

# WORKING TOGETHER IS WORKING SMARTER

The most powerful professional learning experiences for educators come from collaborating with their colleagues. Although schools are not structured to fully support the professional collaboration educators indicate is so important in strengthening their practice, data from an NCLE study indicates that school librarians are highly involved leaders in their professional learning communities inside and outside of the school.

## INTERNAL COLLABORATIVE TEAMS

School librarians play a critical role in building a school's collective capacity. Responses overwhelmingly indicated collaboration with classroom teachers among the top types of literacy support school librarians provide.



## STRUCTURED TIME

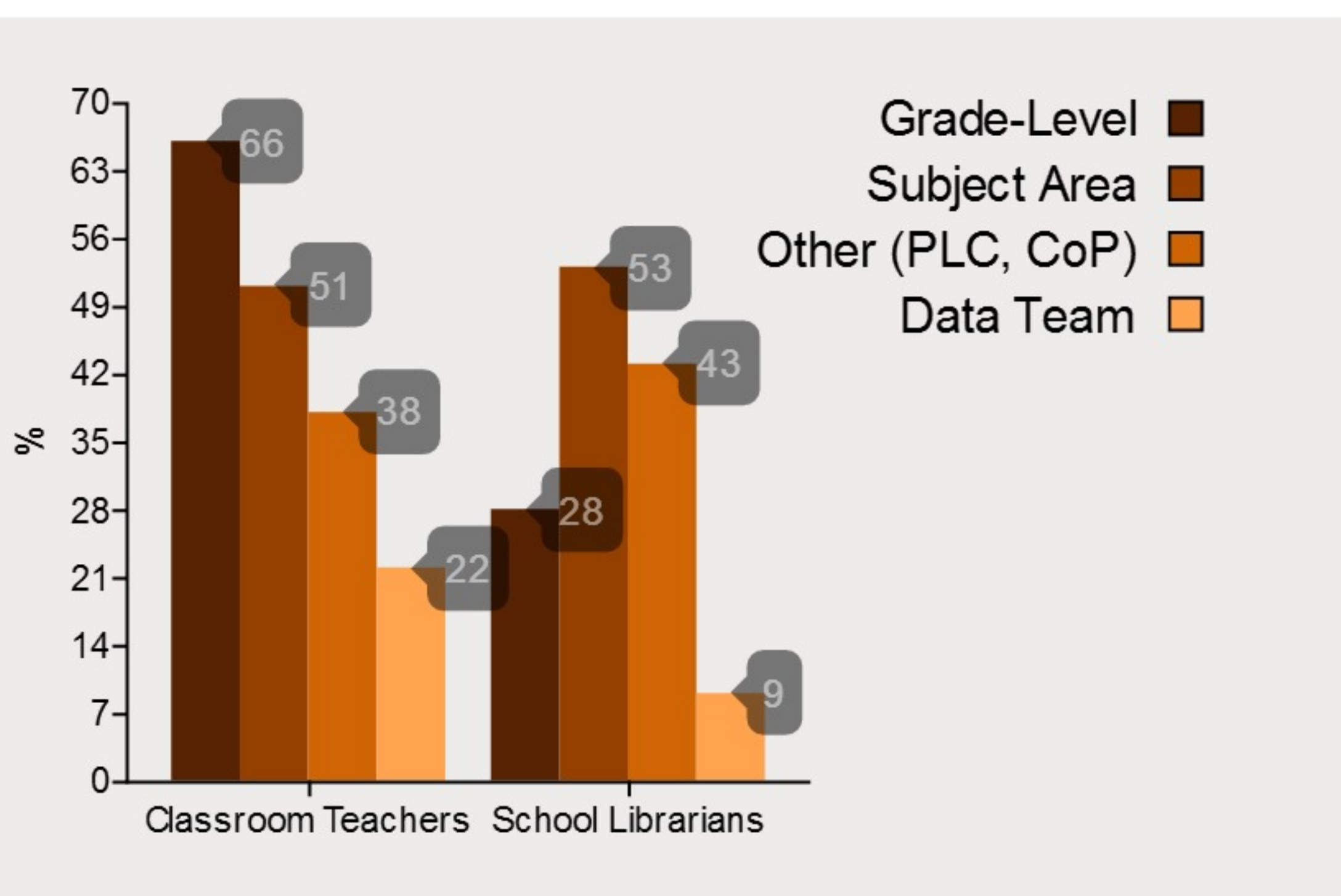
Very little structured collaboration time is provided for educators per week. However, school librarians are participating in some forms of school-based collaboration teams at rates equal to or greater than classroom teachers.



1 hour or less  
(54%)

1-3 hours  
(36%)

3+ hrs  
(10%)



## EXTERNAL PROFESSIONAL NETWORKS

With limited time to participate in professional collaboration with colleagues and peers during the school day, a substantial number of school librarians and other educators are participating in professional learning networks on their own time.

School librarians indicated that this type of professional learning is an effective support component of their professional learning.



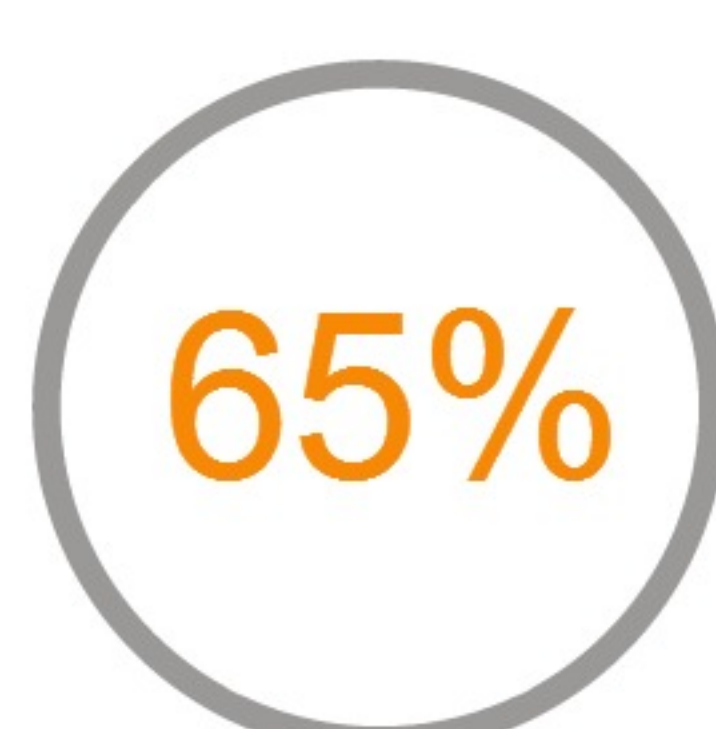
Librarians ■  
All educators ■

## ONLINE

51% of school librarians reported seeking and sharing ideas at least weekly in online networks and communities, compared with 23% of educators overall.

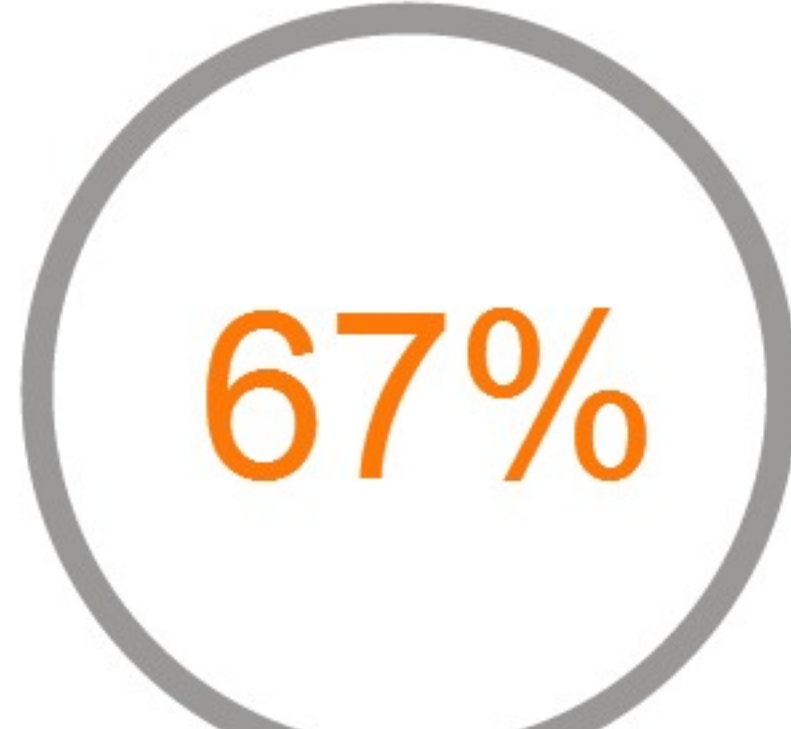
## PROFESSIONAL DEVELOPMENT

Often being in a unique position in their schools, school librarians have taken their professional development into their own hands, also seeking collaborative and professional learning opportunities outside of the school.



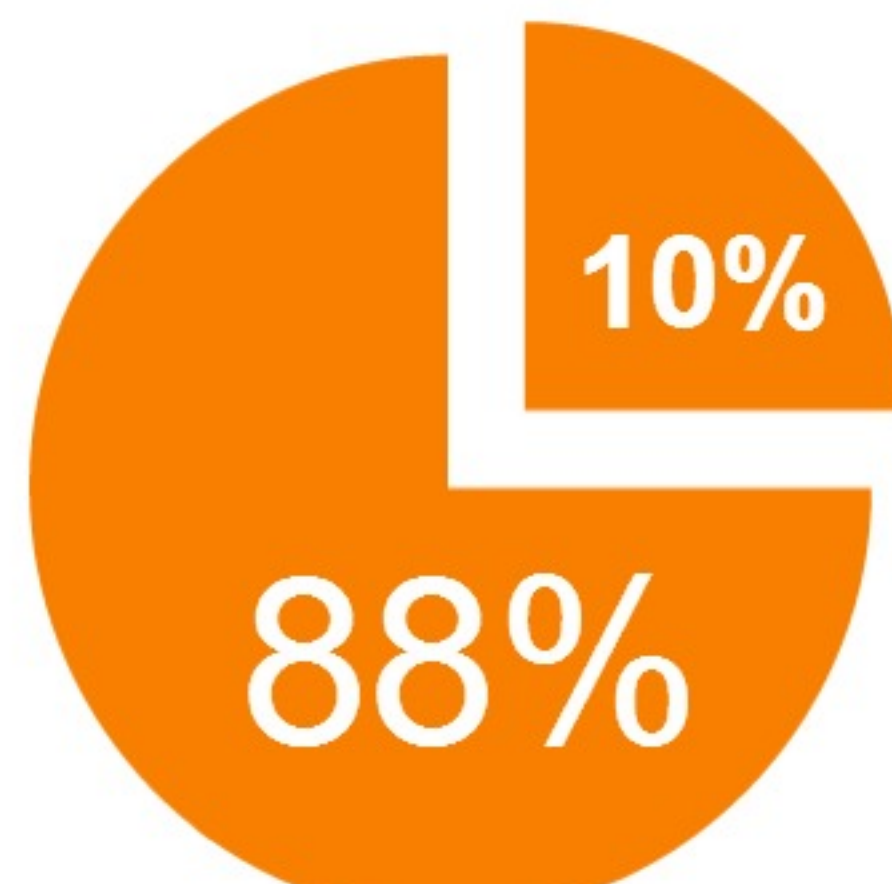
SELF-SELECTED OPPORTUNITIES

two or more in the last 12 months



WEBINAR OR ONLINE WORKSHOP

two or more in the last 12 months



ATTENDING PROFESSIONAL CONFERENCE

attended one or more in the last 12 months, with 10% of those having attended 4 or more.

Of the most attended types of professional development opportunities, school librarians found the following benefits particularly impactful:

- 1 New lessons, materials, or instructional strategies I could use immediately.
- 2 Opportunities for active learning, discussion, and reflection on my practice.
- 3 Opportunity to learn from recognized experts in my field.
- 4 Opportunity to collaborate with other educators/provided me with a support network.

PEERS 66%  
STAFF 58%

School librarians are highly involved professionals that not only participate in but deliver professional development to their peers and to educators and staff in their schools. Further, 60% indicated that their decision to do so was voluntary.

Data represented is among the key findings of the National Survey of Collaborative Professional Learning Opportunities, a study conducted by the National Center for Literacy Education (NCLE). The study was completed in October 2012 with responses from 2,404 educators nationally. For more information, visit [www.literacyinlearningexchange.org](http://www.literacyinlearningexchange.org).



American Association of School Librarians (AASL) is a National Center for Literacy Education (NCLE) stakeholder organization.

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