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**Problem Statement:**

Reading, writing, critical thinking, problem solving, and knowledge building are skills emphasized in the new Common Core standards. Librarians are professionally trained to be leaders, facilitators, collaborators, and instructors on these skills. Content teachers may be uncertain of how to best implement knowledge building and problem solving learning in the classroom and may not be aware of the expertise a librarian has in these skills, therefore I need to determine the impact a collaborative project between a content area teacher and the school librarian can have on student achievement.

**Research Questions:**

* What is the comfort level of teachers in implementing standards-based knowledge building and problem solving classroom activities, lessons, and assessments?
* What is the current level of teacher’s understanding of a librarian’s professional training and area of expertise in inquiry-based learning, knowledge building, and selection of aligned materials?
* How could librarians best fit become leaders and facilitators of professional development on 21st century learning aligned to the Common Core?
* How does collaboration between librarians and teachers and the transformation of a traditional library into a learning commons increase student achievement?
* How would use of the Knowledge Building Center model (as created by David Loertscher and Carol Koechlin) make problem solving and knowledge building lessons more efficient and more productive, and therefore more likely to be used by teachers?
* How would use of the Knowledge Building Center model (as created by David Loertscher and Carol Koechlin) show an increase in student achievement through a collaborative project?
* How could a successful model of collaboration increase teacher’s knowledge of the librarian’s professional training and area’s of expertise in inquiry-based learning, knowledge building, and selection of aligned materials throughout the entire staff?