go with that?” (Areyanna, Feb.)</p> <p>“I have this little transparency of who provides goods, who provides services from our old social studies unit or book” (Dianna, April)</p>
Making Sense	Understanding curriculum, teaching, resources, or student learning	<p>“Alright, are we doing anything with the anemometer or are they just looking at it in the book?” (Areyanna, Sept.)</p> <p>“Now do you have some kind of sheet that they are going to have while they do their listening walk, or are they just going to listen and come back and write something down?” (Brittany, Nov.)</p> <p>“This may make more sense to them after we make the model” (Areyanna, Dec.)</p> <p>“What are we doing with this book” (Areyanna, Jan.)</p> <p>“Is it like moving for a job? What is it? What are they trying to get at?” (Sue, April)</p>
Drifting	Any “other” talk that led away from the planning agenda	<p>“I get really depressed in January” (Dianna, Dec.).</p> <p>“I’m trying to do Malcolm’s eyes. Get him into resource or something” (Areyanna, Jan.)</p> <p>“Yes, Lord Jesus help you because they need a break from me and I need a break from them” (Dianna, Jan.)</p> <p>“The blue kisses have coconut in them and the eggs are just chocolate” (Sue, March)</p>

The Kinds of Activities shown in Table 8 that make up planning could also be thought of as Kinds of Talk. In a rigorous process of coding, comparing codes, collapsing codes,

and naming domains described in Chapter Three, I identified and named five primary activities that were patterns present in the talk in every planning meeting: *Orienting*, *Coordinating*, *Making Connections*, *Making Sense*, and *Drifting*. These activities are summarized in Table Eight in an order of ascending complexity with the exception of *Drifting* that was the activity of talking outside the recognized agenda of planning units and instruction. I did not think of any of these activities including *Drifting* as more or less important than any others. I would argue that their persistent inclusion in every meeting, in fact, suggests they may be essential components of planning.

When teachers talked about planning in the interviews, they often talked about similar activities. In particular, teachers frequently talked about getting together to “brainstorm,” “bounce ideas,” and “learn new and fresh ideas,” but rarely talked explicitly about making sense or figuring things out together. One exception was Brittany:

Not only bounce ideas off each other, but by putting our students together, we are able to figure out ways that our students learn better. Because we know that not all students learn the same. (Feb. 2009 Interview)

They also talked a lot about finding resources and staying on track with the curriculum, the calendar, and with each other, which fits the activities of *Making Connections* and *Coordinating*. Brittany is the one who talked explicitly about *Making Connections* as part of what the school librarian brings to the planning, “You help us to connect with other things so we can help kids see those connections” (Feb.). Teachers also talked about the school librarian as the one as the one who kept them on track (*Orienting* and

Coordinating) with the *Standard Course of Study*, “you help us stay on course with the *Standard Course of Study*” (Dianna), and “You make sure we are following the *Standard Course of Study*” (Areyanna). Areyanna even suggested that I was the one who pulled them back from the activity of Drifting:

You pretty much keep us on task. Because sometimes we may get off talking about whatever is bogging us down, and then you say, ‘Okay, you want to plan? You want to set up some library lessons?’ and that kind of gets us going. (Feb. 2009 Interview)

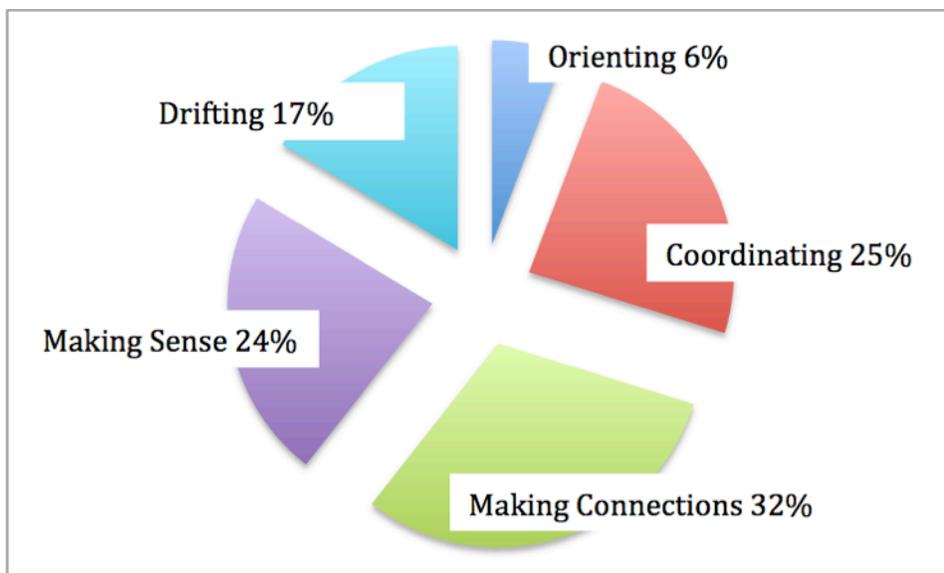
Dianna also included “venting” as an important aspect of planning together, “Sometimes you just need time to vent” (Feb. 2009 Interview).

I found very little in these planning meetings that was explicitly gossip, social, or even personal. One explanation might be that participants knew we were being recorded; however, based on my experience with these teachers, I can say that they were generally very professional and rarely complained or gossiped outside of planning. Another possibility was that in my presence they were more guarded in their talk. And in fact, at times when the recorder was running but I was not present, they were a bit more likely to engage in off-topic talk and as they noted above, they felt I kept them on track.

Using Nvivo8 software, I was able to calculate percentages of the transcript coded for each activity for each month. I then averaged the monthly percentages. While Fig. 1 represents average proportions of all of the meetings combined, there were striking anomalies. For example, in March when we spent about a half hour waiting for a teacher to arrive the 39% of the meeting that was Making Sense and Drifting were represented by 2% Making Sense and 37% Drifting. The percentages do not represent weighted values

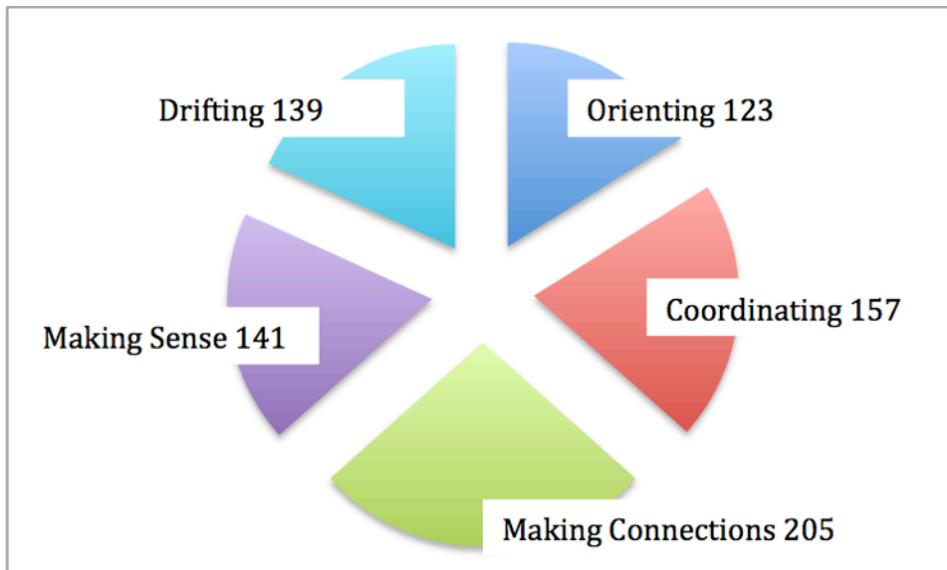
for each activity either. In particular, the activity of Orienting might have been accomplished by a few words “Alright, ladies” to get the talk back on track. There were generally 10 to 15 occurrences of Orienting talk in a meeting and each was relatively brief.

Figure 1. Average Proportion of Each Activity in Planning Meetings



In Figure 2 the graph shows the total number of occurrences of each activity in all of the planning sessions. The kinds of activities are fairly evenly distributed. Making Connections was the most frequent activity as well as the largest proportion of the talk. While Orienting only represented 6% of the talk, there were almost as many occurrences of this kind of talk as of others. While there were almost as many occurrences of Making Sense and of Drifting, Making Sense took a larger proportion of the time. Tables Nine and Ten below show a breakdown of percentages and number of occurrences of each activity for each month.

Figure 2. Total Number of Occurrences of Each Activity



Each month, as was noted earlier, seemed to have unique issues and patterns of talk. Making Sense, Coordinating, and Making Connections were the top three activities for the percentage of talk in five of the eight months as shown in the figures in Table Nine. Where there are exceptions in November, March, and April two of the three were in the top and Making Connections was always in the top three with the exception of November. Drifting is the largest percentage of the talk in both November and March. In November, a large portion of the meeting was taken up by the Curriculum Facilitator’s announcement of a new program that was coded as Drifting because it did not relate directly to the planning and involved very little of the other kinds of activities including Making Sense or Making Connections. In March, we spent considerable time waiting for all participants to arrive. Drifting here served as a type of placeholder while we waited for everyone to be present to begin “planning.”

Table 9

Percentages of Talk Coded for Each Activity in Each Month

	Orienting	Coordinating	Making Connections	Making Sense	Drifting
September	10	22	25	35	12
October	6	37	36	24	4
November	3	20	29	23	33
December	6	37	36	21	11
January	7	37	19	32	12
February	6	8	53	32	7
March	8	26	29	5	37
April	5	15	33	25	19

Looking at Table Ten, which shows the number of occurrences for each activity by month, it's interesting that for all five activities, September was the month with the most occurrences of all activities. This was the first planning meeting of the year and the longest one recorded. The length may account for the high frequencies of each activity, but for two of the activities Orienting and Making Sense the percentage of these activities during September were also the highest. As the first time we were meeting together as a group, September represented a unique case because it was the month when less was taken for granted and so there was much more explicit checking in with each other for understanding resulting in more incidents and more time being spent on these activities.

Table 10*Occurrences of Talk Coded for Each Activity in Each Month*

	Orienting	Coordinating	Making Connections	Making Sense	Drifting
September	35	40	54	48	25
October	9	8	18	12	5
November	16	23	23	18	31
December	11	20	20	9	12
January	14	28	15	16	18
February	14	4	22	16	7
March	12	16	22	2	25
April	12	18	31	20	16

As we engaged together in these five activities, we were also creating meanings related to the work of planning, teaching, and school librarianship. Some meanings were strongly associated with particular activities but meanings and activities did not map directly on to each other. More details about the five activities as they related to the various meanings created in planning follow in the next section.

Meanings of Planning

Learning, Wenger says (1998, p.8) is something we can just assume. My assumption was that learning was a part of each of these activities. “Meaning is ultimately what learning is to produce” (Wenger,1998, p.4). For this reason, I began to think about each activity in terms of what meanings were being produced about teaching, curriculum, students, and about planning. Since planning was the endeavor we were engaged in and Wenger talks about learning as social participation, I also took all of the talk as both creative and expressive of our meanings of planning. The process of analyzing transcripts to determine the meanings was summarized in Chapter Three. Each

occurrence of an activity became my unit of analysis and was coded for a meaning. The meanings present in the planning included Meanings of Planning, Membership, Student, Teacher, School, Curriculum, Teaching, and Librarian. Activities and Meanings formed a type of matrix; most meanings played out in three or more of the activities in unique ways.

Table 11

Matrix Showing Frequencies for Each Meaning in Each Activity

	Orienting	Coordinating	Making Connections	Making Sense	Drifting
Meanings of Planning	116	11	2	0	29
Meanings of Membership	5	0	5	0	11
Meanings of Teacher	0	5	5	1	44
Meanings of Student	0	17	2	20	16
Meanings of School	0	2	1	1	16
Meanings of Teaching	0	86	61	75	9
Meanings of Curriculum	0	0	16	33	0
Meanings of Librarian	2	36	113	11	14

Table 11 shows the frequencies of each meaning in each activity and demonstrates how some meanings were associated with particular activities to various degrees.

Gee and Green (1998) name four interconnected “social building tasks” that are accomplished through language: world building, activity building, identity building, and

connection building. It's possible, and indeed these authors recommend, analyzing any utterance for each of the four building tasks. I chose instead to use them as a taxonomy of sorts. I have arranged my presentation of the findings about the eight meanings under these four tasks in order to foreground particular social tasks for each of the meanings. I have also intentionally arranged the order of this discussion to lead into my further findings about the role of the school librarian and a more detailed analysis of one particular passage. Table Twelve shows the arrangement and order of findings in this section.

Table 12

Building Tasks (Gee and Green), Social Tasks, and Meanings Found in Planning

Building Task (Gee & Green)	Social task	Meanings coded in Planning Transcripts
Activity Building	Building the activity of planning	Meanings of Planning Meanings of Membership
Identity Building	Building identities for students and teachers beyond classroom instruction	Meanings of Student Meanings of Teacher
World Building	Building meanings of the teacher in the worlds of classroom and school	Meanings of School Meanings of Teaching
Connection Building	Building connections with curriculum and resources	Meanings of Curriculum Meanings of Librarian

For each meaning, I first display a table that shows how the meanings played out in different activities including the frequency or number of occurrences of each activity that was coded for that meaning followed with an illustrative example of text from the transcript. Following each table, I will use examples of the discourse to demonstrate how each meaning played out in the different activities

Activity building: Planning and membership.

Activity Building is about “assembling situated meanings about what activity or activities are going on” (Gee & Green, 1998, p. 138). As I have said earlier, the entire transcript could be considered as representing “Meanings of Planning;” however, passages coded as Meanings of Planning or Meanings of Membership were those most directly about the practice as we were engaged in it.

Meanings of Planning.

Table 13

Meanings of Planning: Activities, Frequencies, and Examples

Activity	Frequency	Example
Orienting	116	“Okay, make sure I’m not missing anything. [pause, papers shuffling]. So, are we ready to say that, um, the second day, when we compare the seasons, we are still going to read this book?” (Dianna, Sept.)
Coordinating	11	“How many days in November – 30 or 31?” (Brittany, November)
Drifting	11	“We can’t have planning without candy” (Areyanna, February).
Making connections	2	“We sit up here racking our brains for three hours, and she has the whole thing” (Areyanna, September)

Meanings of Planning were how we defined the work as we were doing it and Meanings of Membership represented our membership not only in this shared activity of planning but in other communities of practice.

As we met for planning, we actively created planning. While we each brought our past histories of planning with us, we primarily used language to create a Meaning of Planning on the spot. In one sense, everything that happened or was discussed during

these meetings could be considered planning. What was coded here was the specific talk that shaped the planning particularly during the activity of Orienting. This was a new team and while we were planning we were always learning to plan. Evidence of this includes the fact that the activity of Orienting took up a larger part of our first meeting than in later meetings. We spent more time during that first meeting understanding what our agenda was, checking in with each other, and making decisions. In September, the following interchange occurred between the veteran teachers:

Dianna: Well if we are starting on a Monday, somebody needs to tell me.

Areyanna: That's why I'm asking. Somebody needs to tell me too. (Sept.)

A few lines later, they each gave their opinion but allowed the new teacher, Brittany to state the decision. "Somebody" was, in a sense, the will of the group, but it was not quite clear who had the authority to express or summarize that will. The veteran teachers also could be seen to make this move to be sure to include the new teacher. In September, Dianna made the observation near the end of the meeting, "Okay... you all do planning. Because last year it was nothing like this," which was a striking observation about the uniqueness of this team and the learning curve required of participants.

The activity of Coordinating generally involved teachers aligning their schedules. Alignment of schedules and pacing was a huge meaning of planning. The few passages coded here were explicitly about planning to be teaching on the same date and getting calendars organized.

The candy on the table was clearly a taken for granted Meaning of Planning for this group and references to it were coded as Drifting away from the agenda.

In the passage in Table 13 for the activity of Making Connections, I had just found a unit plan from the Department of Public Instruction for the unit we had just spent “three hours racking our brains” to plan. Areyanna’s comment indicated the hard work involved in planning as well as my failure to “make the connection” earlier.

Meanings of Membership.

Table 14

Meanings of Membership: Activities, Frequencies, and Examples

Activity	Frequency	Examples
Drifting	29	“Brittany, you’re getting like me” (Dianna, December)
Making Connections	5	“George, they celebrated poetry last week and they had like poetry bags so they had to put all the things and write poetry about them. So that might be something” (Dana, March)
Orienting	5	Areyanna: Someone took my seat. Dianna: I’m sorry that is my seat. Areyanna: I usually sit on that side. (September)

Most often Meanings of Membership were part of the activity of Drifting as we referenced our relationships to each other outside the planning meetings or to family or other communities of practice that we belonged to. In the segment cited in Table 14, Dianna was referencing a hallway conversation but she was also creating an important meaning for the novice teacher, Brittany as “like me.” In a similar way at the March meeting, three of us including myself, the curriculum facilitator and the second grade assistant, were sitting at the table waiting for the other two teachers to arrive when Dianna puts us in our place as outsiders by saying, “I will have to plan by myself.”

Meanings of Membership were closely related to planning. Who is considered a legitimate member of the planning team was rarely an explicit topic of the conversation. But in January, the teachers asked to have their grade level assistant included in planning. My field notes for January indicated that before that meeting started, she expressed uncertainty about why she was included. She waited to be asked to contribute, “Ms Woods, what do you think? You’re just sitting there” (Dianna, January). We didn’t have a regular February meeting, but in March the assistant was present again and asked specifically, “I need to clarify. Was I supposed to come to planning just the one time or every time?” When members seemed to be trying to find their place in this way, the activity was coded as Orienting. At the first meeting, this was very literal as the two teachers who had previously held membership on separate teams banter about where they would sit with this new team.

Jean: Hello Ms Robertson.

Areyanna: Someone took my seat.

Dianna: I'm sorry this is my seat.

Areyanna: I usually sit on that side. (Sept.)

Meanings of Membership also included Making Connections with memberships outside of the planning team. Among other relationships, we all had families that we occasionally referenced. In the March meeting, the assistant made a connection with her family membership as a resource for an idea for sharing poetry. In this way, the status of a participant as both insider and outsider could serve as a resource for the group. Outside memberships also formed resources that became available to the entire team. Two teachers and the assistant had school-aged children and brought ideas from their child’s

school or observations of their own children to the planning. My husband was a tutor at the school and when the teachers are planning the sound unit in November and December, his experience with a Sound Kit became an important resource as he actually modeled some of the experiments for teachers. On numerous occasions the veteran teachers and I referenced what we have done in other years, on other teams, or with other grade levels. Wenger (1998) also talks about the membership in multiple communities of practice as a resource for learning.

When we think about teacher planning as a form of teacher-learning, we probably privilege the learning that results in new lessons or new understandings of curriculum, teaching or learning but in many ways, learning to plan together and to recognize ourselves and each other as members of a community of practice was the least recognized, and perhaps least supported learning that occurred. Other than our own past histories with planning and with each other, we really had no models or resources to support this learning. We used language, and language alone, to tell each other what we were about. It's no wonder that to outsiders, planning appeared chaotic and to readers of the complete transcripts, the work seems circuitous and inefficient. As grade level chair, Dianna might have been considered in charge of the meeting agenda, but as the following passage from January indicates, she recognized the challenge of that charge.

Sue: Are you grade level chair, Mrs. Lane?

Dianna: Yes, I am. Do I want to be? No, I don't.

Sue: Yeah, but you're the, um, the veteran.

Dianna: And I don't know anything. Maybe if things stayed the same.

Sue: That's true.

Dianna: I'd have a running chance at it. (Jan.)

In the interviews the two veteran teachers both made interesting observations about the process of learning to be a team while planning together as a team. For Areyanna, planning was successful because they learned to work together as a team:

Sue: So in what ways do you think that this year, our planning, your planning with me was successful?

Areyanna: I think it's been successful because it kind of helped all of us come together as a team seeing as how we - this is a new team and it's kind of helped all of us stay on the same track as far as what were teaching. We're teaching the same objectives maybe not within the same day but the same week. Um I think it's helped us to be a unified grade level. (June 2009 Interview)

Trust is often acknowledged in the literature as an important prerequisite for collaboration. Dianna makes another observation:

Dianna: I think we have that trust because we plan together and we know what each other knows and we can help each other with our strengths and our weaknesses. (June 2009 Interview)

Rather than saying that we need to trust each other in order to plan together, Dianna suggested that we built trust through planning together. Trust may be something that emerged simultaneously with collaboration. I also found it striking that Dianna said "we know what each other knows," relating to trust. Trust in this sense meant a type of letting each other in regarding one another's knowledge, strengths and weaknesses. It may have been important for participants to take a risk and assume trust at the beginning as they moved into the practice of collaborating together. Establishing an identity as a team may have followed from the activity of acting as a team and planning together. Along those

lines it's also interesting to note that Areyanna was answering a question about planning with the school librarian. Her answer about "all of us coming together as a team" seemed inclusive of the school librarian. For the school librarian seeking to develop trust with grade level teams, it may be important to "plan together and know what each other knows" as Dianna suggested.

Identity building: Teacher and student.

The task of identity building is about "assembling situated meanings about what identities are relevant to the interaction. Two identities are treated in this section: Meanings of Teacher and Meanings of Student. A decision was made in coding to code meanings of the teacher outside of classroom teaching as Meanings of Teacher but to code meanings of the teacher in classroom teaching as Meanings of Teaching. Clearly other identities including membership on the planning team and the school librarian were extremely relevant to this study, but they will be given a specific focus elsewhere.

Meanings of Teacher.

Meanings of Teacher coded here were outside of classroom teaching and comprised a long list of duties and responsibilities after school, evenings, and even weekends including training, parent conferences and phone calls, committee meetings, student interventions and paperwork.

Table 15

Meanings of Teacher: Activities, Frequencies, and Examples

	Frequency	Examples
Drifting	44	“You’re a good teacher because if they put something in my box at the end of the day, it will go home tomorrow” (Areyanna, Nov.)
Coordinating	5	“Isn’t it about time for interim reports?” (Areyanna, Nov.)
Making Connections	5	“You could do that peanut thing we did in Kagan” (Sue, Feb.)
Making Sense	1	“Does Foundations tell you how to teach spelling or are you on your own with that?” (Sue, Jan.)

In planning, teachers often expressed resistance to these outside duties.

Areyanna: Tell her you can’t come

Dianna: How can I tell her I can’t come to the first meeting?

Areyanna: They haven’t got anything started so let’s not start yet.

Dianna: I’m sorry I can’t come. (Sept.)

Some of the talk here was also about dealing with difficult behaviors in students or classes. One meaning of planning as a place for teachers to vent and learn to cope may have served as a resource for teachers as they dealt with the numerous non-teaching requirements of their job. For myself as the school librarian, and probably to an extent for the new teacher, much of this talk was an eye-opener about the many other duties expected of teachers. As Areyanna said in September, “Seems like every day we have a meeting after school,” and Dianna said about a difficult student, “Then you need to tell somebody downtown to give me an extra pay check.” Most of the Meanings of Teacher occurred when the talk drifted from the planning agenda. On a few occasions in planning teachers engaged in the activity of Coordinating paperwork or schedules to accommodate

outside responsibilities or Making Connections with staff development. Only one occasion was coded as an explicit attempt at Making Sense of a required program.

Sue: Can you keep doing that but change up the words by the needs of your kids?

Dianna: I don't know. I thought we were getting on board with what the county wanted us to do but I don't know.

Sue: That's what I'm trying to figure out. What they wanted. How they wanted you to do spelling differently. (Jan.)

Meanings of Student.

Table 16

Meanings of Student: Activities, Frequencies, and Examples

	Frequency	
Making Sense	20	"I was just thinking about sending a second grader down the hall to read a thermometer" (Sue, Sept)
Coordinating	17	"We made a list of folks who are in red, yellow, and green" (Dianna, Jan.)
Drifting	16	"Oh Lord, don't nobody get paid enough for Derrick" (Areyanna, Sept).
Making Connections	2	"They would never forget it. But probably they would remember the ice cream maker too. But I remember the one you cranked" (Sue, Feb.)

Talk about students often drew on assessments. In the activity of Making Sense, the assessments were most often informal teacher observations and reflections about students; for example, in the following passage teachers have been talking about teaching the meaning of heritage to their students:

Areyanna: Because I started trying to get them to come up with a sentence that uses that word. And they could come up with a sentence that didn't always have that word in it.

Dianna: Um hmmm.

Areyanna: And it kind of showed that they understood what it meant but it didn't necessarily have the word in it so we kind of had to go over what kind of sentence they could find. It was really hard. (Oct.)

Other times in Making Sense, participants worked to imagine how students would understand or respond to instruction:

Sue: In a way when you make a bubble, you are adding gas to the inside of the liquid.

Areyanna: Um hmm.

Sue: Then you pop it and you've separated. I don't know. Is that a stretch?

Areyanna: That might be a stretch for them.

Sue: Bubbles, bubbles. It would be fun though. (Feb.)

One of the best observations that involved Making Sense about students was summed up by Dianna, "You have to stay on top of the way they think" (April). Meanings of Student that emerged in the activity of Coordinating were similar except that formal assessments were being used to coordinate grouping students and often resulted in labeling students by numbers or colors. The talk here still often involved teacher reflections about students:

Areyanna: Frederick is in red here. Something is going on with that child. (Jan.)

Meanings of Student coded in Drifting were also teacher observations about students but student behaviors rather than responses to instruction. For example:

Dana: He wanted peanut butter and jelly sandwich and when he got up there he wanted cheese but then when he got the peanut butter and jelly he didn't want peanut butter and jelly.

Areyanna: Is he the one who fell in the hallway when it was time to go? Yeah, okay. Little skinny dude that you could roll over with.

Dana: And then his nose started bleeding.

Areyanna: These two are the ones who need to be separated. (Jan.)

The two examples coded under Making Connections involved connecting imagining about future learning with past experiences either teaching or in childhood. In the example in the table, we were discussing whether students would make ice cream and I was remembering my own experiences as a child when I say, “they would never forget it.”

The code for Meanings of Student was created in part because I found myself having to search for explicit talk about student learning. In eight meetings, there were only 20 segments coded as Making Sense about Students, and we were almost as likely to be talking about student behavior (16 segments). In the interviews, when the question was about the meanings of planning, the teachers talked about what was planned in terms of curriculum or content but not about who was taught. But when the question was about planning as professional learning, the teachers talked about their students. Brittany especially talked about figuring out how students learn best as well as talking about problems with students.

By putting our students together, we are able to figure out ways that our students learn better because we know not all students learn the same and I feel like by us getting together and regrouping our students they are able to learn better or learn more or learn different ways that are best for them. (Feb. 2009 Interview)

When asked how planning could be more about professional learning Dianna suggests “more time to go deeper to differentiate for our students” (Feb. 2009 Interview).

World building: School and teaching.

World building is about “assembling situated meanings about “reality” present and absent, concrete and abstract” (Gee & Green, 1998, p.139). Meanings of School and Meanings of Teaching both dealt with the present and concrete world of the classroom and school building as well as imagining future implementation of institutional directives or teacher plans for instruction.

Meanings of School.

Table 17

Meanings of School: Activities, Frequencies, and Examples

	Frequency	
Drifting	16	“With the new IDA requirements, we have to have some type of intervention school-wide” (Jean, Nov).
Coordinating	2	“Author visit is on the eighth” (Brittany, Mar.)
Making Sense	1	“I was wondering if there’s some reason we should all be doing the same thing” (Sue, Jan.)
Making Connections	1	“Be a good week to get the school board to come” (Sue, Oct.)

Sometimes the Meanings of School were a way to learn about other staff, happenings, or expectations at Obama Elementary School but often it was about county, state or federal expectations of teachers including new assessments, programs, or forms required of teachers. Again, these imposed meanings of school like those of teacher above were often coded as Drifting because they were considered outside the planning

agenda. These were meanings that by and large were not up for negotiation and so the activities of Making Sense, Making Connections, or even Coordinating rarely involved Meanings of School. One of the largest occurrences of the institutional Meaning of School was in November when the curriculum facilitator introduces a new program that the leadership team will be asked to “vote” on. When I returned from the vote at that meeting, I reported:

Sue: We voted for it because it was the least painful of the options.

Dianna: You voted for what?

Sue: Foundations. We don’t have a lot of choice. It was seven thousand dollars. Jean says she doesn’t think class size is ever going to go back down. Anyway do we want to schedule ... (Nov.)

The reference to class size was about a discussion teachers and I had had about spending the money on more people rather than another new program. The quick “anyway” indicates it was done and there’s nothing more for us to discuss so let’s move on.

I coded the suggestion to invite school board members to visit classrooms during American Education Week under the activity of Making Connections because it was not taken up, perhaps because school board members held institutional positions of authority.

Meanings of Teaching.

Table 18

Meanings of Teaching: Activities, Frequencies, and Examples

	Frequency	Examples
Making Sense	75	“Okay, you’re going to have to give me some ideas about that” (Areyanna, Dec.)
Coordinating	86	“Are we going to do that a whole week, or I guess four days?” (Brittany, Mar.)
Making Connections	61	“But we could definitely do a canned food drive leading into Thanksgiving” (Sue, Nov.)
Drifting	9	“Oh, that’s right you guys have subs tomorrow” (Sue, Dec.)

Classroom teaching was the world we perhaps had the most control over and these Meanings of Teaching were the most frequent in the talk. A lot of the activity of Making Sense involved meanings of how teachers were going to teach a particular concept, or implement an activity or strategy. Questions like “What are we doing with it?” (Areyanna, Sept.) characterized many of these passages. The “it” was typically a library book or other resource that was on the table. The question often followed a decision to use a resource to introduce a concept but required participants to slow down and think through the way the resource would be used in teaching.

Sue: Yeah I don’t know if I would do the whole book.

Brittany: I was looking at that.

Sue: I don’t think you need to do the whole book.

Dianna: Yeah this seasons and weather book is long.

Jean: Yeah you could just do..

Sue: That’s why I was saying just do a season a day.

Jean: Parts of it.

Sue: Maybe, I don’t know. Is that enough?

Brittany: Maybe I could do.

Sue: Do two seasons a day and compare and contrast them and then do two the next day and compare and contrast them.

Dianna: That's how the old science book did. They compared and contrasted two. (Sept.)

Areyanna's use of the plural "What are we doing with it?" made the problem of how to implement this lesson a group problem and by posing the question to the group she opened discussion and allowed participants to question and utilize each other as resources to develop the lesson. Participants often used the group in this way as a resource for making sense. In part, this was facilitated by the mix of participants because the team of three teachers consisted of a teacher new to the profession, a teacher new to the grade level, and a veteran teacher on this grade level, they could probe each other about practice. An example of this occurred during the first month in the following exchange about starting guided reading groups:

Brittany: What do we do? Just talk?

Areyanna: Reading procedures ((laugh)) like a new class.

Dianna: Is your group big enough where you're going to have two?

Areyanna: Mine is.

Dianna: Mine is too.

Brittany: I think I have six.

Dianna: You're going to split them up.

Brittany: Yeah.

Dianna: Just sort of explain where one group goes while you're working with a group and how you're going to switch and that stuff so they'll be familiar with it.

Areyanna: Now what do you usually have your other group do? Are they like reading another book or are they doing some sort of independent activity?

Dianna: They're usually doing like a familiar read. Something that they can read, you know, that's sort of below their level independently and then they can start looking through their other book. I don't know how this is going to work because the group I'm going to have, they're on the same level. I've never had that before. It was like they weren't on the same

level so one group was a little more independent then. I might give them some sort of activity. (Sept.)

Note how both teachers chime in to answer Brittany's question about guided reading. Her question also became a resource for everyone at the table and allowed Areyanna to inquire of Dianna about what she has her groups doing.

In Making Sense about teaching participants used the resources at hand including library books and teacher's guides on the tables as well as each other to think through how to use a resource, do an activity, and teach a concept and to imagine what students would do and how they would do it. In the September meeting a discussion about how a pinwheel works led the teachers to abandon the plan and create another wind toy.

Brittany: So how do you do this pinwheel - straws?

Dianna: This doesn't even turn. Hold on.

Areyanna: It's flat. It's got to be fluffed out, I think.

Dianna: Well. Why is this like this? I can't even remember. Okay, wait this is the straw and this is the pinwheel and something has to go.

Sue: Like a pin.

Dianna: Like a pin.

Areyanna: A brad.

Dianna: Yeah, a brad.

Sue: Will it turn if it's a brad, or does it have to be like a pin or a thumbtack?

Dianna: Well it's an experiment. We'll find out.

Sue: Well there's also this one that's kind of cute.

Dianna: I like that one to be honest with you - the cat.

Sue: Because the wind will blow that.

Areyanna: Oh yeah.

Sue: That's new.

Dianna: Let's do that one. (Sept.)

More passages were coded for the activity of Making Sense and Meanings of Teaching in September than any other month. September was the longest meeting and

the one where teachers seemed to give themselves the luxury of time to talk through lesson plans. The team was new and everyone had the luxury, as well, of coming to the meeting as a novice. Later other critical issues like new programs and literacy assessments commanded more of their time. Three of the four months with the most coded passages for this activity and meaning: September (26), November (12), and February (10) were months when we were planning science units. Teachers may have been relying on a new social studies textbook and accompanying teacher's guide for what they were going to do with students during the months when they were planning social studies. For science, there was no textbook and teachers had to rely on other resources particularly from the library for their lessons. An exception was April, which had 15 or the second largest number of passages coded for both Making Sense and Meanings of Teaching. Teachers at this point seemed more interested in supplementing the current textbook with other materials:

Areyanna: Are there what, three lessons in this unit?

Dianna: I think so.

Areyanna: Do you have books to go with this Sue? (April)

Meanings of Teaching associated with the activity of Coordinating were almost exclusively about teacher schedules and pacing. Occurrences of this activity and meaning were the most prevalent. Time is a both resource and constraint for teachers. As Dianna said in September "There are only nine weeks in a nine weeks." Originally, the activity of Coordinating was named "Scheduling" but I realized that teachers largely took schedules for granted and when they talked about them in planning it was to change

their schedules to facilitate the sharing of a resource. For example in the following passage from April:

Areyanna: Are we on Tuesday yet?

Dianna: I am.

Brittany: I'm going to flip flop my TDR and writing, putting my TDR on the writing time. That's all. (April)

Schedules were arranged and rearranged to facilitate sharing an assistant or tutor. A large part of the discussion in January about trying to establish and schedule small groups of students for Guided Reading and Spelling hinged on the questions of how to share these extra people. In the segment below, the tutor Ms Black was shared with other grade levels and was only available at certain times:

Sue: That's the advantage of having your guided reading at the same time is you get Ms Black. You may not get Ms Black three different times.

Dianna: Yeah, look at her schedule. What's she doing at ten-thirty? (Jan.)

In the activity of Making Connections, Meanings of Teaching continued to be about how to use resources but in this case the resources were most often from other communities of practice that participants belonged to. For example teachers referenced staff development, what second grade had done in previous years, and what other grade levels had done as ideas for teaching. The experienced teachers drew on their own files built over past years for worksheets or transparencies that then became shared with the team. On a few occasions, teachers were reminded that second grade is part of a trajectory for students who will soon be grades where the EOG or End of Grade tests are given:

Jean: Another thing I found in second grade is be sure you are doing this. I know I made these cards for you a few years ago but that is listed on your GEMS for second grade and also is page... Those are the different categories on the EOG and you're supposed to be demonstrating them in second grade. (Oct.)

Making Connections for teaching also involved suggestions of connecting to outside experts, field trips, and school-wide events.

The few passages coded for Meanings of Teaching in the activity of Drifting were either about the implications of new programs for classrooms or about how other school-wide happenings like summer school or staff development impacted classrooms including plans for substitutes or tutors. In her interview, Dianna offered a glimpse of what many teachers may have felt about the implications of some of this professional development for their classroom teaching:

Here's a new program, you are trained two days on it and I expect you to do it on Monday. Those types of things we won't know that, but if we had that time, maybe we would become more familiar with what we needed to do and work out some of the kinks. Um plan a plan A, a B and a C in case those things don't work out instead of always feeling as if we are drowning once we have started something and just feeling like we are overwhelmed so much. (Feb. 2009 Interview)

Connection building: Curriculum and librarian.

“We use language to render certain things connected or relevant (or not) to other things, that is to build connections or relevance” (Gee, 2005, p. 100). While Gee and Green (1998) specify assumptions about “how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other”

(p.139), I thought of this with the more concrete meaning of “things” specified by Gee (2005) in his individual work. But it is interesting to think of the “things” as texts, and many of the connections we made were with physical texts including the *Standard Course of Study*, textbooks, and library texts. But other times the connections were with tools such as thermometers and anemometers, community experts such as meteorologists and school board members, as well as our past experiences with other grade levels or teams or family members. It is interesting to think of each of these things as “texts” especially since they are most often brought to the table through language. I have placed Meanings of Curriculum here because they are most often connected with the text of the *Standard Course of Study* and Meanings of Librarian here because that position was often identified with the texts available through the library.

Meanings of Curriculum.

Table 19

Meanings of Curriculum: Activities, Frequencies, and Examples

Activity	Frequency	Example
Making Sense	33	“I mean they don’t specify them in here either mayor, city council, school board.” (Sue, October)
Making Connections	16	“How we make things, how we manufacture things by putting things together and heating or cooling them. We should do this with the economic unit” (Sue, February).

I have also placed these meanings last because I plan to move from here to resources, or in other words to thinking about all of these “texts” as resources available to us as we build meanings.

Talk about the curriculum generally took for granted that we were teaching the *Standard Course of Study* from the state. We often spoke about this curriculum by referencing the goal and objective number, for example:

Sue: I kind of broke things up so like change with – is the past and present has got four oh one and then eight oh one and eight oh two and then I just skip the movement one and then under the environment I put four oh two. (March)

I had often prepared for the planning meetings by locating and printing out copies of the curriculum from the State web site. These standards tended to be so cryptic that they served as a great resource to provoke Making Sense in planning. In the following passage from February, Areyanna and I struggled to understand one of the objectives in science about separating mixtures.

Sue: Alright, so read the mixtures objective.

Areyanna: Mixtures – “investigate and observe how mixtures can be made by combining solids, liquids, or gases and how they can be separated again.” Now, you can’t really separate

Sue: That’s what got me too.

Areyanna: The liquids and the gases.

Sue: When I read that, I kind of went, “huh?” Although it does say “or”. (Feb.)

Trying to understand the standards, we often drew on library books and the textbook. As in the example above, curriculum was often read aloud but so were library

books and teachers' guides. For example in the passage below, I read aloud a definition of "materials" from a trade book (Royston, 2002) that differed from the everyday meaning of the word:

Sue: This is a good book for that last objective about materials. Um, it defines the word material, "Scientists use the word differently. To scientists the word means anything that objects are made of." So then it says, "A bicycle is made of more than one material. Some things are made of one main material." And the main material of this book is paper and then where do they come from and then it talks about wood and making paper. (February).

While the textbook was often referenced in the social studies planning, it was almost never used as a read aloud, but on one occasion I asked how it interpreted an objective.

Sue: So six is like conservation and recycling and stuff like that, right? What's your textbook look like?

Areyanna: Air, water, trees. Protecting our resources. Using soil and fuel.

Meanings of Curriculum also emerged in the activity of Making Connections when we treated curriculum as interdisciplinary and found ways to integrate math with science, writing with social studies, or as in the example in the table even putting science and social studies together. Occasionally there were also attempts to make connections between the curriculum and current events. For example goal two in social studies is postponed until late October to concur with the presidential election and Brittany suggested the last science goal be last in the school year, "With insects that would be more outside" (March).

Meanings of Librarian.

Table 20

Meanings of Librarian: Activities, Frequencies, and Examples

	Frequency	Example
Making Connections	113	“ I mean because we have tons of books” (Sue, Sept.)
Coordinating	36	“Can we schedule the onomatopoeia the week of December first?” (Sue, Nov.)
Drifting	14	“I’m only barcoding the box anyway” (Sue, Mar).
Making Sense	11	“Is draw enough, and then go back to class to write about it?” (Sue, Oct.)
Orienting	2	“Let’s do social studies” (Sue, Jan.)

A seemingly large segment of the talk was coded for Meanings of Librarian.

There are two likely reasons for this. First, the role of the librarian was a primary interest of this study. In other words, I looked for it and so I found it. But also these meetings served the formal purpose of planning with the librarian. They were the one scheduled time for me to meet with a grade level and as such, they were one of my best opportunities to let teachers know what I could do for them. An important function of this planning was learning to work with the librarian.

The meanings of librarian were an especially strong part of the activity of Making Connections and indeed, one of the primary Meanings of Librarian promoted by me and by teachers is as the person with the “stuff” and it’s interesting how often I used the verb “pulling” as in “I tried to pull some things about mayors.”

Sue: No, I just wanted to... was going to show you... I mean the weather stuff. They were starting to talk about weather. Starting on Wednesday?

Dianna: Will that be okay?

Areyanna: Um hmm.

Sue: So I put on the table what we have multiple copies of and then there's behind you a ton of other stuff including some extra copies. We have some guided reading that are weather and then those science um from the tub. And there is this one too. It's a lot of measurement. (Sept.)

In other words, I had often done the labor of locating and gathering items from the collection and I went further by pulling the red wagon to classrooms with the materials.

Sue I'll sort all of this out and fill the red wagon.

Dianna: Okay, thank you.

Sue And then the extra stuff. I think I know what you talked about and the extra stuff I'll put it in a separate pile.

Dianna: That's great. (Sept.)

In the interview at the end of the year, Dianna specifically said that she appreciated that I did the “legwork” of gathering materials. The “stuff” included not just library books but music compact discs, books on tape, videos, guided reading sets, big books, and science equipment. I also made connections with other grade levels and school wide activities. In the selection below, I suggested connecting music with their sound unit in science and in particular making a connection with the author visit I had written a grant for.

Sue: Yeah, they don't get put back and things get rearranged. but a lot of the – a lot of it's music instruments and music.

Dianna: Like you pulled for us.

Sue: A lot of the goals are – yeah, I pulled a lot of music and I pulled some books about musicians. And then I kind of wondered about if we want to introduce Carole Boston Weatherford, another author who I'm hoping I'll hear. I'm hoping I'll hear. I'm supposed to hear by early December whether I got the grant to have her for an author visit. But she's written at least two books about jazz. (Nov.)

Frequently I book-talked a book that I felt was a good match with the curriculum.

Sue: Because I pulled that book about the kid who is deaf and he goes to a concert - *Moses Goes to a Concert*, and he goes to a concert and all the deaf students hold balloons so they can feel the vibrations (Brittany and Areyanna go mmmm) from the concert. And afterwards they go up and meet the orchestra and the percussionist is deaf too. And she works in her sock feet so she can feel the vibrations on the stage. (more mmmms) It's really a cool book and there are about three books about him and sign language which is kind of fun to do with this, I think too. Kids are just fascinated by sign language. And then you know four point o four is the ear so I pulled some books about the ear. And I don't know if the nurse can get a model she would. Have you ever tried that? Asking her about that?

Dianna: We have not.

Sue: Because we – Henley Elementary had a model of the ear. I was wondering if the nurse might have a model of the ear and come and talk to your kids about how to take care of your ears and how they work; what do they look like on the inside.[pause]

Dianna: Last year *The Listening Walk*.

Sue: Yeah, I don't think I pulled that. Let me go get it, though I meant to. I haven't had time.

Dianna: And there's a guided reading book *All About Sound*. (Nov.)

It's also interesting in the passage above to see how Dianna mentioned titles from "last year." She was very likely reading from past lesson plans. In April when we were talking about what they might use for their economics unit she said, "I didn't bring my old plan book then I could tell you some of the books you pulled for us."

Areyanna: Sue, what in the world?

Sue: I know I just went and got a bunch of money kinds of things. But look they make some graphs in here.

Dianna: That was in our old reading book.

Sue: Yeah they make some graphs. And the *Car Wash* about money. What do you guys need? Tell me and I'll go through these.

Brittany: For money we're starting with coins. Introducing the coins again.

Sue: Okay, you want the math again because I can go find some more of those.

Dianna: That would be good because like my books in the tub they claim they've read all of those so just something new to read, to look at.

Sue: Oh yeah I can probably find some more too. These all have something to do with economics, the market. (April)

It's interesting in the talk to see when teachers addressed or expected me to have bar-coded and tracked items like Literacy Kits that would go directly to classrooms or to have ordered items like live butterflies for a science unit.

Jean: Did you order the butterfly things?

Dianna: Sue?

Sue: The butterflies? No, we don't have any of those left - the free ones. (Mar.)

I was also often the person who "pulled" the curriculum providing copies of the *Standard Course of Study* objectives for a unit. Dianna occasionally referred to me when trying to understand curriculum and all the teachers talked about my knowledge of curriculum in the end of the year interviews.

Helping us stay on course with the *Standard Course of Study*, having that laid out for us. (Dianna, Feb. 2009 Interview)

You provide us with the curriculum. You make sure we're following the *Standard Course of Study*. (Areyanna, Feb. 2009 Interview)

In the activity of Coordinating, teachers also expected me to do lessons with their students related to a unit. Dianna the veteran teacher asked for past lessons and Areyanna would often ask "Do you have something?"

Areyanna: Alright, Sue. Where are we going to put you on there?

Sue: I don't know. What do you want?

Areyanna: I don't know.

Sue: Well we can definitely put get author of the month on there. Do you want to do like sixteen uses for a mayor? Use that model ? Do that in here? Every kid does a page and I'll put it in a book? That would be easy.
(Oct.)

Much of the activity of Coordinating related to Meanings of Librarian involved scheduling the library for lessons, deciding on how to group students, and coordinating content of library lessons with classroom lessons. Since I had a “flexible schedule” any library times had to be specifically scheduled and this frequently required some accommodation on the part of teachers especially early in the year or when we were trying to fit in small groups or individuals. By January we had more of an understanding of each other’s schedules as exemplified by this exchange:

Sue: Okay, one, two... Landform riddles I'll call them. I haven't done that lesson in a long time. I don't know why. Okay, Ms Murchison, you get first choice. What day and time?

Brittany: That second week?

Sue: Reading is nine to nine-forty.

Brittany: Umm hmm I always come to you at twelve.

Sue: Yeah that's fine. (Jan.)

In the activity coded as Drifting some other Meanings of Librarian emerge. In addition to being the person who “pulls” stuff, I was the person who cataloged, checked out, and tracked materials. The following exchange is interesting because it was not a meaning that I promoted:

Sue: Oh good the red wagon's back. We're going to need it. I checked these out by the way to Ms Robertson.

Jean: So don't lose them.

Areyanna: I'm going to send those other books back up here.

Sue: Yeah, you need to.

Areyanna: Some, most of them. The ones I'm not using. (Sept.)

Jean's comment "So don't lose them" suggested a meaning of librarian as the keeper of materials with consequences for lost items. In March, the curriculum facilitator's concern with tracking items has been exacerbated by the loss of many pieces from the literacy kits:

Jean: I know I don't know what happened to it but we've got to really do a better job in tracking things.

Dianna: Were they bar-coded already, Sue?

Jean: No, I pushed them out the door so they could start using them.

Sue: I'm only bar-coding the box anyway so. I can't keep track of little pieces. Teachers have to.

Dianna: Um hmm it's too much.

Sue: I can't check out every little piece. (March)

There are other hints that I was possibly pushing the traditional ideas of librarian in Areyanna's report from the conference we attended together:

Areyanna: Although I think the keynote speaker probably could have learned a lot from Sue.

Sue: Yeah, we didn't agree with him.

Areyanna: He didn't agree a lot with - um

Sue: What we said!

Areyanna: Collaboration and a lot of things that we said in the workshop. (Nov.)

While very little was explicitly coded as Meaning of Librarian in the activity of Making Sense, I suspect this was because the meanings of librarian were more implicit in those conversations than Meanings of Curriculum or Meanings of Teaching. Or I coded the activity as Making Connections because I relied particularly on resources to help make sense. For example in September when Dianna and I were trying to determine where the water cycle was in the curriculum, I have only coded the following small passage as Meaning of Librarian and Making Sense.

Dianna: We don't have the water cycle. This might be the water cycle right here with the sun. Sue, the sun. how does the sun warm the air, land and water? Isn't that the water cycle?

Sue: Yeah that's kind of true. Yeah, look the sunshine.

I coded this small section because it was interesting that Dianna used my name and addressed me directly in an attempt to understand the curriculum. Turning to me for this discussion suggested a meaning of librarian as someone with an expertise and experience with the curriculum. The other two teachers at the table were new to the grade level and did not share the background that she and I had with this curriculum.

A few of the examples that were coded as Making Sense and Meaning of Librarian dealt with interpreting curriculum, working with teachers to coordinate library content with classroom content, and thinking out loud about library lessons or connections. One example is the following monologue where I improvised about how to follow through on a request from a teacher:

Areyanna: Well that would kind of go with our writing thing -kind of like writing like the author.

Sue: What are you thinking?

Areyanna: And um, want to be looking for a particular author.

Sue: Yeah, I could do that

Areyanna: Subjects.

Sue: You want them to each – okay, there have been years where third grade, but we haven't done this in so long. Where they did research about African American authors and I have files, you know. So if every kid had an African American author and they learned about their person and then they found out about their books. Um so I have enough files to do that. But maybe for second grade, it would be better if a small group - I gave them an African American author as a group, they found out some facts about their author, and they used the catalog to go find the books by that author. And then they could take them back to their classroom. And, and maybe they'll do, maybe I could have them do the same kind of - when I do author of the month. That same kind of poster, you know, about their author with some facts and a picture and a stack of books that they bring back to the classroom by their author. We could do that. What do you think? Does that sound good? Does that work for you guys? (Oct.)

Only two references were coded as Orienting and explicitly about Meaning of Librarian.

In September, I was attempting to get my bearings as to what curriculum they had been teaching in the classroom and I said, “I didn’t realize you were working on goal three. I guess I missed it.” In January there was this passage that suggested that one of the recognized goals of planning was to get on my schedule:

Sue: Let’s do social studies.

Dianna: Let’s do social studies because she wants to pencil us in. (Jan.)

It was coded as Orienting because I was the one who shifted the topic at this point to Social Studies. There may have been other times when I shifted a topic but they were not as explicitly about the Meaning of Librarian.

Building connections for Gee and Green (1998) was particularly about what happened in the talk or discourse and had to do with connecting texts. In the discussions

of Meanings of Curriculum and Meanings of Librarian, I thought of it more explicitly as making connections with or through tangible resources often provided by the librarian.

In the section below I will discuss how resources became a category that transcended the codes for Activities and Meanings as well as how I moved from tangible library resources to a broader definition of resources.

Resources

Library materials were not exclusively library books but included music compact discs, videotapes, teacher's guides, big books, and guided reading books that are housed and catalogued in the library. Soon the kinds of resources mentioned in planning expanded to include science materials and models, websites and video content available for download through Internet streaming, live television broadcasts, community experts, field trips, and student work. Community experts and student work became interesting examples.

Student work was perhaps one of the surprising findings but in every month there was some type of student work that at least held the potential to become a resource for learning. One example was a book created by binding the work of individual students that was subsequently shared with the class, or even other classes in the school. The most noteworthy example was *Fifteen Uses for a President*. During the October planning meeting, I suggested using the book *31 Uses for A Mother* as a model for student writing in a library lesson.

Sue: Do you want to do like sixteen uses for a mayor? Use that model? Do that in here? Every kid does a page and I'll put it in a book? That would be easy.

Dianna: Um hmm.

Sue: Or seventeen or however many kids you have... uses for a mayor. Or what else did you hear me say that sounded interesting? That you don't want to do. You want me to do. (Oct.)

The teachers seemingly did not take me up on this idea for a library lesson, but my comment, "That you don't want to do" suggested that I suspected they wanted to do this lesson in their classrooms. Indeed a few weeks later, I found fifteen student drawings and ideas for "Uses for A President" on display in the hallway for the entire school community to enjoy as we anticipated and celebrated the election of Barack Obama. I soon learned that the other two teachers had done the same lesson as class books. In December I suggested adapting their work for a school-wide assembly in celebration of the Inauguration and Martin Luther King birthday. Student work in this case became a huge community resource that was also picked up by the local newspaper.

Sue: We're going to have a program sometime that week. I'm still trying to schedule it for his birthday. And I have an idea for second grade.

Areyanna: What?

Sue: You know.

Areyanna: I saw that look. Go ahead.

Sue: You know you guys did that cool um fourteen uses for a president or however many.

Areyanna: Mmm hmm.

Sue: It would be cute to do that up on stage. If the kids had like a hat or a prop for each of the - however many we want to do -let's say we did twelve. You know that would be cute and somebody else could have up a sign - parent or whatever for the different things. It would be real visual. What do you think? (Dec.)

On the other hand, suggestions for community experts including a meteorologist, the mayor, school board members, and the school nurse were not pursued and never

materialized as actual resources. One of my findings was that it was important that a resource was present during planning and another way to think of this became access. Resources at the table or brought to the table were accessible for us to examine, to read aloud, and to use in our understanding of content and ways to deliver content to students. Furthermore, resources from the past repertoire of the veteran teacher on the grade level were more likely to be adopted for current lessons. Community experts were obviously not physically present at the planning. Since they were also not part of our past repertoire, we were unable to bring them to the table as part of our past experience. We were unable to give each other access to what it might look like to have them visit classrooms. Furthermore no one follows up to attain access through contacting and scheduling their visit.

Google Maps became an interesting counter-example as a resource that was not at the table and was not part of our classroom repertoires but was adopted for two library lessons. One possibility was the way Brittany and I brought this resource to the table through our discussion:

Sue: Then I've got to tell you a cool thing. I started looking at - have you guys looked at *Google Maps*?

Brittany: *Google Earth*?

Sue: *Google Earth*, yeah. Have you looked at that at all?

Areyanna: Nope.

Brittany: It is so neat.

Sue: You can go on there and find Marshall Drive and then you can click on this little person and you are actually on the street looking at the school.

Dianna: Oh, wow no!

Sue: It's really cool.

Brittany: It's like a satellite image or something. It's neat.

Sue: Yeah, but then it's the street. You really literally are standing on the street in front of our school. So if there's some way we can do that in the lab or something. (Jan.)

A bit later in the meeting I told them I think "it would blow your minds" and Brittany said "When I first saw it, I sat and played with it for so long." Brittany and I were actually talking about two related but different resources: *Google Maps* and *Google Earth*, but we each brought the resources and our excitement about them to the table. We made it accessible for all participants and it became a concrete part of our plans.

What happened with *Google Maps* caused me to expand my ideas about resources and access to resources leading me to think of access to resources as a continuum. In fact, even the material objects such as library books were "at hand" along a continuum of sorts. Books could be on the table, on the stage because I had pulled them but they wouldn't fit on the table, in the collection so that I could pull them during planning to bring to the table, in the library catalog but checked out to someone in the building, or not part of the library's collection but in a participant's knowledge or experience bank. In the latter case, the book only became accessible to participants to the extent that one participant let us in by speaking about the book.

This line of analysis led me back to Gee and Green's (1998) definition of connection building as about texts, "how the past and future of an interaction, verbally and nonverbally, are connected to the present moment and to each other" (p. 139), but I also found myself thinking much more explicitly about texts and language as resources and about resources as they are reified in texts. The community expert or *Google Maps* were only present at the table as we spoke about them, or as they became part of the text

of planning. When we read aloud from the *Standard Course of Study* or library books, we made those texts accessible as group resources for planning. Reading aloud was an explicit form of intertextuality that was particularly powerful as a form of access.

Intertextuality

Gee (2005) defines instances of intertextuality as when, “one spoken or written text alludes to, quotes, or otherwise relates to, another one” (p. 21). In the planning discourse, there were instances when we referenced an earlier conversation either outside the planning meetings, “See I told you, you would come up with something” (Areyanna, October), or from a previous meeting, “We talked about it being the holiday and having a little band,” (Sue, November). Sometimes it was possible to infer that Dianna, the experienced teacher is reading from past notes “I was reading what I had written down and I didn't mean to say the word ‘read’” (September). In the following interchange Dianna read aloud from her notes:

Dianna: “Where is the air? You need a large bowl, water, food coloring, and a glass. And demonstrate that we can't see air but it is there.”

Areyanna: That's in that book we're doing.

Dianna: Well, I'm sure I got it out of there

Sue: ((laugh)) (Sept.)

As Areyanna pointed out, Dianna also brought another voice, out of a book, to the conversation. Reading aloud was one of the most explicit ways that intertextuality occurred in planning. The example above demonstrates how nested these connections may be. Dianna's reading aloud from her notes connected listeners to the past when she

wrote them. At the time when she wrote them, the idea and many of the words came from a book that the school librarian had and has again brought to the table.

One voice that permeated the discourses of planning was the *North Carolina Standard Course of Study* particularly the science and social studies curriculum. These goals and objectives for second grade were a mere 414 words (Science) and 595 words (Social Studies) yet they found themselves inserted into every planning meeting in several ways. *The Standard Course of Study*, “sets content standards and describes the curriculum which should be made available to every child in North Carolina's public schools” (Public Schools of North Carolina, 2008, p.ix). The imperative of “should” was understood by teachers as there were numerous times when someone says we have to, we need to, or we’ve got to, “Alright, science. We’ve got to do the ear.” (Areyanna, December), or “ Because you have to describe weather using quantitative measures of wind direction, wind speed,” (Jean, September).

Printed copies of the *Standard Course of Study* were present at every meeting and objectives were read aloud at every meeting except November where they were present because I said, “I copied that goal if you want to know.” Key words from the objectives, particularly nouns, were found throughout the talk. For example the word “temperature” occurred 64 times in September, “mixtures” occurred 25 times in February, and “resources” occurred 17 times in April. Additionally, we often used the objective or goal number as a kind of shorthand to talk about each. The following exchange between two teachers about math would be totally opaque to anyone who didn’t know about the curriculum:

Dianna: This is one o four.
Areyanna: One o four, what?
Dianna: a, b, c.
Areyanna: It's adding. (Nov.)

The use of objective numbers to stand in for the actual text allowed us to treat objectives as items to be checked off, or “hit” rather than discussing what they meant in terms of student understandings, “I’m trying to get these objectives marked off,” (Dianna, September). Additionally in social studies, the adoption of a new textbook cleverly designed so that unit one corresponded to goal one in the *Standard Course of Study* and so on for the eight social studies goals allowed teachers to talk about textbook units and lessons in place of the *Standard Course of Study*. Take the following exchange in September, which I did not even recognize as planning at the time:

Dianna: Start weather on Wednesday. Cause if you finish you'll do lesson three tomorrow. Monday, lesson four. Tuesday you can do, umm, the unit review, then start weather on Wednesday.
Brittany: Okay. (Sept.)

The Standards were brief and subject to interpretation and possible negotiation in planning. In October, I suggested an alternative meaning of one of the social studies objectives:

Sue: You know when it comes to laws. Another take on it is laws that aren't fair. Rules and laws that aren't fair. We could do the Greensboro lunch counter - *Freedom on the Menu*. We could do Rosa Parks. This is a model - This is the House That Jack Built - this is the bus that um Rosa Parks um. The fact that women haven't always had the vote. And then this book about Victoria Woodhall who ran for president in 1872. (Oct.)

This may be an example where a larger Discourse of school as about rules and control may have asserted itself. The overall goal two for social studies, “The learner will evaluate relationships between people and their governments,” and the objective 2.04 “Evaluate rules and laws and suggest appropriate consequences for noncompliance,” did not seem to apply to school itself. Here the word “rules” and “consequences” were extracted from the objective to align with a more taken for granted meaning of school:

Dianna: Two 0 4 is about rules and laws.

Areyanna: Hmmm.

Dianna: Rules

Jean: Rules and laws and the consequences for non-compliance. You’ve been doing that since the beginning of the year.

Areyanna: Yeah.

Jean: Identify and discuss rules in the classroom. List appropriate good and bad consequences. Discuss and describe how a person can be a responsible citizen. I would think you could

Areyanna: It won’t hurt them because it’s about to be that time of year.

Jean: That’s true. They do need a booster. (Oct.)

Additionally, words, particularly nouns, were often used in planning to shortcut the meaning of a goal or objective. In the example above, the omission of the word “evaluate” lent an entirely different meaning to rules and consequences. Vocabulary was a key thread throughout the year and the focus remained on nouns as we looked to the *Standard Course of Study* for vocabulary.

Dianna: Vocabulary words are temperature

Areyanna: Temperature

Sue: That’s in the curriculum if you want to go by that.

Areyanna: Yes. What else is in there?

Sue: Thermometer. (Sept.)

In social studies there were a few times when vocabulary was referenced that was not in the *Standard Course of Study* but clearly came from the textbook. For example “symbols” in the following passage:

Areyanna: Okay, we've got government goal two for - okay this week we are doing the symbols. Next week we are doing voting and elections. Is that what we are doing? Two o one?

Sue: Umm, election - 2 0 2 is recognize and demonstrate examples of the elective process.

Areyanna: 2 0 2 okay. And I did talk to the music teacher about the songs and she said she would do that. They were singing something when I came back to pick them up.

Jean: Patriotic songs?

Areyanna: Um hmm.

Jean: Hmm.

Sue: 2 0 1 is identify and explain the functions of local governmental bodies and elected officials. (Oct.)

Neither symbols nor patriotism were mentioned or even vaguely referenced in the curriculum. In March this led to an interesting exchange between Areyanna and I. Relying on the curriculum I had determined that a book was not a good match while Areyanna found it was a good match with the “Introduction” in the textbook.

Areyanna: Yeah we used this one already. Where's the other one that you had over there? You don't think its any good?

Sue: I just don't think its a good match. It's about monuments and pennies and things that have - that help us remember our past.

Areyanna: Symbols?

Sue: Symbols, yeah.

Areyanna: That's kind of what the introduction was about.

Sue: Oh. was it?

Areyanna: Yeah how symbols help us remember. (Mar.)

On occasion, we also substituted words that were not in the *Standard Course of Study*. An interesting “ah ha!” moment occurred in September when Dianna and I wondered what had happened to the water cycle in the curriculum. In the current *Standard Course of Study*, the water cycle was not explicitly mentioned. Instead there was this objective: “Discuss and determine how energy from the sun warms the land, air and water.” As we were looking through the library books, we found one that followed a pattern similar to *The House That Jack Built* and Dianna made this discovery:

Dianna: We don't have the water cycle. This might be the water cycle right here with the sun. Sue, the sun. how does the sun warm the air, land and water? Isn't that the water cycle?

Sue: Yeah that's kind of true. Yeah, look the sunshine. That's true. It used to be more explicit. This really does talk about the sun. This would be perfect for that goal. Discuss how the sun... causing evaporation. Interesting. (Sept.)

For teachers, *The Standard Course of Study* provided a resource to talk about and align their instruction. But it also allowed the librarian to broker connections between the resources in the library and the classroom. When I said in September, “I printed that out because I wanted to pull books so I printed out the goal” this is exactly what I did before each meeting. In addition to copies of the *Standard Course of Study*, I provided trade books that allowed the inclusion of voices from other communities of practice including scientists to come to the table. I can remember how the reading aloud of each of the following examples clarified or refreshed the meaning of content for me as I assumed it did for the other participants:

Areyanna: “Who likes the wind. Who likes the wind? I do. I do. I like the wind because it pushes my boat. I wonder why the wind blows. The wind blows because air is moving. Air by the ground is warmed by the sun. When air is warm it rises. Cool air moves to take its place near the ground” (reading aloud from Kaner, 2006, unpagged) (Sept)

Sue: Because the way it ends, it talks about states of matter. But the way it ends is “All matter everything on earth is either solid, liquid, or gas. Water changes its state easily as it gets warmer, colder. But most things stay in one state or the other. Solids stay solid. Liquids stay liquid. Gases stay gases.” So they show the snowman. Just to review. (reading aloud from Zoehfeld, 1998, p. 28-31).

Areyanna: Like a review.

Sue: Plus it would be like - oh yeah it snowed “ and its a good thing they do that most things stay the same can you imagine a world where your toys melt where the walls get too hot and turn into hazy gas and animals just walk in as they please.” (Feb.)

Sue: But that's - so long ago there was a commons built and it was common ground and people could raise their sheep there but the problem was someone who had a lot of sheep used more of the common and before long it got really crowded and so they had to make rules and they had to agree about how many sheep you could have on the common. So now it talks about how our world is like that and how we share water and air and we have some of the same problems that the villagers had. And so fishermen overfish, we cut down too many tree, you know. Here's about fuel and energy - we use too much and we're going to use all that up and common water. (April). (paraphrasing of Bang, 1997)

So many of these examples were things we took for granted: how temperature causes wind, why we talk so much about water when we study states of matter, and the meaning of the commons. Reading these texts aloud helped us to think about the big ideas represented in the very succinct language of the Standards. The texts answered questions we might not have thought to ask ourselves before teaching. An unintended consequence of having these books at the table for planning was that they offered this type of mini-

staff development. Trade books provided a voice that was both authoritative, yet written for children and easily understood as well as often being enjoyable:

Areyanna: That warms the ocean that holds the rain. This is the vapor. I like this book. This is the sunshine hot and white that warms the that forms the raindrop. I love this book! I want to do this book.

Sue: ((laugh)) It ends with the sun too doesn't it. I think.

Dianna: We hope so.

Areyanna: The water cycle. It ends with "That brings rain somewhere every day. This is the sunshine hot and bright that makes the vapor moist and white that fills the clouds low and grey that brings rains somewhere every day" (reading aloud from Schaefer, 2002, unpagued).

Dianna: Does that cover 2.05? ((laughter))

Areyanna: I don't know. What's 2.05? I was enjoying the story. (Sept.)

Additionally, the act of reading aloud provided an opportunity to model:

Dianna: "Rain forms inside of rain clouds. The water vapor that evaporates from below forms tiny rain droplets. The tiny droplets join together and become bigger droplets. When they are heavy enough they fall. Rain comes in different ways: drizzle, shower, normal rain, thunderstorm, and sometimes there are floods." You see how I read that but I didn't really read everything on the page and you couldn't tell the difference. (reading aloud from Gibbons, 1990, unpagued).

Areyanna: I sure couldn't.

Dianna: I told you how to read.

Areyanna: You sure did. (Sept.)

Intertextuality offered one way to look at the learning in planning. We drew on multiple resources and often multiple voices including the authors of curricula, textbooks, teacher's guides, and trade books from the library and actually brought these voices to the table when we read aloud from these resources or otherwise drew on the language from them. While all of the meanings and activities identified in planning represented some kind of learning, I was particularly interested in the places where we worked together to

construct a new lesson or activity to use in instruction. I was unable to code these as a separate activity and instead saw that they were always a chain of several activities: some kind of Orienting might draw us into the discussion; Coordinating was important as it helped us to align with each other, with schedules, and with curriculum; Making Connections offered resources; while Making Sense involved figuring out the why, what and how of a new lesson; and some Drifting would inevitably occur. In every month, there was at least one example of a new lesson that developed. In the following section, I examine one of those examples in depth.

Creating a New Lesson

In this next section I will look at a selection of text from the last planning meeting in April where Brittany, the new teacher suggested a new lesson idea that evolved into a library lesson. I chose this selection for several reasons. First, I wanted to show the chain of activities that comprised the creation of a new lesson and to examine the role that resources and the school librarian played in that chain. Second, this was an interesting selection because the three teachers took up different positions relative to the lesson unlike much of their planning where they worked to align their instruction with each other. Third, meanings of librarian were coded in several places suggesting that this would be an interesting example of the role of the librarian particularly relative to positions taken by the three teachers. Finally, the selection offered an opportunity to synthesize much of the findings in this study regarding activities, meanings, resources, and intertextuality. In other words, this selection provided an excellent opportunity to

address the question, “what happened here?” The selection in its entirety is in Appendix D.

Teacher planning was improvisational. While we had a time and a place and a history of planning together, we didn’t know at the beginning of a meeting what exactly would transpire or emerge from the meeting. The April meeting was the last one of the year. At this point we had been working together throughout the school year. Brittany was nearing the end of her first year of teaching. In the November meeting, she departed from the veteran’s plans for the first day of the sound unit, choosing another book I had brought to the table for the introduction. In January, she and I collaboratively planned a lesson that the others also used when both other teachers were called to the office for parent conferences. In this meeting an idea of Brittany’s inspired by a book on the table grew into a library lesson where the students researched endangered animals. This was a social studies unit and typically throughout the year the teachers had demonstrated their willingness to follow the textbook for social studies. Two of the three teachers elected to do something different for this unit. It may begin when Areyanna expressed dissatisfaction with the textbook, “ I don’t like this lesson three.” Frequently an expression of dissent or dissatisfaction like this set the stage for the activity of making sense.

This passage is unique because all of the teachers were present as a new social studies lesson was planned that developed into a library lesson specifically designed to include the teacher and librarian as co-teachers. While every planning meeting included plans for some new lesson or lessons, in this segment everything happened “on stage” and it’s

possible to follow the lesson from the expression of need through the idea phase to concrete plans for implementation that include the library. The path was not smooth but involved several shifts in plans and each of the participants seemed to take up the lesson differently. Given the interest of this study in the role of the school librarian, this segment allowed for an analysis both of the role the school librarian plays in the formulation of the lesson and of the different ways the participants seemed to position the librarian.

This segment lasted about thirteen minutes and took place about thirty-five minutes into the planning meeting. I had come to the meeting prepared to plan their last science unit on animal life cycles but the meeting focused on the upcoming three weeks that were their final social studies units on resources and economics.

Sue: So last three are the animal life cycles. That's what I pulled. Technology. Six and seven is what I think you have left.

Dianna: Six and seven okay.

Sue: Six is resources and seven is economics and the economics has a resource objective in it: analyze the changing uses of a community's economic resources.

I have noted elsewhere that teachers had a new social studies textbook and were generally content to follow it. As noted in the discussion of intertextuality, the social studies units and lessons were often substituted for the *Standard Course of Study* goals and objectives. Early in this planning meeting, Areyanna seemed interested in moving beyond the textbook asking me for books and lessons.

Areyanna: Are there what, three lessons in this unit?

Dianna: I think so.

Areyanna: Do you have books to go with this Sue?

Sue: I have books about recycling and I have some books about especially about water conservation. Umm there's a book – it's sort of about cutting down the woods to build so I have a few things.

Dianna: Let's see what they have.

Areyanna: Have you done a lesson on this in the past?

Dianna: Umm umm. Now they have some books with our social studies and we may could find some with our reading.

It may be noteworthy that Dianna answered the question directed to me about past library lessons and attempted to move forward with suggestions to use their social studies and reading textbooks and materials. I got up from the table at this point to pull some social studies materials from the collection. One book that I brought to the table was a good match with the social studies:

Dianna: I wonder if we could do a cause and effect sheet to go along with this book's.

Sue: Yeah, maybe.

Dianna: Because the introduction to the unit is talking about cause and effect. Using that strategy and then um some of the key words like: because.

Sue: Because they fish too much. That is kind of the pattern of the book in a way. That's a good idea.

Another book I recommended in response to the following request was checked out but teachers expressed interest in using it with “lesson two:”

Areyanna: Do we have anything on um, lesson two is about

Dianna: People on the move.

Areyanna: Transportation: how people move.

Clearly the teachers were moving through the lessons in the textbook as Areyanna next stated, “We can use resources. I don't like this lesson three,” an expression

of discontent that led into the segment chosen for closer examination. While the teachers in this segment continued to follow the social studies textbook, Areyanna in particular seemed willing to move beyond the textbook. It may have been that this unit was particularly weak in the textbook but it may also have been that after following the textbook for most of the school year, some of the novelty had worn off and some of the shortcomings were more apparent. A few minutes then pass in which there were several pauses as I got up and returned to the table with books followed by the sound of people turning pages and some brief discussion about the next economics unit and the need for a sharp pencil. Then Areyanna and I engaged in a conversation about one book while Brittany and Dianna were talking about another book. The two conversations converged as I said, “And so this is kind of like a backyard version of that,” and we all tuned in to listen to Brittany describe the book, *Will We Miss Them* and her idea for a lesson. In Table Twenty-One I have presented this part of the transcript in a format that shows the short spurts of speech (each line is a spurt) and the pauses (blank lines).

Table 21

Discourse of a Lesson Idea

Brittany
Because each page is a different animal so you don't have to do all of them, I was thinking about even trying to do something umm
maybe with a partner like

giv-ing

each partner groups

an animal

and letting
them

talk about

how can we

make sure this animal is protected
or what not

I don't know.

It's too long to be a read aloud

It's interesting how short the lines are and the frequent pauses in speech as Brittany outlined her idea for the lesson. We can almost see the idea developing as she is speaking and the final "I don't know," also suggested that she was just then formulating the idea. I offered to find books about the individual animals, "because there probably are specific books about the different animals," and Areyanna asked to look at the book. We were briefly interrupted when the principal came up to introduce a new Exceptional Children's teacher but after they left, there was a pause and I asked, "Well, do you think you want to do that, Brittany?" At this point, it seemed to be something that she was planning to do in her classroom and it was not clear that either of the other teachers were going to do the same until Areyanna asked, "We're going to say have them partner and write about how they can help protect the animal?" Her use of the plural, "we" suggested that at least the two of them were going to do it. Dianna was noticeably silent throughout

this discussion. Brittany outlined her idea one more time, “and then if sometime during that day I’m just going to let them present their information,” and there was a relatively long pause of about 17 seconds followed by this exchange as three of us came to the same realization:

Brittany: I don’t think it can all be done in one day though.

Areyanna: No.

Sue: I know that’s what I was just thinking (laugh).

Up until this point, my contributions, as the school librarian, had been to bring the book, *Will We Miss Them* to the table for examination, to probe and encourage Brittany about her ideas for using the book, and to suggest that I could locate other books about the animals in the book for her students. Most of the talk here was coded as Making Sense and Meaning of Teaching as the teachers worked to decide how to use the books to teach an objective. Where I offered to pull more books was coded Making Connections and Meaning of Librarian. The meaning of librarian in this activity was as the person who knew about other books in the collection, “there probably are specific books about them” and did the labor of “pulling” the books for teachers. Throughout the activities of Making Sense, I also played a role frequently asking questions, “Do you think you want to do that?” or suggestions, “You could maybe be selective – not do every animal in there.” I also used as an intertextual resource, the *Standard Course of Study*, “modify the physical environment to meet their needs, yeah, and the consequences.” The presence of library books that I brought to the table also served as an intertextual resource as Brittany read aloud and paraphrased the book:

Brittany: And then at the end “will we miss them” and then it finally answers the question, “yes.” It says we don't have to and it tells ways that we can take care of the land so animals are not endangered to help them.

The next comment by Areyanna pulled me into the planning in a different direction drawing on another meaning of librarian shown in Table Twenty-Two.

Table 22

Discourse About Sharing a Lesson

Areyanna	Brittany	Sue
<p>No.</p> <p>I like the idea. I like that idea// um</p> <p>your kids could probably handle it with just <u>you</u>// but my kids are a little bit more needy//.</p> <p>I would ha:ve// like several grou:ps//</p> <p>that would need more guidance.</p>	<p>Um hmm</p> <p>Um hmm</p> <p>Right Yeah</p>	<p>I know that's what I was just thinking (laugh).</p> <p>Well I mean I could help with it, but I –</p> <p>What's the time look like?</p> <p>Or, what are you thinking</p>

		<p>about? Are you just thinking about giving them like a class period really to look at a little bit of stuff about their animal? I mean, how much do you want them to know?</p>
--	--	--

In the above selection, we moved from the activity of Making Sense about Meanings of Teaching into Coordinating and Meanings of Librarian. As Areyanna began to imagine what this lesson might look like in her classroom, she realized that her students were more “needy” and needed more “guidance;” Brittany’s students on the other hand may have been able to do it with “just her.” My response indicated that I immediately interpreted this as a meaning of the librarian as another pair of hands to provide “guidance.” The next utterance from Areyanna was, “That sounds like a library lesson.”

Table 23

Discourse Planning a Library Lesson

Areyanna	Brittany	Sue
That sounds like a library lesson.	I’ll probably do mine in the room.	<p>((laugh)) I know that’s what I was trying to think about you wanted to do that. You want to just bring in your whole class and have the two of us doing it. and I’ll have the stuff</p>

		out on the tables// Do we want a graphic organizer// that they fill out? // To know what to look for?
--	--	--

In the selection in Table Twenty-three, I started by trying to coordinate how we wanted to schedule the library. Would it be for the whole class with “the two of us doing it?” Brittany seemed to decline but she may have still been responding to Areyanna’s earlier statement that her students might be able to do it with “just her.” I moved the conversation back into Making Sense about Meanings of Teaching as I probed with questions about what students would do: fill out a graphic organizer? as well what we wanted them to look for. As the conversation progressed, Areyanna and I continued to discuss what should be included on the graphic organizer with Brittany chiming in:

Areyanna: maybe what does the animal -

Sue: Where does it - Maybe about its habitat

Areyanna: yeah

Brittany: habitat, yeah.

Sue cause that's what its in danger of...

Areyanna: Yeah habitat. Maybe how can we protect it.

Sue: Habitat, why is it endangered? How can we protect it? ((pause))

What does it eat? Where does it live? This is why I feel like we’re getting to the animal unit. (laugh) That’s why I kind of thought this would go there.

Areyanna: Umm hmm.

In the above selection coded as Making Sense and Meanings of Teaching, we practically completed each other’s sentences about what we wanted the students to find out about their animal. In my last turn there was a bit of intertextuality as I referenced earlier

remarks, “This is why I feel like we’re getting to the animal unit” as well as the science *Standard Course of Study* which has students learning about the needs of living things including food and shelter. In the March meeting I had suggested that the social studies unit about resources might be a good lead in for the animal unit. My comments about the animal unit apparently caused Dianna to remember the lesson we have done in the past for the animal unit:

Dianna: Are you still going to do something with insects like we have done in the past?

Sue: Well that’s what I wanted to talk about. What we want to do for the life cycle. If we wanted to do insect research or... Are we looking at that for the last three weeks because I have the bookfair in the middle of that. ((laugh)) and EOGs are going to take

Areyanna: This really won’t be about insects. I think if they can get familiar this is something they could do to draw back on when they get to the insect unit. It will be all more familiar.

What followed this exchange of Making Sense about teaching from Areyanna was a somewhat puzzling reaction from Dianna that caused me to select the next segment of talk for a more detailed analysis.

Table 24

Discourse about Working Together

Dianna	Areyanna	Sue
Well you know how they are, when they come to <u>yo-u</u> / (high pitch) So.	laugh	laugh

<p>Uhhh</p> <p>Well</p>	<p>It <u>works</u> for me.</p> <p>Um</p> <p>I think with two of us doing it.</p>	<p>Well if we're <u>both</u> working with them that makes a difference too.</p> <p>so if we're both working with them that helps. ((pause)) With a partner or a small group. ((pause))</p>
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I had originally coded this segment in Table Twenty-four as Making Sense and Meaning of Librarian because I felt the comment, “You know how they are when they come to you,” indicated a meaning of librarian perhaps as a person who did not have control over students. I have since decided that it represents a struggle between at least two meanings of school librarian. On further examination I have also come to realize that the segment may be about different meanings of student as well.

One predominant meaning of school librarian in elementary schools is as a part of the specialist’s wheel meaning that classrooms come to the library on a regular day and time in order to provide teachers with a daily release time for planning. Students are typically dropped at the door and picked up 30-40 minutes later. Dianna’s use of the third person “they” in the phrase “when they come to you” suggested that they would

come without her. In fact, she often did not stay with her class for lessons in the library as I noted in my February field notes:

Dianna had to reschedule a lesson from the previous week so I saw her class twice – once on Tuesday and again on Thurs. On Tuesday she had a sub who did stay to help some with the Landform riddle lesson. Dianna had requested that I do the lessons in that order so I was thinking that she wanted to be present for the Freedom on the Menu lesson. Unfortunately, she was not present – she may have been in the room but she was occupied across the room at the computer or left the library. I plan lessons based on the presence of the teacher. I know she has a difficult group but all the more reason to make use of a second adult as a chance for more students to be on task and learning. Since Dianna is in the grade level in my study, I think I need to keep in mind this lack of understanding that I feel is between us. (Feb. 15 field notes).

I think my statements as well as those of Areyanna's that followed Dianna's comment in planning about "how they are when they come to you," suggested that we both interpreted what she has said to mean when they come to you *without the teacher*. I actually repeated "we're both working with them" twice and Areyanna echoed with "the two of us." On the other hand, her question a few lines earlier that asked if I was going to do something with insects like "we" have done before suggests that she did recognize a "we" in the lessons we planned together even though she may have seen a division between what I did with her students and what she did with them. I must also observe that my use of the verb "working" rather than "teaching" along with Areyanna's observation that she doesn't think she can do this lesson alone suggested that while we were working side by side, we had not quite adopted a language of co-teaching.

I wanted to understand what provoked this comment from Dianna. On subsequent listenings to the context and the comment I began to understand that she may

have been expressing a meaning of students rather than a meaning of librarian. It puzzled me that so soon after asking about another past library lesson, she declined this lesson. On earlier transcripts I had not noted the laughter, first from Areyanna who had been speaking and then from myself. I am now wondering if Dianna was making a face that caused us to laugh. She could be very expressive that way. Immediately preceding the laughter and Dianna's comment, Areyanna had suggested that the endangered animal research will help to prepare students for the living things unit later, "It will all be more familiar." If that comment provoked an expression on Dianna's face that in turn provoked our laughter, then I suspect that she looked incredulous, as if she didn't believe her students would actually retain anything and so perhaps she saw no reason to do this project. I also have to note that Dianna had been very quiet throughout the formation of this lesson; she didn't suggest that she would do the lesson on her own or with me. "You know how they are when they come to you," may just have been her way of asking me to agree with her assessment of her students. The following exchange later in the meeting reinforces this interpretation:

Areyanna: I think we need to do this for one week. Because that last week of school are we still going to be doing this? I mean how much attention is this going to get on the last week of school?

Dianna: How much attention do I get now? I mean seriously I've got people sitting in my classroom and they don't know a dime - what a dime is worth.

Indeed several times throughout the school year, we did acknowledge that Dianna had a difficult classroom. Her remarks above about people in her classroom who don't know what a dime is worth suggested that they were not just behavior problems but real

educational needs. This was also the first time in planning when I made an issue about working together. As the discussion proceeded, Brittany made a turn-about.

Sue: So just have them leave here with that graphic organizer filled out and then you can do something in your classroom with that drawing a picture or... sharing it. How are you thinking of them sharing it?

Brittany: We do author's chair in my room so they would just do that.

Sue: Just sit there and talk about what they learned.

Brittany: We are going to do the first day in here.

I'm not sure what caused Brittany to change her mind about doing the first part of this lesson in the library. Perhaps at first when Areyanna suggested that her students could handle doing it with just her, she decided she could do it that way. She made that remark before we began to talk in more detail about having a graphic organizer, what we wanted students to look for, and how students would share what they learned. I think the lesson became more complex than she had first proposed:

Brittany: Umm hmmm so instead of me reading the book aloud I'm just going to let them look through their books, find out about the animal, where the animal lives, where they live, how they can save it.

Sue: Want me to pick the animals that are in that book - oh she's got it.

Brittany: Yeah and then sometime during that day I'm just going to let them present their information.

She may have realized from the discussion that it wasn't going to be so easy to just have them *look* through books and *present* their information later that day. It may be that she decided it would make a difference to have both of us working with her students following the exchange with Dianna. I scheduled times for both Brittany and Areyanna to come to the library and checked in one more time with Dianna in Table Twenty-five.

Table 25

Discourse Opting Out of a Lesson

Dianna	Sue
I do want to pass,	You <u>want</u> to skip? You want to pass?
I mean	okay
I do. I do.	okay
Well I'm sure	((laugh)) Well, if it's wonderful we'll let you know.
I'm sure it will be wonderful but you got to consider with whom you are working. I don't want to come in here and have to fuss and just-	((Sue and Brittany laugh)) We'll try it again.
	(pause)

In the passage above I find myself pondering Dianna's meaning of "you got to consider with whom you are working." In addition to meanings of student and meanings of librarian, we may have had meanings of teaching that she found incompatible. In addition to saying something about her students, she may have been talking about herself. The next phrase was about her and her fussing rather than her student's behaviors. Earlier in the year there was this particular exchange between Areyanna and Dianna about reading aloud to students:

Areyanna: You know everybody's going to have to have their little say about what they know. ((laugh))

Dianna: Put your hand down and listen. Just hush. That's what I say. (Sept).

Perhaps one of the meanings of librarian that Dianna would recognize would be the person with the finger on her lips saying “shhhhhh.” While the image of a librarian with glasses and a bun demanding “shhhhhh” is almost a laughable stereotype, it is one of the meanings widely available. The children’s librarian asking listeners to “just hush” while she reads aloud a story is also one we recognize. While these meanings were not apparent in my analysis for this study, the one of the elementary school library as scheduled for teachers to drop off students was very much a part of our histories. As I have suggested, Dianna clearly drew from this meaning; but as the librarian, I was also sensitive to this history. In fact, as I scheduled this lesson with Areyanna and Brittany, I asked Brittany, “How about you, Brittany, after lunch?” In January when we were scheduling a lesson, Brittany said, “Umm hmm, I always come to you at twelve.” Even though she did not have a fixed weekly time, we both recognized a fixed time that worked for her. Another meaning of librarian as the person with the “stuff” and the knowledge about the “stuff” was very prevalent throughout these meetings. Even in planning this lesson, the first offering I made was “Yeah, I could pull books about them too. I could find books to pull.”

Whenever we explicitly talked about the work of pulling library materials, library lessons, or scheduling library lessons, I coded as Meanings of Librarian. But this selection where a novice teacher suggested a novel idea for a lesson really carried another

implicit meaning of librarian. In the activity of Making Sense about Meanings of Teaching, I would argue that my presence at the table was significant beyond the fact that I brought the book to the table that suggested the lesson in the first place. And that meaning was deeply embedded in my profession's focus on inquiry. The passage represented 13 minutes from this planning meeting and consisted of 1239 words, not counting a segment where the planning meeting was interrupted when a new teacher is introduced to the team. From these 1239 words, 458 or 37% were questions or expressions of uncertainty. 337 or almost 75% of those words were my questions including:

Do you want me to pick the animals that are in that book?
I mean, how much do you want them to know?
Do we want a graphic organizer that they fill out?
How are you thinking of them sharing it?
Pairs, pairs or would you rather have small groups?

In addition to my knowledge of resources, I knew the curriculum and drew connections in this segment between the social studies and science Standards. I was also an insider when it came to the discourse of “graphic organizers” and I used that knowledge to focus teachers on the process as well as guiding students for what to look for. I'm the only one in this discussion who asked not only what will students do, or look for, but what do we want them to know? In the exchange following Dianna's “you know how they are” remark, I missed an opportunity to talk about “teaching” together and I failed to follow up on Areyanna's great observation that it “will be all more familiar” to talk about the research process not just the content. We might all benefit from being more intentional

and explicit about the role of the school librarian not only as the person who provides the resources but as co-teacher. In the final section in this chapter, I will return to the interviews to examine what the teachers said about the school librarian.

The Role of the School Librarian

In the interviews at the end of the year and again a year later when I did a member check, all of the teachers said they felt planning this year was very successful and represented true collaboration. Brittany named the Endangered Species lesson presented above as one of her favorites. When asked about the meanings of planning with the school librarian and what the school librarian specifically brought to planning, the teachers all mentioned resources: curriculum or media materials, books, teacher resource books, “stuff,” and other materials. But they also spoke about knowledge, ideas, and brainstorming. Each mentioned the lessons that I did with their students and emphasized that I kept them “on track” with the curriculum. In the interviews three interesting models of school librarianship emerged relative to the three teachers that would be more or less familiar to other school library professionals. These were: the voluntary nature of our planning together, the level and kinds of involvement the school librarian took in planning and teaching, and the separate silos occupied by teachers and librarians. Finally, comments in the original interviews about how planning could be more about professional learning were similar in many ways to the concept of lesson study.

In the Endangered Species selection above, there was one striking feature about the questions I ask during the planning. Each of my questions was hedged to be a suggestion, “do you want,” “how are you thinking,” or “would you rather?” In the first

interview with Areyanna when I asked her what the school librarian brought to planning she listed:

Areyanna: Focus, direction, resources, umm, good advice, um... (pause), looking for a word... You don't necessarily push it on us... suggestions suggestions. (Feb. 2009 Interview)

One of the things she valued about my participation in planning was that I didn't "push it on us" but offered ideas for the taking, or not. Brittany made a similar observation about the materials I pulled for their units:

Areyanna: You know what's in the library that we can kind of pull from to help pull the units together.

Brittany: Right and then we take that and figure out whether it will work in our class or not. (June 2009 Interview)

In the interviews Areyanna echoed the kinds of questions I asked in her responses to what I brought to the planning as she paraphrased me:

Areyanna: You pretty much keep us on task. Because sometimes we may get off talking about whatever is bogging us down, and then you say "Okay, you want to plan? you want to set up some library lessons? and that kind of gets us going. (laughter)

Sue: Out of the bog.

Areyanna: "So you guys are doing what in social studies? Do you want to plan some time for that? Okay let's do that." (Feb. 2009 Interview)

Areyanna: We didn't know about the Google maps thing and it's kind of like, "hey have you thought about this?" with the suggestions of integrating computers and all that stuff into what we're doing. (Feb. 2009 Interview)

When I asked Brittany and Areyanna what they would recommend for a school librarian who was working with a reluctant team, Brittany says,

Sue: What advice do you have for me for working with a team like that?
Brittany: You give them what you need to give them and let them decide (June 2009 Interview).

When the library was not regularly scheduled, the teachers and school librarian had to reach mutual agreement about when and how the library was used. Flexible in this sense also meant voluntary. One of the ways this was accomplished was through suggestions that might or might not have been taken up. The fact that the three teachers each seemed to take a different position relative to the Endangered Species lesson is further evidence that participation was voluntary. Teachers could choose to use the library in this way, or not.

In this sense, a flexible schedule gave participants including the school librarian, “control” over how the library is used. Areyanna referenced this in one of the interviews:

Honestly, I don't know if there is any other librarian that does what you do. Because I've talked to some other teachers at their school and they're like, “no our librarian doesn't do that.” And honestly, you know when we first came here, our first year here and everybody had to get used to Sue and her way of controlling, not really controlling, but her way of using the library and how we, how the kids come in and how we do our lessons there. Because I don't... I've never seen another school that has a librarian like you that gets involved and helps us with planning and actually teaches lessons with our classes and not just, you know, reads stories to them, but actually gets involved with the actual curriculum and goes through and pulls books for us and actually looks for materials that we can use in the classroom and brings them to us in a wagon. Tons of stuff - more than enough. But not even that, even when I felt like I didn't have somebody to plan with. When we worked together and we planned out a whole unit of, I

think it was science. I'm not sure it may have been that second year (Feb. 2009 Interview)

What Areyanna described should be familiar to those who know about best practices in school librarianship. She talked about a level of involvement that included help with planning, teaching classes and involvement with curriculum as well as identifying, pulling, and delivering resources. She described my involvement in contrast to just “reading stories to them,” and claimed to know of no “other librarian that does what you do.” She went on to say that the library program was my “own creation” but one she looked for at other schools. While she did not directly reference the predominate fixed model of scheduling the library, I find it implied when she said ‘everybody had to get used to... how the kids come in and how we do our lessons there.’ The voluntary nature of a flexible schedule did allow teachers and I to make it our “own creation,” in the sense that when we planned together we created or re-created what planning looks and sounds like and how the library would be used in planning and in instruction. Brittany and Dianna also described this type of involvement:

Dianna: I think the librarian brings great ideas um like I said keeping us on track with the *Standard Course of Study*, um the resources um of course your lessons as well bringing that in um and just helping us with planning being in our case a fourth team member as a part of our planning sessions.

(June 2009 Interview)

Brittany: Right well I feel like definitely you are a key part in our planning because you are able to get those resources for us but also you always come with ideas as well. And helping us realize our objective - what needs to happen when we are teaching this objective and maybe some things that we can do and you can do with the kids or we can do in

the classroom with kids so you are very helpful with giving ideas and getting our resources together. (Feb. 2009 Interview)

Apparent in both quotations above was an implied separation between “what we can do and you can do” with students that led me into another model of school librarianship that might be summarized as “silos” where what happens in the library and in the classroom is considered separate, almost territorial. In other words, we planned together but each had separate responsibility for what happened in her “silo” or space in the school building. We may have planned together but we went to our separate corners to implement instruction. This model allowed a teacher to leave her students in the library while I taught leading to the type of exchange we had in the Endangered Species selection where I found myself making the point with Dianna that it might be easier if we both worked with her students. Dianna actually turned this around in a very revealing way in our last interview. I had asked her about the idea of a school librarian as an “inside-outside” person who is “definitely outside because I’m not a classroom teacher but I’m inside because I sit on every team when we plan together.” Dianna’s response:

Dianna: The advantage of having you inside outside is that you are here with your resources and we come in and we bring what we need to you and you’re able to help us with our planning with that. But going back to the lesson study too, having you come in sometimes too would give you a better outlook of what we need and what our students need once you are back inside your little circle (June 2009 Interview).

With the words, “your little circle” she aptly described the silos we had placed ourselves in and clearly pointed out that while teachers “come in” to plan with me and brought their classes in to me, I rarely ventured outside my circle to their classrooms. While I may

have been occasionally frustrated that she didn't stay in the library with her students, she clearly pointed out the way I also maintained those boundaries between our circles. As this interchange continued in the interview, my response was also noteworthy:

Sue: Yeah that's true. So maybe like when we plan - maybe next year when we plan things together. If there's a lesson that we plan together that you are doing in your classroom but you might need an extra pair of hands too, especially - maybe we can plan for me to be the second person in the room rather than you come in here and I do the lesson and you're the second person and let me come in and be the second person for what you're planning to do.

Dianna: And then come back and discuss what went well and how did that look (June 2009 Interview).

We didn't quite move toward being "co-teachers" but still were using the language of "an extra pair of hands." Dianna's suggestion that we come back to discuss what worked and didn't referenced my earlier description of "lesson study:"

Sue: What it is - is you plan a lesson together somebody teaches it and we talked about doing it for math that year.

Dianna: Umm hmm.

Sue: Somebody teaches it and you go and watch it and you get back together and you talk about it. It's not about the teacher, it's about the lesson and the kids and how they responded to it. And you go back and you revisit and sometimes in Japan they do this. They rewrite the lesson; they tweak it; and another teacher teaches it (June 2009 Interview).

The suggestion to do some sort of lesson study actually emerged in the first three interviews when I asked each of the teachers how planning could be more about professional learning and the two veteran teachers responded:

Dianna: Once you try it and you come up against little things You don't know until you start it. Having that time afterward to say, okay girls let's go back and look at this. What are we going to do to fix it or, or you know, what's the plan b and that's not always the case. But when it is, it's nice to have that time but then you're back in the swing of doing everything else that you have to do so (Feb. 2009 Interview)

Areyanna: Maybe, I know we used to do ..., and I don't know if this is still going on. I haven't heard much about it lately. But when we did our peer observations, when we did those, it kind of helped me to see... just kind of step back. Because when you are teaching, you're kind of caught up into things and just to be an observer of the same lesson you did but with somebody else teaching it with another group of kids (Feb. 2009 Interview)

In subsequent interviews, I continued to try to broker this idea of lesson study with teachers as a way to increase the professional learning in planning. There is other evidence in the interviews of how teachers understood my role as broker for teacher learning. Brittany, the new teacher, in particular made several references:

Brittany: Oh yeah I definitely agree with that one because the kids had so much fun going to the computer lab. I did too, learning about Google Maps. (June 2009 Interview)

Areyanna: You know you are there to support us if we just come up with an idea. You just kind of help us help with the brainstorming and pull it all together, you know and pulling other materials as well.

Brittany: Right pulling it a little bit further. (June 2009 Interview)

Brittany: I don't know how to list this in simple terms you help us to connect with other things so we can help the kids see those connections. (Feb. 2009 Interview).

One model of librarianship that predominated in all of the data including the planning transcripts and interviews was the person who identified and located resources for teachers. Again and again, the teachers spoke of this role. When I asked teachers what ingredients I brought to the “Stone Soup” of planning and pressed them to rank the most important ingredient, teachers all described the resources, but it was resources with the added value of ideas and knowledge:

Sue: Which one of those do you think might be the most important and why?

Dianna: One that I definitely appreciate is the first one on the list: resources, because that's legwork.

Sue: Time too.

Dianna: Um hmm.

Sue: Anything else?

Dianna: And ideas as well because instead of just having three of our heads here, we have a fourth brain here as well to help. (Feb. 2009 Interview).

Brittany: I would say knowledge is the most important.

Sue: Knowledge.

Brittany: Yeah.

Sue: Okay, so can you say, can you kind of give examples of that? What do you mean by that?

Brittany: Okay when I say knowledge, I mean that when we come in and we have this objective we need to teach immediately, you are already prepared. You have things pulled, you already know exactly what we need to do, and you are throwing those ideas. I mean and I am coming in, this is my first time teaching this, and so you are definitely giving me new things and opening my eyes to a lot of different ideas that we can do with the kids. Yeah that's what I mean by knowledge. Knowledge would basically sum up all those other things. (Feb. 2009 Interview)

Areyanna: I think you give us a lot of support. You give us a lot of support in what we're doing.

Sue: Tell me more about that. What do you mean by support?

Areyanna: I think the support kind of goes along with the lessons ,then just having you there because you don't just sit back you get involved with what we're doing. And it's always - if we're planning like a science or social studies - we maybe... Like now, were doing maps. We didn't know about the Google maps thing and it's kind of like, "hey have you thought about this?" with the suggestions of integrating computers and all that stuff into what we're doing. (Feb. 2009 Interview)

I think it's possible to read the Endangered Species selection as a type of *Stone Soup* story where participants started with the basic ingredients of curriculum and a library book and built on each other's ideas and suggestions to create a new lesson. Throughout the interviews and evidenced in the answers above, teachers used a language of "giving" to describe the school librarian's contributions to their planning. In the spirit of gift exchange, I met with the three participants a year after completing the data collection to share my findings and conclusions as a way of bringing the gift back around the corner to them. They each concurred with my findings. Dianna said about the five activities identified that it was a good "model *for* planning" (her emphasis), and in conclusion, Brittany said, "I think a lot of the stuff you put on here, we do it not really realizing that we're doing it."

CHAPTER V

CONCLUSIONS

Brothels and colonies are two extreme types of heterotopia, and if we think, after all, that the boat is a floating piece of space, a place without a place, that exists by itself, that is closed in on itself and at the same time is given over to the infinity of the sea and that, from port to port, from tack to tack, from brothel to brothel, it goes as far as the colonies in search of the most precious treasures they conceal in their gardens, you will understand why the boat has not only been for our civilization, from the sixteenth century until the present, the great instrument of economic development (I have not been speaking of that today), but has been simultaneously the greatest reserve of the imagination. The ship is the heterotopia par excellence. In civilizations without boats, dreams dry up, espionage takes the place of adventure, and the police take the place of pirates. (Foucault cited in Dressman, 1997, p.171)

As I begin this chapter, I find myself wondering about the metaphors I have chosen to use so far in this dissertation and how they might be connected: gift exchange, *Stone Soup*, and ships at sea. Dressman (1997) uses Foucault's example of the library as a heterotopia as a metaphor for the school library where people come to visit but not stay and "a place where people's desire is never neglected, or ignored, or denied" (Dressman, 1997, p.167). The eight planning meetings that I studied for this dissertation took place entirely on a stage lifted up at one end of the school's library. In the school's renovation, a railing was placed along the edge of the stage creating the simulation of a ship surrounded by and lifted above a sea of books "closed in on itself and at the same time given over to the infinity of the sea... in search of the most precious treasures." Gifts have always been associated with traveling back and forth across boundaries. Who has

not included in their luggage a gift for the host or hostess, or carried home a gift from his or her travels for family or friends? In *Stone Soup*, the catalysts for the soup are travelers who ask residents to open their homes and pantries to add to a communal soup. Were the travelers pirates who used persuasion rather than plunder to get villagers to share their treasure? In this story of a year of planning, the teachers and I were travelers who engaged in a journey together on a ship laden with gifts of treasure ready to share and trade. In this chapter, I return home after my own journey of analysis and lift from the ship's cargo some key findings I have plundered from my explorations. I will also return to the metaphors of gift exchange, Stone Soup, and the boat as a vessel for dreams, adventure, and pirates.

Key Findings

This study provides a rich descriptive story of the talk of planning engaged in by a school librarian and a team of teachers throughout a school year. The eight monthly planning meetings were audio recorded with an I-Pod and then transcribed. Analysis of this data as well as interviews, field notes, and researcher memos revealed patterns in the kinds of activities engaged in and the meanings created. The school librarian served as a broker for teacher learning through expanded access to a wide variety of resources inside and outside the library that was as much about ideas as about “stuff.” One powerful means of access and learning was reading aloud from texts brought to the table by the school librarian. The study also reveals potential pitfalls of serving as a broker through prevailing and often conflicting discourse models of school librarianship. Below is a

synopsis of the key findings from this study grouped by research questions. A more detailed discussion follows the synopsis.

I. What types of activities characterize planning?

- Planning was made up of these activities: 1. Orienting, 2. Coordinating, 3. Making Connections, 4. Making Sense, and 5. Drifting (See Table 8).
- While the number of occurrences of these activities were almost evenly distributed, the percentage of time we spent on Making Connections (31%) was the greatest followed by Making Sense (23%) and Coordinating (24%).
- These activities with the exception of Drifting were very similar to common models of problem solving or inquiry models (Dick and Carey, 1996; Eisenberg & Berkowitz, 2003; Polya, 1988). When the findings were shared with the participants, Dianna remarked this was a “good model *for* planning” (her emphasis).
- Science and social studies were the primary topics of planning.

II. What types of learning emerge in the planning discourse between a school librarian and a team of teachers?

- Meanings of Planning: Getting to know “what each other knows” and trust emerged simultaneously with planning rather than as prerequisites. This team of teachers represented a mix of experienced and novice participants who provided a unique opportunity for learning.

- Meanings of Teaching: Meanings of classroom teaching predominated in the planning and were fairly evenly distributed between the activities of Coordinating, Making Sense, and Making Connections.
- Meanings of students were as likely to be about behavior problems as about student understandings or learning differences.
- While meanings of student-learning were implied as we talked about teaching and curriculum, we rarely talked explicitly about student-learning, but in the interviews teachers talked about wanting more time to talk about student-learning and differentiation.
- While our students were predominately African-American and eligible for free and reduced lunch, we were silent about issues of race and social class.
- Institutional meanings of teacher and school were usually part of Drifting rather than the subject of Making Sense or Making Connections.

III. What is the role of school librarian as broker?

- Meanings of Librarian as the person with “the stuff” were strongly associated with the activity of Making Connections.
- The school librarian was recognized as brokering resources along with knowledge and ideas.
- The school librarian served to broker Making Sense through asking questions of teachers.
- Several models or Discourses of school librarianship were present or potential that enabled or constrained brokering including the SHHHH librarian reading

stories, the fixed schedule, the librarian involved with planning and instruction, the library as voluntary, the library and classroom as separate silos, the librarian as “helper,” and the 21st Century librarian.

IV. What are the patterns of discourse in planning?

- Resources and access to resources represented an important dimension in the patterns of the planning discourse. The resources that were present included library texts, the *Standard Course of Study*, textbooks, and other printed materials but also science materials and models, websites, video streaming, live television broadcasts, field trips, student work, and community experts.
- Resources were available to us on a continuum.
- The presence of a resource at the table was important and increased the likelihood that the resource would be adopted for instruction.
- Resources brought to the table by the librarian were picked up and often read aloud including the curriculum and trade science and social studies books.
- Reading aloud from a resource served to refresh content knowledge, model instructional techniques, and provoke Making Sense.

Kinds of Activities

When I worked to classify the activities we engaged in during the planning, I finally identified these five: Orienting, Coordinating, Making Connections, Making Sense, and Drifting. In many ways they remind of me of various problem-solving models (e.g. Polya, 1998) in instructional design because they include stating the question or problem (Orienting), gathering information (Making Connections), deciding on the steps

to take (Coordinating), and drawing conclusions (Making Sense) as well as returning to refine or restate the problem (Orienting). I found these activities present in every planning session but in various degrees and configurations; however, they did not neatly fit into any learning models that were linear or even cyclical. If there was a pattern in the chains of activities, I was unable to discern it in my data. But in the member-checking interview after the data was analyzed, the participating teachers all agreed with Dianna who emphatically stated that it was a “good model *for* planning.”

The importance of this finding is that while there were common activities across planning meetings, there was no pattern that might become a prescription for planning. Wenger (1998) says that learning cannot be designed, it can only be “designed for” and he talks about three components of a learning architecture: engagement, imagination, and alignment. Engagement is about identifying with mutual enterprises; imagination involves making connections across time and space about what is possible; and alignment means coordinating efforts to fit larger structures such as institutional or organizational goals. Wenger argues that these components work best in combination in order to compensate for the shortcomings inherent in each. He delineates the three pairs: engagement/imagination, imagination/alignment, and engagement/alignment (Wenger, 1998, pp. 217-18).

- Engagement paired with alignment allows for coordination of various perspectives. In this sense, the activity of Orienting was a way to coordinate our efforts in planning. When we announced a common topic for discussion or checked in with a common decision, we were engaged in Orienting.

- Imagination paired with alignment allows participants to align activities for a future, or imagined goal such as a classroom activity much like the activities identified as Coordinating and Making Connections. The first involves alignment of the use of time and the second of resources for classroom instruction.
- Engagement paired with Imagination results in a reflective practice linking reflections of the past and visions of the future with engagement in the present. These were also characteristics of the activity of Making Sense. The activity of Drifting was by definition not aligned with the agenda of planning for instruction. Yet, this activity often engaged participants in imagining the experiences of others, whether it was an individual's painful wrist, unruly students, or a new program described by the curriculum facilitator. In this sense the activity of drifting represented a kind of engagement/imagination.

The parallels between the activities that were identified in planning and other theories of instructional design require us to consider how planning is or could be about the learning of participants.

Meanings of Planning

When teachers were asked about the meaning of planning as professional learning, they all spoke again and again about working together. While many authors talk about shared purpose and trust as enabling of collaboration (e.g. Brown, 2004; Grover, 1996), an important finding in this study was that participants perceived that becoming a team and establishing trust were the results of planning together rather than prerequisites. We built trust as we practiced trust. An important implication of this is

that trust develops through trusting; or in order to develop trust, one must first take the risk to trust. Montiel-Overall (2008) found that collaboration “appeared to be an iterative process that began with small successes between teachers and librarians working together” (p. 153). Like *Stone Soup*, as villagers began to open their doors to trust and contribute, more began to trust and contribute.

Teachers in this study talked about learning as recognizing differences and understanding that everyone had something to offer. In particular, this team represented a unique mix of various levels of experience from novice teacher to experienced teachers. And of the two experienced teachers, one was new to this grade level and brought a different type of expertise since she had moved up from first grade to second grade with her students. Lave and Wenger (1991) discuss the learning that may be inherent in this type of generational encounter between old-timers and newcomers as “legitimate peripheral participation.” One of the factors that may have led to the success of this team was that everyone’s contribution was recognized as “legitimate.” The experienced teachers often spoke about the energy and ideas of the new teacher, and the Endangered Species lesson demonstrates the way her ideas were embraced and developed.

Meanings of Teaching

Meanings of Teaching predominated in planning as teachers and the school librarian worked to plan for classroom instruction. Social Studies and Science were the main topics of planning as teachers worked to integrate these with their reading instruction. This often had the effect of privileging language arts objectives over content goals in these areas. In September when the teachers were planning the weather unit,

they spent considerable time talking about what vocabulary students would be taught. While second grade was not a “testing grade,” it preceded the first year of high-stakes testing in this state and the Discourse of testing was apparent in the meetings. For example, in September, when the Curriculum Facilitator says, “Well I am glad you are introducing those words because when they get to fifth grade...” Jones, Jones and Hargrove (2003) found the presence of high-stakes testing in reading and math has had the unintended consequence of minimizing the teaching of other subjects such as science and social studies.

Meanings of Teaching were almost evenly distributed between the activities of Making Sense, Making Connections, and Coordinating as participants worked to think through instruction, which included making connections with other curricula, library materials, and other resources, and coordinating schedules in order to utilize those resources. This was in stark contrast with Meanings of School and Meanings of Teacher which were more about county, state, or federal expectations for teachers which were generally coded as Drifting, as participants talked about these but rarely tried to make sense of or connections with them. Given a critical perspective, one has to believe that these meanings were ones participants felt little power to challenge. When I returned from the November school leadership team meeting where we were asked to “vote” on a new program to report “It was the least painful choice,” I allude to the lack of real choice including alternatives like the teacher preference to use funds to reduce class size.

From the beginning school libraries have privileged resources beyond the textbook and not just print materials. According to Barron and Bergen (1992), in 1839,

Horace Mann promoted establishing school libraries to “compensate for the informational limitations of the textbook” (p.1). In 1925 the first standards for elementary school libraries were published. Again Barron and Bergen (1992) cite from the forward of these standards known as the Certain studies, “Significant changes in methods of teaching require that the school library supplement the single textbook course of instruction... Children in the school are actively engaged in interests which make it necessary for them to have the use of many books and materials... An essential consideration is that the book and materials be readily available to them when needed” (Certain cited in Barron & Bergen, 1992, p.2).

The conflict between textbook-driven instruction and negotiated meanings of curriculum were apparent in the planning for social studies. Occasionally, the textbook offered its own interpretation. For example in October, teachers talk about introducing symbols and patriotic songs to students while I found nothing in the curriculum goal, “identify and explain the functions of local governmental bodies and elected officials” to suggest a focus on patriotism and symbols. In *Lies My Teacher Told Me: Everything Your American History Textbook Got Wrong*, Loewen argues that “Textbooks are often muddled by the conflicting desires to promote inquiry and to indoctrinate blind patriotism” (2007, p.6). Meanings of School as about compliance and rules (Willis, 1977) also surfaced in the discussion of the social studies curriculum in October, when both the Curriculum Facilitator and teachers interpreted an objective as about classroom school rules; however, I suggested that another interpretation of the objective could be

when a law might be wrong and the consequence of challenging such laws using the lunch counter sit-ins and Rosa Parks as examples.

I was often troubled in my analysis by the fact that while we talked about what would be taught and how, we rarely talked about who would be taught. The Meanings of Students that I found were as likely to be about behavior problems as about student understandings or learning differences. In part this may have been a matter of efficiency and alignment. In planning science and social studies, teachers treated students as a homogeneous group and their classrooms as similar. The evidence was how often they used the plural “we” when planning this instruction. They did often acknowledge differences between their classrooms and in discussions about how to group students for literacy instruction, they used assessment data to group students by ability. In the interviews, when I probed about how planning could be more about professional learning, teachers acknowledged this lack by suggesting that we talk more about how to differentiate learning for our students and about becoming more reflective after teaching planned lessons. Finally, given a critical perspective, we were also silent about issues of race and social class especially considering that our population is 99% African American and over 90% free and reduced lunch.

While my findings here about Meanings of Teaching, School, and Students are somewhat critical, I think I can also say that teachers were not unwilling to consider any of these issues. A school librarian planning with teachers needs to be aware and strategic in introducing and discussing such issues. New standards for school librarians, *Standards*

for Twenty First Century Learners (AASL, 2007) provide one means of addressing these concerns.

Meanings of School Librarian

In this section I will discuss several Discourse models of school librarianship. Gee (2005) defines a Discourse model as “ ‘theories’ (storylines, images, explanatory frameworks) that people hold, often unconsciously, and use to make sense of the world and their experiences in it. They are always oversimplified” (p.61). These Discourse models may be partial and incomplete, they may compete with each other, and they often involve recognition work (Gee, 2005). Recognition work means that we may use these models to get recognized as a certain type of person doing a certain type of work. In the planning transcripts and interviews, I found evidence of several Discourse models of school librarianship. Some will be easily recognizable as stereotypes in our culture; some exist in conflict with each other; and some are new and incomplete. The significance of these findings is to understand how we all draw on many of these models or storylines, regardless of whether we agree with them, and they effect how we get recognized in collaboration with others. In fact, we may draw on them in unintentional and conflicting ways.

Meanings of Librarian were often coded with the activity of Making Connections. A huge meaning promoted by me and clearly recognized by the teachers in both the planning transcripts and the interviews was as the person with “the stuff.” A library as shelves and shelves of books and other print and non-print resources is one of the strongest “storylines” in our culture about libraries. Librarians in this storyline may be

gatekeepers responsible for cataloging and tracking the location of these items. Teachers and the curriculum facilitator referenced this model when they asked about items being bar-coded or checked out. Somewhat in conflict with this gatekeeping model is the model of providing access that is both physical and intellectual to these materials for all patrons. Access is such a strong principal of librarianship that it is part of the first article of the American Library Association's *Code of Ethics*, "We provide the highest level of service to all library users through appropriate and usefully organized resources; equitable service policies; equitable access; and accurate, unbiased, and courteous responses to all requests" (AASL, 2009, p.54). In the interviews, teachers' first responses to questions about the meaning of the school librarian were without exception about the provision of resources but resources with the added value of ideas and knowledge.

Just as prevalent as the association with collections of materials is the model and stereotype of librarian as the lady demanding "Shhhh!" and the children's librarian reading stories to a rapt and very quiet group of children gathered around her. This model was fortunately not explicit in the transcripts or interviews. However, Areyanna references it when she says I do more than "just read stories" and I wondered if it was present with Dianna who didn't want to have to fuss at her students when they came to the library. This model of the library as a very quiet place for individual study, and the librarian as enforcing that, is one persistent and readily available to everyone in our culture. The children's librarian as the lady who reads stories is just as accessible a model and one firmly in place. This model of read-aloud to a silently attentive audience

also contrasted with the interactive way participants shared reading aloud during planning.

In elementary schools, a prevailing Discourse model or storyline about the school library has been to include the library as one of the “Specialists” meaning that students come to the library for a regular, weekly time often alternating with art, music, physical education, and sometimes a foreign language, without their teachers in order to provide teachers with release time. This model is known as a “fixed schedule.” In a survey of the literature about professional learning communities, I only found one mention of the school library outside the literature of school librarianship and that was Hord’s (1998) case study of Cottonwood Creek School which included among the supportive conditions for collaboration the use of the library and four other “electives” to provide teachers with ninety minute planning blocks. The site for this study, Obama Elementary School, was in the minority of elementary school libraries in the school system and in the state because the school library was not utilized in this fashion. Instead Obama had a flexible schedule where the teachers and librarian collaborated to decide how and when the library would be utilized for instruction. However, the model of a fixed schedule was so prevalent that we often fell back on it when scheduling whole classes to come at a regularly agreed upon time and it was easy for teachers to assume they could leave their students during this time. I found myself complicit in this as I worked to schedule classes. The fact that at the end of the school year I still felt like I had to insist on the teacher being present was indicative of the continuing struggle. The ease with which we found a day and time

when the whole class could come to the library indicated that we had identified a “regular” time that was most convenient.

Flexible access is a model strongly advocated by the school library profession. I returned to Graduate School to get school library certification between the publication of the two *Information Power* documents (1988, 1998). The first *Information Power* (1988) stated, “Any functions that restrict or interfere with open access to all resources, including scheduled classes on a fixed basis, must be avoided to the fullest extent possible,” and this was reiterated in *Information Power* (1998) that used the term “flexible access.” Both documents delineated roles for the school librarian that included an instructional partner who collaborates with classroom teachers. While this model of school librarianship has been available to us for over two decades now, numerous studies have compared these roles with practice (O’Neal, 2004, Morris & Packard, 2007, Putnam, 1996, McCracken, 2001) and found failure to fulfill or gain recognition for many of the roles including instructional partner. Moreillon (2008) found that pre-service teachers prepared to collaborate with others including the school librarian were thwarted in elementary schools by fixed schedules and a lack of time during the school day for such collaboration. Church (2008) found support from principals for the role of school librarian as instructional partner and found that most principals’ understanding of this role came from experience with school library professionals rather than principal training. Church (2008) also received some negative impressions of school librarians from principals who felt their librarians were too traditional and uninterested in working with teachers. When Areyanna states, “I don’t know of any other school librarian who does

what you do,” she captures an unfortunate reality that impedes broad recognition of the Discourse model of school librarian described in this study as involved with collaborative planning, curriculum, and instruction.

In addition to these larger Discourse models of school librarianship, this study found several smaller but significant models that were also at work, including participation in collaboration with the school librarian as voluntary, the school librarian as helper, and the enduring model of classrooms and libraries as separate silos. Each of these represents a difficulty with being a broker, who occupies an inside/outside role relative to the classroom teacher. In a case study, Van Deusen (1996) labeled the leadership role of a school librarian as an “insider/outsider.” Interviews with teachers and the principal in her study revealed that the librarian was an important member of a team who brought focus and coherence to their work, asked challenging, sometimes naïve questions that caused teachers to reflect on their practice, and was perceived as adding value through her knowledge of quality resources for instruction. Because she did not serve in a supervisory capacity, she was considered a safe source for dialogue and requests for assistance. Van Deusen’s insider/outsider concept is very similar to the “internal networker” leadership identified by Senge et al. (1999). They refer to the internal networkers as the “seed carriers” of an organization as they help to spread new ideas and practices and suggests that the lack of hierarchical authority is the source of their effectiveness. Wenger (1998) talks about this as multi-membership in various communities of practice and labels the ability to “transfer some element of one practice into another *brokering*” (p.109, italics author’s). He recognizes the struggle and

ambivalence involved in being a broker working at the boundary between practices but sees it as an important source of learning for a community of practice.

In struggling to broker connections between the library and classroom these issues of the relationship as voluntary, as helper rather than co-teacher, and as inhabiting separate silos make perfect sense for someone working to straddle an inside and an outside role within a school building. These are important findings for others who are interested in a similar role to become aware of. Because you lack supervisory authority, you may be considered safe but interacting with you may also be considered voluntary. Being considered an outsider may make it difficult for teachers to view you as more partner than “helper” and the separate practices that you belong to may be viewed as circumscribed spaces or separate silos. But the most significant findings were the ways that I held these models in place through my own actions and my own discourse. For example, based on an analysis of the data in this study, I found I only offered; I didn’t demand, and with so many other demands placed on them, teachers viewed this as a positive. I actually used the language of “an extra pair of hands” or “help” rather than talking about co-teaching. Dianna turns the tables on me in the final interview when she points out how I am the one who is “inside” the library and teachers come in, rather than the way I had seen myself as outside her classroom. The implication of these findings is the need for brokers to become more reflective and intentional in the way they present themselves including the choice of words they use. Wenger (1998) says an occupational hazard of brokering stems from operating at the boundaries of practice where one may lack the kind of understanding of competence that is found at the core of practice. He

recommends that brokers seek out other brokers to develop shared practices. School librarians need to move out of the isolation of their building to share these concerns with other librarians seeking similar brokering identities.

Another interesting question that stems from this discussion is where the seed carriers or brokers get their authority. When a relationship is voluntary, how do school librarians who do not have hierarchical or supervisory authority get recognized as competent leaders? One source of power that I frequently draw on for my authority, and which was recognized by the teachers in the interviews was the state standards for student learning in the content areas or the *Standard Course of Study*, as well as access to other resources brought to the table.

Resources and Access

The Standard Course of Study consists of documents from the state that outline the goals and objectives to be taught in state schools. In the transcripts, they were referenced every month as well as frequently quoted or paraphrased often by me. Field notes for the study indicate I always consulted them when pulling materials to support a curriculum unit. It was also my practice to print out enough copies for all participants who were at the planning meeting. They clearly trumped any textbook, other teachers' guides, or past lesson plans as the authority for what students were expected to learn and we were expected to teach. They were however subject to interpretation. I interpreted them when I pulled materials to recommend for instruction, and often I got up during planning to look for other materials when the team reinterpreted them. The Standards and my knowledge of them were clearly one source of my authority recognized by

teachers. In the year of this study, the social studies textbook paralleled the standards and was rarely questioned as an authoritative interpretation of those standards. In the January meeting, I asked to see the textbook. This could be interpreted as a strategic move since I had apparently recognized the weight this source carried with teachers and I framed my subsequent suggestion for a lesson with “I noticed in your textbook.” I also understood and used a lot of the lingo, or inside language of education: graphic organizers, Venn diagrams, guided reading, teacher directed reading (TDR), and Silent Sustained Reading (SSR) were among the terms apparent throughout the transcripts. My knowledge and ease with this lingo allowed me to be recognized by teachers as competent and knowledgeable.

Clearly one source of power for librarians are the resources in our collections and I have discussed elsewhere how the person with the “stuff” was one clear meaning of school librarian manifested in this data. Whether and how we provide access to those materials is also a source of power. Anyone who has been denied circulation privileges because of an unpaid fine or overdue book is familiar with this meaning of librarian. Access soon became an important dimension of my findings about resources. I discovered that a book available at the table for planning was much more likely to be adopted for a lesson but I also realized with Google Maps that knowledge of a resource and an ability to communicate that knowledge was another form of access that was also effective. An important implication of this for librarians is to recognize the power of our collections and more importantly, our knowledge of those collections and to think

broadly of other resources and bring that knowledge to the table for planning. This is true power recognized by others that can be wielded in support of student learning.

One delightful and unexpected consequence of having trade books at the table during planning was how often someone picked one up and read aloud from it. Several things were accomplished by this action. One, the content of the book became accessible for everyone at the table. Often this content served the purpose of refreshing our understanding of science or social studies content and boosted our interpretation of the standards. The style of writing geared to young readers was often engaging, easily understood, and fun to share. And the act of reading aloud modeled possible ways to share the text with students. I noted in Chapter Two that Lewis and Ketter (2004) theorized that “hybrid discourses” that combined two or more discourses were a potential means to connect language to learning. Reading aloud clearly interjects one discourse into another and may influence the development of a hybrid discourse, particularly as the teacher takes that knowledge and language into the classroom. This finding was also strong confirmation for the assertion by Wells and Claxton (2001) that our ability to engage in an activity together is not just about our knowledge, skills, or abilities to collaborate but “is also distributed across the artifacts that are to hand and the ‘affordances’ (and also the constraints) provided by the environment” (2001, p.4).

One final, but distinctly important Discourse model that was introduced during the year previous to this study was the new *Standards for the 21st Century Learner* (AASL, 2007). These along with *Empowering Learners* (AASL 2009) update the previous school library standards, *Information Power* (AASL, 1998), and represent a new

language for school library professionals and served as a resource for me as I engaged in planning and in this study. One glaring omission for me in the planning transcripts is how often I read aloud from the content standards but never from the school library or information literacy standards. These new standards were no exception, however I do find much resonance between them and what I am trying to accomplish in the planning discourse. In particular, I am the person who most often suggested a real world connection, working in small groups, creating new products, use of technology or other tools, and dispositions such as “fun.” I provoked inquiry among the teachers by asking questions as evidenced in the Endangered Species lesson. The Endangered Species lesson emerged in planning and in many ways was a very traditional library lesson with students working in small groups to locate facts about a specific animal and yet it clearly engaged students with more than the textbook alone, or even the book *Will We Miss Them* as a teacher read-aloud. Areyanna’s suggestion that the lesson would provide a foundation for later research was perhaps the most 21st Century suggestion. Maybe it’s not a coincidence that she had joined me for a conference presentation that included these new standards. An important implication of these findings is the need to explicitly and intentionally use the language of the new standards particularly the strands of skills, dispositions, responsibilities, and self-assessment in planning. Like the library books we read aloud, this language would then have the chance of forming new hybrid ways to talk about student learning. When I shared this conclusion and particularly the strand about dispositions of lifelong learning with teachers during the member checking, it provoked a

passionate discussion about how technology today competes with school for children's attention. Dianna was particularly vocal:

I think I don't know if that's the answer to get them to be lifelong learners, but something is going to need to change a little bit because we're not dealing with children who grew up the way we grew up. Because we didn't have all of this. We need to meet them where they are. Just because we say you need to be a lifelong learner (April 2010 Member Check Interview).

Implications for Various Audiences

Several audiences may be interested in the findings and implications of this study including practitioners and educators in the fields of librarianship, teaching, and educational administration. More general audiences who are concerned with collaboration, including exploring research methods to study collaboration may also be interested in this study.

The school librarian as broker for teacher learning was a primary focus of this study and as such school librarians, pre-service school librarians, and library educators are a primary audience. While this study was conducted in a school with flexible access, time allotted for planning with teachers, and a well-supported collection and library program, other models of the school library as a quiet place, where teachers drop the students off and the librarian reads stories continued to persist. Teachers had the perception that a librarian who understood curriculum, planned with teachers, and taught lessons was the creation of this particular librarian, rather than a valued norm. As we move into a new era marked by the introduction of new standards, we have yet to have gained recognition for the model promoted for over two decades by *Information Power*

(AASL, 1998). Additionally, we need to be more intentional in our own language and develop a language of co-teaching and evaluating as well as drawing on the vocabulary of the new standards. The older models have become stereotypes exactly because they are so deeply embedded in our culture; we can't remove them but we can become aware of them and work more intentionally to establish other models.

For practicing school librarians, the findings about resources and access to resources are key. Beyond the resources present in our library collections, we gain recognition for our knowledge of curriculum, textbooks, and the educational lingo often introduced and promoted in teacher staff development. Each of these may be considered outside our idea of library resources but understanding the discourse of teachers' communities of practice allows the school librarian to serve as a broker between the classroom and the expanding resources of the 21st Century library. Just as Meyerson (2001) found that a tempered radical needed to speak both as an insider and outsider, it was important that the school librarian spoke the language of "graphic organizers," "teacher directed reading," and the content curriculum standards. The finding that ready access to resources was key to teacher learning in terms of developing new lessons to use with students also bears consideration. Books and curriculum goals on the table were read aloud. What else could we have on the table or posted on the wall during planning? Maybe the new *Standards for 21st Century Learners* (AASL, 2007)? Additionally being conversant in new technologies such as Google Maps, community experts and resources, and the interests and needs of our students allows us to bring those more fully to the table through talk. Libraries have always recognized the companion values of both intellectual

and physical access. Finally, these resources were often already “at the table” because the school librarian planned ahead: looked at curriculum, pulled appropriate materials, and explored tools such as Google Maps. Brokering was enabled through advanced preparation.

These implications are also important for teacher educators and school library educators and raise two questions: how to prepare prospective school librarians to become brokers? And how to establish new Discourse models in the presence of such stubborn stereotypes and other existing models? In order to become brokers, school librarians need to understand two communities of practice: classroom teaching and librarianship. School librarianship represents a hybrid of the two and licensure in many states requires both a teaching certificate and a library degree. This remains an important first step. Practice in collaboration and brokering between the two is another. School library educators, ideally, would be brokers themselves between university departments in library science and in teacher education. Not only would this action create models of brokering for pre-service school librarians and teachers, but it might open avenues for joint assignments, courses, or other collaborative projects and research. Moreillon (2008) details her own involvement with pre-service teachers and the effect it had on their willingness to collaborate with others including the school librarian. Finally, Wenger (1998) suggests the need for brokers who operate at the boundaries between practices to develop their own core of competencies and recognition and university educators could partner and lead this effort.

Related to the stubbornness of cultural stereotypes and prevailing models of fixed schedules in elementary school libraries, I think school library educators clearly understand their mission to inculcate students in the latest standards and to offer a vision to the future of the profession. One of the key concepts of a socio-cultural perspective is the importance and endurance of cultural history. These seemingly out-dated models are not going away and in fact, new school librarians are likely to encounter them in practice. The history of education, libraries, schools, and school libraries is not a list of dates and dry facts and should not be presented as such in library classes. Students need to be aware of their own history and relationship to these topics as well as the cultural history that still influences our language and interactions with each other. At the same time, new school librarians need practice in the new language promoted by the new Standards. Faculty should be intentional in their use of this language and in modeling their own instructional interactions with students to include not only skills but dispositions, social responsibilities, and self-assessment strategies.

Much of what has been said above could also be applied to the continuing education of practicing school librarians. In fact the problems of cultural stereotypes are probably exacerbated by an even longer history of association with these older Discourse models. One of the interesting findings of this study was the value of differing levels of experience on a team. Novice participants possess more power than we recognize. Not only do they bring new ideas and energy to practice, but their stake in the future of the practice is high. As Lave and Wenger suggest, “inexperience is an asset to be exploited,” (1991, p.117) as newcomers provoke reflection as well as introduce new ideas. Taking

Wenger's (1998) suggestion that brokers seek other brokers to share and develop a core of competencies a bit further, I would recommend developing teams of new and experienced school librarians who work together to share inquiries into practice and new competencies.

Based on the findings of this study and the reactions of many teacher educators as I worked on this study, this model of planning with the school librarian may unfortunately be unfamiliar to many. I hope one striking implication of these findings is the value in such collaborative endeavors in terms not only of resources but ideas and strategies for teaching. School librarians are available as instructional partners and the profession advocates that they not only help to plan but to implement and assess student learning. Additionally, I found very little written in the broader field of education about teacher planning individually or collaboratively. Therefore, this study should be interesting because it followed teachers throughout a school year as they worked together to plan instruction. The comments of Brittany, the novice teacher about how planning together was critical in surviving her first year of teaching should be a wake-up call for those interested in retaining new teachers. In fact, a recent MetLife survey about teacher collaboration found that teachers in higher collaboration elementary schools were more satisfied with teaching as a career (MetLife, 2010). Practicing school librarians should seek out new teachers and offer to collaborate with them. As Areyanna remarked, even when no one else was available to plan with her I was willing and we drew others in.

The finding that participants rarely talked explicitly about student learning also has important implications for teacher planning and collaboration. While we talked about

what the teacher would do, what resources would be used, even what activities students would engage in, we rarely talked about what the students would learn and how we would assess that learning. Yet it is telling that when I asked teachers in the interviews how planning could be more about their professional learning, they each talked about having more time to talk about student learning. The MetLife survey found that the least frequent type of collaborative activity involved teachers observing each other in the classroom and providing feedback (MetLife, 2010). My findings suggest that this is not because teachers do not want to engage in this type of activity. Rather they need more time to enable this type of learning.

School administrators should recognize the enabling factors that existed for the collaboration that was the object of this study. As the school librarian, I had a flexible schedule and a collection supported and promoted by the principal. A time and a place for planning were regularly scheduled during the school day with classroom coverage provided by instructional assistants. The location of the planning meetings in the library provided ready access to the resources used during planning and was mentioned by teachers as important in the member-checking interview. However, administrators might also want to look at the kinds of activities and amount of time spent planning. Little time was spent drifting away from instructional planning and in fact, the presence of an outsider, the school librarian was perceived by teachers as helping them to maintain a focus and to stay on track with the state standards. University educators of school administrators should attend to these findings as well since other studies (Church, 2008) have found that school principals relied on experience rather than university preparation

for their beliefs about the school librarian as instructional partner. Unlike the findings of Carlone and Webb (2006) who found that teachers had essentially a “To Do List” to check off for planning and were uninterested in negotiating the meanings of content, curriculum, or teaching this study found that the inclusion of the school librarian served to enable such negotiation. Finally, the teachers in this study were not adverse to models such as lesson study that included observation in each other’s classrooms but felt time was a barrier.

For those interested in school reform and rolling out new standards, the implications of this study may not be surprising. Even given the conditions of a flexible schedule, time for planning, and administrative support, old Discourse models of school librarianship remain entrenched in our culture and language. Also new standards, even those that are reform-based, are often spare and ambiguous thus subject to interpretation. This can be a positive, as Wenger (1998) notes about boundary objects, because they essentially require participation to understand and thus become a vehicle for collaborative conversations. However, the same spareness and ambiguity leaves open the way for textbook authors and others to impose their own agendas and interpretations. Given a general lack of time, teachers may follow the textbook without question. The new Standards for 21st Century Learners (AASL, 2007) will also require interpretation, conversation, and labor to understand and implement. Given a lack of time or inclination; however, practitioners will likely rely on interpretations that may represent powerful interests and possibly the status quo.

Finally, collaboration has been an overarching passion and interest of this researcher and this study. The impetus for this research was to learn more about what collaboration during planning sounds like. Very little analysis has been done of the discourse of collaboration and none for collaboration between the school librarian and teachers. This study is unique because of the method of discourse analysis employed as well as the examination of the talk of collaboration as it happened throughout a school year. All of the participants agreed at the end of the year that planning together was collaboration. In that context, they spoke about working together, getting to know each other, and understanding that everyone had something to offer. Trust, mutual respect and understanding, and shared goals emerged through the work of planning and collaboration rather than as prerequisites for collaboration.

Montiel-Overall has done extensive work to develop a theory of collaboration (2005), an instrument for measuring collaboration (2009) and conducted both quantitative (2007) and qualitative (2008) studies in support of the model and instrument. While she takes a different approach, her work bears a strong relationship to the current study. Her model posits four levels in a continuum of collaborative efforts: A. Coordination, B. Cooperation, C. Integrated Instruction, and D. Integrated Curriculum. Levels A and B involve coordinating schedules (A) and sharing responsibilities (B) while Level C is instruction that is jointly planned, implemented, and evaluated and integrated with library curriculum. Level D involves integrated instruction across a school or school district. In her qualitative study Montiel-Overall (2008) found that the various levels or facets worked together at higher levels of collaboration rather than existing in isolation. In a

similar manner, I found that the activities of Making Sense, Making Connections, and Coordinating were always present in collaborative planning. In “identifying the mechanisms that operate within schools to facilitate high-end collaboration,” Montiel-Overall (2008, p.345) identified five themes: school culture, positive attributes of collaborators, communication, management, and motivation. A school culture that supported collaboration and management of times for collaboration to occur were definitely in place in the current study. What was interesting about the current study was to see how the “positive attributes of collaborators” including flexibility, expertise, and shared leadership emerged in the talk of planning. In particular, I found that teachers were also flexible with their schedules in order to facilitate sharing resources including the library. As I have noted above it was interesting to see how my “expertise” or authority drew on knowledge and access to standards, textbooks, and teacher lingo in addition to library and other resources.

Montiel-Overall (2008) also talks about “catalysts” for collaboration as people who are “trust-worthy and capable of developing personal relationships with colleagues” (p.153). The construct of “broker” (Wenger, 1998) or “seed carrier” (Senge, et al., 1999) or “inside-outside” (Van Deusen, 1996) leadership offers a way to think of this position as long-term in sustaining collaboration. A “catalyst” provides the initial spark while the broker’s work may be ongoing. A socio-cultural perspective points us beyond personalities to look at moments in time as both re-productive of the status quo and historically entrenched Discourse or cultural models as well as productive of the current and future moment. We may have those valued qualities of trustworthiness and

relationship-building, but we still have hard work to do. I hope my study has lifted the curtain to reveal some of the moment-to-moment interactions in a flawed, but real practice.

Limitations

This study has numerous limitations. The most glaring are the size of the study and the author's personal relationship to the study. While I acknowledge these, I am unapologetic. This was an Intrinsic Case Study "that is unusual and has merit in and of itself" (Creswell, 2005, p.439). We were a unique group: a librarian and three teachers with a unique blend of experiences and open minds. No other team was or will be like this one. No other school year was or will be like this one. The findings in this study cannot be generalized because it represents a unique moment in time. Any value that we might gain from this study is that it chose to grab those fleeting moments, to capture them in digital recordings, and then to strain them through the transcriptions and perceptions of one of the participants and the primary researcher. It was a daring and scary move to spend almost a year examining and then making public my own practice. I am sure that I sometimes erred by being overly positive and failing to look critically at myself, or the teachers who generously agreed to be a part of this. Other times I probably understated my own contributions. Many times in this analysis, I have held this work up to the ideals of our profession and our standards and discovered that my practice fell short. I have tried to be honest and detailed in my description and in my analyses of those shortcomings. Many times I have thought of you, the reader, and wondered what you

might take away from this of value. I hope you will return to the quote from Foucault that opened this chapter and think, “we need boats and pirates to plunder our treasure.”

Future Research

Several avenues of future research are suggested by this study including more analysis of these data, similar studies in different venues, related studies, and building connections with other research. As I stated in Chapter Four at some point, I simply had to get off the ship of analysis and start writing. There was an incredible amount of data in this study while a discourse analysis only looks at the microscopic level. In the future, it would be fruitful to return to the passages coded as Making Sense because I think these represent a type of teacher inquiry into teaching and learning that we would do well to understand better, to improve upon, and to promote. This study examined transcripts from planning sessions where the school librarian was present. It would be interesting to examine transcripts from teacher planning where the school librarian was not present to look for contrasts and perhaps continue to build credibility for the role of the school librarian as broker. Of course, it would be interesting to look at the practice of other school librarians including those planning at different levels: middle, high and university level to look for similarities and contrasts. I would like to do more work to connect this study with the work of Montiel-Overall, perhaps using her instrument for measuring collaboration to identify teams at different places along the continuum as subjects for a similar study. Finally, I would like to take the model of Lesson Study that is gaining recognition in the field of school librarianship (Bilyeu, 2009; Moreillon, 2008) with a school librarian on the team in order to take this type of collaboration into the classroom

to observe what meanings students make of the instruction we plan together and then to bring it back into our awareness and reflection. In other words, I would really like to make the language of student learning a more explicit part of our collaboration, and to allow teachers to join me in the ethnographic endeavor of observing and plundering the understandings of our students to allow us to be better teachers.

Conclusion: *Stone Soup* or Plunder

In the traditional story of *Stone Soup* (Brown, 1986, c1947), the visitors to the town are soldiers and their presence is met with resistance by the villagers who perhaps accustomed to the pillage and plunder of soldiers during war have chosen to hide in their houses and deny that they have any food to share. The soldiers use their wits and the power of language to suggest they will simply make Stone Soup, but wouldn't it taste better if they just had some onions, some salt, some carrots, and so forth. They are pirates traveling from village to village who have replaced pillage with imagination and persuasion. The treasures they have captured become part of a rich communal soup enjoyed by pirates and villagers together.

I originally thought of myself as the pirate who was allowed to set foot ashore in the practice of teacher planning and brought ideas and fuel for the Stone Soup. I used suggestion rather than force to draw teachers out of their silos and to persuade teachers to work together to make soup. Dianna, however, turned my ideas about being an outsider inside-out when she suggested that I was the one "inside" the circle of the library and teachers came in to plan with me. From the point of view of the teachers, the library was the source of treasure to be plundered and they were the ones who left laden with goods.

They relied on my knowledge of those resources, my ideas and my support. In the final focus group interview where I shared my findings, the teachers in this study remarked on my contributions:

Areyanna: I think we always looked to you to kind of help us with the brainstorming part and help us to get the materials together and to execute the lessons that we were planning.

Dianna: You definitely helped us stay on track with the Standard Course of Study.

Areyanna: Umm hmmm.

Brittany: You backed us up. (June 2009 Interview)

Just as the soldiers realized that perhaps they would get more from the villagers if they didn't have to find the food for themselves, teachers recognized that it was important not just to meet in the library but to have me there in their planning:

Areyanna: I've never been at a school where the librarian actually planned with the teachers.

Dianna: Neither have I. And it makes sense to have it there, to do planning.

Areyanna: And I think just to have you in part, in the planning. We could have planned in the library without you, but it wouldn't have been as beneficial because you know what is in the library. (June 2009 Interview)

Just as Claxton and Wells (2001) talked about having knowledge distributed through the artifacts that were "at hand" and the affordances of the environment, we found ourselves in an environment that afforded our planning and learning together. We had a scheduled time that released teachers from their classroom schedules for an afternoon and we met in the library, a place in the school but again outside the classroom. Within the library, we practically floated above the shelves and stores of knowledge as

we sat around a table on a part of the stage that jugged out into the library. Untethered from our usual daily schedules and responsibilities, we were afforded a time and space to engage in conversation and to dream, adventure, and indeed pirate the resources not only from the library and the texts on the table but from the stores of our own unique knowledge and experience. As teachers told me again and again in the interviews:

Brittany: We were able to bounce ideas off of each other and she may have tried something that I had never heard about before. That was always the best thing - getting different ideas (April 2010 Member-check interview).

Learning was ubiquitous in this context. It happened as we read aloud and made sense of curriculum, content, and teaching. It happened as we shared resources and ideas with each other. It happened as we learned to work together and to trust each other:

Areyanna: I think that kind of came as we learned to work with each other and we kind of saw the strengths that we each brought to the table and we kind of developed over the course of time. (April 2010 Member-check interview).

In the story of *Stone Soup*, the visitors leave the next morning. In this story, we returned each month to the planning table. In between, we shared resources and lessons and we exchanged emails about the next unit and the next meeting. Texts were read aloud and shared with the group and then were adopted for classroom lessons to be read aloud again with each class. Ideas, materials, and lessons were offered but participants felt free to take what they wanted (or not). Sometimes, I walked around the corner and found the results of our collaboration in student work posted in the hallway or on a teacher's

bulletin board. Student-created work ended up in a class book and became a new resource in the classroom. One idea grew into a performance for a school-wide assembly. Materials cycled out and back into the library. The voluntary nature of these offerings, the cycling and increase of many ideas and materials, and the way suggestions came back to surprise and delight us are all characteristics of a gift economy (Hyde, 1979). In this study, I returned to the transcripts of these meetings to describe our experiences and to capture the meanings we created. I thought of myself as the outsider joining in but learned that we were all outsiders to some extent. We saw the boundaries but recognized that inside/outside were relative concepts whose boundaries represented differences to be shared and exploited. In the spirit of gift-exchange I returned almost a year later to share my findings as a form of member-check. Near the end of the focus group member-check, participants returned the gift:

Brittany: “I think a lot of the stuff you put on here, we do it not really realizing that we’re doing it.”

Areyanna: “Thank you for trusting us.”

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APPENDIX A: INTERVIEW PROTOCOLS

Midyear Interview Protocol

What does planning mean to you?

What does the monthly block planning mean to you?

List all the ways you think planning is a form of professional learning.

Any others?

Choose selectively from the list: you said ____ was one way that planning was a form of professional learning. Can you tell me all the kinds of learning that ____ allows?

Probe: You said... can you tell me more about that?

List all the ways you think planning could be more about professional learning.

Any others?

Which of those do you think is most important? Why?

Probe: You said... can you tell me more about that?

What does planning with the school librarian mean to you?

If planning was stone soup, what are all the ingredients you think the school librarian provides?

Any others?

Which of those do you think is most important? Why?

Probe: You said... can you tell me more about that?

End of Year Interview Protocol

As you know, the subject of my dissertation research has been our planning meetings.

In what ways was this grade level successful at planning with me this year?

Any others?

Probe: You said... can anyone tell me more about that?

Were there some things we planned together that were more successful?

Probe: You said... can anyone tell me more about that?

Were there some things we planned together that were less successful?

Probe: You said... can anyone tell me more about that?

What would make grade level planning more successful?

Any others?

Probe: You said... can anyone tell me more about that?

Would you characterize our planning together as collaboration? Why or why not?

Are there some areas of the curriculum that you think we collaborated to plan very well?

What areas of the curriculum were less successful? (probe: textbook influence?)

When I interviewed you earlier I asked about the meaning of planning. You all talked about getting together with your team to get organized for what you were going to be doing in the upcoming weeks. You all spoke about working with others to get different

ideas and to share the workload. Yet that doesn't seem to be the meaning of planning for all teachers or grade levels even at this school. Can you help me to understand what planning means to them?

What advice would you give me about working with a team like that?

What would you do if you found yourself on a team like that next year?

At the last leadership meeting we talked about whether or not to continue with the block planning. What is your opinion? And why?

This year you decided to add the assistant to planning. Can you talk about why you decided that and whether you will continue that.

Areyanna and I were asked to talk with a staff where the school librarian was experiencing resistance to a flexible schedule and collaboration with the school librarian.

What advice would you give to other teachers about planning with their school librarian?

What advice would you give to a school librarian about planning with teachers?

What have we learned together this year about planning/collaboration, about curriculum, about teaching, learning, students? About resources

In particular, I've been looking at collaboration as a type of professional learning
What are all the ways you think planning this year was a form of professional learning.

Any others?

Choose selectively from the list: you said ____ was one way that planning was a form of professional learning. Can anyone tell me all the kinds of learning that _____ allows?

Probe: You said... can anyone tell me more about that?

List all the ways you think planning this year could have been more about professional learning.

Any others?

Which of those do you think is most important? Why?

Probe: You said... can anyone tell me more about that?

When I interviewed each of you two we talked about lesson study. Would either of you be interested in doing something like that together next year? Would it fit with your Mission Possible independent study?

I like to think of collaboration as Stone Soup, what are all the ingredients you think I added as the school librarian?

Any others?

Which of those do you think is most important? Why?

Probe: You said... can anyone tell me more about that?

How is planning with me different from planning without me?

I've played around a bit with the idea of the school librarian as an inside/outside person. I'm outside because I'm not really a member of any team, yet I'm inside because I do meet with every team in the school. Are there any advantages you can see to having someone who is an "outsider" plan with you?

When Areyanna and I met to plan the mixtures unit we talked about Stone Soup and I shared a book called the True Story of Stone Soup that was about using the stones to heat

the soup. Where do you think the heat or the energy comes from for your team planning?
For your team planning with me?

If our year of planning together was a story, what title would you give to it?

APPENDIX B: BASIC AND DETAILED TRANSCRIPTIONS

Example of Basic Transcription

<p>Dianna: Can we start with 2 0 6? Sue: And just do that throughout? Dianna: No, well um 2 0 6 is really talking about the different seasons, right? Observing, well no, over time. Sue: I did pull some books about seasons. Yeah, when I looked at that. But then, I think, that's one, you know I think that Dianna: Um hmm. Sue: Especially, that during the unit, you would want to be recording every day. Dianna: Right, record the weather. Joyce: And you all do graphs too with that too. Sue: You do that at calendar? You do the weather at calendar? Areyanna: I haven't been. Dianna: We don't. Sue: Yeah. Dianna: We'll do temperature. Sue: You might want to, during the weather unit, though. Have somebody go find the weather on the computer. One year when fifth grade was doing weather, their kids came in here and did a slide every morning for the TV. Which she is getting the slide show up for the... I think they brought us a new server for the TV.</p>	<p><i>Making Sense – negotiation of curriculum</i></p> <p><i>Lots of hedging</i></p> <p><i>Making connections with calendar</i></p> <p><i>Making connections with other grades and years – note the use of “you might”</i></p>
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APPENDIX C: EXAMPLE OF CODING OF THE ACTIVITY OF MAKING SENSE

Month	who	prompt	purpose	Librarians role	Teacher learning	Student learning
Sept.	Brittany, Areyanna, Jean, Sue	Unintelligible comment & laughter from Brittany	Newcomer explanation for Guided Reading	Chimes in	Meanings of teaching - procedures	Meanings of being a student - procedures
Sept.	Brittany, Areyanna, Dianna, Jean, Sue	“What do we do? Just talk?”	Newcomer explanation for Guided Reading	Suggests resource with center ideas	Meanings of teaching - procedures	Meanings of being a student - procedures
Sept.	Areyanna, Dianna, Jean, Sue	“Now what do you usually have your other group do?”	Probe of other teacher – follow up on newcomer question	Suggests resource with center ideas	Meanings of teaching instructional strategies	Meanings of being a student – what students do
Sept.	Sue, Dianna	“Can we start with 2 0 6” (Dianna) “And just do that throughout” (Sue)	Clarifying curriculum	Question opens up discussion with curriculum	Meanings of curriculum – sequence Meanings of curriculum – concepts, vocab.	Meanings of curriculum – sequence Meanings of curriculum – concepts, vocab.
Sept.	Jean, Areyanna, Dianna, Sue	“Well that would be okay for teacher directed reading, right?”	Clarifying instructional purpose	Asks several clarifying questions about a resource	Meanings of teaching instructional strategies Meanings of teaching – instructional strategies – library resource	Meanings of student – what students do/with library resource
Sept.	Areyanna, Jean, Brittany, Dianna, Sue	“Did you all do cultural heritage”	Assessment of student understanding	Suggests we return to it with future author visit	Meanings of curriculum – student understanding	Meanings of curriculum – student understandings

APPENDIX D: TRANSCRIPT OF ENDANGERED SPECIES SELECTION
WITH CODING FOR ACTIVITIES AND MEANINGS

<p>Areyanna: What are we going to do with this? Brittany: What did we say we were going to have them writing about how they can Areyanna: how they are going to use resources wisely. ((pause)) I don't like this lesson three. ((pause sound of Kimmel going to get a book)) Brittany: Cause and effect is kind of in there ((pause)) Sue: There it is. ((long pause)) Brittany: this book is hard .. Areyanna: Hmm Brittany: [unintelligible]</p>	<p>Making Sense/Meanings of Teaching</p>
<p>Sue: So you're going to spend about a week on this. Dianna: Umm hmm Areyanna: Umm hmm Sue And then two weeks on economics How many lessons on that? Dianna: Was it two? Sue: Because I can probably find Areyanna it might be four. Was it four? Sue: we can decide what books we want to get for that Sue goods and services. jobs. ((pause)) Sue what you looking for an eraser? Brittany: No, I just - Sue: A sharp pencil? Brittany: Yes. Sue: See if there's one in there. I had them sharpened for students. Brittany: This one is good.</p>	<p>Coordinating/Meanings of Teaching</p>
<p>Areyanna: What did you say this book was about?</p>	

<p>Sue: Um like destroying animal habitats for housing.</p> <p>Dianna: What is that book about, Brittany, <u>Will We Miss Them?</u></p> <p>Areyanna: Okay, that kind of goes with lesson three</p> <p>Brittany: Um about -</p> <p>Dianna: Modifying the land?</p> <p>Brittany: Well it talks about cultures.</p> <p>Areyanna: Changing our physical environment.</p> <p>Brittany: About cultures um killing the animals and then it says -</p> <p>Sue: Modify the physical environment to meet their needs, yeah, and the consequences.</p> <p>Brittany: Compete for space, water and food. Will we miss these animals and each page is a -</p>	<p>Making Connections/Meanings of Librarian</p>
<p>Sue: Yeah and that one too.</p> <p>Brittany: Different animal and the importance of the animals and where they live and it's information about them.</p> <p>Sue: And so this is kind of like a backyard version of that.</p> <p>Areyanna: Umm hmm.</p> <p>Sue: In other words, this is urban development really.</p> <p>Brittany: And then at the end "will we miss them" and then it finally answers the question, yes. It says we don't have to and it tells ways that we can take care of the land so that animals are not endangered, to help them. To help endangered species. I think it's a cute book actually. It's kind of wordy, umm. ((pause))</p> <p>Sue: You could maybe be selective?</p> <p>Brittany: Right</p> <p>Sue: Not do every animal in there.</p> <p>Brittany: Exactly like you could skip</p> <p>Sue: Do the ones you think they are more interested in.</p> <p>Brittany: Because each page is a different</p>	<p>Making Sense/Meanings of Teaching</p>

<p>animal so you don't have to do all of them, I was thinking about trying to - Sue: The ones that are more American? Brittany: do something umm maybe with a partner like giving each partner groups an animal and letting them talk about how can we make sure this animal is protected or what not. I don't know. It's too long to be a read aloud.</p>	
<p>Sue: Yeah, I could pull books about them too. I could find books to pull about um. Areyanna: Let me see. Sue: You know if you wanted your kids to do something. I could find a book about pandas. You know what I mean I could find some of those animals because there probably are specific books about the different animals. Brittany: I think that would be good. It's exciting. Sue: That's why I thought this would lead into -</p>	<p>Making Connections/Meanings of Librarian</p>
<p>Ms Hall: This is Ms Mrs Fields. She will be your K-2, the EC teacher. Mrs Fields: I said this is great I know where I can get all of my materials from. Who is everybody? Sue: yeah this is second grade Ms Hall (principal): This is Robertson, Brown and Lane Mrs. Fields (new Special Education teacher): Okay Ms. Hall: You're not doing names? Mrs. Fields: I'm not going to remember them. So you guys are getting it all together here. Areyanna: We're trying to get it together for the rest of the year. Mrs. Fields: They only have three weeks left up where I came from. Areyanna: Oh wow! Mrs Fields: And so it's like gosh we have a whole six weeks coming on here Areyanna: It will go by fast</p>	<p>Drifting/Meanings of Teacher</p>

<p>Sue: It will go by fast Dianna: It will at least for planning it will. Nice to meet you. Mrs Fields: You too. Sue: Yeah, welcome! Sue: She was at Smith. Well she was with Butler and then she went to the classroom. It's interesting and I don't know where she's been since - then they moved out of state. [pause]</p>	
<p>Sue: Well do you think you want to do that, Brittany? Brittany: Uh huh. Sue: You would need like about what, seven or eight, right, animals? Brittany: Umm hmm, I think, I think that I do. Sue: Okay cool Brittany: I don't know how I'm (unintelligible) Areyanna: We're going to say have them partner and write about how they can help protect the animal. Brittany: Umm hmmm so instead of me reading the book aloud I'm just going to let them look through their books, find information, talk about the animal, what the animal is, where they live, how they can save it. Sue: Do you want me to pick the animals that are in that book? - oh she's got it. Brittany: Yeah Sue: Okay yeah Brittany: And then if sometime during that day I'm just going to let them present their information. Sue: That's a good idea. [pause] Brittany: I don't think it can all be done in one day though. Areyanna: No. Sue: I know that's what I was just thinking ((laugh)). Areyanna: I like the idea. I like that idea.</p>	<p>Making Sense/Meanings of Teaching</p>

<p>Um your kids could probably handle it with just you but my kids are a little bit more needy. Brittany umm hmm. Areyanna: I would have like several groups - Brittany umm hmm Areyanna: that would need more guidance. Brittany: Right. Yeah.</p>	
<p>Sue: Well I mean I could help with it, but I - What's the time look like? Areyanna: Hmm? Sue: Or, what are you thinking about? Are you just thinking about giving them like a class period really to look at a little bit of stuff about their animal? I mean, how much do you want them to know? Brittany: You mean like on the computer, or with their books? Sue: Yeah with their books. Areyanna: with their books? Brittany: Umm yeah. Areyanna: That sounds like a library lesson. Sue: (laugh) I know that's what I was trying to think about you wanted to do that. You want to just bring in your whole class and have Brittany: I'll probably do mine in the room. Sue: the two of us doing it. And I'll have the stuff out on the tables. Do we want a graphic organizer that they fill out? To know what to look for?</p>	<p>Coordinating/Meanings of Librarian</p>
<p>Areyanna: Yeah, that's kind of what I was thinking like the graphic organizer, um Sue: So what do you think? Areyanna: um Sue: We want them to look - What are you thinking about having them look for? About their animal. Areyanna: maybe what does the animal - Sue: Where does it - Maybe about its</p>	<p>Making Sense/Meanings of Teaching</p>

<p>habitat? Areyanna: Yeah. Brittany: habitat yeah Sue: Cause that's what its in danger of... Areyanna: yeah habitat maybe How can we protect it? Brittany: (unintelligible) Sue: Habitat, why is it endangered? How can we protect it? ((pause)) What does it eat; where does it live? This is why I feel like we're getting to the animal unit. ((laugh))That's why I kind of thought this would go there. Areyanna: Ummm hmmm.</p>	
<p>Dianna: Are you going to still to do something with that with insects like we have done in the past? Sue: Well that's what I wanted to talk about. What we want to do for the life cycle. If we wanted to do insect research or... Are we looking at that for the last three weeks I mean because I have the bookfair in the middle of that. ((laugh)) and EOGs are going to take</p>	<p>Coordinate/Meanings of Librarian</p>
<p>Areyanna: This really won't be about insects. Sue: This won't be, yeah - Areyanna: I think if they can get familiar this will be kind of something they could do to draw back on when they get to the insect unit. It will be all more familiar. ((Areyanna then Sue laughing))</p>	<p>Making Sense/Meanings of Teaching</p>
<p>Dianna: Well you know how they are, when they come to you. So. Sue: Well if we're both working with them that Dianna: uhhh Sue: makes a difference too. Dianna: Well Sue: So if we're both working with them that helps. ((pause))With a partner or a small group. ((pause)) Areyanna: It works for me. Um I think with</p>	<p>Making Sense/Meanings of Librarian</p>

two of us doing it.	
<p>Sue: So just have them leave here with that graphic organizer filled out? Areyanna: Yeah and then the next day Sue: And then you can do something in your classroom with that drawing a picture or something or sharing it. How are you thinking of them sharing it? Brittany: We do author's chair in my room so they would just do that. Sue: Just sit there and talk about what they learned.</p>	Making Sense/Meaning of Teaching
<p>Brittany: So we are going to do the first day in here? Sue: Um what day is that? Areyanna: The seventh, Thursday. Sue: Yeah, that works. What time? We can, I mean we can. What day do you want; what time do you want, Thursday? Areyanna: I want eleven fifteen. Sue: Eleven- fifteen. How about you Brittany, after lunch? What time's your lunch, Ms Robertson? Areyanna: Eleven fifty-five. Sue: Okay so you want to do twelve Brittany? Brittany: Yeah, that will work. Sue: You want to skip? You want to pass? Dianna: I do want to pass, Sue: Okay. Dianna: I mean - Sue: Okay. Dianna: I do. I do. Sue: ((laugh)) Well, if it's wonderful, we'll let you know. Dianna: Well I'm sure - ((Sue and Brittany laugh)) Sue: We'll try it again Dianna: I'm sure it will be wonderful, but you've got to consider with whom you are working. I don't want to come in here and have to fuss and just... (pause) Sue: Pairs, pairs or would you rather have small groups?</p>	Coordinating/Meanings of Librarian

<p>Areyanna: Two to three. Some of my groups might be three. Brittany: Yeah. Sue: So at most it's seven animals. It's probably six. alright six seven or eight and it could be the same animals for both classes, couldn't it?</p>	
<p>I hope these are just reading glasses. They're Jean's. Oh they have more than just a reading correction; she might miss those. She was gone when I went out there. ((Extended pause - we're done with this topic without a summary...))</p>	<p>Drifting /Meanings of Membership</p>
<p>Sue: Well what about economics?</p>	<p>Orienting/Meanings of Planning</p>

APPENDIX E: RESOURCES MENTIONED IN THE PLANNING DISCOURSE

The following list is of the resources specifically mentioned in the transcripts included in this dissertation. Direct quotes in the transcripts were cited and are also included in the reference list. *The North Carolina Standard Course of Study* is under continuous revision. Any references in this dissertation were to the Standards in effect for Second Grade during the 2008-2009 school year. Following the conventions of children's literature, author's first names are included in this list.

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