BOOK REVIEW

Collaborative Models for Librarian and Teacher Partnerships

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INTRODUCTION

Collaborative Models for Librarian and Teacher Partnerships is a collection of well-researched, in-depth articles that aim to give the reader an overview of the many types of partnerships that exist in schools. One of the main themes of the book is that partnerships need to be learned and developed while teachers and librarians are still in college, so that when on the job they will naturally gravitate to creating collaborative partnerships with each other. Another theme is that there are many types of collaborative models, and whatever model the reader chooses, the benefits that come from partnering make the effort worthwhile.

ORGANIZATION OF THE BOOK

The anthology format can be a weakness as some authors are not as strong as others. However, in this collection, there are a majority of strong, innovative authors who have written articles that will be of great interest to school librarians and to teachers as well. The collection does lean

heavily on the librarian's point of view, so there is a chance that teachers may not see themselves portrayed in the titles of the articles, even though they are there in the text. The sequence of articles naturally flows from educating teachers and librarians while still in school, to specific types of partnerships, from general projects to specific projects and then to looking at the process and then to the program overall.

SUMMARY

This book is highly recommended.

This book would be of value to librarians and to school teachers as it has a wide variety of very well written and detailed chapters that could be used to plan and enact collaborative partnerships. Also, it provides specific information about the collaborative process. In particular, Chapter 19, "Collaboration + Integration = A Library Program Greater Than the Sum of Its Parts," gives specifics about how one librarian went from a fixed schedule to a full flexible schedule and how she currently collaborates and integrates the various standards and assessment documents (Standards for the 21st Century Learner (AASL) and Common Core, to name just a few) would allow the reader to construct a scope and sequence review and begin a collaboration program with teachers at their school. Additionally, the definitions of coordination, cooperation, integrated instruction and integrated curriculum and how they are all part of collaboration was especially interesting and heartening. While many times you know that you are just cooperating with someone, you still wonder, "Does this count?" It does. Some chapters gave specifics on how to collaborate with special audiences. Especially beneficial and helpful were the chapters on collaborative learning design and project based learning, as well as those that gave specific examples of collaborative projects, like the one between an English teacher and a librarian in Chapter 12. It was especially helpful that hints were given on reuse and adaptation of the Shakespeare project. Overall, the idea that there were many types of collaboration and that collaboration of any sort was worth doing and doing well was a message worth hearing.

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