PATCHWORK

HANDBOOK FOR MONTANA'S SMALL SCHOOL LIBRARIES

FOURTH EDITION, 2016

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Table of Contents

Chapter 1: Introduction

This Handbook is intended to serve as a resource for rural teachers. Many of you would like to improve your information literacy instruction and improve your school library, but you may be short on time or library expertise. Please use this Handbook to accomplish your library-related goals.

The last edition of Patchwork was written ten years ago, and was published in print format. As this is an online document, there are numerous hyperlinks included. These hyperlinks will inevitably become broken as time goes by. Please know that, while URLs may change, the information that you are seeking will still be available. Please search the internet to find the information associated with broken links. When possible, this Handbook will state the agency from which the information was drawn. This will make it easier to find information once links are broken.

This guide is brought to you by the Montana Small Schools Alliance (MSSA). Professionals with varying expertise have authored the Patchwork chapters. All of you know Mike Schulz, who presents workshops to you each summer. He is your MSSA contact, so please continue to contact him with your questions and concerns at mike.schulz@umwestern.edu or 406-683-7492.

The term "patchwork" is meant to evoke the image of a pieced-together quilt. Rather than reading this Handbook cover-to-cover, it is meant to be read in sections as you need them. We hope that this Handbook will be helpful to you when developing library instruction and when working to improve your library. Sources are cited, except when specific URLs are contained within the text of the Handbook.

Source used for this chapter:

Montana Small Schools Alliance. (2016). http://www.mt-ssa.org/

Chapter 2: Accreditation

Making sure that your school receives accreditation by the state of Montana is why you all attend workshops, and it's likely to be one reason that you are reading this Handbook.

The Montana Code Annotated (MCA) explains the requirements for the library so that your school can receive accreditation. The Trustees of each district must have a library in each school in the district. The Trustees are responsible for adopting policies concerning library use. Library books are supposed to be chosen by the Superintendent, and approved by the Trustees, but the reality is that this task is typically delegated to you. The MCA also requires the Trustees to share library information, as requested, to the State Superintendent of Public Instruction, the Board of Public Education, or the County Superintendent. To read about everything that concerns school libraries in the Montana Code annotated, please visit http://leg.mt.gov/bills/mca_toc/20_7_2.htm

The Administrative Rules of Montana (ARM) specify exactly what libraries are to achieve. The standards that students must meet and the benchmark grade-levels by which students must meet those standards are specified in the chapter titled, "OPI benefits to teacher librarians."

The ARM also provides the following chart that mandates whether or not a school is required to have a licensed and endorsed librarian and how many licensed and endorsed librarians a school is required to have on staff. Keep in mind that this is the minimum required ratio of librarians to students. Trustees of a district can opt to hire more librarians than the law requires…

ARM 10.55.709 outlines the staffing of a K-12 Library Media Center

(1) The school library shall be housed in a central location, and each school shall have a licensed and endorsed library media specialist at the following ratio:
    (a) .5 FTE for schools with 126-250 students;
    (b) 1 FTE for schools with 251-500 students;
    (c) 1.5 FTE for schools with 501-1000 students;

(d) 2 FTE for schools with 1001-1500 students;
(e) 2.5 FTE for schools with 1501-2000 students;
(f) 3 FTE for schools with 2001 or more students.

 (2) Schools of fewer than 126 students shall employ or contract with a licensed and endorsed school library media specialist.

(3) If a district has fewer than 126 students, the district may utilize a consortium, multidistrict agreement, or interlocal cooperative to secure these services.

Because Patchwork is written for schools with less than 126 students, you will be most interested in Parts 2 and 3 of the above chart. There are a number of ways that the section 2 and 3 can be addressed for schools to meet the Montana OPI standards.

For section 2, schools can hire a licensed and endorsed librarian to travel intermittently to rural schools in their county. For section 3, a consortium of districts or schools can enter into a multi-district agreement or interlocal agreement, pool their resources, and hire a certified and endorsed librarian to travel intermittently to their schools. Alternatively, to meet the requirement of section 3, schools and districts can fill out an interlocal agreement with the Montana Small Schools Alliance (MSSA) to meet the library standards by having a representative from a school or district (you) attend a summer workshop. After the workshop, the MSSA provides an expert contact person from whom you can ask for assistance with library issues through the upcoming academic year. The contact will communicate with you through the list serve, phone or email. Whichever option you choose, you will need to fill out a variance form that attests to the fact that you have satisfied accreditation requirements. If you are attending a workshop, the variance form will be supplied to you there.

Sources used for this chapter:

Montana Office of Public Instruction. (2016). *Library Media.* http://opi.mt.gov/Curriculum/libmedia/

Montana Office of Public Instruction. (2016). Variances to Standards http://opi.mt.gov/Programs/Accred/#gpm1_11

State of Montana. (2015). Montana Code Annotated. http://leg.mt.gov/bills/mca_toc/

McCulloch, Linda. (2016). Administrative Rules of Montana. http://www.mtrules.org/

Howe, Ina. (2013). Hands Across the Sea Library Manual for Primary Schools: Seven Steps to Creating an Outstanding School Library
http://www.handsacrossthesea.net/images/resources/HandsLibraryManual.pdf

Chapter 3: Administration

Library administration is a large topic, encompassing managing the school library space, materials, budget, and programs. It's important to assess your library program in terms of effectiveness, instructional collaboration, and district support, based on state, regional, and national guidelines for library programs and services. This chapter will break various library administration functions into sections. To learn more about the big picture of administration and other library functions, click on the following links…

http://eduscapes.com/sms/index.html

http://eduscapes.com/sms/administration/index.htm

http://libraries.idaho.gov/page/able

The following library administration chapter sections have been chosen from the state and national school library standards relating to library administration-based topics:

1. Budgeting
2. Staffing
3. Facilities and Equipment Management
4. Public Relations and Program Advocacy
5. Needs Assessment
6. Policy Development:
    A. Materials selection and de-selection
    B. Challenged materials procedure
    C. Intellectual freedom
    D. Confidentiality assurance
    E. Copyright guidelines
    F. Using information safely, ethically, and legally
    G. Joining with other libraries for resource sharing
7. National Standards

1. Budgeting

Major categories of the books and materials budget include:

1. Equipment / Books including EBooks
2. Subscriptions / periodicals: magazines and newspapers
3. Standing orders (reference books like almanacs, directories, etc.)
4. Audiovisual materials, Hardware and Equipment
5. Cataloging and processing services from vendors
6. Supplies/Repairs

School library budget types

1. *Lump Sum Budget.* This type of budget is one amount or lump of money to operate the library year. The amount is not broken into expenditure areas.
2. *Line Item Budget.* This budget is based on expenditure types such as supplies, equipment, subscriptions, etc.
3. *Program Budget.* A budget that correlates expenditures to funds. For this type of accounting, school librarians write justifications for items or groups of items. These comments describe how the particular budget item(s) will help meet specific library media program objectives.

In current practice, Lump Sum budgets are not used and a combination of the Line and Program budget are most often used. For example a Program budget may be used for planning; the result of that work is then converted to a Line Item budget for administration and accounting purposes.

Budgeting vocabulary

1. **Bid --** Process securing competitive price quotations for supplies, materials, and equipment. Often limited to purchases over a certain amount. Notice of bids are published and lowest bid must be accepted. This is done for items over $25000.
2. **Encumbrance --** A purchase order that guarantees funds for a purchase.
3. **Equipment budget** -- Books or other library property that will remain in the library for a number of years. The equipment/book budget makes up one half of the collection development budget with the other being Subscriptions.
4. **Fiscal Year--** A school system's budget year: July 1st to June 30th.

5. **Purchase Order --** A school order form for specific goods and services that reserves or encumbers the amount to pay for item(s) when they arrive.
6. **Quotation --** Price quotation for supplies, materials, and equipment. This is done for items costing $5000-$25,000. Three quotes are usually required.
7. **Requisition --** Request form to purchase specific items.
8. **Subscription --** A prepayment for receiving specific term of issues of a periodical or electronic resource. Subscriptions make up one half of the collection development budget with the other being equipment.
9. **Supplies and Materials --** Consumable items; paper, pens, printer supplies, etc.

Reconciling the monthly budget expenditures

1. Show what purchases have cleared the school accounting department.
2. Show differences in purchase order total price and vendor/supplier invoice totals. This often varies due to shipping and other costs.
3. Record costs that were not known when item purchase was initiated (e.g. repair)
4. Identify any items missing from your center's ledgers that were indeed ordered (e.g. borrowed for a lesson when received but not yet cataloged)

Year-end library budget activities

1. Pay attention to fiscal deadlines (e.g. date all orders must be completed, etc.)
2. Check the budgets to ensure that accounts are empty
3. Check to see that all paperwork is turned in to the school clerk (e.g. invoices, receipts, packing list, etc.)
4. Check to see that all encumbered monies have been cleared or that any encumbered funds will carry over to pay for the ordered item(s) when received
5. It is also a good idea to take acquisitions, library statistics, and other data to create an end-of-the-year budget summary report that is delivered to the County Superintendent, School Board, School Staff and Parents. All library expenditures such as equipment, materials, services, and supplies purchased are listed and how these expenditures have advanced the school library's goals and programs. Other statistics can be added such as circulation of library resources, number of items acquired and weeded items, number of library lessons taught, number of items loaned and borrowed. Collection stats are useful, such as age, oldest and youngest Dewey area, most circulated and least circulated Dewey areas.

2. Staffing

Once you have satisfied the minimum requirements of the Administrative Rules of Montana (ARM), you are still likely to need additional resources if you are going to maintain a library in your school. Volunteers are an excellent solution to this obstacle.

Set your sights on creating library volunteer programs for students and adults. Training student librarians not only helps maintain the library, it also provides students with some background and skills in information literacy. Find some great ideas for training students on page 21 in the [Hands Across the Sea Library Manual for primary Schools](). Other ideas are to select mature students and then send a letter home to their parents praising the students' abilities and accomplishments at getting this position. Explore ways to award volunteer students with credits or other incentives and make name tags for them so that they gain recognition.

People of all ages can be recruited as library volunteers. Publicize that you are looking for volunteers such as parents or community members. Be flexible about hours, and the goals and interests of the volunteers. For example, there may be volunteers who especially want to do a specific library task. Accommodate those wishes! Before seeking library volunteers, it might be wise to clear it with the County Superintendent and School Board.

3. Facilities and Equipment Management

There are a number of library designs for smaller schools and information about services, arrangements and ADA compliance. These include having a library space complete with book shelves, tables and chairs. Many schools use the classroom library set up where their age appropriate book collections are housed in each classroom. Shelved closet libraries also exist in multi-grade schools. It isn't about the size of the facility, but the collection and services that exist around it that are important.

Acquisition is the process by which the item is ordered…

1. Purchase:
   a) Firm orders, orders of a particular item such as a title of a book.
   b) Standing orders, orders that fit a particular category or subject. This type of order is set up to be automatically renewed and often done for subscription or reference works.

2. Approval plans, libraries can set up a list of topics from which they would like to receive any new titles from suppliers that fit these categories. The library choses items from what the supplier sends for inclusion in the collection. This works very well with cooperative collection development between other libraries and school districts.

3. Subscriptions, done for periodicals like magazines and newspapers where one order is placed for the item and it is automatically renewed until cancelled. This works very well with cooperative collection development between other libraries and school districts.

4. Soliciting donations, libraries often provide a list of items that the library would like to acquire and seek donations from benefactors.

5. Gifts, libraries often receive gifts from people and have to decide what to do with them.

6. Exchanges, providing duplicates or gifts from one library to other and exchanging superseded items from one library to another. This type of cooperative collection development works very well between libraries and school districts.

Acquisition steps…

1. Develop an understanding of the library budget and fund accounts

2. Research the collection, schools goals, curriculum and faculty, staff and student requests

3. Identify what purchases are needed

4. Search and verify if the item is already owned, see if any nearby libraries hold it or if it can be borrowed

5. Do online and offline collection development research on the publication's location cost and seek reviews

6. When in doubt, consult professional resource lists, seek advice from library listservs like WiredMT and network with school librarians

7. Order item(s) by selecting a source from the following list:
    a) **Book store/Local vendor** = a regional or local bookstore
    b) **Publisher** = order directly from the producer of the item
    c) **Jobber** = jobbers like Follett, Baker and Taylor, Bound to Stay Bound, buy books from major publishers and resell them to libraries and bookstores at a discount
    d) **Sales representative** = a regional sales person representing a number of publishers or vendors
    e) **Supplier/vendor** = a company that supplies or vends library goods and services to school libraries
8. Track the items and update the budget when they arrive

It is a good idea to create a file and maintain records of what items are being consider, ordered, and received. This task is best accomplished by using a spreadsheet or other accounting software like MS Excel or Quicken. It's easy to add columns and rows to the software including ordered items, cost, supplier, etc.

4. Public Relations and Program Advocacy

School libraries are unique spaces that provide an alternative to the classroom. This space may serve as a classroom, gallery, learning lab, and game area. It provides an information commons and a place where fun and learning go hand in hand. The idea is for you to attract students into the library where a well-rounded and exciting collection will entertain and challenge your students. It is important to make it an exciting, colorful and welcoming place.

Creativity is required to turn the space into all that it can be. Book store display techniques should be used to create eye-catching views. Display the books that have attractive cover art. Books can be placed on shelf tops and even within the shelf itself.

Think about creating a number of multi-use zones or areas such as individual and group study, silent reading, science, activity, listening/viewing, computer areas, etc. arranged around colorful rugs with big pillows or bean bags to lounge on.

To help the students see that the library is their special space, decorate it with their art projects, assignments, new additions to the collection, and interactive bulletin boards. There are a lot of small projects that can make a big difference. A coat of paint is inexpensive and can really change the look and feel of the space. Invest in inexpensive posters, seasonal displays, and other display items to add pops of color.

Recommended Reading:

Eduscapes (2013). Advocacy: Promotion: Public Relations, Advertising and Marketing
http://eduscapes.com/sms/advocacy/promotion.html

Fullner, Sheryl. (2010). The Shoestring Library. Linworth Publishing
ISBN-13: 978-1586835200

Summary: This book provides information on budget saving methods, materials, and strategies. The tips are all tried-and-true examples of ways to stretch the librarian's budget and time, and spruce up the drabbest libraries.

Lancaster, Michaela. (2014) School library start-up design brochure. *CILIP Update*, 17.

Summary: This article is an online brochure-guide for designing and furnishing small school libraries or classroom reading rooms from Demco Interiors.

Socol, Ira David. (2010) The Unhappy Place. *School Library Journal.*
http://www.slj.com/2010/05/students/the-unhappy-place-what-libraries-can-do-to-welcome-kids-who-struggle-with-print/

Summary: Making the school library a welcoming place for children struggling with reading or behavior issues.

Spira, K. Hickes. (2002). Renovating on a Shoestring. **School Library Journal**; 48(7), 35.

Summary: A private school involves parents in revamping the library.

5. Needs Assessment

This needs assessment portion of this chapter is reproduced verbatim from http://eduscapes.com/sms/program/evaluation.html. Visit this website to learn even more about needs assessments.

A needs assessment will help you answer the following questions…
1. Is your collection and programming responsive to changes in the school's program?
2. Does the collection and programming support curricular and instructional needs?
3. Is the collection and programming meeting the needs of users?
4. Does the collection and programming include formats preferred by users?
5. Does the collection hinder or facilitate programming?

What are the steps in evaluation?
1. Identify what information needs to be collected.
2. Determine how the information will be collected.
3. What effort is needed to collect the information?
4. What instrument(s) will be used?
5. What will not be measured by the instruments?
6. Determine how the information will be organized and analyzed
7. Determine how information will be use and shared

What are some techniques for evaluation?

1. **Checklists**. The advantage of this approach is that there are many standard bibliographic lists and content standards to use.

2. **Observation.** Another approach is direct examination. This is an impressionistic method that relies on physical examination of the material for size, scope, and depth. To find a library evaluator, contact

    A. Colet Bartow, Library Media Specialist for the Montana Office of Public Instruction, PO Box 202501, Helena, MT 59620-2501, website http://www.opi.mt.gov/ Office (406) 444-3583, cbartow@mt.gov Toll Free: (888) 231- 9393, Local (406) 444-3095

B. Tracy Cook, Director of Statewide Development for the Montana State Library, 1515 E Sixth Ave, PO Box 201800, Helena, MT 59620-1800, Website http://msl.mt.gov, Phone: (406) 444-3115, Toll Free: (800) 338-508, FAX Number (406) 444-0266

3. **Statistics.** Another technique involves compiling statistics. Statistics on library classes taught, collaborations between library and classroom, collection size and age, volumes added and weeded, resource expenditures, circulations, top circulated books and periodicals, DVDs, CDs, collection strengths and weaknesses, top readers by grade and top Dewey area used. It is easy to compile with computer statistics and automated catalogs. All these statistics tell a great deal about the impact of the facility on learning and teaching.

4. **Surveys and Interviews.** Another option is to conduct surveys/interviews of patrons. Questions can be asked such as patrons opinions of services provided and not provided, library accessibility issues, collection strengths, etc. provide good information. Collect data about what patrons want such as new titles, genres and technology. This information should all be compared to library and school goals, curriculum and objectives as well as the collection management policy and procedure manual.

6. Policy Development

6A. Materials Selection and Deselection

If your library doesn't have a library policy and procedure in place, it's a good idea to create one for your school. A good policy will include: objectives for the Library and School District, responsibility for selection, a statement of responsibility for the school district, criteria for selection, procedure for collection, a statement about donations and gifts, and policies on controversial materials as well as steps for reconsideration of materials.

Gifts are important to note. They are an important and welcome part of collection development, but it's is important to have a policy for gifts and donations in place before you begin receiving them. A sample policy will include the following elements…

You will welcome gifts and materials donations that are usable within the scope of your collection. You reserve the right to decide upon retention or disposition of all gifts, regardless of source. When receiving gifts and donations, take into consideration the following factors: the scope and mission of the library, the available space, the potential usability, the appropriateness to your audience, the condition of the donation or gift, the formats of the donation or gift, the publication date (and age) of the donation or gift, the user accessibility of the donation or gift, the physical cost and time of adding the material to the collection, and the processing and the appropriateness for your library. Gifts accepted become the property of the library. Gifts and donations will not be accepted with "strings attached" and nothing more than a book plate (provided by the donor) shall indicate/showcase/display the donation/donor. Textbooks and textbook materials are not typically accepted as gifts. Materials that cannot be used for the library may be placed out for students or staff, used as an auction prize, donated to the public library, etc. The library does not have the capability to appraise a value on books; therefore, requested receipts will indicate the number of books and not the value. Receipts are only offered upon request.

For additional information on developing policies, the following sites are helpful…

How to create a K-12 Collection Development Policy?
http://lis6010blog.blogspot.com/2009/08/collection-development-policy.html

Montana State Library's Collection Development Policy Guidelines for School Library Media Programs http://msl.mt.gov/slr/cmpolsch.html

Colet Bartow's OPI Library Media Specialist Collection Development Resources
https://sites.google.com/site/montanateacherlibrarian/home/

Here are some sample Montana K-12 library policies…

- Big Sky Public School
  http://www.mcpsmt.org/bigskylibrary

- Manhattan High School
  http://manhattan.schoolwires.com/Page/1098

6B. Challenged Materials Procedure

Your policy should include steps that will be taken when you are asked to reconsider materials in your collection. You'll be glad to have this is place before an issue arises. Be sure to include a firm timeline, so that the concerned patron or parent will know what to expect as far as a timeline. The following is a sample "reconsideration policy" and a sample "request for reconsideration form." Don't wait until you receive a complaint to create these two important documents.

Sample reconsideration policy…

Should a criticism or complaint against approved library materials be registered, the following procedure shall be followed:

1) The individual lodging the complaint is asked to file objections, in writing, on the prepared form, "Request for Reconsideration of Library Media Material."

2) The principal and library media specialist will review and discuss the questioned material.

3) The principal will inform the complainant of the decision in writing.

4) If the issue is not resolved to everyone's satisfaction, the building principal will select an ad hoc committee consisting of the following staff members: one leadership team member, the school library media specialist, and at least three other professional staff members knowledgeable in the area related to the complaint.

5) The chairperson of the committee will be designated by the building principal.

6) After the committee has reviewed the citizen's request for reconsideration of a book or material and has reviewed the book/material, the committee will meet with the complainant.

7) Minutes of the meeting will be kept and will be the responsibility of the chairperson.

8) The chairperson of the committee will prepare a report of the committee's findings and recommendations and present them to the building principal.

9) Should a resolution not be achieved between the committee and the complainant, the building principal will notify the complainant that he/she may request through the superintendent of schools, a review by the Sample School District.

10) The Board of Education will determine the disposition of the materials in question based upon the report of the review committee and the reports previously submitted.

11) The complainant will be informed, in writing, by the Sample School District of its decision.

Sample request for reconsideration form:

The Sample School District has delegated the responsibility for selection and evaluation of library media resources to the School Librarian and has established reconsideration procedures to address concerns about those resources. Completion of this form is the first step in those procedures. If you wish to request reconsideration of library media resources, please return the completed form to the Principal.

Name _____ Date: _____

Complete Address

_____

Phone Number _____Best time to be reached: _____

1) Resource on which you are commenting:

_____Book _____Magazine _____Newspaper

_____Video _____Audio recording _____Other

Title _____

Author/Producer _____

2) What brought this resource to your attention?

3) Have you examined/read the entire resource?

4) What concerns you about the resource? (Use other side or additional pages if necessary.)

5) Are there resources you suggest to provide additional information and/or other viewpoints on this topic?

6C. Intellectual Freedom

There are some important documents that you can refer to when you are in the process of deciding whether or not to keep a challenged material…

- First Amendment to the U.S. Constitution
  http://constitution.laws.com/1st-amendment
- Library Bill of Rights
  http://www.ala.org/advocacy/intfreedom/librarybill
- Montana Standards
  http://www.opi.mt.gov/pdf/Standards/09IL_LMContentStandards.pdf
  http://www.opi.mt.gov/pdf/Standards/10ConStds-Tech.pdf

- Colet Bartow OPI Library Media Specialist Intellectual Property and Copyright
  Information https://sites.google.com/site/montanateacherlibrarian/home/program-planning-and-evaluation/collection-development-policies-and-resources/intellectual-property-and-copyright

Other useful position statements that are often included in a K-12 Library Collection Management Policy include the following: 17

- ALA. (2009). The USA Patriot Act
  http://www.ala.org/advocacy/advleg/federallegislation/theusapatriotact
- Libraries: An American Value
  http://www.ala.org/advocacy/intfreedom/statementspols/librariesamerican

- Freedom to Read Statement.
  http://www.ala.org/advocacy/intfreedom/statementspols/freedomreadstatement
- Statement on Library Use of Filtering Software
  http://www.ala.org/advocacy/intfreedom/statementspols/
- AASL. (2013). AASL Position Statement on Digital Content and eBooks in School Library Collections http://www.ala.org/aasl/advocacy/resources/statements/digital-content

6D. Confidentiality Assurance

All library patrons regardless of age are protected by the, "Montana Library Records Confidentiality Act' which is a part of the Montana Code Annotated."

22-1-1102. DEFINITIONS. As used in 22-1-1103, the following definitions apply:

(1) "Library" means a library that is established by the state, a county, city, town, school district, or a combination of those units of government, a college or university, or any private library open to the public.

(2) "Library records" means any document, record, or any other method of storing information retained, received, or generated by a library that identifies a person as having requested, used, or borrowed library material or other records identifying the names of other personal identifiers of library users. Library records does not include non-identifying material that may be retained for the purpose of studying or evaluating the circulation of library materials in general or records that are not retained or retrieved by personal identifier.

22-1-1103. NONDISCLOSURE OF LIBRARY RECORDS.
(1) No person may release or disclose a library record or portion of a library record to any person except in response to:
    (a) A written request of the person identified in that record, according to procedures and forms giving written consent as determined by the library; or
    (b) An order issued by a court of competent jurisdiction, upon a finding that the disclosure of such record is necessary because the merits of public disclosure clearly exceed the demand for individual privacy.
(2) A library is not prevented from publishing or making available to the public reasonable statistical reports regarding library registration and book circulation if those reports are presented so that no individual is identified therein.

(3) Library records may be disclosed to the extent necessary to return overdue or stolen materials or collect fines.

22-1-1111. PENALTY.

Any person who violates 22-1-1103 is guilty of a misdemeanor and is liable to the person identified in a record that is improperly released or disclosed. The person identified may bring a civil action for actual damages or $100, whichever is greater. Reasonable attorney fees and the costs of bringing the action may be awarded to the prevailing party.

6E. Copyright Guidelines

Copyright guidelines are an important aspect of policy development. You want it to be clear that your policy adheres to copyright guidelines. Not only is it the right thing to do, but it sets a good example for your students, parents, and administration. To further your own knowledge about copyright guidelines, spend some time on these sites…

- Sample copyright policy from the Office for Intellectual Freedom http://www.ala.org/offices/oif

- United States Copyright Office Reproduction of Copyrighted Works by Educators and Librarians http://www.copyright.gov/circs/circ21.pdf

6F. Using Information safely, ethically, and legally

6E exposes you to what copyright guidelines are. There are many reasons why it is important to cite the resources that you use when writing a paper or creating a multi-media presentation…

- Gives credit to the authors you used whether you quoted them or not
- Leaves a trail so readers of your paper can follow the materials you used
- Shows evidence you did your assignment (you conducted research)
- Citing helps to avoid plagiarizing/plagiarism. **Plagiarizing/plagiarism** is using another person's work without giving them credit and it is considered theft.

In order not to plagiarize, researchers need to do the following:

- Paraphrase: restate the information in your own words, no quotation marks needed, but citation is required
- Summarize: similar to paraphrasing but shorter and using more of your own words, no quotations but citations required
- Quote: You may copy word-for-word, but this requires quotation marks and proper citation.

Citing Sources is noting the source of a quote, paraphrase, or summary of an idea that isn't yours. Citing is the process of giving credit to the sources you used to write your paper. Citations can be located in the text, at the end of the work in a bibliography, or at the end of a chapter. It can be difficult to figure out what needs to be cited and how to construct citations.

There are three major citation styles: APA, Chicago, and MLA. MLA and APA are the two most commonly required formats in K-12 and college, with Chicago/Turabian being a close third. The vast majority of middle and high school students use the MLA style, so it's a good idea for you to have the MLA style guide on hand.

Examples for APA, Chicago and MLA can be found at the Purdue Owl site: https://owl.english.purdue.edu/owl/section/2/

Cyberbullying is an increasing concern in schools. Students, Parents and Educators can learn more about this frightening epidemic from the following few websites…

http://guides.lili.org/c.php?g=107881&p=699349
http://cyberbullying.org/
http://www.netsmartz.org/safety/risks.htm

If you have a solid technology plan in place at your school, it will serve as a useful guide for the creation of online contact, and it can help reduce cyberbullying. An acceptable use policy will also be helpful, and the two policies are often combined. You can learn more about developing a technology plan and you can see some

sample plans at the following sites…

http://www.scholastic.com/librarians/tech/techpolicy.htm
http://www.ala.org/advocacy/intfreedom/iftoolkits/litoolkit/internetusepolicies
http://grantpark.k12.il.us/elementary_school/elementary_school_library/acceptable_use_policy
http://teacherweb.com/DC/janney/Cybrary/h3.aspx
http://piercemiddlelibrary.weebly.com/acceptable-use-policy.html
http://larkellen.cvusd.k12.ca.us/our_school/library/acceptable_use_policies

6G. Joining With Other Libraries for Resource Sharing

Interlibrary loan (ILL) is a service offered by libraries. It involves lending resources to requesting library patrons as well as borrowing items from other libraries. Books and magazine articles are the most frequently requested items, but other library items can be requested through this service.

This process is made possible by having an automated library catalog viewed vie the Internet. Materials are lent directly to other libraries worldwide. Individuals should request materials through their local library. This service is a great way to provide greater access to resources for your patrons at reduced costs because it is often free in-state. If the school library doesn't want to begin offering ILL, the nearest public library often provides this service.

To locate holding of items in Montana, use the Montana Shared Catalog made up of 177 libraries in 99 Montana communities at
http://mtsc.sdp.sirsi.net/client/en_US/default/

National Standards

Montana Library and Technology Standards have been covered in other Chapters (the "Technology" chapter and the "OPI Benefits to Teacher Librarians" chapter). Montana Information Literacy/Library Media Content Standards

Here are some National Library and Technology Standards that may come in handy for you:

- American Association of School Librarians Standards for the 21st-Century Learner
  http://www.ala.org/aasl/standards-guidelines/learning-standards
- International Society for Technology in Education Standards for Students
  http://www.iste.org/docs/pdfs/20-14_ISTE_Standards-S_PDF.pdf
- National Common Core Standards
  http://www.corestandards.org/
- Partnership for 21st Century Skill
  http://www.p21.org/

To finalize this chapter, **y**our Collection Development Policy should be reviewed by the library staff, school administrator, and school board member at least every 3 years. The document will be reviewed and updated, if necessary, by the certified librarian by May of every third year, beginning in 2016. When updating the document, place the date of the update at the bottom of each page. The updated document will be forwarded to the principal and school board representative upon every review/renewal. By signing the document, you are agreeing to support the terms presented in this Collection Development Policy.

Sources used for this chapter (other than where URLs are specified within the chapter):

ALA (2016) Workbook for selection policy
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Eduscapes. (2015). http://eduscapes.com/sms/index.html

Harvard School of Education (2016). *Paraphrasing.*
http://isites.harvard.edu/icb/icb.do?keyword=paraphrasing&pageid

Idaho State Library. (n.d.). http://www.idaho.gov/education/libraries.html

Montana. Montana Codes Annotated. (2015). http://leg.mt.gov/bills/mca/22/1/22-1-1103.htm

Montana Natural Heritage Program. (n.d.) Montana Library Records Confidentialty Act (2015). http://mtnhp.org/requests/req_msl.asp

Chapter 4: Inquiry Process

Inquiry is a philosophical school of thought, dating back to Aristotle. Since the dawn of time, humans have been wondering, posing questions, and seeking meaning. Modern constructivist theorists (Vygotsky, Dewey, Piaget, and Bruner) specifically applied inquiry to the educational process. The library can support inquiry learning by providing the environment for your students to pose questions, engage in ideas, and discover.

This is a link-based chapter that will give you plenty of links to learn more about educational theories and the inquiry process.

To learn how you can implement the inquiry process in your library, please view this two minute YouTube video titled, "Teaching Inquiry Learning."

To learn about the Constructivist Approach to learning, please view the document titled, "Learning Theory: A Constructivist Approach."

To learn more about the Education Theories of Constructivism and Social Constructivism, please view the document tiled, "Education Theory: Constructivism and Social Constructivism."

To learn more about Inquiry in general, visit the site produced by the Saskatchewan School Library Association

There are many models of inquiry. The following links highlight a few of the most well-known and most widely used in school librarianship. As you read through the models and watch the videos, what are some similarities and differences? Which model resonates with you the most? Would some models be more appropriate for younger students or older students, or could they be adapted? What is the role of the librarian and teacher in each of these models? What is the role of the student?

Read this document to learn about [Carol Kuhlthau's Information Search Process](#)

View this twenty-minute YouTube video to learn about [Applying Guided Inquiry at the Secondary Level](#)

View this six-minute YouTube video titled, ["Applying Guided Inquiry at the Elementary Level."](#)

You've probably heard about the Big 6 inquiry model. Here's an [overview of the 6-steps as a reminder.](#)

For another perspective, read about the [Stripling Model of Inquiry](#)

This video about [project-based learning](#) is published by the Buck Institute for Learning.

Sources used for this chapter:

Big6. (2014). Big6 Skills Overview. http://big6.com/pages/about/big6-skills-overview.php

Buck Institute for Learning. (n.d.) Project-Based Learning Explained. http://bie.org/object/video/project_based_learning_explained

Chaloner, Mark. (2011). Teaching Inquiry Learning. https://www.youtube.com/watch?v=lwCmCJ8OhWY&feature=youtu.be

Library of Congress. (n.d.). Stripling Model of Inquiry. http://www.loc.gov/teachers/tps/quarterly/inquiry_learning/article.html

Maniotes, Leslie, (2010). Early Childhood Education Inquiry https://www.youtube.com/watch?v=APgoMWIDxCA&feature=youtu.be&list=UUv1bUm0u8EIyyueVYvQKjCg

Net Industries. (2016). Learning Theory – A constructivist Approach. http://education.stateuniversity.com/pages/2174/Learning-Theory-CONSTRUCTIVIST-APPROACH.html

Rutgers. (2016). Carol Kuhlthau. http://wp.comminfo.rutgers.edu/ckuhlthau/information-search-process/

Saskatchewan School Library Association. (n.d.) http://ssla.ca/Inquiry

UCD Dublin (n.d.) Education Theory: Constructivism and Social Constructivism. http://www.ucdoer.ie/index.php/Education_Theory/Constructivism_and_Social_Constructivism

Todd, Ross. (2013). Guided Inquiry at Gill St. Bernard's School. https://www.youtube.com/watch?v=eR25iwoSNuk&feature=youtu.be

Chapter 5: Technology

It's a good idea to begin the year with a survey of what they think that they already know, and then tailor your class to teach with the tools that most of them don't already know. You can survey the students regarding their prior knowledge of tools such as…

- YouTube
- Survey Monkey
- SlideShare
- Twitter
- EReaders
- Ebooks
- Blogs
- Digital Storybooks
- Online posters
- Coding
- Copyright laws and the web
- Google Drive
- Skype
- Anything you plan to teach with

YouTube

If you are not convinced that incorporating technology is best for you in your classroom, please watch the following video found on YouTube titled, "A Vision of 21st century teachers,"

Survey Monkey

The idea is not to add to your teaching load, but to use technology to change the way you teach the content you already cover. You can engage your students in pre-tests using Survey Monkey, and you can also conduct all class surveys digitally

rather than using a paper test. That is an example of doing what you are already doing, but using an online tool to accomplish the same task.

Hour of Code

Many of these tools are quick and easy to learn. A great way to teach via the incorporation of technology is to have students work in groups. That way, if you have students who are nervous about a particular tool or if you are nervous about teaching with a particular tool, you can all learn together.

Teachers often think that they should be positive that they know what they are doing before they try something new. However, there is a lot to be said for jumping in, and trying something new. Your assignment will probably work out, but it may flop. If you do flop or if something doesn't go as planned, that's a valuable lesson for your students. If you aren't entirely comfortable with an assignment, and if you tell them that, then the students will learn that they too can enter pursuits without being positive of the outcome. That's an important life lesson - if you aren't positive you can do something, try anyway. The key to infusing your class with technology is having the gumption to model trying.

"[Hour of Code](#)" is a very popular free lesson that is being done across the nation. It may take a little longer than an hour. "Hour of Code" is an example of an activity that won't flop, but an activity that you can learn right along with your students. You will all make mistakes, but you will all succeed in the end!

Ebooks and EReaders

Having been in rural schools, it is apparent that more and more students have access to EReaders. Many of you are wondering where to begin with that, as you may not have EReaders to lend to students who don't have them. Many schools are leaning more toward making sure that students know where they can get Ebooks rather than focusing on EReaders. Montana Library2Go ([montanalibrary2go.org](#)) is a very popular Ebook service in Montana. The Montana State Library coordinates the subscription and the participating libraries pay a share of the subscription fee so

that their patrons have access to the Ebooks and audio books. Some of the books are available as audio books only, some are available as e-books, and some are available as both. Many schools in Montana collaborate with their local public library so that your students can access the Ebooks to which the public library subscribes. As Teacher Librarians, you can recommend that students go get a public library card and use Montana Library2Go. This is a good opportunity to bring in a public librarian to send home information about getting a public library card or to work in some way with your local public librarian to promote library cards.

Classroom Blogs

Classroom blogs take some time on your part to set up, but once the blog is set up, the students take it from there. Most of you are familiar with the philosophy of education known as constructivism, in which we all learn from one another and construct knowledge together. Accordingly, a teacher's job is to guide the process and give students the materials that they need to facilitate the learning process. Blogs can facilitate many assignments involving group discussions and group work. Blogs are tools that allow for students to interact with students, and for parents and teachers to interact with students, and possibly for the greater audience of the web to interact with students. As such, blogs have great potential as forums for constructivist learning. An easy blogging tool for K-8 schools is KidBlog.

Digital Storybooks

Creating digital storybooks is an engaging way to create and share stories. Little Bird Tales is a free storybook tool that can be used with a PC or an iPad. The iPad version has slightly less functionality, but young students can use it more independently. Instead of writing stories, they can tell, illustrate, and share stories. Again, this is simply a more modern way to do something that you were already having students do. It is teaching the same content in a different way, rather than making more work for you.

Copyright Laws and the Web

The most difficult part of infusing technology into your classroom is also the most difficult part of traditional teaching: copyright lessons. For the most part,

traditional copyright guidelines apply to the use of online materials. The most important thing is that when students use any content from the web, they should cite the source. There are a few guidelines to look to when teaching students about copyright…

Fair Use:

There are exemptions to the copyright laws called, "Fair Use" exemptions. These allow educators and students to use copyrighted material without permission. However, there are time and portion limits on these exemptions. "Fair Use" doesn't mean that educators can use copyrighted materials freely with no restrictions.

Creative Commons:

A creative commons license is an alternative to a copyright license. A creator can designate how others can use a work. For example, Wikipedia has a creative commons license stating that all content can be shared for non-commercial use and can be altered. Entries must still be cited, but permission to share and alter the entries is automatically granted. Flickr is another example. People posting images to Flickr can use creative commons specifications to automatically grant permissions for how the images can be used.

New Developments:

- In 1996, there was a multi-agency Conference on Fair Use. Guidelines were developed, but all participants didn't agree. However, these guidelines are commonly used by educators.
- In 1998, the Digital Millennium Copyright Act was signed into law.

Twitter

Not all of the technology that you might use will be for the classroom. Some of it will be for your own professional development. Twitter is a tool that you probably

won't use with students, but is a great tool for you to come up with ideas of how to incorporate technology into your class without spending a lot of extra time. Many Montana schools don't have a social media policy in place that allows for using Twitter in the classroom. Twitter is especially useful if you are not able to get away for librarian conferences. To get started with Twitter, a good person to follow first is Colet Bartow from the Office of Public Instruction (OPI). You can search for her on Twitter at cbartow. She is a prolific Twitter user, who tweets many good articles on incorporating technology into your classroom. From there, you will find a few other educators who you'd like to follow.

All of the tools provided here do have subscription versions, but they also have free versions, which will work well for your needs. Engage your students with new ways of learning what you already planned to teach them anyway!

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OPI. (2010). Montana K-12 Technology Contents Standards Framework.http://www.opi.mt.gov/Pdf/Standards/10ConStds-Tech.pdf

Peterson, Karyn. (2014). Engaging with ebooks can aid children's literacy, study finds. http://www.thedigitalshift.com/2014/01/k-12/engaging-ebooks-can-aid-childrens-literacy-study-finds/

Richardson, Will. (2010). Blogs, Wikis, Podcasts, and Other Powerful Web Tools for Learning. Corwin. Thousand Oaks, California.

Richardson, Will. (2013). Students First, Not Stuff. http://www.ascd.org/publications/educational-leadership/mar13/vol70/num06/Students-First,-Not-Stuff.aspx

Simpson, Carol. (2010). *Copyright for Schools: A Practical Guide* (5th ed.). Santa Barbara, CA: Linworth Publishing.

United States Copyright Office. (1998). The Digital Millennium Copyright Act of 1998. http://www.copyright.gov/legislation/dmca.pdf

Chapter 6: Collection Development

Collection policy was discussed previously, but this chapter focuses on collection development. Collection development does begin with a collection policy, which is the blueprint for how you develop your library collection. Once you have a policy in place, your work begins. Collection development is an important part of a library, and it may require the bulk of the time that you devote to library work. This chapter will cover the collection cycle…

The Collection Cycle

1. Community Analysis

2. Materials Selection

3. Promotion and Circulation

4. Evaluation

5. Weeding

1. Community Analysis

A community analysis is an important first step in creating a collection development policy. The community analysis is similar to a needs assessment. There is overlap between the two, but here are a few sites that specifically address a community analysis…

http://www.statelibraryofiowa.org/ld/k-p/plan/commanalysis

https://www.lrs.org/public/ca_form.php

Defining User Groups is a vital part of the community analysis. Here is a sample community analysis…

Sample Elementary School is located in Sample, Montana, population x,xxx residents. Sample Elementary school, individually, serves a population of approximately xxx, K-6 students, and is, as of 2014, just above the minimum requirements for Title 1 Eligibility (high level of low income families). Families of Sample Elementary are primarily a mix of blue collar working families and single parent middle-income households. Users of the Sample library are classroom teachers, support staff, and students ranging 5-12 years old for pleasure reading, and curriculum support.

2. Materials Selection

Selecting Materials is the meat of the collection development cycle. Your selections will determine what materials your library has on hand on any given day. Make sure that all of the Dewey areas below are included. It is fine for some subject areas to be more represented than others, based on needs determined by curriculum and interest.

The following chart is a sample of collection assessment of a particular collection. Collection assessment guidelines or charts will vary between collections depending on curricular needs and school budgets…

Section:	Description of collection	Needs	Collection format
000's	Fairly timely, most popular section for students, about 40 books in total collection	Books stay timely and relevant that are generally newer than 2-3 years. This section always needs refreshing and often materials in this section need repair. As a result, this section is best suited with hardback books	Mostly hardback, digital through SLED database
100's	1 of 2 smallest sections in library. Mostly Social Emotional Learning Topics addressed	A larger selection of effective social emotional learning books that may be used to address specific school culture/climate challenges	Hardback, paper-bac, DVD. Split between First Facts and general non-fiction
200's	2nd of smallest section. Mix of really outdated general world religions books, with a few on specific religions.	Children's stories/books from the various religions, including but not limited to, Christian, Judaism, Catholicism, Orthodox, and Muslim.	Hardback and paperback books
300's	Large variety of 398.2 fairytale, tall tale, Aesops, etc. with the majority over 10 years old. Rest of collection includes small amount of political science, money, and military science (between 2-4 books each)	More relevant and timely materials, fractured fairy tales, wider DVD variety, larger Porquoi selection, and variations of the classics in various cultures (except Cinderella). Wider variety of age appropriate sub categories of this section (education around the world, customs, etiquette, law, stats, etc).	DVD, hardback & paperback, also spread out in EB section
400's	Many books in this section have been updated 15-16 school year. A variety of English language/grammar/ punctuation skills books in picture book format.	More books with pronunciation of the words in other languages, books for more languages spoken at Sample, and cultural background about languages.	Digital, hardback, paperback, audio CD's
500's	2nd most popular non-fiction section. Largest section in library, mostly zoology. Books are in fairly worn condition. The average date of publication of the books in this section is 2001. Very few books newer than 5 years.	Montana Animals life/habitats/research. This has been a neglected section. Need more variety of species and rarer species included in selection. Need books with more graphics and less words, placed out in easier to navigate format. Need more timely/relevant astronomy and earth science. Strongly need physics & chemistry, science projects, Biology.	Hardback, few paperback, DVD, periodicals,
600's	Majority is legacy materials. Average date of publication is 2003, with several being in the 1990's. This section is sparse, therefore rarely touched, other than food books.	Current technology trends, inventions, discoveries, creations, etc. This area is in the largest overall need. Larger variety of food science books.	Mostly hardback,
700's	Third most popular non-fiction section. Art, Crafts, Paperfolding, Art History, 1 series on 8 various musical instruments	More art history relevant to learning needs of K-6 environment, more crafting at an earlier K-4 grade level. Books in this section are really worn, though still intact with binding. Drawing books that appeal to younger audience. Need more books on performance art, theatre/plays, painting, music in general, photography	Tangibles (art cards), DVD's, paperback, hardbacks
800's	Mostly poetry. Average publication date of books is 1996	More relevant and current poetry books, anthologies with images kids find interesting.	Hardback
900's	Least checked out section. Variety of wars and general history	Need more appealing books for kids, especially in the 2-4th grade reading level. Fairly old collection, needs to match current curriculum better.	Hardback, paperback, DVD, audio CD's, Graphic Novels

92 (Bio-graphy)	Largely presidents and most known famous figures	Need a lot more within category of sports, arts, and entertainment. Need more at the 2-4th grade level.	DVD's, paperbacks, hardbacks
Every-body Books	Wide variety of picture books that aren't as timely as followed in policy, but still checked out.	More top titles and current award winners. Hardback copies of well loved paperbacks. Matched/tagged in PAC system to identify what matches with non-fiction. Most elusive section	Paperbacks, hardback, DVD's
Beginning Reader	Most outdated and under checked out fiction section. Of the several hundred books, most are from early 90's and only between 15-20 are new titles of interest to students.	Make section stand out and weed out older materials. Need to discover trending titles in this category.	Hardbacks, few paperbacks
Beginning Chapter	Mostly several titles in a few select series that are becoming outdated although still popular.	Use sources to discover new trending series in this category. Need more illustrated chapters for this reading level.	Mix of paperback and hardback, audiobooks
General Fiction	Larger amount of both larger books and really thin books, with a hole in the middle. Science fiction heavy.	More illustrated chapters, a larger amount of high interest, low level readers, story collections, popular titles. This section needs weeding for multiple titles and 0 checkouts. Lacking some of most popular titles than many libraries carry. Need more in category of funny and scary, per student requests	Mostly paperback, some hardback, audiobooks
Graphic Novels (741.5)	Largest section growth in 2015-16. Variety history, action heroes, popular GN series, and fiction GN	More biography GN's and to replace the several well loved and falling apart popular titles, especially the super heroes	Hardback, few paperback
Professional Collection	Montana Studies course books, classroom resource materials, RCCP, SEL, and Cooperative Learning	To do a needs assessment for staff. Large portion of these books were discarded in 15-16 for outdated and zero checkouts. Need more SEL activities for teachers, more group games, more cooperative learning resources	Mostly paperback

Special collections beyond the Dewey areas are often an important part of your collection. A notable Special collection that you may have is the Battle of the Books. Battle of the Books (BOB) - Keep titles in a separate, visible location away from other books. They may be checked out to all students, but may be held for specific BOB team as of January of the Battle Competition year.

Materials are selected by you, taking into consideration recommendations and requests by stakeholders (students, families, & staff). The final decision for procurement comes down to the decision of the librarian, using various selection aids, covered in the Youth Literature Chapter. Considerations are made using the following criteria:

- Is it appropriate for age and developmental level of K-6 students?
- Does this item support the curriculum, both traditional and/or Montessori?
- Is the material relevant to timing or will it be outdated quickly?
- Is there already a large amount of books within this particular subject/category?
- Does the difficulty of language and words per page match the intended age of audience?
- Is the material accurate and authored by a viable expert on the source?
- Does this material showcase a wide selection of perspectives?
- Is the material readable and visually appealing to students?
- Do the illustrations support the text?
- Is the information presented in sections that are easily digestible by students in their respective age groups?
- Will the material be regularly used and is it the best choice for the purpose it is serving?
- Might the materials act as a bridge for struggling or reluctant readers?
- Will the particular material encourage a student to check out whereas they might not otherwise decide to?
- Is the material sufficient to encourage literacy development?

Material formats are also selected by you. Here are some questions to ask yourself when selecting formats…

- What formats should you collect?

  Perhaps you want to collect: magazines, paperback and hardback fiction and non-fiction, DVD's, books on professional development and classroom resources, audio CD's, Playaway Audiobooks, television and Video/DVD combination players, Document Viewers, paid subscriptions to resources such as World Book, or EBooks

- What formats should you not collect?

  Perhaps you do not want to collect textbooks, videotapes, computer software, newspapers, films, slides, microfilm, CD-ROMs, recording equipment, computer/printers.

- Should you collect multiple copies?

  Perhaps you want to collect multiple copies only on certain occasions, such as Battle of the Book titles, anticipated popular titles, titles that are consistently on hold. Generally, non-fiction books outside of the 000's (reference) are not purchased in multiple copies, unless for a specific purpose.

- Should you collect books in foreign languages?

  Perhaps you should if you have bilingual students as determined in the community analysis. A needs assessment at the start of each year should guide the development of the 400's (languages) section. Language dictionary books can be available and showcased for checkout by all students interested in language acquisition / comprehension.

- How should you label materials?

  This website from the American Library Association will help you decide how to best label materials in your library.

  http://www.ala.org/advocacy/intfreedom/librarybill/interpretation/labeling-systems

3. Promotion and Circulation

- How do I best collaborate with teachers?

  Actively collaborating with teachers is a great promotional tool. Collaborating with teachers on classroom research activities & literacy projects as agreed upon by both parties is part of your role. A survey of teachers needs can be done at the start of each academic year, and those are essential in determining collection development. The most important thing is to let teachers know that you are happy to collaborate with them. Knowing their units and lessons can give you ideas for collaboration that you can bring to the teachers. Some teachers may not know that you are hoping to collaborate with them, and they may feel uncomfortable asking.

- What about special programs?

  You can promote your library by supporting special programs through materials acquisition. These special programs include but are not limited to: occupational speech, Indian Education for All, STEM kits and programs, and art programs. You may also meet needs that are usually out of the scope of the library, but are not being met, such as tutoring, study hall, and open check-out hours that are before or after school.

- Other sites can be used for ideas about promotion and circulation…

http://www.librarygirl.net/2013/04/school-library-marketing-101-its-about.html

http://www.loudoun.k12.va.us/page/56720

http://www.rhs.simi.k12.ca.us/circulation

4. Evaluation

Evaluation is a critical component of the life cycle of the materials in your library. These resources will guide you in evaluating your collection for continuous improvement…

http://eduscapes.com/sms/program/evaluation.html

http://eduscapes.com/sms/program/mapping.html

5. Weeding

The Six Benefits of Weeding

1. Save space.

2. Save the time of patrons, staff, and best of all, yourself.

3. Make the collection more appealing

4. Enhance your library's reputation for reliability and currency and build public trust.

5. Keep up with collection needs because the CREW method provides a continuous check on the need for mending or binding, alerts the library staff to lost or stolen books in need of replacement, and guarantees a more accurate volume count.

6. Receive constant feedback on the collection's strengths and weaknesses. This information can be helpful when soliciting donations and making decisions about purchases.

The following is an ideal weeding schedule for well-funded libraries, although your budget will likely determine the most feasible weeding schedule for your library.

- Non-fiction materials that have 0 checkouts in the previous 5 years and a publication date older than 5 years will be discarded from the collection.
- Fiction materials with 0 checkouts in the previous 5 years will be discarded from the collection.
- Materials published within the past 5 years will not be discarded from the collection, regardless of the number of checkouts, except by special reason expressed in writing or because of damage.

- Materials with fewer than 3 checkouts in the past 5 years may be discarded, dependent upon whether other material/resources adequately covers the subject scope, and based upon age and likely usability of the material(s).
- Duplicates that have fewer than 5 checkouts in the previous 5 years will be discarded.
- A log shall be kept explaining materials weeded throughout the course of the year.
- Materials that are damaged beyond repair or will require continual repair will be discarded.
- Materials that contain information that is no longer accurate will be discarded.
- Materials that are developmentally/academically inappropriate or ill-matched for elementary school curriculum will be discarded.
- Damaged paperback books from moisture/soiling/heavy markings will not be fixed but removed.
- Hardback books with broken bindings and/or ripped pages will be attempted for fixing.
- Popular titles with high checkouts that are discarded must be reordered within 3 weeks of discard. Librarian may use his/her discretion in replacing damaged & discarded book with fewer than 5 checkouts in the past year.
- Students must pay replacement fee or replace damaged book that was checked out to him/her
- Lost books must be paid for or replaced in the same format as the lost title.
- Books overdue past 2 years will be discarded from the system and student fines will be removed.

Here is a helpful website with additional weeding guidelines is here…

http://www.cde.ca.gov/ci/cr/lb/documents/weedingbrochure.pdf

There are two major sets of weeding guidelines…

1. The CREW Method

CREW: A Weeding Manual for Modern Libraries provides excellent advice for the complex process of deselection. **CREW** stands for **C**ontinuous **R**eview, **E**valuation, and **W**eeding. This method has been time tested and is considered a valuable procedure for weeding small library collections. A document that describes the CREW method is found here…

www.tsl.state.tx.us/ld/pubs/crew/index.html

2. The Mustie Method

There are two factors that contribute to a MUSTIE evaluation, although these factors vary according to the type of material and subject matter. They are the age of the material and usage statistics. MUSTIE is an acronym for…

M=   Misleading--factually inaccurate
U=   Ugly--worn beyond mending or rebinding
S=   Superseded--by a new edition of by a much better book on the subject
T=   Trivial--of no discernible literary or scientific merit
I=   Irrelevant to the needs and interests of the library's community
E=   Elsewhere--the material is easily obtainable from another library

In some of the subject areas, one or both of the numbers may be replaced by an "X." This means that either age or circulation dates should not be considered an issue. For example in 550 (Earth Sciences), the formula reads X/3/MUSTIE. This means that the age of the item is not an issue, but it must have circulated in the last three years or if it is MUSTIE, it might be considered for weeding. In the 004(Computers) examples, the formula is 3/X/MUSTIE. This means that materials more than three years old can be considered for weeding. The X suggests that circulation dates should not be considered in this Dewey area.

Rebinding and repairing materials

Rebinding and Repairing Material is not a part of the collection development cycle, but it is worth noting here because these practices can lengthen the lifetime of your books. For information about book repair, consult the following website from Dartmouth College:

http://www.dartmouth.edu/~library/preservation/repair/index.html?mswitch-redir=classic.

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Chapter 7: Youth Literature

Promoting Youth Literature

You have the crucial role of selecting and promoting Youth Literature in your library. Children should read everywhere: learning from cereal boxes, food jars, road signs, and books. Children need to read well to understand science and word problems in mathematics, but one of the most rewarding jobs of the librarian is to help students become engaged in reading for pleasure. There is a robust offering of children's and young adult literature that caters to the interest and reading levels of modern young people.

Besides teaching information literacy skills, teaching reading, and serving as a resource for your colleagues, building the best collection you can within your budget is critical to attracting the attention of your budding readers.

Selecting Youth Literature

You will create a priority list of areas that need to be beefed up or thinned out according to your library's needs. Take care in selecting nonfiction resources for research and reading for information. Look for different genres when choosing fiction items within your budget, paying attention to popular series at appropriate age/grade levels. Consider organization of materials so that students are reading books that are developmentally appropriate for both their academic and maturity levels. Encourage kids who can to read higher level books, but differentiate between books with higher vocabulary levels and those that are also intended for more mature teens.

One of the best ways to determine if books are right for your library is to use reviews of books that you haven't read yet. There are several review sources that are reliable that will be listed below. You may look at Amazon.com for customer reviews, but rely on reviews by scholarly publications such as School Library Journal, Horn Book, and Kirkus. Often, scholarly reviews are quoted in Amazon, saving you lots of time. These reviewers note the kinds of points that make a book acceptable for

children and young adults. Note that books for young adults are likely to have swear words, sexual tension, innuendos, violence, alcohol, and drugs. Your collection policy will state the right to read library books that are not required classroom reading. You will have your review sources from these vetted reviews listed in your collection policy to provide rationale for choosing books that young adults like, but that parents may find disturbing.

Book Challenges

If you are at an elementary school, chances are that you won't have many books to defend. YA books are another story. Tweens and teens are bombarded with social media, TV, and movies that explore all of the vices known to mankind. Students who are coming of age want to know about the adult world, so these topics can be popular.

There are many resources online, including the American Library Association (ALA) and its sister division AASL for school librarians that have lists and information about books that are challenged and why. Some books you might consider benign, such as the Harry Potter series that children and adults alike love and reread. Some books like the Riordan's Percy Jackson series or Meyer's Twilight series may irritate parents, and those who say they only read "good writing." Harry Potter and Twilight have led the field in encouraging students to read. Students get hooked on the storyline, on the characters, and they want to keep reading.

There are some writers who tackle young adult issues head-on, and the characters deal with situations that are realistic and terrifying sometimes. You will see these writers' names on the often-challenged lists, and often also on the best seller lists. Reviews from your vetted review sources can be crucial for your peace of mind (and for your defense if need be).

For example, the novels by Ellen Hopkins are immensely popular with teen girls, but they address topics such as drug addiction, prostitution, and mental illness. Let students know that some books do have disturbing characteristics, and books don't have to be finished. Books can always be returned. Ideally, librarians are not censors. The important message for students is to read, read, read. If students trust you, they will feel comfortable checking out or putting a book back on the shelf if they aren't interested.

Specific Selection Methods

You might think about having a student recommendation or request box for helping with selection. If you can, don't spend your entire budget at once! New graphic novels, series updates, and new authors pop up at least once a month. If you have a use-it-or-lose-it budget, ask your administrators if you can parse it out for the purpose of attracting reader return. Show administration your plan for using money across the school months, and ask them to officially approve your plan, so that they won't forget. Some vendors will offer to use your entire budget by sending you pre-selected books that are important for libraries to have. One such vendor that offers well-reviewed books is the Junior Library Guild (www.juniorlibraryguild.com). If you feel completely lost when selecting materials, this might be a good way to start. They also offer full processing of books so they can arrive shelf ready.

Above all, actually read the literature every chance you get. If you have a connection point with a group of readers who love Harry Potter or Percy Jackson or the Wimpy Kid Diaries, you have a point for creating relationships with students that will make the library a fun, comfortable, and safe place to be.

Recommended Reading:

www.bookverdict.com Expert reviews of Print and Media. It sources reviews from other school library materials reviews. It also has lists of books, such as starred feature books. This is a most useful site.

www.schoollibraryjournal.com   Printed for school librarians. It is a subscription magazine, but you can see some reviews online for free. Don't forget Book Verdict and Amazon often paste SLJ reviews.

www.hbook.com Horn Book is an old and favorite review source.

www.juniorlibraryguild.com   A vendor that also reviews books.

Sources used for this chapter:

100 greatest books for kids from Scholastic. (n.d.)
http://www.scholastic.com/100books/

Best children's book by subject. (n.d.) http://www.the-best-childrens-books.org/

Children's books and authors by theme. (2015).
http://www.readingrockets.org/books/booksbytheme

Notable children's book list. (2016). http://www.ala.org/alsc/awardsgrants/notalists/ncb

Young Adult Library Services Association(YALSA). (2016). Book awards and booklists for young adults ages 12 – 18 http://www.ala.org/yalsa/booklistsawards/booklistsbook

Young Readers' Choice Awards. Three divisions, junior (grades 4-6), intermediate (grades 7-9) and senior (grades 10 – 12). http://www.pnla.org/assets/nomineeslist%202000-2015%20updated%20august%202015.pdf

Chapter 8: Reference

There are ten main types of Reference Resources that may be found in your library…

1. <u>Bibliographies</u> - Bibliographies have some sort of subject that binds the entries together. Sometimes, you'll find that you make bibliographies for your student based on a topic or genre. Perhaps, you'll have put together a list of good mysteries or a list of books about Lewis and Clark. Librarians often put bibliographies out at the circulation desk to give readers some ideas. You may create bibliographies for   teachers that pertain to particular units.

2. <u>Directories</u> - Directories point you somewhere. Libraries don't have a lot of directories anymore, as most of these resources are online. The most important directories at this point are phone books and staff directories.

3. <u>Almanacs</u> - an Almanac is an annual publication of data. The data may be based on a calendar and represent data such as moon phases or other regular astronomical phenomena. It may be an annual outline of events, such as sporting events. The Farmer's Almanac may be the best-known almanac.

4. <u>Yearbooks</u> - Other than school yearbooks, a yearbook is often a book of facts about a year. Although similar to an almanac, a yearbook is often an addendum to a larger reference resource. A yearbook may be a book that is published in order to provide an update to an encyclopedia.

5. <u>Handbooks</u> - You are reading A Handbook now. Handbooks are books that aren't meant to be read cover-to-cover, but are meant to be read by chapters, as your needs arise.

6. <u>Biographical Sources</u>- Biographical Sources tell about a myriad of notable people, such as Presidents, notable people, sports figures, etc. Students peruse biographical sources in order to locate people of interest, and then they are likely to want to read a biography of the person who stands out. Try to have as many biographies as you can to encourage this additional reading.

7. <u>Dictionaries</u> - Dictionaries need no explanation. Dictionaries don't need to be updated as often as other reference materials. Try to have English dictionaries, as well as some dictionaries of foreign languages. Students enjoy dictionaries of sign language as well.

8. <u>Encyclopedias</u> - Encyclopedias also need no explanation. Update them when your budget allows. Most K-12 prefer World Book, which is also available online.

9. <u>Geographical Resources</u> - Geographical Resources are similar to, but different from Almanacs. Geographical resources are anything that contains geographical information. Some Almanacs are collections of maps, but almanacs can be collections of many things. Geographical resources are maps, globes, atlases, etc. Atlases can show the geography of today, or atlases may show the geography from long ago, such as where different dinosaurs were thought to roam. These atlases are called "historical atlases,' and they are popular with both students and teachers.

10. <u>Indexes and Abstracts</u> - Both of these are resources that typically point you to more information that resides in another place. There is an index to this Handbook, and most good Reference Resources do have Indexes. Abstracts summarize another material, and are usually only useful if your library owns that other material.

<u>Reviewing Print Reference Resources</u>

Reference collections had been dwindling for years, but with the implementation of common core and its focus on non-fiction, reference resources are making a come-back. There a number of factors to consider when reviewing reference resources to add to your collection:

Content Scope: The scope of the material, often a book, does include a brief description of the material, but it is not necessarily a review of the material. Things to ask yourself when determining scope: What is a brief synopsis of the material? What is the author trying to cover? How much is the author trying to cover, or at what length does the author delve into the subject matter? For what grade-level is the material intended? If you are creating an evaluative scope, you'll ask yourself what the material accomplishes well, and where the material falls short. Just because the material falls

short in some areas does not mean that you won't end up purchasing it. This is one criteria of many, and most materials don't score an A-plus on every criterion.

Accuracy, Authority, and Bias: Who wrote the material? What are the qualifications of the author? Is the author clearly taking a side on the issue? It may be OK if the author is taking a side, as long as you have books that present the material in a different light.

Arrangement and Presentation: Is the book arranged and presented in an attractive and modern way? Can the target age group navigate the material easily? Does the material contain elements such as a glossary and an index?

Relation to Similar Works in your library: Does this material add to your collection or is it duplicating information that you already have? Does it delve deeper into an issue that may be covered in another material that has a more narrow scope? In other words, might a student be able to learn a little from a material that you have, and then move on to this material to get more information. An example of this would be having a biographical source that has a little bit of information about many people, but then also having a biography of that person, if the student wants to know more.

Timeliness and Permanence: Is this material up-to-date? If not, does the material address something that has yet to change, such as the understanding of which dinosaurs roamed the Earth during a given time period? Older books aren't necessarily out-of-date books. For older books, the circulation statistics may be more important than the copyright date. When selecting materials, think about how long you may be able to keep them in your library

Accessibility / Diversity: Considering your users, is the material accessible to them? Can students find the material, reach it, and check it out, or otherwise spend some time with it. Does the material reflect a variety of opinions or contain different cultural viewpoints. If not, do you have other materials in your library that serve as counterpoints to this material?

Cost: This criterion is not necessarily just the cost of the material.

Reviewing Online Reference Resources

As more and more reference resources are online, teaching website evaluation

becomes critical. Kathy Schrock is an educator who posts a lot of different tools to the web about how to teach website evaluation. You can click on her website at
http://www.schrockguide.net/critical-evaluation.html

She posts a variety of forms for all grade-levels, and she typically specifies that her forms can be downloaded for classroom use. She's a teacher and a librarian who wants to help other educators. This is one example, called the 5 Ws that she uses to teach website evaluation. She asks students to look at a website and ask themselves…

Who? Who is very similar to the authority section above. She does specifically ask if there is a bio of the author, which many websites do include.

What? What closely resembles the scope in the above evaluation.

When? When is quite different from the evaluation of print materials. When asks about the date that the website was created, but also whether or not the website is being updated and maintained. Because of the ease of updating material, it's more important that a website be updated regularly. One example is World Book encyclopedia. For the print version, it is all said and done, and you will have that information until you weed the set. However, the online version should be (and is, in this case) constantly updated with new findings and new subjects of interest.

Where? Where asks about the reliability of information, and whether or not the student can find where this information comes from. Does it come from an advertiser or does it come from a more scholarly organization?

Why? Why is also a different criterion than what is used in a print evaluation. Why asks a student if the chosen website best serves the purpose of the assignment.

As you can see, the criteria for the print materials evaluation is different from the criteria for websites. Please visit Kathy Schrock's website to find a set of evaluative criteria that best serves your purpose and the suitability of the grade-level that you are working with.

The Reference Interview

A reference interview is a conversation between a librarian and a patron in which

the librarian comes to understand the patron's information need and formulates a plan to meet that need. For the most part, your patrons are students, but they will also be teachers, other school staff, and parents. For some librarians, reference interview skills come naturally and for others, reference interview skills are developed over time with practice.

The most important thing to understand about the patrons approaching your desk, regardless of their ages, is that many of them (if not most of them), are initially going to ask a question that is different than the question that they really have. There are many psychological, sociological, cultural, and linguistic reasons for this, but just understanding that this phenomenon is real is the most important thing. It's your job to see past the question that is initially articulated and to get to the bottom of the actual information need. For some of you, this may be frustrating, but others will find this intuitive. Many of you who are practicing teachers already know how to navigate between the expressed question and the real question.

Here are some considerations to be sensitive to about student patrons in particular:

- Students may not be entirely comfortable approaching librarians or adults in general.
- Students may not be comfortable with the technology in the library, so librarians should be careful about making assumptions that students already know how to use it.
- Often students can't identify an information need because they are unclear about what their assignment is.
- Students may not know what type of resource will best answer their question. Unless the assignment says to find a particular type of resource, it may not be a good idea to start the interview by asking the student if he wants a book, article, or website.

RUSA is the Reference and User Services Association and it is a division of the American Library Association. RUSA provides guidelines for reference interviews. http://www.ala.org/rusa/resources/guideline

The site clearly articulates the elements of a good reference interview: approachability, interest, listening/inquiring, searching, and follow-up.

Sources used for this chapter:

Albanese, Andrew. (2013). For Libraries, the Common Core presents extraordinary opportunity. Publishers Weekly. http://www.publishersweekly.com/pw/by-topic/childrens/childrens-industry-news/article/55831-for-libraries-the-common-core-presents-extraordinary-opportunity.html

Riedling, A.M., Shake, L. & Houston, Cynthia. (2013). Reference skills for the school librarian: tools and tips (3rd ed.). A Kindle version of this book is available through Amazon.

RUSA Board. (2013). Guidelines for Behavioral Performance of Reference and Information Service Providers. http://www.ala.org/rusa/resources/guideline

Schrock, Kathy. (2016). The 5 Ws of Website Evaluation. http://www.schrockguide.net/uploads/3/9/2/2/392267/5ws.pdf

University of Indiana. (2014). Indexes and Abstracts. http://www.library.illinois.edu/bix/biologicalliterature/ai.html

Chapter 9: Cataloging

What is the purpose of a library catalog? Library collections may contain a diverse variety of materials on different subjects, and resources may exist in different formats. The main purpose of a catalog is to let users know what is in your library collection, as well as making your job easier. Your catalog may be used for a "fast find" or for browsing subjects, authors, or titles. Although you may know every item in your library, another person should be able to come in and use the catalog immediately. The best way to make your library resources "findable" is to create and maintain library catalog records, and to instruct your students to use them efficiently.

A great resource for learning about cataloging is the Alternative Basic Library Education (ABLE) tutorials. These tutorials are tailor made for people who have not been formally trained as librarians. The ABLE tutorials are narrated slides that will explain cataloging and other technical services. The ABLE Technical Services tutorials are brought to you by the Idaho Commission for Libraries.

There are a few steps to follow when you receive new materials in your library…

- Check the shipment against your order sheet for missing or wrong items. Contact the vendor if there are any mistakes in your order. If you find no mistakes, sign your order sheet. Depending upon your district procedures either deliver the signed shipping notice to your business office and/or file a copy in your own records.

- Separate items received in priority order for processing. Prioritize any items that are needed immediately for a teacher or student.

- Create a highly visible place to display new items. This will capture attention and interest as soon as people walk into the library. Call attention to your new books

with decorative accents. You can purchase seasonal items at Dollar Stores or yard sales to add a pop of color and drama to your library.

PROCESSING PROCEDURES:

Most libraries today have an automated system (more commonly known as an [Integrated Library System or a Library Management System](#)) for cataloging and circulation. If you have library automation software in your library, chances are that you already know how to use it for cataloging. If not, the software is likely to contain tutorials specific to the product.

If you are using a physical card catalog, and you are looking for good software to use, please read the [Library Systems Report 2016](#). This article provides information such as market shares, trends, updates to old products, new products, etc. This article is updated and published every year in the online American Libraries Magazine, which is a publication of the American Library Association (ALA). You do have to scroll down toward the end of the article to find software that is particularly marketed to schools, but systems marketed toward other library-types might be just what you are looking for in your school. If you read one thing a year about automation systems make it this article. It is always written by Marshall Breeding, the premier expert in this field.

If you are unfamiliar with cataloging, always have your system instructions open for reference during the cataloging process, until you are comfortable to catalog without instructions. It is easy to skip a step when you begin cataloging!

Your Library management System has a specific code that it uses for cataloging, called **MA**chine **R**eadable **C**ataloging (more often referred to as MARC or MARC 21). While it is complex, this code allows your students and colleagues to browse, search, and locate items. For example, a DVD that is cataloged, can be found using search terms such as a narrator or producer. Any information that has been entered into the MARC data fields can be searched to locate an item. Though it does seem like a foreign language to many of us, MARC records are the reason that patrons can locate materials in your library. Fortunately, you don't have to learn a lot about MARC if you buy from vendors who include records.

You can get MARC records when you buy books from companies that specifically sell to libraries. You will usually download them and import them into your Library management System. To begin processing new materials, you should import your MARC records if you have them. Here is what a MARC record looks like. You can ignore the things highlighted in green. They are either system information or things you don't have to have for a small library. There are other fields but they don't all have to have information in them. If you should have to create your own record, you can do so with just the information in yellow below. Be sure to use the correct field NUMBER (called a "tag" number) for the info so that the important parts will be searchable. If you put information in the wrong field, it will not "break" your catalog, but you may not be able to find the item with a search.

MARC RECORD EXAMPLE

000 amIi0n
001 ocn856977444
003 OCoLC
005 20140410195115.0
008 130826s2014 dcuab a 000 0 eng d
010 ocn856977444
035 (Sirsi) o856977444
040 YDXCP eng rda YDXCP BTCTA OCO UOK JAO
19 856977446
020 1426315066 (trade paperback) **020** is the ISBN number. Each version has a separate ISBN
020 9781426315077 (reinforced library ed.) you may see several 020 lines for different versions
035 (OCoLC)856977444 (OCoLC)856977446
082 04 591.734 23   **082** is for the Dewey Number (from the 23rd Ed. Of Dewey)
100 1 Neuman, Susan B.   **100** is the **author** field (also called "statement of responsibility")
245 10 Swing sloth! : explore the rain forest / Susan B. Neuman. **245** is **Title**, followed by / author
246 30 Explore the rain forest **246** Is for the second line (if there is one) of title
264 1 Washington, DC : National Geographic, 2014   **264** is for **publisher and date**

300 23 pages : color illustrations, color map ; 23 cm. **300** is for **physical description** of the book

336 text

336 still image

337 unmediated

338 volume

490 1 (National Geographic readers. Pre-reader) **490** will show up if the book is **part of a series**

490 1 (National Geographic kids)

520 Come along on an adventure through the rain forest. Along the way, you'll meet new friends big and small, see amazing sights, and learn all about the creatures that make their home in the rain forest. Told in simple yet lively text built with sight words and using picture icons to aid reading, National Geographic Pre-readers will enchant kids just beginning their journey with books. **520 is a summary of the book.**

650 0 Rain forest animals--Juvenile literature. **650** is a **subject heading** people can search by

830 0 National Geographic reader. Pre-reader. **830** is added if people can search by **series name**

830 0 National Geographic kids.

994 Z0 YZS

596 BELGRADE BOZEMAN NVPL BILLINGS HPPS PRAIRIE MCPS-LC MCPS-PAX ROUNDEL

598 NB-NVPL-CH

58

To begin cataloging, there are different steps, depending on whether or not you already have a MARC record.

YOU HAVE MARC RECORDS	YOU DO NOT HAVE MARC RECORDS
If you have received MARC records with your order, import the titles into your database using the instructions for your particular software.	If you do not have a MARC record for the item, you can usually find MARC records to use to "copy catalog." There are places where you can download the record, and places where you can see the record, take a screen shot of the page and enter each field by hand. You can download records directly from the Library of Congress for books published in the US.

If you don't have a MARC record, consider importing a record form the Library of Congress. Here is an example of how you could do that, using Follett Catalog Plus software…

Finding and Saving the MARC Record
  • Go to the Library of Congress https://www.loc.gov/
  • Click Library Catalog on the right side of the page.
  • Click BASIC SEARCH.
  • Search for the record you need.
  • Click on the title that matches the item you have.
  • Click on the FULL RECORD tab.
  • Scroll to the bottom of the page.
  • Select Download Format – choose MARC (non-Unicode/MARC-8)
  • Press to Save or Print.
  • Click on FILE to SAVE AS.
  • Choose a location to save the MARC record.
  • Type in a File Name.
  • In the box for SAVE AS TYPE, choose TEXT FILE.
  • Click SAVE.

Uploading the MARC Record
- Open your Follett (or other automation software) Applications.
- Choose Cataloging.
- Type in your password.
- Click on FILE and scroll down to IMPORT MARC 21/852 Holdings Format (the first MARC option)
- Click IMPORT
- In the box for FILES OF TYPE, choose ALL FILES
- Find the file you saved and click OPEN.
- Your file will be uploaded to Follett, and you will be asked if you want to import another record. If you have saved more than one, click YES.
- When you are finished, pull up the catalog record for the new book, add the barcode, call number and price, and you are done!

Once the import process is complete, and you have a MARC record, you have added the title records of the books into your catalog. Next, you will select a title in your cataloging module, or just scan or type in the ISBN of a new book, which will bring you to the title record. This record includes all of the necessary information about the item. To this record, you'll be adding the local information for your copy of the title, which is the physical item that patrons check out. This will include the barcode and location of the item. It can include other special data that you may want to keep, such as the cost of the item or the source of funding for the item. (This is sometimes required by grants or donors.)
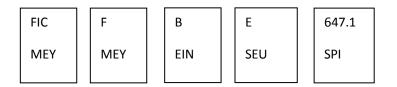
If you do not have an automated library system, you will need to make cards for your new item. Generally, you will need an author card, a title card, and at least one subject card.

Once your copy is saved in your Library Management System or your card catalog, you will do the physical processing of the material:

1. Stamp the item with your library's property stamp
2. Attach the barcode
3. Create spine label with shelving location (instructions just below)
4. Attach any special stickers such as genre types, "new" stickers, etc.

5. Decide what protection the item will have, such as book covers, tape, and if applicable, security strips. Go online to buy library supplies. Some options are www.demco.com or www.brodart.com. If you are accustomed to buying from Highsmith, it has recently been purchased by Demco, and the companies have merged.
6. If applicable, attach due date slips, as printed due date receipts are often lost.
7. Display new items, and if an item was ordered by request, contact the teacher or student who ordered it for checkout.

The spine label, mentioned above in Step 3, shows the item's CALL NUMBER. This label generally goes on the bottom of the spine. The call number is the address of the book, or where the book lives" on the shelf. The call number on your spine label contains two lines. The top line is either the Dewey Decimal number for nonfiction or it is FIC to indicate that the book is fiction. You may also choose to use "F" or "fic" to indicate fiction. The bottom line is generally the last three letters of the author's last name. Some libraries use B for biography and E for Easy books. The samples below show some of the most common ways to label books with spine labels…

FIC	F	B	E	647.1
MEY	MEY	EIN	SEU	SPI

If you buy pre-processed books from vendors, you can often specify the "extras" you want, one of which is pre-printed spine labels. If you don't have pre-printed spine labels, you can use a tape label maker with its white paper tape. Some book vendors will attach labels and install the book covers as well for a fee. The cost for these extras can be well worth the time you save. If your budget allows for pre-processed materials, they are the way to go!

The Dewey Decimal Classification System (DDC) is probably what your school uses.

If you have not yet cataloged your collection, the DDC is the recommended system for school libraries. It ensures that items on same subject are shelved together. Using DDC each item is given a number based on its subject matter. There are 10 main subject classes, each of which contain 10 divisions of subjects.

For many books, Dewey numbers already exist. If you've purchased a book from a store and cannot find a copy catalog record to download, you can still often find information in the front of the book. On the back of the title page is the information about the book collected by the Library of Congress for publication. That block of information is called the Cataloging-in-Publication (CIP). In that data block you can find information to create at least a simple record for your catalog.   Below is an image of a CIP record and explanation of how to read it in an article by Joel Friedlander, published on March 23, 2010, from the Book Designer website.
http://www.thebookdesigner.com/2010/03/cip-what-it-means-how-to-read-it-who-should-get-it

A Publisher's Cataloging-in-Publication data
B Doe, John, 1950–
C   Terrific Business : how publishing became the driver of our society / John Doe ; with Joan Doe.
D   p. cm.
E   Includes index.
F   ISBN 978-0-9999999-0-9
G 1. Business of publishing—Cultural aspects. 2. Entrepreneurship —book publishing. I. Doe, Joan. 1951–. II. Title.   H
I HF5599.A2 A46 2010
J 299.333 22--dc22   2010999999   K

A. The CIP was prepared by or for the Publisher
B. The main entry under which the book is cataloged, always the author's name.
C. The title, followed by a statement of responsibility, in this case assigning authorship to John and Joan Doe.
D. Physical description of the book, almost always blank since the books are usually not yet published.

E. Notes whether an index or other bibliographical entries are in the book.
F. International Standard Book Number (ISBN) can be 10 or 13 digits.
G. Subject headings, authorized by and conforming to Library of Congress usage.
H. Indicates other ways the book will be cataloged, here by title as well as by author.
I. Library of Congress classification number.
J. Dewey Decimal classification number, 299.333. The numbers following it are the edition of Dewey the number was taken from.
K. Library of Congress PCN. Note the year the number was issued, 2010, is in the first four digits.

Subject Headings are important for the search process. Students often come in and ask for a "book about snakes" or something similar. Subject headings help you show the student how to search the catalog for snakes, find call numbers, and locate the items. Subject headings are generally assigned by the Library of Congress. They also feature subject headings in simplified form for children. School libraries may instead use Sears subject headings, created by children's librarian Minnie Sears, to make searching easier for small libraries. The Dewey number is created using the main subject heading, but additional topics may be added to alert searchers to the book if it contains other subject matter.

The same rules are generally followed for video recordings, sound recordings or kits (such as book with a disc included). You still must identify the title, the publisher and date of publication, but you may not have an identifiable author. In the physical description area (300) you will have duration of the audio/video and the components of a kit rather than just page numbers.

There is a price hint that you need to know. Some Library Management System vendors have special pricing offering substantial savings for libraries with small collections. Be sure to inquire, these prices may not be posted on their website. Remember that everything is negotiable.

If you are using physical cards for cataloging, depending upon the number of items in your library, you need at least one card for each item.

It is generally recommended to have an AUTHOR card, a TITLE card, and a SUBJECT card, kept in separate sections so that students and teacher can physically search by any of these three. Below are samples of what each card should look like.

AUTHOR CARD:

```
E        Bourgeois, Paulette.
BOU          Franklin fibs / Paulette Bourgeois ; illustrated by
         Brenda Clark. -- Toronto : Kids Can Press, 1991.
             [32] p. : col. ill. ; 23 cm.


             ISBN 155074385


         1. Turtles--Fiction. I. Clark, Brenda. II. Title.
```

TITLE CARD for (Easy) FICTION:

```
             Franklin fibs
E        Bourgeois, Paulette.
BOU          Franklin fibs / Paulette Bourgeois ; illustrated by
         Brenda Clark. -- Toronto : Kids Can Press, 1991.
             [32] p. : col. ill. ; 23 cm.


             ISBN 155074385


         1. Turtles--Fiction. I. Clark, Brenda. II. Title.
```

TITLE CARD for NON FICTION:

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031.02   The Canadian world almanac and book of facts 1991.
CAN          -- Toronto : Global Press, c1990.
             725 p. : ill. , maps ; 21 cm


             ISBN 0771539754 (pbk)


          I. Almanacs, Canadian (English).
```

SUBJECT CARD:

```
            TURTLES--FICTION
E        Bourgeois, Paulette.
BOU          Franklin fibs / Paulette Bourgeois ; illustrated by
         Brenda Clark. -- Toronto : Kids Can Press, 1991.
             [32] p. : col. ill. ; 23 cm.


             ISBN 155074385
         1. Turtles--Fiction. I. Clark, Brenda. II. Title.
```

Sources used for this chapter:

ALA..(2015) *Automating Libraries: A Selected Annotated Bibliography: ALA Library Fact Sheet 21* http://www.ala.org/tools/libfactsheets/alalibraryfactsheet21

Church and Synagogue Library Association. (2016)

http://cslainfo.org/?page_id=3735

Montana State Library. (2016) http://home.msl.mt.gov/

Capterra. (n.d.) Top Library Automation Software Products

http://www.capterra.com/library-automation-software

Sawant, Sarika. (2012) Entry. http://www.slideshare.net/sarika111/entry-11402399

Chapter 10: OPI Benefits to Teacher Librarians

The Office of Public Instruction (OPI) benefits you by providing the [Montana Standards for Information Literacy / Library Media](#), along with benchmarks that explain which proficiencies students should attain as they progress through K-12. These standards and benchmarks were adopted by the OPI on August 2008, led by Superintendent Denise Juneau. This is a summary of the standards and benchmarks. For the full document, please visit the above link.

Content Standard 1: a student must: identify the task and determine the resources needed.

> **Benchmarks for the end of grade 4**: A student should have the ability to: define the problem; identify types of information needed; and choose from a range of resources.

> **Benchmarks for the end of grade 8**: A student should have the ability to: analyze the parts of the problem to be solved; identify information resources needed; and evaluate and select appropriate resources.

> **Benchmarks upon graduation**: A student should have the ability to: evaluate the purpose and scope of a problem; determine the nature and extent of information needed; and evaluate and select appropriate resources.

Content Standard 2: a student must: locate sources, use information, and present findings.

> **Benchmarks for the end of grade 4:** A student should have the ability to: locate a resource needed to solve the problem; evaluate resources; locate information within the resource; extract information from the resources needed to solve the

problem; and create a product that presents findings.

Benchmarks for the end of grade 8: A student should have the ability to: locate multiple resources using search tools; evaluate resources; locate information within multiple resources; extract information from multiple resources needed to solve the problem; organize and manage information to solve the problem; and create a product that presents findings.

Benchmarks upon graduation: A student should have the ability to: locate multiple resources using a variety of search tools; evaluate resources; locate information within a wide variety of resources; extract information from a wide variety of resources needed to solve the problem; organize and manage information from a wide variety of sources to solve the problem; create and defend a product that presents findings.

Content Standard 3: a student must: evaluate the product and learning process

Benchmarks for the end of grade 4: A student should have the ability to assess the quality of the product, and to describe the process.

Benchmarks for the end of grade 8: A student should have the ability to assess the quality and effectiveness of the product, and to evaluate how the process met the need for information.

Benchmarks upon graduation: A student should have the ability to assess the quality and effectiveness of the product, and to evaluate the process in order to revise strategies.

Content Standard 4: a student must: use information safely, ethically, and legally

Benchmarks for the end of grade 4: A student should have the ability to: legally obtain and use information; identify the owner of ideas and information; and participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks for the end of grade 8: A student should have the ability to: legally obtain, store and disseminate text, data, images, or sounds; appropriately

credit ideas and works of others; and participate and collaborate in intellectual and social networks following safe and accepted practices.

Benchmarks upon graduation: A student should have the ability to: legally obtain, store and disseminate text, data, images, or sounds; follow copyright laws and fair use guidelines when using the intellectual property of others; and participate and collaborate in intellectual and social networks following safe and accepted practices.

Content Standard 5: a student must: pursue personal interest through literature and other creative expressions.

Benchmarks for the end of grade 4: A student should have the ability to: use a variety of print and digital formats for pleasure and personal growth; use a variety of genres for pleasure and personal growth; access and understand multiple resources from diverse cultures, including Montana American Indians; and access libraries to seek information for personal interest.

Benchmarks for the end of grade 8: A student should have the ability to: use and respond to a variety of print and digital formats for pleasure and personal growth; use and respond to a variety of genres for pleasure and personal growth; analyze and respond to multiple resources and creative expressions from diverse cultures, including Montana American Indians; and access and use libraries and other information environments to find information for personal use and to make connections to resources beyond the school library.

Benchmarks upon graduation: A student should have the ability to: use and critique a variety of print and digital formats for pleasure and personal growth; use and critique a variety of genres for pleasure and personal growth; evaluate multiple resources and other creative expressions from diverse cultures, including Montana American Indians; and access and use resources and information from all types of information environments to pursue personal and creative interests.

Again, this is merely a summary of all of the information provided in the Montana Standards for Information Literacy / Library Media. The full document breaks down the criteria for each benchmark at each level into advanced, proficient, nearing proficient, and novice.

The following resources provided the foundation in the creation of the Information Literacy / Library media Content Standards…

American Association of School Librarians. *Standards for 21st-Century Learners*. Chicago, Ill.: ALA, 2007.

Association of College and Research Libraries. *Information Literacy Competency Standards for Higher Education*. Chicago, Ill.; ALA, 2000.

Eisenberg, Michael B. and Robert E. Berkowitz.*The Big6™Skills*. www.big6.com

Montana Office of Public Instruction. "Montana Content and Performance Standards for Library Media." Administrative Rules of Montana (10.54.6510) Helena, Mont.: OPI, 2000.

Murray, Janet R. Achieving Educational Standards Using the Big6™. Columbus, Oh: Linworth, 2008.

In addition to providing the Information Literacy / Library Media Content standards, the OPI also provides a set of Technology Standards in the manual, Montana K-12 Technology Contents Standards Framework, which is presented in greater detail in the Technology Chapter of this Handbook.

Finally, the OPI can help you in person! For any library or technology-related needs or questions, the OPI employs Colet Bartow as a "Library-Information Literacy Content Standards and Instruction Specialist." Her phone number is 406-444-3583, her email is Cbartow@mt.gov, and for the latest library news, you can follow her on twitter @cbartow.

Sources used for this chapter:

OPI. (2008). Montana Standards for Information Literacy / Library Media.
http://www.opi.mt.gov/Pdf/Standards/09IL_LMContentStandards.pdf

OPI. (2010). Montana K-12 Technology Contents Standards
Framework.http://www.opi.mt.gov/Pdf/Standards/10ConStds-Tech.pdf

Chapter 11: Montana State Library Benefits to Teacher Librarians

The Montana State Library's Statewide Library Resources Division strives to provide content, platforms, training and services that encourage and support resource sharing among Montana libraries of all types. Tracy Cook is the Statewide Library Resource Director, and she will be happy to answer any questions that you have about the following State Resources. Her contact information, retrieved from the State Library employee Directory, is 406-444-9816, and her email address is tcook2@mt.gov

Listed below are MSL resources available to librarians, teachers, and administrators within the K-12 environment that provide content, access to information, professional development, and training materials.

Notably, the first link (the Montana Shared Catalog), is an option for Teacher Librarians to join a catalog that already exists and is supported by the state library. When considering learning management systems, consider the Montana Shared Catalog. There is a formula for determining the cost to libraries based on the number of students. As a small school, your cost will be low compared to a large school.

Montana Shared Catalog

Montana Memory Project

Montana Place Names Companion

Montana Geography Facts

Montana Digital Atlas

Montana Natural Heritage Program's Montana Field Guide

Professional Development Materials

Montana State Library Learning Portal

Source used for this chapter:

Montana State Library. (2016). http://home.msl.mt.gov/

Appendix A: PEPPS Standards

In order to become a certified teacher librarian, a teacher must gain an endorsement from an institution with a curriculum that meets these standards…

PROFESSIONAL EDUCATOR PREPARATION PROGRAM STANDARDS

10.58.517   LIBRARY MEDIA K-12

(1) The program requires that successful candidates:

(a) demonstrate the ability to design, implement, assess, and evaluate an information literacy program that prepares independent lifelong learners and includes the ability to demonstrate collaboration techniques with students and staff in the development and implementation of K-12 curriculum;

(b) demonstrate the ability to manage the library facility to meet school district goals by:

(i) utilizing current practices in the areas of policy development, budgeting, needs assessment, and collaboration with students and colleagues; and

(ii) demonstrating competency and professionalism in library program administration including budgeting, facilities, equipment, public relations, and program advocacy;

(c) promote reading for learning and enjoyment by demonstrating the ability to:

(i) manage library collections through evaluation, selection, acquisition, and organization of library materials;

(ii) collaborate with teachers and students in the selection of reading materials in print and digital formats; and

(iii) select materials which reflect knowledge of current youth literature, support a wide range of information needs and interests, and support American Indians and tribes in Montana;

(d) demonstrate knowledge of technical services and the policies and procedures that govern these services; and

(e) model and facilitate the effective use of current and emerging digital information tools to locate, analyze, evaluate, and efficiently and ethically use information to support research, learning, creating, and communicating in a digital society.

History: 20-2-114, MCA; IMP, 20-1-501, 20-2-121, MCA; NEW, 1979 MAR p. 492, Eff. 5/25/79; AMD, 1984 MAR p. 831, Eff. 5/18/84; AMD, 1989 MAR p. 397, Eff. 3/31/89; AMD, 1994 MAR p. 2722, Eff. 10/14/94; AMD, 2000 MAR p. 2406, Eff. 9/8/00; AMD, 2007 MAR p. 190, Eff. 2/9/07; AMD, 2014 MAR p. 2936, Eff. 7/1/15.

Appendix B: Glossary

The following are selected terms from the glossary in the [Montana K-12 Information Literacy / Library Media Content Standards](#), which were adopted by the Montana Board of Public Education on July 2008, led by Superintendent Denise Juneau. Also included are selected terms from the [Montana K-12 Technology Content Standards](#), Which were adopted by the Montana Board of Public Education on January 2010, led by Denise Juneau.

Accuracy — Measures the degree to which information sources are free from mistakes and errors.

Asynchronous Communication -- Asynchronous means not occurring at the same time. Asynchronous refers to content, instruction, and communication between participants (e.g. students and teachers) that occurs at different times, the period of which may vary by circumstance (e.g., e-mail, threaded discussions, homework, message boards).

Authority —The knowledge and experience that qualifies a person to write or speak as an expert on a given subject.

Bias — Judgment unfairly influenced by subjective opinion when the situation calls for reliance on objective fact.

Big6™ — A systematic approach to information problem solving using a six step process. The Big6™can be used whenever an individual has an information problem; co-authored by Mike Eisenberg and Bob Berkowitz.

Boolean — and, or, not; used with keywords to more effectively search a database or online catalog.

Cite Sources — Reference to book, article, Web page or other published item with sufficient detail to identify the item uniquely. To quote or refer to an authority outside oneself (e.g., title, author, publisher, Web site, location).

Collaboration Tools - Any digital tool that allows for shared input, both synchronous and asynchronous (e.g., social networks, wikis, blogs, social bookmarking, forums, videoconferencing, online productivity tools).

Communication Tools — Any digital tool that allows for exchange of information and ideas both synchronously and asynchronously (e.g., e-mail, instant messaging, forums)

Copyright —The idea that the authors of ideas, designs, and products may register their intellectual property with the government, thereby limiting the extent to which others may use and profit from, modify, or perform the protected creation.

Creative Expressions — Creative or artistic works in a variety of media formats or creative or artistic productions and presentations (e.g., plays, exhibitions, concerts).

Critical Thinking —The skill required to develop effective and efficient search strategies, assess the relevance and accuracy of information retrieved, evaluate the authority of the person(s) or organization producing information content, and analyze the assumptions, evidence, and logical arguments presented in relevant sources.

Digital Citizenship - The norms of behavior with regard to technology use. It includes online etiquette, responsible use of technology systems, informations and software, safety and security.

Digital Information — written language, audio, or video accessed through digital means.

Digital Media — Any type of information in digital format, including computer-generated text, graphics, audio and animations.

Digital Presentation Tools — Tools that facilitate the sharing of information with others, either locally or in a virtual environment.

Digital Sources — Text, audio, video and other Information content gathered online.

Digital Tools — Inclusive of all hardware and/or software. (e.g., computers, PDA's, personal video players, personal music players, word processors, spreadsheets, instant messaging, Web browsers, Web 2.0 tools).

Equitable access — Fair opportunity to use resources (access regardless of age, origin, background or views). School libraries provide resources and services that create and sustain an atmosphere of free inquiry.

Ethical Use — Respecting the hardware, ownership, privacy, and use of digital tools. (e.g., respecting ownership of intellectual property, being mindful of security and passwords, giving credit to cited sources, exhibiting appropriate behavior online, acknowledging boundaries of privacy).

Extract — Draw or pull out relevant information from a source.

Fair Use — Allows the education community to review, comment on, parody, and study copy-written materials with proper citation according to provisions in the U.S. Copyright Code providing for limited use of copyrighted materials for educational purposes.

Flexible Networks - A network environment which adapts with changing and emerging technologies and allows the users to explore interests safely and expediently.

Format — A general description of an item whether it is print or nonprint or digital or electronic or realia.

Global Communication — Refers to student communication outside the traditional classroom to learn collaboratively with other students from around the world. Global Learning Environment —Digital environment that extends learning beyond the classroom walls.

Global Learning Environment – The digital environment that extends the learning beyond the classroom walls.

Information Literacy — The ability to recognize when information is needed and then to locate, evaluate, and effectively use that information.

Information and Communication Technology – This term is used throughout much of the WORLD in place of the word technology.

Information Requirement — An information requirement could be different than the information itself. For example, a requirement could be that the information is

presented in a chart or table, or in HTML. A requirement relates more to the packaging and nature of the information. (Mike Eisenberg).

Inquiry — Inquiry is any process that has the aim of augmenting knowledge, resolving doubt, or solving a problem.

Intellectual Freedom —The right under the First Amendment to the U.S. Constitution of any person to read or express views that may be unpopular or offensive to some people, within certain limitations (libel, slander, etc.).

Intellectual Property —Tangible products of the human mind and intelligence entitled to the legal status of personal property, especially works protected by copyright, inventions that have been patented, and registered trademarks. An idea is considered the intellectual property of its creator only after it has been recorded or made manifest in specific form. (e.g., music, literature, artistic works, symbols, names, images, designs).

Language Hierarchy for Performance Descriptors

- **With Assistance** – One-to-one help with step-by=step learning
- **With Guidance** – Using prompts, hints, limited input
- **At proficient** – mastery level
- **Independently** - Students perform at a superior level, without prompting, beyond classroom assignment

Media literacy —The combination of knowledge and skills required to access, analyze, interpret, evaluate, and create media in a variety of forms.

Multi-literacies — Changing the notion of literacy pedagogy. This idea expands literacy to cultural expressions and technological endeavors beyond language. "Being multi-literate is being able not only to read textual messages, but also be competent in interpreting symbols and images, and in using multimedia and other technological tools, such as the internet, all of which allow us to construct meaning, learn and interact with others. Being multi-literate also embraces understanding multiculturalism and showing respect to diversity, which reflects in effective interaction." Norbella (2004). http://mylearningblog.blogspot.com/2004/09/multiliteracies-definition-reflection.html

Realia —Three-dimensional objects from real life, whether man-made or naturally occurring, usually borrowed, purchased or donated.

Relevance — The extent to which information retrieved in a search of a library collection or other resource, such as an online catalog or bibliographic database, is judged by the user to be applicable to ("about") the subject of the query. Relevance depends on the searcher's subjective perception of the degree to which the document fulfills the information need.

Search Tools — A simple search field with options to search text or resources on a local, region-wide or world-wide database.

Synchronous Communication – "Synchronous" means occurring at the same time. "Synchronous refers to content, instruction, and communication between participants (e.g. students and teachers) that occurs at the same time even though they may be in different physical locations,

Synthesis — Creatively or divergently applying prior knowledge and skills to produce a new or original whole (adapts; anticipates; collaborates; combines; communicates; compiles; composes; creates; designs; develops; devises; expresses; facilitates; formulates; generates; hypothesizes; incorporates; individualizes; initiates; integrates; intervenes; invents; models; modifies; negotiates; plans; progresses; rearranges; reconstructs; reinforces; reorganizes; revises; structures; substitutes; validates).

Web 2.0 – an emerging set of technologies in the World Wide Web that aims to facilitate creativity, information sharing, and most notably, collaboration among users.

Index