

Collection Mapping in the LMC

**Building Access
in a World of
Technology**

David V. Loertscher

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Preface

The concept of collection mapping was first published by the author in 1986 under the title *Computerized Collection Development for School Library Media Centers*. Since that time, the author has written about the technique in several publications. Now, however, it has become necessary to rethink the entire concept as the world of high technology dawns upon the library media center in the school. No longer can collections be a group of books and a sprinkling of audiovisual materials. Instead, the library media center must become one node in a world wide information network.

The purpose of this book is to provide guidance in mapping the collection to the school library media specialist. But the book is also designed to undergird a course in collection development for the school library media specialist. Armed with this manual and a group of readings from the professional literature, the instructor may teach the entire spectrum of collection building in school library media centers. The disk that accompanies this volume provides various practice files and templates that can be used on Macintosh or IBM computer systems. It is wise to save a copy of these files so that as practice takes place, the pristine files are available when mistakes are made by the novice and templates are changed or data destroyed.

The author appreciates comments and corrections on the techniques addressed to the publisher's address.

Acknowledgments

The first edition of this book was authored by David Loertscher and May Lein Ho. Some of Dr. Ho's work has been retained in this edition and appreciation is extended to her for that contribution. Persons across the country who have listened to presentations based on this idea have contributed a great deal by questioning, offering suggestions, and bringing up problems they face. To these persons, I am grateful for ideas which were incorporated into this manuscript.

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❖ 1

About Collections

The single reason for building a library media collection in the school is to support the curriculum of that school. In the past ten years there has been tremendous movement in the design of curriculum and with the development of technology, the delivery mechanisms are changing so rapidly that the entire thinking of collection development must change. What we deliver to learners and how we deliver are the central challenges as we rework and renew our efforts toward a quality education.

Naive thinkers seeking quick fix solutions spout the idea “just give a kid a password to the Internet, and we won’t need libraries any more.” Equally inane are those who predict the demise of the book or accompanying print technology. One thing is certain: the speed at which junk can be delivered is now lightning quick. But junk is still junk. The library media specialist stands as a gatekeeper -- delivering the best materials to the learner at the right time. This role will not change; at least, not in the foreseeable future. Perhaps there will be intelligent delivery systems that cater to the individual learner. But if you thought traditional libraries were expensive, wait until those systems are priced out.

The 21st century school library media collection is quite different from the public

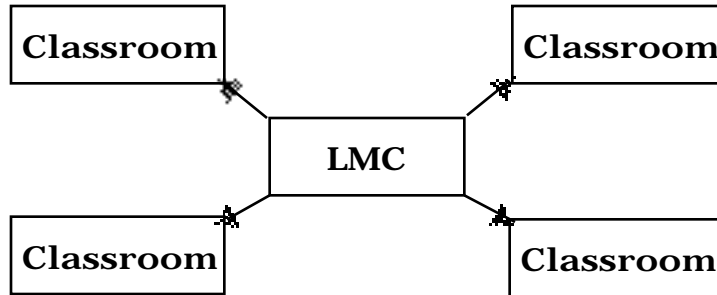
library collection, even in the smallest communities. Public library collections serve personal, recreational and informational needs of the community at large. Public library collections are more diverse. School library media collections are focused. The two agencies can compliment one another as a community network and form partnerships to serve all the people of a community. These partnerships become more important as home schooling increases and differing configurations of public and private education emerge.

Library collections are “living” entities. This means that they need constant care and feeding if they are to provide what students and teachers need. Just as a school bus must have gasoline, oil, tires, and regular preventive maintenance, so a library media collection must be carefully pampered or it dies. The problem is, however, that static library media collections die a slow, silent death. No student is harmed physically when a needed book or database is not available, but a mind may be stunted; a concept may go unlearned; a literary taste impaired; a career undiscovered. The tragedy of mediocre library media collections is as great as any major accident that could have been prevented. Worst of all, poor access to information builds one more gap in an already polarized society; it’s one more factor in the “haves” and the “have nots” game.

Looking at Access

Technology is affecting the way we look at the function of a library media center. In the past, when we first established library media centers, we gathered up everything we could

we could from classrooms and centralized it in a single room. This had obvious advantages and in technology-poor schools, it still makes sense, because the sharing of resources in a school creates better collections, access, and economy of effort.



As technology becomes more sophisticated, however, the entire vision must change. Today, access does not come from a single source, nor should it, because as

as information needs grow, a single node through which hundreds of users are trying to gain access breaks down. A better model looks like this:



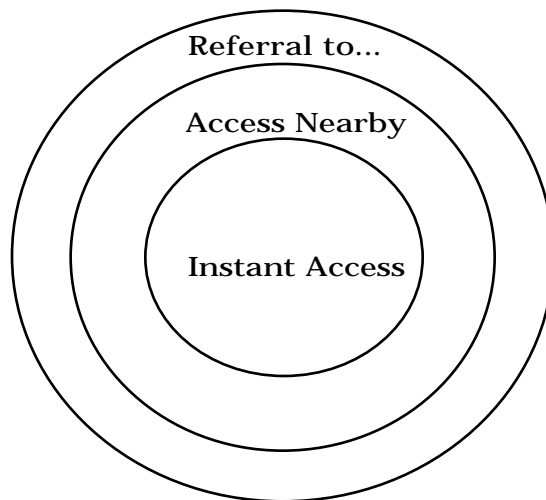
The advent of computers and modems is giving each level of organization a gateway or connection out, and as this phenomenon develops, an information system begins to appear until the whole is greater than the sum of its parts. But educators need to see the network as a system with a direction and purpose. This sense is opposite those who see computer networks as an intriguing puzzle there for the solving. Like pioneers on the slope of Everest, they answer the question, "Why climb?" with the answer: "Because it's there." In education, all of our energies, time, talents, and focus must be on the student; on creating a new and improved learning environment.

Building bridges to information access has always been a role for the library media specialist, but suddenly this role has mushroomed; no, *catapulted* to center stage. Instead of building a new and larger kingdom within the four walls of the LMC, the direction changes. The library media specialist should keep pushing access down from the LMC toward the classroom and then toward the home, building optimal access for every learner. For those homes

and classrooms that can't have adequate access, the library media center is the backup node and at the same time serves as a gateway to the resources above it for students and teachers alike.

In one sense, the library media specialist might fear competition from the classroom and the home, thinking that if these levels are sophisticated at all, there will be no need for the LMC. The library media specialists must think of themselves, however, as leaders promoting full access for every student and teacher and providing complementary access as needed. If, for example, every classroom has a VCR, then the LMC serves as a backup when malfunctions occur. The same is true of access to telephone lines and satellite connections. If the home already has these connections, then the classroom and the LMC provide additional or complementary learning environments.

There is a second dimension to our thinking as we push access down to the learner level. We can think of providing access in three shells of service:



Instant access - is provided at elbow's length to the learner. For example, each student may have a laptop computer at a learning station complete with tools such as word processors and connections to a bank of CD-ROMs. The faster the access, the more efficient the learner can be in locating the needed information and materials to complete a task. Having instant access to periodical indexes with complete text available changes the challenge from finding information to "What do I do with it now that I have it?"

Access nearby - is the traditional norm. Students can leave the classrooms and walk down the hall to the LMC where they can not only find, but use the materials and technology available there.

Referral to - is a service provided in the LMC that links students to materials at remote sites where the students must go to access the information. The referral might be:

- Try the public library.
- The community college has a copy of the book you want.
- We could order that item on interlibrary loan, but you will have to be patient.

The library media specialist will have to work with teachers to design the type and speed of access to materials through the existing or planned technology systems. Budgetary implications will have to be solved as each level of access is changed and improved.

Perhaps a few scenarios will illustrate the emphasis on immediate access.

Scenario #1:

Sandra Collins, the library media specialist at Star Elementary School, wants to prepare for high technology, but first wants to make sure that access to print materials is maximized. Since the teachers in her building have adopted a literature-based method of teaching reading, she notices that

there is a need to have access to good literature much closer to the student. After discussions with the teaching staff and with the PTA, Sandra helps the PTA conduct a drive to have every student in the school have a bed lamp and a bookshelf in their bedroom at home. The drive takes six months and is successful in over 99% of the homes.

Sandra's second initiative is to create a print rich environment in each classroom. Working with the teachers and the principal, funds are allocated to create a classroom library in every room consisting of bookshelves, a comfortable reading area, and book and magazine display space for books and magazines. The teachers who formerly had a small allocation of funds to build their classroom libraries decide to pool their money with LMC funds to create a revolving fiction and non-fiction recreational collection that is constantly being renewed and refreshed in the entire school. The LMC serves as backup for this recreational collection and the local public library branch also feeds materials in and out of the classrooms. The objective is to provide a constant stream of fresh interesting titles to encourage free voluntary reading. The program works and the amount of reading increases. In turn, the additional reading raises the reading scores of the students.

Sandra does one more thing. She encourages students and teachers to provide unlimited access to the print collection so that every bedside shelf at home has many choices that are rotating constantly. By pushing availability of literature and literary non-fiction from "access nearby" down to "instant access," Sandra sees a marked improvement in the way students, parents, and teachers view the LMC. Once established, Sandra monitors the print access system but doesn't not spend a large percentage of her time involved in the actual warehousing of the books. The entire community of readers sees that the system works. Sandra stands ready to intervene if the system breaks down.

Scenario #2:

Fox Chapel School District has asked the voters to approve a major technology initiative. The entire district is to be wired. Each school will have a high tech teaching station in every classroom. This station is connected directly to the CD-ROM banks in the LMC, to other schools in the district, to the district LMC, to the online catalog at the public library, and through a network to other libraries in the region and state. The library media specialist and the teachers work together to decide which CD-ROMs will be on the LMC's central server. Because of limitations of the network, some data banks will be accessible from the classroom, and other, more sophisticated services will be available in the LMC.

Scenario #3:

In the small community of Akron, Iowa, a large business has adopted the elementary school with the intent of making it a showplace of the nation. The business leaders invite representatives of the school board, the school administration, the library media specialist, several teachers, and the public librarian to a planning session. They decide to see that every student in the district is equipped with high technology access as a first step with backup technology in the classrooms and the LMC.

Through a program of matching grants and incentives, each student can purchase a laptop computer that is equipped with software especially chosen to match the software tools at school. This consists of something like Microsoft Office that contains excellent basic tools plus a CD-ROM drive and a modem. In cooperation with the public library, network access is provided to databases at the public library and beyond. Databases are also available to the student by dialing up the school. Homework hotlines and kid-oriented reference service at night provide instant access to both students from the school and those students doing home schooling programs. Every student is given sufficient orientation at school to both hardware operation and software manipulation. A repair business is set up in the community to provide technical support to both parents and students. Assignments given to students for homework and the levels of expectation for quality work increase dramatically.

In each of these three scenarios, the emphasis is on pushing access toward the end user. In none of them is the need for the LMC at the school decreased. Access in the school LMC is measured not only in terms of persons physically present, but also by the number of times computer networks are accessed. The LMC has become an important node in the concept of an information community.

Standards for Collection Building

Given the framework for collection building, seven standards for collection evaluation are presented below.

Standard 1 : A technology access chart provides a picture of the technology and materials students have from the home, the classroom, the LMC, and the community.

Indicators of Excellence: A picture/plan of how every student will access technology and materials is in place. Some items on the chart might include:

- LMC: backup technology for the home and classroom; sophisticated access to networks, in-house databases, sophisticated desktop publishing and graphics programs.
- Classroom: central high-tech teaching station with video, audio, online, and computer access; one computer per three students equipped with basic work tools, access to the LMC data banks and access to the Internet.
- Home: bed lamp, bookshelves; computer with modem, word processor, database, spreadsheet, graphics pack, and CD-ROM drive.

Documentation: The chart itself is the documentation but it should be verifiable and should reflect a forward looking posture.

Standard2: The collection of a library media center supports the curriculum of the school.

Indicators of Excellence: Every teacher planning a unit of instruction can expect:

- A variety of media (print, multimedia, and electronic).
- Materials that are current (as required by the topic studied).
- Materials relevant to needs.
- Materials that are durable and in good repair.
- Enough materials for the number of students studying the unit.
- Materials that span the reading/viewing/listening/comprehension level of the students.
- Materials that appeal to student interests.
- Materials that span opinion/cultural/political issues if appropriate.
- Ease of access to materials, equipment, and facilities given reasonable time for planning.
- The best of new materials available on the market.
- A professional library media specialist to aid in the planning, execution, and evaluation of the unit.

Documentation: Assess how well the collection responds to teacher demands through:

- Post-unit evaluations made by the teacher and library media specialist.
- Response of the collection to unit studies over time and across curricular topics.

Standard3: A plan to build a responsive collection is in place including policies, staffing, and budgets.

Indicators of Excellence: Building a curricular-oriented collection means:

- There is a written collection development policy.
- Creating a collection map or other analysis that shows the current strengths of a collection and target areas for improvement.
- Library media specialists have the expertise to help teachers in choosing and acquiring quality materials and the technology to deliver them.
- Budgets are created that are both realistic and provide for the building of emphasis areas of the collection.
 1. For each technology and type of media, a budget allocation is made sufficiently large to support that collection.

Examples:

books: \$18.00 per student per year

Multimedia: \$10.00 per year

Remote electronic access: \$25.00 per student per year.

2. Actual expenditures may or may not be made by media type but by collection emphasis area. Exceptions are made for items such as periodicals that are ordered by blocks or site licenses for CD-ROMs or charges for on-line access and use of certain databases.

Examples:

Civil War collection

Insect topical collection

Science reference collection (including databases)

Easy reading (limited vocabulary collection)

Duplicate novels for the reading program

Documentation: Show that collections are curricular-oriented.

Evidence could include:

- A collection/selection policy with evidence of use.
- Interview/questionnaires about the quality of materials being added to the collection.
- A collection map (or other technique).
- A plan for future expenditures broken down by topic areas.
- An analysis of current and previous expenditures by curricular area.

Standard 4: An acquisition system matching curricular priorities is in place.

Indicators of Excellence: A curricular-oriented acquisition system has the following components:

- Selection practices promote the provision of quality materials in curricular target areas.
- Administrators and teachers help decide which areas of the curriculum will be supported by the local collection, which materials and access will be available online, and give suggestions for specific purchases.
- Consideration files are arranged to match collection building targets.

- Purchasing procedures match curricular schedules and needs.
- Processing practices are timely to make new materials available for use soon after purchase.

Documentation: Show that a curricular-oriented acquisition system is in place. Records and evidence include:

- Documents showing purchase targets.
- Evidence that teachers and administrators participate in collection building.
- A computerized consideration file or other consideration technique that matches collection building targets.
- Sample purchase orders and dates of purchase.
- Records of processing (e.g., no processing backlogs are evident).

Standard5 : Each type of media included in the library media center is considered a system consisting of the materials, the accompanying equipment, the support staff, and the facilities, among other concerns.

Indicators of Excellence: For each medium chosen as a vehicle of instruction, there is:

- A variety of materials to use.
- The needed equipment in sufficient amounts.
- A facility for proper use of the medium.
- Trained personnel to help with the materials/equipment as needed.

Documentation: Assess how well each medium chosen for inclusion in the library media collection is supported using the criteria listed above.

Standard6 : Collections in single schools are constantly changing to meet current needs. Collections are supplemented from local, regional, and national networks.

Indicators of Excellence: Because needs for curricular materials change over time and no school can afford to own everything, all schools:

- Build, maintain, and weed collections to meet changing needs.
- Acquire materials and share with other schools, district centers, regional or state sources, public and academic libraries, and world-wide networks.
- Create cooperative acquisition plans with other libraries to increase sharing and economies.

Documentation: Provide evidence that collections are ever-changing and that cooperative arrangements are in place through:

- Analysis of collection evolution.
- Contracts and agreements with other libraries.
- Evidence of network membership.
- Statistics of network use and sharing by faculty, students, and by curricular area.

Standard 7 : Collections reflect democratic ideas, intellectual freedom, and cultural diversity.

Indicators of Excellence: Grounded in the tenets of a free society, collections:

- Span political ideas of the past with stress on the present.
- Feed the curiosities and intellects of young people with ideas both popular and unpopular as the basis of decision making in a democratic society.
- Include materials that treat all cultural groups with dignity and respect.

Documentation: Given a current controversial topic, the library media specialist should be able to produce materials representative of the indicators above. Evidence that selection practices provide for the inclusion instead of the exclusion of a broad spectrum of opinion and culture should be prepared. Also, evidence should be available that the “Library Bill of Rights” forms the basis of selection policies and practices.

From the School District Perspective

Collections in individual schools will respond in the most efficient way if there is a district library media supervisor who is creating a district-wide picture of access and coordinating the various collections within the district to link them to district, regional, national and worldwide resources. The district can save the total cost of its operation annually by negotiating better contracts for materials and equipment for all schools, coordinating various school collections to provide the least overlap and the maximum sharing, coordinating equipment repair, negotiating discounts with various vendors, negotiating contracts for online services, negotiating site licenses for schools, negotiating with cable companies, testing new products on the market before they are adopted at the school level, and a variety of other contractual services that combine purchasing power.

From the Regional Perspective

Many school districts may join hands to provide a variety of services where combined purchasing power or size alone provides advantages not available to the individual schools. The regional service centers in Iowa are perhaps the finest example in the

example in the nation of such services. A few of the services provided by the Iowa centers include:

- Examination centers for materials and equipment.
- Contractual services for expensive materials and equipment.
- Equipment repair.
- Videotaping services from educational networks.
- Central ordering and processing of materials.
- Demonstration of high technology products and equipment.
- Inservice training on a wide variety of technology and products.
- Printing services.
- Negotiation of site licenses for an entire region.
- Collections of expensive media that circulate to regional schools.

Each of these services affect how the individual school will create its own collection. By taking advantage of both district and regional offerings, a great deal of money and time can be saved as long as these services meet the requirements of access to the students and teachers of the local school. Sometimes, regional services and district services will need to be duplicated at the building level because access time is unacceptable or usage by students and teachers is so high that building ownership is more practical.

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Overview of Collection Mapping

If a library media collection is to truly support the curriculum of the school of which it is a part, a systematic effort spanning several school years will need to be implemented. Steps are summarized here to help provide an overview of the entire process. The concept of collection mapping is quite simple, but it may be quite a different view than that given in traditional library school course work.

The library media specialist who wishes to systematically build a collection of books and audiovisual and electronic materials should remember this sage advice: “If you want to eat an elephant, cut it up into little pieces.” To follow that advice, why not divide the collection into a number of small, manageable segments that match the various parts of the curriculum? Each of these pieces could then be built, weeded, or maintained as curriculum needs dictate. Each segment would have a corresponding piece of the total budget pie depending on the priorities assigned to that part of the collection (i.e., build, maintain, or de-emphasize). The entire process consists of a number of steps that, when put in place, will occur naturally in cycles and can be integrated easily into ongoing management. Note the following steps that will be explained more fully in the remaining chapters.

1. Build a technology access chart that will show, for a school LMC in a specific community, what level of access will be made available to students at home, in the classroom, in the LMC, in the community,

and beyond. This chart has major budgetary implications because it will show what will be spent at the LMC level as a backup to the classroom and the home. It will also have budgetary implications for the provision of the gateway from the LMC to the community and beyond.

2. Create a collection map of the existing collection. The collection map is a graphical representation of the topical strengths of the materials that are available in the LMC and classrooms (if desired). It will represent quantities of materials, and over time will also show quality ratings indicating how well the collection responds to the demands of patrons upon it. The map will show core collections and emphasis (specific topical collections).

3. Build the quality judgments of the collection mentioned above over time. Such measures happen as curricular or individual demands are made upon the collection. Teachers request materials and students prepare information for projects, and as they do so, the collection yields much or little relevant information. Of course, the collection could contain the desired materials, but the users do not search long enough to discover them. But assuming that some thoroughness has been achieved, the collection’s response can be rated to include the following:

- A variety of media (print, AV, computer, online).
- Materials that are current (as needed by the topic studied).
- Materials relevant to needs.

- Materials that are durable and in good repair.
- Enough materials for the number of students studying the unit.
- Materials that span the reading/viewing/listening/comprehension levels of the students.

The average of these ratings will be attached to the collection map to create a visual impression of quality, not just quantity.

4. Create a large poster of the collection map for public display. Both users and decision-makers will be able to perceive that the collection has a purpose, a direction, and a curricular foundation. As such, the collection map is a major public relations piece. It can be used as a planning tool, a bragging tool, a begging tool, an evaluative tool, a usage tool, a weeding tool, and a sharing tool. Examples of these uses include:

- Showing faculty and students the strengths of a collection.
- Evaluating whether the strengths of a collection match the curriculum of the school.
- Suggesting the most logical areas of the curriculum that can be served the most effectively.
- Suggesting purchasing targets.
- Suggesting areas of the collection that might be irrelevant.
- Demonstrating areas of need and areas of excellence.

5. Create a proposed collection map. This graphical representation will show collection targets for a two- to four-year period and is created in collaboration with administrators, curriculum specialists, and teachers. It can be shown to funders as a goal to be reached that will require a particular budget to achieve. This map could join the large collection map poster as a picture of “where we are and where we want to go.” Care will be taken to understand:

- Proposed curricular changes on the horizon.
- Normal evolution of topics taught.
- What types of materials are likely

to last and which have just transitory value.

- Changing interests of students over time.

6. Create a realistic budget and an acquisition system that will track additions to the collection. The acquisition system should either be a part of the current automation package for the LMC or should be computerized using an off-the-shelf database package such as Microsoft Works or ClarisWorks. Such a system will assist in decisions such as:

- What materials are already in the collection.
- What materials are under consideration for purchase by topical area and by priority.
- What materials are on order.
- Materials that are desired but are out-of-print or unavailable.

7. Update the existing collection map as materials flow into the collection. Evaluate the emphasis collections that have been designed for curricular use. Show these data on the proposed collection map to decision-makers and funders.

8. At specific intervals, revise the proposed collection map to indicate curricular changes, new technology initiatives, and changes in the sentiments of the faculty and students of the school. This will create new targets to meet and demonstrate that the collection is evolving.

Over time, collection mapping should provide:

- Evidence that the collection of the LMC and the school supports the curriculum.
- Documentation that a plan to build a curricular-oriented collection with the accompanying policies, staff expertise, and realistic budgeting practices is in place.
- Demonstration that the acquisition system matches the curricular priorities in place.

- Evidence that each type of media included in the LMC is considered as a system and is supported properly.
- Confirmation that the LMC collection is only one node in a network of collections that serve the school.
- Verification that the LMC collection reflects democratic ideas, intellectual freedom, and cultural diversity.
- Easy-to-understand evidence of what is being spent on library media collections, how the money is being spent, what difference it is making, and what should happen to the collection in the future.

As the entire collection mapping scheme unfolds, the following trends will come into focus:

Collection Trends

Traditional Practices

Shifting Toward

Balanced Collections	-----	Focused Collections
What Critics Prefer	-----	What Kids and Teachers Need
Diverse	-----	In-Depth
Librarian-Selected	-----	Collaboratively Selected
Spend Against a Budget	-----	Categorical Spending
Accountability from Expertise of Librarian	-----	Accountability to Curriculum

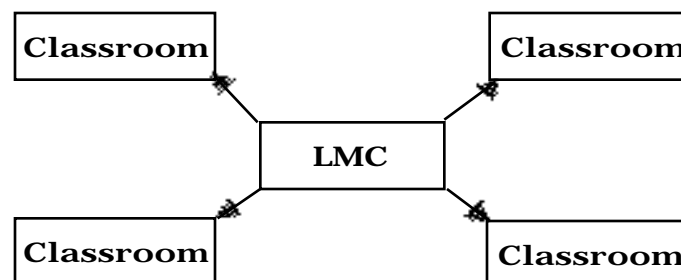
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Building a Technology Access Chart

The first step in collection mapping is to create a technology access chart. This chart or graph, depending on how you create it, places the LMC as a piece of the puzzle in a world information culture. Major budgetary implications will become evident as its responsibility and mission become obvious. For example, if the homes of a community are already computer-rich and the classrooms of the school have multiple computer stations in them, then the role of a computer laboratory as a part of the LMC is diminished. If, however, neither the homes nor the classrooms have many computers, then the LMC's mission will need to include a computer center complete with gateway access to local and national networks. In the latter case, the budget for the LMC computer center will be sizable, including machines, network access charges, software, technical support staff, and repair.

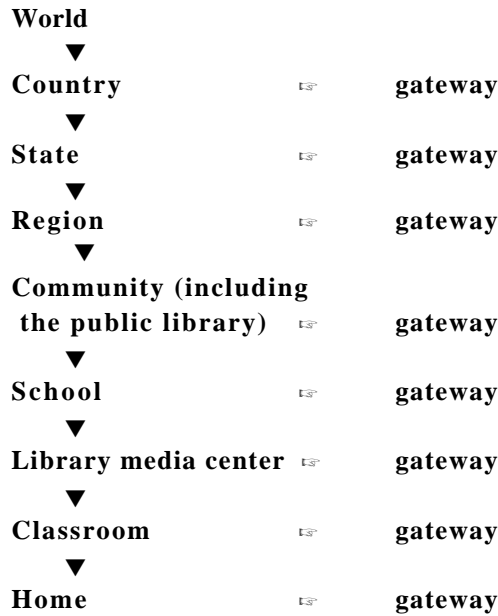
The second step of the technology access chart will be to picture how accessible the various technologies and materials will be to the students. Generally, as access and delivery of information goes from slow to quick to instant, the price gets higher. Thus, providing one computer per school vs. one computer per classroom vs. one computer per student will make a huge difference in budgetary and staffing implications. The same can be said of most other types of media, including books. A few books in a central closet vs. a large LMC book collection vs. a large LMC collection plus sizable classroom collections costs much more as access is improved.

In chapter 1, two charts were presented showing the concept of access. They are reprinted here for convenience. The first shows the traditional concept of a LMC warehouse serving all the classrooms of the school.



The second shows a newer idea that illustrates how access to technology, print, and audiovisual is pushed down from the

LMC to the classrooms and the homes whenever possible, with the LMC serving as backup.



Using these two charts as input, the library media specialist holds planning meetings with the principal and the faculty to create a technology access chart of the current LMC. Even better, the library media specialist creates a proposed technology access chart as a goal for the future.

School One: Bare Bones

Jefferson Elementary School is located near the center of a large metropolitan city. The neighborhood is quite poor and has a student population of diverse races and ethnic groups. There is a small branch of the public library not far from the school, but its collection is poor and not likely to get better in the foreseeable future. The library media specialist realizes that the Jefferson Elementary LMC will be the primary resource center for the children in the school because previous allocations for materials and technology for the school at large have been limited. In consultation with the principal and teachers, the following technology access chart is constructed:

Several technology access chart examples are given here. You are urged to study them carefully within the fictional communities described and then to create some type of chart or graphic for your own school and community.

The Jefferson Elementary School Technology Access Chart

The Public Library

Instant access:

Books; reference works; some children's videos.

Access nearby:

Other branches within 2-3 miles.

Jefferson Elementary LMC loans books for summer reading programs.

Referral to...

Online catalog that connects to other libraries - interlibrary loan fairly easy.

The Jefferson Elementary Library Media Center

Instant access:

Books - a fairly large collection but outdated.

Reference tools - have been kept up to date.

AV materials and equipment - meager but in good repair.

Computers - 10 computers in a separate classroom. Word processing, some drill programs, some simulations. No CD-ROM, no modem.

Access nearby:

Public library branch helps with supplementary collections as they can.

There is little sharing with other schools in the district.

Referral to...

Very limited, but the public library can get materials on interlibrary loan.

Classrooms

Instant access:

Books - small classroom collections owned by teachers.

Encyclopedias and dictionaries - outdated sets.

Video - one VCR per two classrooms.

Computers - one per classroom with several software packages

Access nearby

LMC - on flexible schedule so materials can be available at any time.

Public library - teachers can check out supplementary collections.

Homes

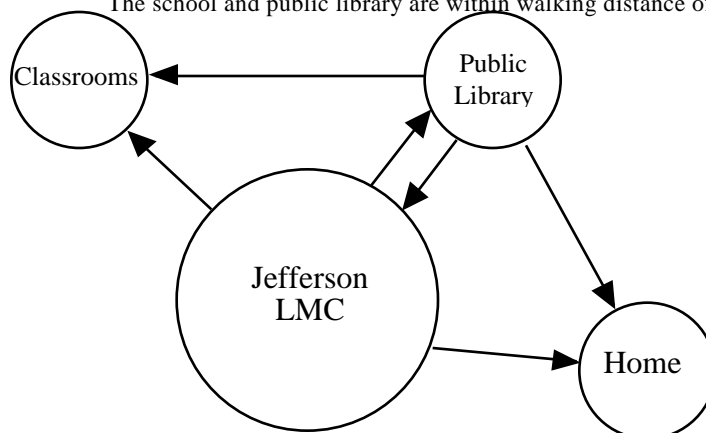
Instant access:

Few homes have a print-rich environment.

Almost no homes have access to computers.

Access nearby:

The school and public library are within walking distance of most students



The Jefferson Elementary LMC serves as the principal source of materials and technology for students and is likely to remain as such in the foreseeable future.

School Two: Making Progress

Jane Robbins, the library media specialist at Sunshine Elementary School, has been watching the development of technology for a number of years. She has participated in the planning of every technology initiative in the district ever since such things existed. The participation has made her aware of district, business, and federal grants. While her principal has not been all that enthusiastic about a makeover, Jane has encouraged, and through persistence made progress in her own library media center and in the classrooms in the building.

One exciting program in Jane's community is a school-business partnership that has awarded more than 100 computers to families in the community who made application and agreed to take training courses in the evening. Jane has been involved in this grant from the beginning and helped select the software packages available to the families in the grant.

Jane assesses her progress as modest but substantial. While the community is not a hotbed of excitement either for or against education, she sees promise: modest progress continuing over the next few years.

The Sunshine Elementary School Technology Access Chart

The Public Library

Instant access:

Books; reference works; great CD-ROM and online access.

Access nearby:

Other branches within 2-3 miles.

Referral to...

Online catalog that connects to other libraries - interlibrary loan very easy.

The Sunshine Elementary Library Media Center

Instant access:

Books - a fairly large collection but outdated.

Reference tools - have been kept up to date.

AV materials and equipment - meager but in good repair.

Computers - 25 computers in a separate classroom. Word processing, some drill programs, many simulations. Excellent CD-ROM access.

Access nearby:

Public library branch helps with supplementary collections on call.

Referral to...

Plans are underway to make greater connections.

Classrooms

Instant access:

Books - revolving collections from the LMC.

Encyclopedias and dictionaries - one current set in each room.

Video - one VCR in each classroom.

Computers - five per classroom.

LMC - on flexible schedule so materials can be available at any time.

Public library - teachers can check out supplementary collections.

Homes

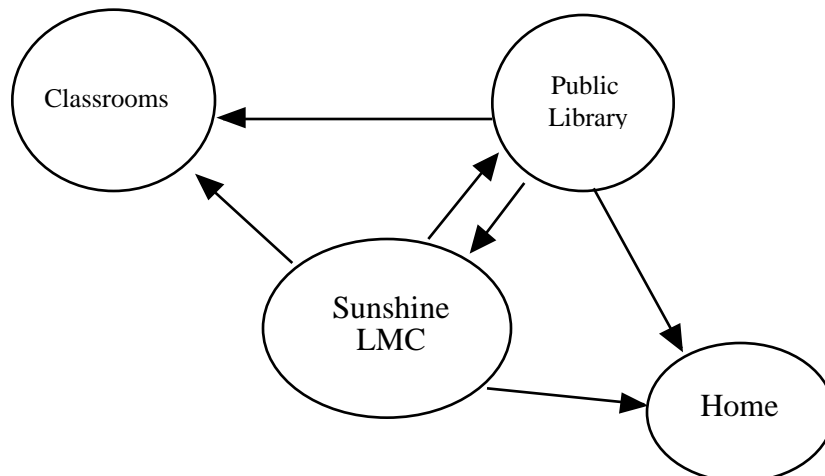
Instant access:

Approx. 50% of homes have a print-rich environment.

30% of homes have computers. This number is growing.

Access nearby:

The school and public library are within walking distance of most students.



The Sunshine Elementary library media center is emerging as an important node in an expanding network of information services.

School Three: Excellence

The exciting thing about James Middle School is that the principal, Jane Ross, was chosen by the Clarke County School Board and was told that she had basically carte blanche to do whatever it took to create a 21st-century school. If state regulations had to be bypassed through petition, so be it. Jane picked her faculty with an eye for reform in mind. She chose people who were ready, willing, and able to create excellence. Jane made sure that the library media specialist chosen for the school was like-minded.

For a year, Jane, the faculty, and the library media specialist designed and created a full curriculum. As they designed, they were able to modify architectural specs so that by the

the time they were ready to open school, the building was ready as well.

The curriculum plan was created with a five-year period in mind and consisted of multi-grade-level “families” of students taught by teams of faculty in an integrated instructional design. Instead of the faculty being sages on the stage, they were to become guides on the side or facilitators of learning.

As the curriculum began to unfold, so did the plans for the library media center and its relationship to the classroom and the students. Because of the student-centered instructional plan, both the faculty and the library media specialist wanted a holistic view of the LMC within the total educational environment. They came up with the following technology access chart.

James Middle School Technology Access Chart

The Public Library

Instant access:
 Books; reference collection on CD-ROM; large children's collection.
 Access nearby:
 College library close to James and to the public library.
 Referral to...
 Excellent online connections to regional and national sources including online catalog of school, public, and academic libraries in the area and beyond.

James Middle School Library Media Center

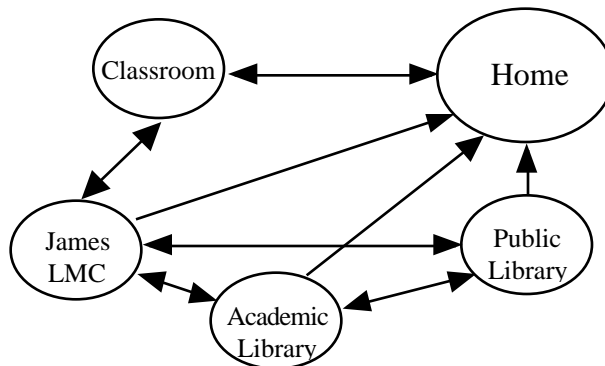
Instant access:
 Books: a large and brand-new collection.
 Reference tools: mostly on CD-ROM; complimentary of those at the public library.
 AV materials and equipment: excellent selection and current.
 Computers: some in the LMC as backups but most in classrooms; CD-ROM bank accessible to classrooms and from home via multiple telephone lines.
 Online capability: excellent access to the public library; regional and national sources.
 Multimedia: current systems with plenty of software.

Classrooms

Instant access:
 Books: rotating collection in every classroom with the LMC being the warehouse. Popular and subject periodicals are placed in every classroom according to need and subjects needed. Newspapers available in many of the classrooms.
 Computers: one per two students - all available with basic tools needed by students. Several classroom computers are dedicated to online searching and CD-ROM access. Two telephone lines per classroom allow for access to national and international networks.
 Technology center: each teaching station is equipped with audio, video, computer, and multimedia access with dial-up capability to the LMC or to the outside world.
 Access nearby:
 The LMC serves as a backup collection for anything not available in the classroom.
 The public and academic libraries are nearby and can be visited or accessed online.

Homes

Instant access:
 Almost all homes have a print-rich environment.
 Most homes have computers with modem access.
 Access nearby:
 School, public, and academic libraries are within walking distance of most homes.

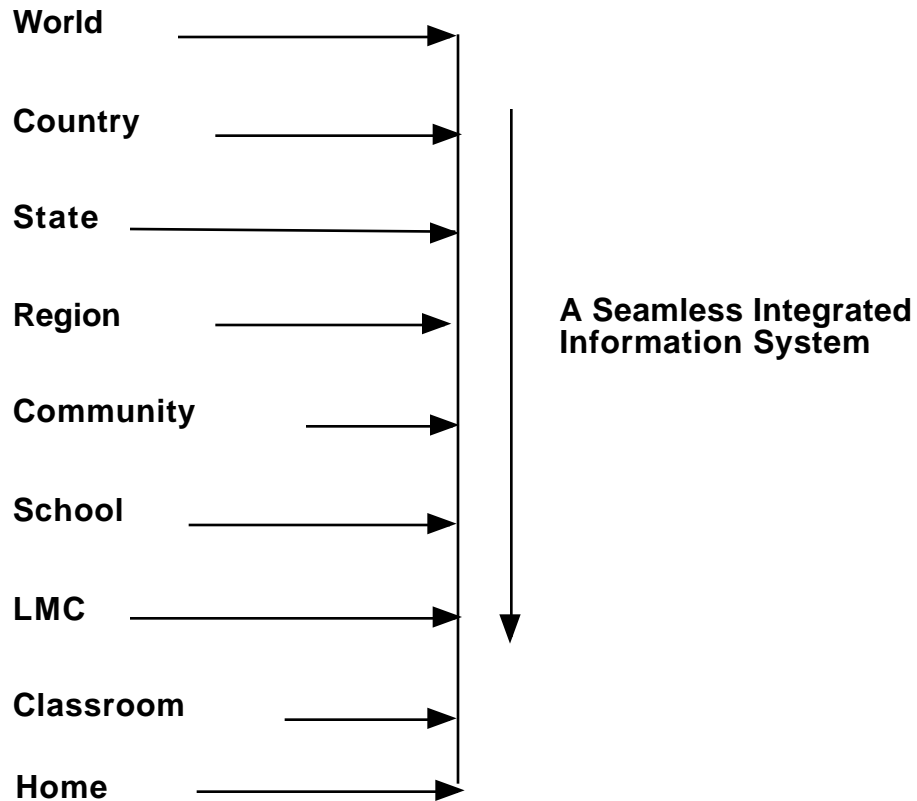


The James Middle School Media Center provides backup for students who already have excellent access to information.

Will the Real Goal Appear?

Theoretically, the world is becoming a truly integrated and seamless information system. Whether this really comes into being or whether the networks will be fragmented, complex, competitive, and vulnerable to sabotage, we cannot say at this time. It does seem, however, that the wise library media

specialist will build an effective node in the system and push access constantly down toward the home and the classroom. One could take the view that “I will build a center and expect everyone to come through me.” Such a position is shortsighted and really not possible as information systems proliferate. Perhaps the best advice is, “go with the flow.”



❖ 4

Collecting Data About the Collection

The purpose of this chapter is to help you collect and interpret data about the collection as a whole and from the perspective of pieces and parts of the collection. The data collected will be both quantitative and qualitative. These data will be used to construct a current and a proposed collection map. Together, these maps will be used to set collection targets and budget for those targets, and they will serve as mileposts when those targets are reached. More specifically, the following types of data will be collected:

- aggregate size (total collection)
- age of collection
- quality data as collections' respond to demands
- size and quality of collection segments

While the advent of automation will make data collection much simpler, those using card catalogs and hand tallying can learn to do so without taking an extraordinary amount of time. If you get bogged down in counting, you will be neglecting other vital functions of the school library media program. Estimation rather than actual counts will become your best tool.

Several work forms are presented here that will become the foundation of the collection mapping process. These forms should be modified to fit your purposes as you begin to understand the function of the system as a whole. Do not collect information that will be useless. The first two work forms (pp. 25-26) look at the collection as a whole. They will allow you to collect general data

and compare your total collection to some standard size you select, be that a local, state, regional, or national size standard. The second work forms (pp. 40-42) will allow you to collect data on a particular collection segment, either a current topical collection strength or one you would like to begin building.

Some guidance will be given below on how to count materials. You will need to create your own counting rules as they make sense for your own collection and purpose. There are a wide variety of ways to count access to resources suggested by people writing in the professional literature, but there is no definitive set of guidelines.

As you inspect the total collection work form (pp. 25-26), you will need to make some decisions on what statistics to collect and how you will do it. Here are a few suggestions:

1. Decide whether you will count only materials in the LMC or collections in other places as well. In schools that have adopted such programs as literature-based reading or have decentralized collections into various subject departments, total school counts may be preferable.
2. Use the Counting Tip Sheet as you work, modifying it as you see fit. If comparable statistics are sought across district LMCs, negotiate consistent counting procedures across schools.

3. Use a calculator or a simple computerized spreadsheet to compute the items per student. For the total collection, use the total number of students in the school. For example, if the collection has 10,000 items and there are 500 students in the school, you own 20 items per student.
4. Compute the average age of each segment of the collection. Directions are found on the Counting Tip Sheet. Such an analysis can be some of the most persuasive evidence you collect concerning the state of the collection. Decision-makers generally can understand that students need current information if they are to produce good reports and projects. Researching a report about space based on 1950 data is usually not the best use of a student's time, unless some thoughtful comparisons are being made about current data vs. 1950 data.
5. Another work form asks for quality data. These data take time to collect. A quality collection is one that serves the needs of a patron at the time the information or item is needed. One particular item may serve one patron well and fail another. An item that consistently fails deserves to find a home in another collection. Use the Collaborative Unit Planning Sheet (pp. 35-36) that provides instructions on how to collect the quality data over time.
6. After collecting data on the total collection, gather additional data on topical segments of the collection. These can be collection segments that serve large curricular areas, such as American History, or specific topical areas, such as the Civil War. You should map those segments of the collection that are current strengths as well as those topical areas you may wish to build in the future.

Total Collection Work Form

School name: _____
 Library Media Specialist name: _____
 Address: _____
 School phone: _____
 Grade levels included in the school: _____
 Total number of students: _____

Record in the following table the numbers of items in each category. Do not spend more than two hours collecting data for the table. Use estimates if actual figures are not available.

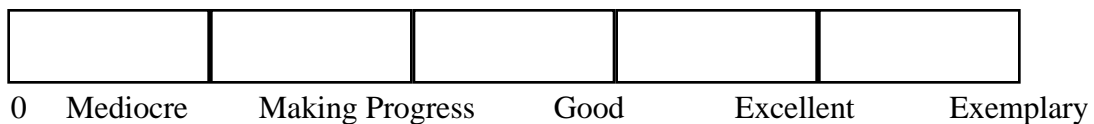
Medium	LMC	Classrooms	Total	#/student	Age	Quality
Books						
Textbooks						
Reference collection						
Nonfiction						
398.2 (elementary only)						
Biography						
Fiction						
Story collection						
Easy (elementary only)						
Professional collection						
Audiovisual materials						
Audio collection						
Films/Videos						
Graphic collection						
Filmstrips						
Periodicals						
Current subscriptions						
Back issues (print)						
Full-text CD/microform						
High-Tech/Multimedia						
CD-ROM						
Other Multimedia						
Electronic Access to...						
Total (optional)						

Bar chart comparison with standards/benchmarks of collection size

Type of media charted: _____

Standard against which LMC collection measured: _____

Scale used: _____



Collection Size Worksheet (Alternative Form)

Directions: Estimate or do an actual count of the number of items that are a part of the library media collection. This might include classroom or departmental collections. On an additional sheet, indicate *access to* collections beyond the LMC that are vital parts of the total collection.

School Name _____

Total number of students in the school _____

Method One:

Count all media in each of the following sections of the LMC including books, AV items, periodical subscriptions, CD-ROM disks, etc.

_____	Reference
_____	000
_____	100
_____	200
_____	300
_____	398.2 (elem. only)
_____	400
_____	500
_____	600
_____	700
_____	800
_____	900
_____	Biography
_____	Fiction
_____	Story collection
_____	Easy (elem. only)
_____	Periodical subscriptions
_____	Professional collections
_____	Room/Department collections (optional)
_____	Total # of items
_____	# of students
_____	# of items per student

Method Two:

Count the number of each type of media regardless of their Dewey class number.

_____	Books
_____	Paperback books
_____	Periodical subscriptions
_____	Back runs of periodical titles
_____	Films/videos/filmstrips/slides
_____	Audio recordings
_____	CD-ROM discs
_____	Databases
_____	Computer programs
_____	Online databases
_____	Graphic materials
_____	Models/realia
_____	Other _____
_____	Other _____
_____	Other _____
_____	Other _____
_____	Total # of items
_____	# of students
_____	# of items per student

Counting Tip Sheet

As explained on the total collection work form, do not spend more than two hours collecting data for the form. To cut the amount of time, use estimation techniques. If you have library automation, counting may be done very easily through the system.

General counting. Count items, not necessarily titles. For example, three copies of a book counts as three; count a set of volumes as one if cataloged as a set; if a set of six filmstrips is cataloged separately, count as six. Make it easy on yourself. If your automation system has a different way of counting items, use that method of counting.

Counting across Dewey. In counting the total collection, it's easy to count items in the various Dewey Decimal classes. But when counting for an emphasis collection, a single span of numbers of the Dewey Decimal System will not suffice. For example, if I want to count the number of items dealing with the Civil War, I will look in all the sections of Dewey for materials. Civil War history will be in the 970s; biographies in B; Civil War photography in the 700s; Civil War costumes of the period in the 300s; the religions during the Civil War period in the 200s; statistics in the 300s; reference materials in R; check the picture books for stories; poetry in the 800s, etc. A good time to check your counts is when you pull materials for a unit of study. You will first pull the obvious from subject searches, but then other juicy resources will come to mind as you think about it and search more carefully.

Tracking while you count. If you have an automated catalog, you will want to use a field in the database to indicate membership of an item in one or more emphasis collections. Suppose you want to tag all books about Hispanic culture (history, tales, art, costume, family life, customs, etc.). Using a free field, lodge a code in that field that stands for Hispanic culture. Then when you need to pull all Hispanic materials, you will have an instantly retrievable bibliography. Any item can be a member of more than one emphasis collection and so would have more than one code in the field. For example, a volume on Hispanic history might also be of value for New Mexico history. Another method is to use the 650 MARC tag to assign the title of the emphasis collection. This tag is used for local subject headings but can contain any terms you wish to assign. Be sure to keep a master list of emphasis collection titles you assign for this tag. If you don't have an automated catalog, you can use a computerized database such as Microsoft Works or ClarisWorks to track emphasis collections. This is discussed in another section of the book.

Counting periodicals. Count a one-year subscription of a single title as one. Count two years of back issues of a single title as two. For electronic periodical access in-house, count each subscription year on CD-ROM or microfilm as one; thus, five years of *Time* magazine on CD-ROM counts as five. Online access to full text is difficult to count; just count access to titles.

Multimedia. Count items. If more than one title is on a multimedia format, count items as you catalog them, either as sets or individual items.

Estimation. To estimate the number of books in a topical area, count the number of shelves times an average number of books per shelf. If counting using a shelf list, figure approximately 100 titles per inch of cards.

Sample Total Collection Work Form

School Name: Washington
 Library Media Specialist name: Joan Adkinson
 Address: 35 Elm Street, Elko, Nevada
 School Phone: 608-356-3366
 Grade levels included in the school: K-6
 Total number of students: 597

Record in the following table the numbers of items in each category. Do not spend more than two hours collecting data for the table. Use estimates if actual figures are not available.

Medium	LMC	Classrooms	Total	#/student	Age	Quality
Books						
Textbooks						
Reference collection	259	156	415	0.7		
Nonfiction	4358		4358	7.3		
398.2 (elementary only)	305		305	0.51		
Biography	496		496	0.83		
Fiction	1343	765	2108	3.53		
Story collection	61		61	0.1		
Easy (elementary only)	1641	250	1891	3.017		
Professional collection	112		112	0.19		
Audiovisual materials						
Audio collection	65		65	0.11		
Films/Videos	82	45	127	0.21		
Graphic collection	165		165	0.28		
Filmstrips	543		543	0.91		
Periodicals						
Current subscriptions	19	15	34	0.06		
Back issues (print)						
Full-text CD/microform						
High-Tech/Multimedia						
CD-ROM	3		3	0		
Other Multimedia	24	16	40	0.07		
Electronic Access to						
Total (optional)	9476	1247	10723	17.96		

Bar chart comparison with standards/benchmarks of collection size

Type of media charted: books

Standard against which LMC collection measured: Info Power, 95th percentile

Scale used: 0 - 17,000



Comparing In-house Collections with Standards

Select a standard for comparison. You may wish to compare your collection to local, state, regional, or national standards. Some common comparison standards include:

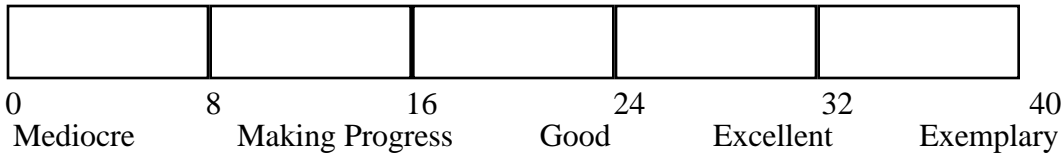
- a. Regional accrediting body standards.
- b. State standards (ask your state department of education).
- c. National standards: *Information Power* published by the American Library Association. (Check the back of *Information Power* to find the comparison standards. Select the size of school and percentile you wish to compare your school with and

to compare your school with and use this figure for each type of media).

- d. Compare against schools that have participated in collection mapping research.

Computing the scale. Once you select the number of items to be used as the maximum number (exemplary), divide this number into five equal segments. For example, if 40 is the highest number, then use the scale:

- 0-8 = Mediocre
- 8-16 = Making Progress
- 16-24 = Good
- 24-32 = Excellent
- 32-40 = Exemplary



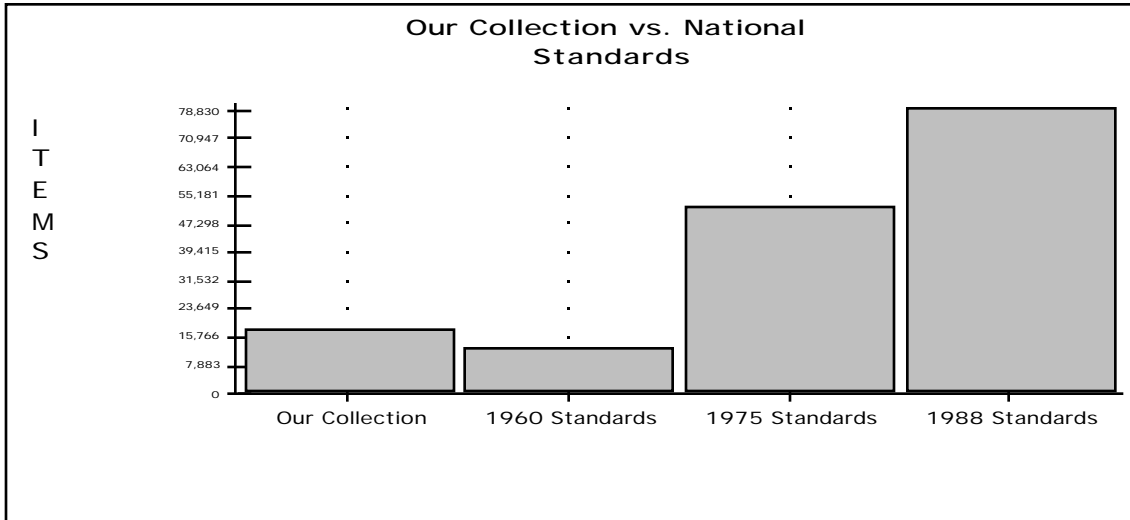
Presenting a Standards Comparison

Until decision-makers understand a realistic comparison of what an LMC might contain vs. what an accrediting or a national body recommends, they may perceive the library media specialist as a whiner. On the previous page, a short bar chart method was illustrated, and it may well help a non-library media specialist understand the present collection size comparison. However, the library media specialist should be creative in providing other ways to view the problem. On the next two pages are sample graphs.

are sample graphs. You might make a similar graph and create a transparency out of it for presentation to a principal or school board. Something simple yet effective will get your message across far easier than complex reams of justification.

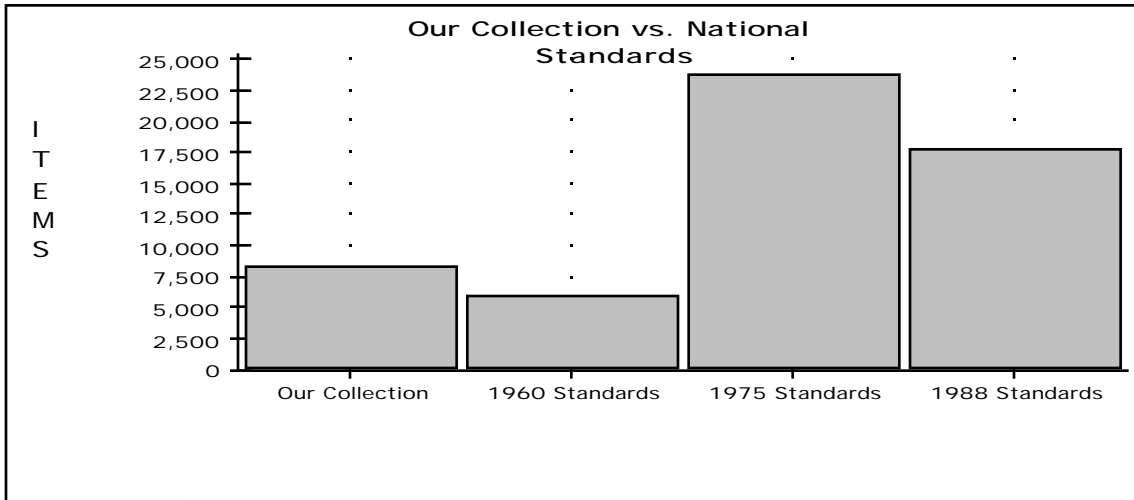
Warning: If your school or district is not trying to achieve some type of accreditation, state or national standards goal, there is little sense in showing this view. These standards once held much more power and influence than they do at present, but individual responses will vary.

Total Collection Size



Jefferson High School
 1300 Students
 17,843 Items in the Collection

Total Collection Size



Washington Elementary School
 597 Students
 8,289 Items in the Collection

Computing the Age of a Collection Segment

It is usually to your advantage to indicate the age of a collection segment, particularly in areas of the collection that must have plenty of current information. Use information about outdated collections to argue for a larger budget or to build access points to remote collections in those topics.

If you have a card catalog, use the shelf list and consult randomly selected cards in a particular collection segment, recording the copyright date of each item selected. Then average the copyright dates for use in the table. How many cards should you select? That depends on the size of the collection segment. Small sections will require a

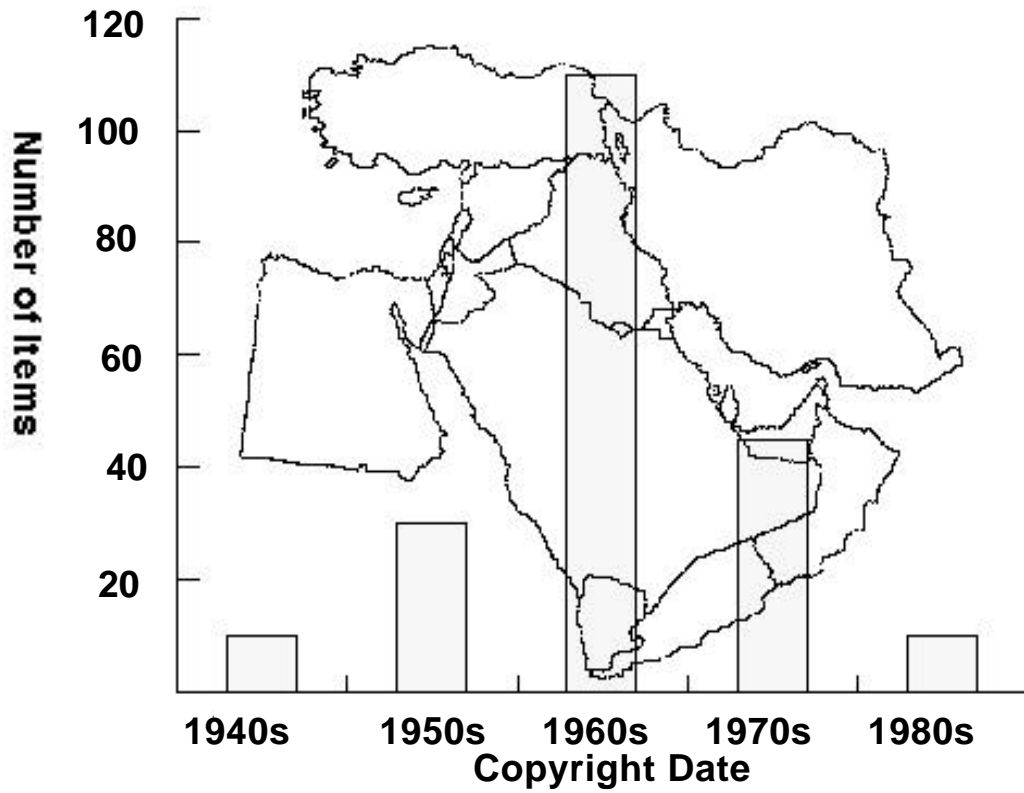
higher percentage sample than will larger sections. Start with 25 items and average the dates; then add 10 more dates and average the 35 dates. Add 10 more dates, etc. When the average isn't changing appreciably, stop.

If you have an automated system, you may be able to have the system compute the average date for you. If not, compute the date as suggested above in the card catalog paragraph.

As an example of the effectiveness of the age analysis, examine the following chart that has been constructed to show the age of the Near East collection.

NEAR EAST

1940s	1950s	1960s	1970s	1980s
#	##### #####	##### ##### ##### ##### #####	##### #####	#####



If your automated system will not compute an average age of a group of books using their copyright dates, and you wish to be a little more precise, you may take a sample of items with copyright dates and compute the mean and the standard deviation. The formula to do this is:

$$s = [(SC^2 - hm^2)/h]^{1/2}$$

Here is a sample computation for 10 copyright dates:

	X	X ²	
	83	6889	
	95	9025	
	64	4096	
	86	7396	
	82	6724	
	91	8281	
	89	7921	
	79	6241	
	83	6889	
	90	8100	
Add other dates the h)	---		(use # of dates in place of the 10s below for

$$\text{SC} = 842 \qquad \text{SC}^2 = 71562$$

$$m = (\text{SC})/10 = 842/10 = 84.2 \text{ (sum of c. dates divided by \# of dates)}$$

$$\begin{aligned} s^2 &= (\text{SC}^2 - hm^2)/h = (71562 - (10) \cdot (84.2)^2)/10 \\ &= (71562 - 70896.4)/10 \\ &= 66.56 \text{ and } s = (66.56)^{1/2} = 8.15 \text{ (years)} \end{aligned}$$

The interpretation is as follows:

- The average age of the above 10 items is 1984.2 (February, 1984)
- The standard deviation is 8.15 (years)
- Therefore, 83% of the collection is older than March 1992
(1984.2 + 8.15 = 1992.3) (interpreting negatively)
- Or, 83 % of the collection is newer than January 1976
(1984.2 - 8.15 = 1976) (interpreting positively)

Any computerized statistical program can compute the above automatically by just entering the sample of copyright dates.

Computing the Quality of the Collection

Getting a handle on the quality of the collection, or any collection segment, takes some time. The quality of the collection is a judgment based on data collected from teachers and students after they have tried to use the collection for a specific purpose. If the collection responds well, it gets high marks; if not, it is deficient. The same set of books can respond well at times and poorly at other times. If the collection of books consistently responds poorly, then it is like a weed: It's a misplaced plant. It may do someone some good, but not your clientele. The only way to know if a collection segment is responding well is to take a number of measurements over time as follows:

Each time a unit of instruction draws upon an identifiable topic supplied by the LMC, then a three-minute evaluation discussion should be held with the teacher and group of students that used the collection. Together, the LMS, the teacher, and the students rate how well the collection responded. If a resource such as the Internet was used, that can be rated also; the materials don't actually have to be in-house to be measured.

Fitting Quality Judgments into a Larger Perspective

The technique presented here is better done as part of the library media specialist's program of resource-based teaching and learning. The best time to plan for an emphasis collection's use is during the planning of a collaboratively taught unit between the teacher and the library media specialist. At the conclusion of the unit, the collection's response can be one of the ratings in an overall evaluation of the success of the unit as a whole.

With this larger perspective in mind, the two-page form that follows tracks instructional units jointly planned and taught. To use the form, do the following:

- Have copies of the form (front to back) handy for daily use.
- When a teacher wishes to plan a collaborative unit, use the form.
- File the form in a three-ring notebook either under teacher name or by topic or grade.
- When the unit is complete, pull the form and use the back side to evaluate the unit and the collection's response.
- Transfer the quality stars over to the collection map described in the next chapter. If there is more than one evaluation of a single emphasis collection, do a grand average for the collection map.

Collaborative Unit Planning Sheet

Teacher: _____ Library Media Specialist : _____
(could be teachers/teams)

Content Area: _____ Unit of Study: _____
(could be interdisciplinary)

Goals and Objectives of the Unit:

Proposed Learning Activities:

Responsibilities

Teacher(s):

Library Media Specialist:

How will we evaluate student performance?

Use the reverse side of this sheet to jointly evaluate the unit.

**Teacher/Library Media Specialist Evaluation of a
Collaboratively Taught Unit**
[TO BE FILLED IN WITH TEACHER(S)]

Unit title:

What worked well in the unit?

Suggestions for improvement:

How well did the library media center collection respond to the unit objectives?

Scale: 5 = excellent
4 = above average
3 = average
2 = below average
1 = poor

_____ variety of media (books, audiovisual, electronic)
_____ materials that are current (as required by the topic studied)
_____ materials relevant to needs
_____ materials that are durable and in good repair
_____ enough materials for the number of students studying the unit
_____ materials that span reading/viewing/listening levels of students
_____ materials that span opinion/cultural/political issues if appropriate
_____ materials that appeal to student interests

_____ average of above ratings (use this figure and the table below for quality stars on the collection map)

*****	5.00-4.50	Exemplary
****	4.49-3.75	Superior
***	3.74-3.00	Good
**	2.99-2.50	Fair
*	below 2.50	Poor

What Might a Sample Notebook Contain?

Over the year, let us suppose you have collected in the three-ring binder planning and evaluation sheets from collaboratively taught instructional units. At specified times, perhaps at a yearly evaluation with the

principal or when you are asked to make a presentation to the school board, you might summarize what major instructional units have been taught jointly and how well the collection of the LMC has responded. A sample chart created as a summary page in the notebook might look like:

Smith Elementary School Collaboration Log, 1995-96

Topic	Collection quality rating
Science	
Plants of the rainforest (grade 5)	**
Simple machines (grade 3)	****
Weather cycle (grades 3 and 6 jointly)	*****
Hubble's new solar system (grade 4)	*
Social Studies	
Our community (grade 2)	***
Black History Month (whole school)	*****
Famous presidents (grade 4)	****
Our family (kindergarten)	*
Language Arts	
<i>Julie of the Wolves</i> (novel + Alaska) (grade 6)	***
Bears in literature (grade 3)	****
Favorite Caldecott winners	*****
Interdisciplinary	
Courage (grades 5 and 6)	****
Math in the real world (grade 3)	**

Note: The quality ratings above would be transferred to the collection map when it is drawn (see the following chapter)

Topical Collections

Having data about the collection as a whole is an interesting first step in looking at collections -- it gives a broad picture of the current state of the collection as a whole and provides a way to compare against regional, state, or national measures that look at collections as wholes.

It does not, however, provide any data that are useful in answering the question, "Does this collection support the curriculum of the school?" Different data will have to be collected.

Over time, the library media specialist may have built blocks of materials to support specific topical studies in the school. For example, every year the second grade may study community helpers, so the collection contains a wide variety of materials on this topic: books about the police station and the post office, a video that shows how the post office works, poster-size pictures of community helpers, a computer simulation game of the garbage disposal and recycling plant, and so on. These and other materials are collected over time and as funds allow. Such collections, if kept up to date, are invaluable to teachers and library media specialists as they plan resource-based instructional units.

Ask the question: "What topical strengths such as the community helpers topic already exist in the collection?" Two types might come to mind:

- emphasis collections serving many instructional units.
- emphasis collections serving specific topics.

The animal collection or the folklore collection might serve a number of instructional units and serve as examples of the first type. By building collection segments such as these, you are providing materials that can be used often by a variety of grade-level classes. For example, the second graders are doing a multicultural fair

for their parents and will tell folktales from around the world using the folktale collection. At the same time, the sixth grade class may be doing in-depth research of various countries and will draw folktales into their study from the same collection segment. Knowing that the two groups and other classes will use the folktales, you have, over the years, built a strong collection and have indexed them well in the catalog so they are easy to find. You also know that the neighboring school has a good collection you can draw upon if you get stuck.

Just as you charted the full collection, you can chart collection segments that serve many units of instruction. We call them **general emphasis collections** because they provide depth to the collection and are targeted toward what is taught in the school. Another way to think about general emphasis collections is that they may support whole courses of instruction rather than units of instruction. Use the Emphasis Collection Work Form to collect data about one or more emphasis collections that you currently have. Some schools may not have any general emphasis collection if the library media specialist has concentrated on building breadth to the collection rather than depth.

The second type of emphasis collection is a group of materials that has been assembled to serve specific topical explorations. For example, every year in the fall, the ninth grade science students collect insects and mount them in boxed displays. The students are forever coming into the LMC with their bug to find out what it is. The library media specialist has collected every insect identification book for the state and region, and knows how to E-mail the entomologist at the local college if a new variety appears. We call this type of collection a **specific emphasis collection** because it serves a narrow topical study. Another way to think about specific emphasis collections is that they support units of instruction rather than courses of instruction. Use the Emphasis Collection

courses of instruction. Use the Emphasis Collection Work Form to collect data about one or more emphasis collections that you currently have.

One pitfall is to continue to think of collections in terms of the Dewey Decimal System. This classification system was created over a century ago and is based on subject disciplines, not on school curriculum. Thus, a topical study for a student might require the gathering of materials from every one of the Dewey main classes. For example: Where are the materials in the collection about the Civil War?

- 000s- reference materials
- 100s- philosophical positions on slavery
- 200s- the religion of the period
- 300s- the political problems of the era

- 400s- dictionaries defining terms common to that time
- 500s- science known at the time
- 600s- technology of the period; medical knowledge or lack thereof
- 700s- the Matthew Brady photos
- 800s- the literature of the period
- 900s- the history and geography of the war
- Biography section - many biographies
- Fiction - historical fiction of the period

Examples like this show that an emphasis collection will not be sitting together on a few shelves; rather, it will range throughout the collection. The next two pages may illustrate this process. The first is a blank Emphasis Collection Work Form, and the second is a sample for Skyline Senior High School and its Civil War Emphasis Collection data.

Emphasis Collections Work Form (In-House Collection)

School Name: _____

Definition: Emphasis collections are clumps of materials that have been purchased to support a curricular area. They are of two types: *general emphasis collections* (support numerous units or whole courses of instruction) and *specific emphasis collections* (support single topical units).

Emphasis area analyzed here: _____

Is this topic a:

_____ General emphasis collection? _____ Specific emphasis collection?
 _____ Potential general emphasis collection? _____ Potential specific emphasis collection?

Record in the following table the numbers of items in each category. Use estimates if actual figures are not available.

Medium	LMC	Classrooms	Total	Age
Books				
000s				
100s				
200s				
300s				
400s				
500s				
600s				
700s				
800s				
900s				
Biography				
Fiction				
Story collections				
Easy				
Audiovisual materials				
Audio collection				
Films/Videos				
Graphic collection				
Filmstrips				
Periodicals				
Print (cur. and back files)				
CD-ROM/Full text				
High-Tech/Multimedia				
Total				

Notes on materials from other collections or via networks: (use a second sheet)

Sample Emphasis Collections Work Form (In House Collection)

School Name: Skyline Senior High School

Definition: Emphasis collections are clumps of materials that have been purchased to support a curricular area. They are of two types: *general emphasis collections* (support numerous units or whole courses of instruction) and *specific emphasis collections* (support single topical units).

Emphasis area analyzed here: Civil War Collection

Is this topic a:

General emphasis collection? Specific emphasis collection?
 Potential general emphasis collection? Potential specific emphasis collection?

Record in the following table the numbers of items in each category. Use estimates if actual figures are not available.

Medium	LMC	Classrooms	Total	Age
Books				
000s	6		6	
100s	3		3	
200s	2		2	
300s	13		13	
400s	2		2	
500s	7		7	
600s	4		4	
700s	8		8	
800s	3		3	
900s	34		34	
Biography	12		12	
Fiction	15	35	50	
Story collections	4		4	
Easy	0		0	
Audiovisual materials			0	
Audio collection	4		4	
Films/Videos	9		9	
Graphic collection	4		4	
Filmstrips	5		5	
Periodicals			0	
Print (cur. and back files)	8		8	
CD-ROM/Full text	3		3	
High-Tech/Multimedia	7		7	
			0	
Total	153	35	188	

Notes on materials from other collections or via networks: (use a second sheet)

Emphasis Collection
Access To Chart

In addition to resources on the In-House Emphasis Collection Chart, the following resources are available for _____ (topic name):

Instant Access:
(resources available from networks in the classroom or LMC on demand)

Access Nearby:

Access by Referral:

The Size of Emphasis Collections

When the authors first introduced collection mapping to the profession, the size of emphasis collections was tabulated and compared against similar emphasis collections in a large research study. As more experience has evolved with the technique, the size of emphasis collections is less of an issue than is their quality. Thus, no comparison of their size to some standard is recommended here.

Of course, size is an issue because there needs to be enough materials for the number of students trying to access information and materials. This has implications for the way units of instruction are designed. If the collection is mapped as units are planned, then the projected demands that will be placed on the collection, both in-house and from other sources, should become apparent. Plans may have to be adjusted to ensure that the projects will not be exercises in total frustration.

DRAWING THE COLLECTION MAP

Once the data concerning the collection have been collected, an actual collection map can be drawn. The collection map is a graphical representation of the strengths and weaknesses of a collection in terms of both quantity and quality. The reason to create such a map is that people visiting the LMC or just browsing get too few clues about the meaning of the collection as it relates to supporting the school. In fact, they may often get the wrong clues. For example, if a school board member walks through the LMC and notices that all the shelves are full of books, yet you are requesting a major new book-buying initiative, what is the likely response? Suppose that same person toured the LMC and saw that the shelves were almost empty? In either case, the obvious response could easily be incorrect. Here are a few clues I consider when I am assessing a collection. But even with a Ph.D., I can make false judgments. I consider the following when I walk through a library:

- The obvious age of the collection.
- Collection size.
- Diversity of formats.
- Which formats are obviously available to kids and which are locked up only for teachers.
- Whether there are signs of use (*woe be to you if I see every item in its place straight on the shelf*).
- Whether the collection is attractive or ugly (plastic

jackets vs. no jackets; all or same-color steel-case bindings).

- Whether there is space and equipment available to use a wide variety of formats, or whether you have only a book collection.

As you can see, I can get a few hints about your program from my observations, but cannot get the slightest notion about how well that collection responds to the curriculum it serves; thus, the argument for a visual that will correct the misperception so easily formed.

Such misinformation about the collection is amplified when an increasing amount is accessed through technology. Just by looking at a computer terminal, a person can assume that everything anyone wants and needs is suddenly available. Somehow, the computer can compensate in someone's mind for an entire room of printed resources. A graphic needs to be created that compensates for a visual inspection of a tangible item or access path.

Designing the Collection Map

Collection maps come in every shape and size. Some are simple bar charts; others are creative drawings. Still others can be word outlines easily read and interpreted by someone not familiar with the local collection. A number of examples are presented here to give the reader a few hints about what might be created.

Washington Elementary School

The first two maps are on three pages. The first page using circles is a drawing of a traditional collection map. Here, circles are used to represent sizes of collection segments, and stars are used to indicate quality. The map is a traditional one because it maps what is available within the four walls of the library media center.

A second view of the Washington Elementary School collection is represented on two pages of pictograms designed to be transparencies that would be shown to a group of people. Again, this is a traditional map because it charts only what is available in the central LMC.

Jefferson Elementary School

The second collection map is again a traditional one, except that bars have replaced circles as the charting technique used. Here, no core collection is represented. Sometimes it may not be desirable to visualize the core collection because you wish to draw attention only to the specialty collections that you have built.

Indians of North America Collection Map

The collection map on page 51 takes a different approach. Here, a single emphasis area is charted, but not in terms of size -- just a quality rating of three stars has been given. This collection map shows instant access to, access nearby, and referral to resources no matter whether the resources are in the school or outside the building. Such a visualization is

valuable to prepare for teachers approaching a unit of study. Note that the resources come from a variety of locations and are both print and electronic. This map might be prepared for two purposes:

1. A map to be used by teachers and students before an exploration is planned. This map will show potential and possibilities.
2. A map after teachers and students have done preliminary planning to see if, in fact, the resources needed are available.

Both maps could be prepared and then taken back to planning sessions for further revision of unit plans. Of course, this type of map presumes that planning time is available far in advance of the unit implementation.

Is the library media specialist always the person to create the collection map? Consider this. Suppose as a teacher and students began an exploration, they included time to explore and map the resources at their disposal under the guidance of the library media specialist. This exploration could be a rich time of information location on the Internet, in the community, and in the school's collection and could include print, electronic, and human resources. Such a project is time-consuming and may not be appropriate, given the time constraints and the learning objectives. Sometimes students will need practice in locating information sources. At other times, it will be more appropriate to provide instant access to the resources and have the students spend their time analyzing the information rather than finding it.

**Collection Map 1
Washington Elementary School
Hailey, Idaho**

Date: Jan. 5, 1995
 School Name: Washington Elementary School
 No. of Students: 450
 Total Collection Size: 9,849

Emphasis Area Name	# of Items from computer	Estimated # (no computer)
Core collection	2,156	2,000
Beginning to Read Books	321	300
Animals	737	750
American History	521	550
Multicultural Folklore	364	350
Endangered Animals	93	95
Colonial Times	150	150
Idaho History	92	95
Indians of North America	234	250



* Poor
 ** Fair
 *** Good
 **** Superior
 ***** Exemplary

General Emphasis Areas

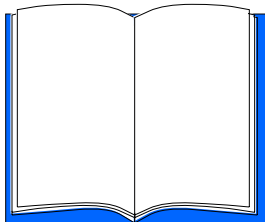


Specific Emphasis Areas



Washington Elementary School Collection Map

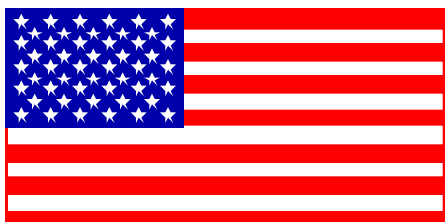
General Emphasis Collections



Beginning to Read: 300 items - **



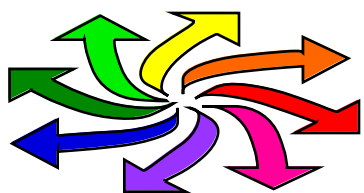
Animals: 750 items *****



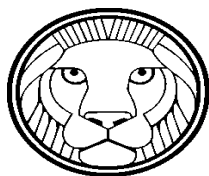
American History: 550 items - *

Washington Elementary School Collection Map

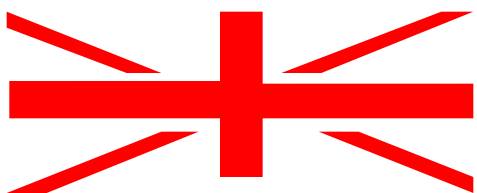
Specific Emphasis Collections



Multicultural Folklore: 350 items



Endangered Animals: 95 items



Colonial Times: 150 items



Idaho History: 95 items



Indians of North America: 250 items



**Collection Map 2
Jefferson Elementary School
Hailey, Idaho**

Date: Jan. 5, 1995
 School Name: Jefferson
 No. of Students: 597
 Total Collection Size: 8289

* Poor
 ** Fair
 *** Good
 **** Superior
 ***** Exemplary

Emphasis Area Name	# of Items
Folklore & Fairy Tales	305
Animals	263
Indians of North America	150
Frontier & Pioneer Life	79
Dinosaurs	53

General Emphasis Collections

Folklore and Fairytales 305 items ***

Animals 263 items ***

Specific Emphasis Collections

Indians of North America 150 items ***

Frontier & Pioneer Life 79 items *****

Dinosaurs 53 items **

INDIANS OF NORTH AMERICA: An Emphasis Collection ***

Instant Access (at the time the unit is taught)

- Indian culture videos on demand.
- Wide variety of book resources from the LMC brought to room.
- Collection on loan from neighboring school of Indian powwow dancing and craft skills.
- Access through Internet to Indian experts.
- Smithsonian CD-ROM about Indians.

Access Nearby

- Extensive digital picture file on Indians at the public library to download and bring back for reports and hypermedia products.
- Local college collection of original documents from various Indian treaties with the U.S.

Referral to...

- Internet catalog to regional academic libraries for interlibrary loan access.
- Lists of museums dealing with Indian topics for correspondence.
- Lists of tribal offices in various parts of the U.S. for correspondence.

*** The quality of the collection when it responds to the curriculum has been judged as **GOOD**.

Stars and Bars

As you look at the various styles of the collection maps, you should notice two essential elements. The first is some indication of size, and the second is an indication of quality using the "five-star hotel rating system." Whether plain or fancy, striking or simple, the instant impression should be one of understanding the status of a collection in terms of strength and failings.

The map helps the viewer grasp a concept not understandable in any other way. Just as temperature data for cities spitting out of a computer in alphabetical order by city name are incomprehensible, so the simple transferring of temperatures to a U.S. map, and then connecting

connecting similar temperatures with color, creates a whole new understanding. Furthermore, if these data and attached colors can be animated, a broader understanding of natural forces at work is achieved with little or no formal training. Such should be your collection map. Keep trying to create one until the right effect is achieved instantly in the viewer's mind.

Mapping Fiction

Because the fiction section is so large and serves so many purposes, it may be subdivided into emphasis collections by function or by genre. Consider function first and genre second:

Fiction Emphasis Collections by Function (the Teaching of Reading)

Elementary

Story for Pre-K (wordless)
Learning letters and sounds (alphabet books)
Very early reading (100 words or less)
Easy reading; Easy reading ESL
Easy chapter books for grades 2-3
Chapter books for literature-based reading

Middle School

High-low books
Graphic novels
ESL

High School

High-low books
Graphic novels
ESL

Fiction Emphasis Collections by Genre

Elementary

Animal stories
Humorous stories
Joke books
Literary nonfiction
Historical fiction
Science fiction
Fantasy
Mystery
Bilingual collection

Middle School

Animal stories
Humorous stories
Joke books
Literary nonfiction
Historical fiction
Science fiction
Fantasy
Mystery
Teen romances
Horror
Realistic fiction
Bilingual collection

High School

Animal stories
Humorous stories
Literary nonfiction
Historical fiction
Science fiction
Fantasy
Mystery
Romance
Horror
Adult novels
Espionage
Graphic novels
Realistic fiction
Westerns
Classics
19th Cen. Brit. novels

These or other collections of fiction could be mapped. Generally one would do this for some purpose such as support of some class such as the West, 19th-Century British Literature, or the American Novel. Maps could also be developed based on student interest. In fact, students are often quite interested in a particular genre and would help build and track these collections. One is tempted to map peripheral collections such as paperbacks or comic books. Here estimated size rather than counting would make sense.

Mapping the Collection in Support of the Reading Program

Because the reading program is such an integral part of the elementary school, the collection that supports this program deserves additional attention. As readers progress from no words to simple words and sounds and on through the various difficulty levels until they arrive in chapter book heaven, the library media specialist needs to collaborate with the reading teachers to see that ample materials are available so readers have a chance to learn to read.

If the research in Stephen Krashen's *The Power of Reading* (Libraries Unlimited, 1993) is to be believed, budding readers need mounds and mounds of materials that they want to read available at arm's length. The more children read, the more their comprehension, spelling, grammar, vocabulary, and writing style will develop. Krashen points to 100 years of research that supports the idea that children must read far beyond whatever basal textbook program is taught in the school if their literacy level is to be acceptable to the growing demands of society.

Case study #1: Pre-K and K collection support

The library media specialist and the teachers at Bryan Elementary School are meeting to discuss the types of reading materials that their children will need. There are two preschool classes and two kindergartens. Together the group outlines the types of materials that will be needed by the children:

- Wordless picture books
- Picture/word identification books
- Big books
- Books to read aloud to this group
- Books with cassette tapes to take home
- Electronic books on CD to take home
- Guides to places on the Internet

- Guides to places on the Internet
- Books written by the children themselves
- Books written by older students for Pre-K and K
- Books with fewer than 100 words
- Nonfiction books with lots of pictures
- Picture books for parents to read aloud
- Multilingual books for children and parents
- Parenting books for the adults in these children's lives

The teachers and the library media specialist decide that each child should be able to take a minimum of one book home each day from school and two books for the weekend. This will provide an opportunity for the parents to give a great deal of support from home to supplement what is going on in the school.

The teachers and library media specialist work on several fronts simultaneously:

1. They estimate how many books will be needed if their goals are to be met. They find that thousands, not hundreds, of titles and duplicates will be needed.
2. They map the current collection to see what is already available in each of the categories they have designated as critical. Both quantity and quality assessments are made of current stock.
3. They realize that the discrepancy between what they have and what they need is major.
4. They begin planning how the necessary funds will be sought to build the size of collection the children will need. Individual school funds, district funds, grants, and business partners are suggested as starters.
5. They begin planning how children will be taught to take one book home every night and two on the weekends and get them back to the school.
6. They begin planning how the LMC will acquire, catalog, house, and maintain this collection and how it will be circulated to the rooms and to the homes.
7. They begin to plan workshop sessions for parents that will teach parents how to help their children read the books that will be flowing home from the school. This will include instructions on how reading is being "taught" at this level and what to do if you find your child ahead or behind the normal developmental stage.

stage. They plan ways to encourage parents to provide bed lamps and reading book storage at bedside or in other convenient places in the home.

8. They plan a beginning-of-school kickoff of the reading program, follow-up celebrations, and workshops to adjust the program just in case it does not work as planned.

9. They call the public library and arrange to have a joint meeting with the children's librarian to see how that organization can collaborate with the program of the school.

Case #2: First Grade Reading Initiative

The library media specialist, the reading specialist, and two first grade teachers have written a grant to spend two days together planning how to maximize access to reading materials to take advantage of the Stephen Krashen research results used in the Pre-K and K reading program developed the previous year. They have had ample warning that the Pre-K and K groups are expecting something quite different than their traditional reading program.

In the morning of the first day, the group goes over the reading curriculum and decide to use their traditional phonics program and combine it with the best of the literature-based program used in the rest of the district.

They decide that the most critical time will be from the beginning of school until January, when the children will be acquiring their initial reading vocabulary. They also make plans for what to do with the growing number of children who are already reading because of the success of the previous year's program.

In the afternoon of their planning day, they outline the types of books that their first graders will need:

- Picture/word identification books
- ABC books

- Books where phonics sounds are part of the story line
- Big books
- Books to read aloud to this group
- Books with cassette tapes to take home
- Electronic books on CD to take home
- Guides to places on the Internet
- Books written by the children themselves
- Books written by older student for first graders
- Books with less than 100 words
- Books with 100-500 words
- Nonfiction books with limited vocabulary
- Easy chapter books
- More sophisticated picture books
- Picture books for parents to read aloud
- Multilingual books for children and parents
- Parenting books for the adults in these children's lives

The teachers and library media specialist design a program to build upon the successes of the previous year. Their steps include:

1. Because children are accustomed to taking books home every night, they decide to take off the limit of how many books go home and to deal only with children who do not handle materials very well. These children's parents will be contacted to work out a program where materials circulated from school can gradually be increased until the no-limit policy can be implemented.
2. They plan workshops with parents to introduce the reading program and give pointers for parent participation.
3. They map the current collection to see what is already available in each of the categories they have designated as critical. Both quantity and quality assessments are made of current stock. They realize that new and fresh titles will be needed as the children have already experienced a wide variety of materials the previous year.

4. They realize that the discrepancy between what they have and what they need is major.

5. They begin planning how the necessary funds will be sought to build the size of collection the children will need. Individual school funds, district funds, grants, and business partners are suggested as starters. Sources from last year may be tapped for additional funds.

6. They begin planning how the LMC will acquire, catalog, house, and maintain this collection and how it will be circulated to the two rooms and to the homes. Deficiencies in shelf space are noted.

7. They plan a beginning-of-school kickoff of the reading program, follow-up celebrations, and workshops to adjust the program in case it does not work as planned.

Reflecting on the Previous Case Studies

The previous case studies show how the collection map is a part of a much broader program to shape the curriculum and make the LMC collection responsive to the needs of the curriculum. Suddenly, as numbers turn from collections in the hundreds to collections in the thousands, and where both print and electronic sources are a part of the reading program, a new picture begins to emerge. Classroom collections and LMC collections merge, and a united project with mutual support comes into focus.

Because much larger collections are needed to really support a beginning-to-read program, a cadre of people are now working to get support for the money needed to see that the collection is in place. No longer is the library media specialist a voice crying alone in the wilderness.

One other aspect of the cases deserves attention. If children are going to take books home by the hundreds each week, the organization must respond in different ways to the children's needs. How will materials be acquired, cataloged, shelved, and circulated? How will lost and late materials be handled? How can the organization encourage rather than discourage the number of materials read? It is certain that the organization must respond. There is no alternative to supplying the resources each child needs to gain the essential literacy so important at this age level.

The above two cases go beyond the discussion of this chapter, so the author would like the reader to refocus on the potential uses of the collection maps that have been illustrated here.

Uses of the Collection Map

Previously, a few possibilities for the use of a collection map were given. These points need repeating here. Library media specialists should devise strategies to get the most political and budgetary clout from the technique. The collection map can be used as:

a. A bragging tool: Show administrators, faculty, students, and parents the strengths of a collection. The community may have made a concerted effort to build collection segments, and they need to see some evidence that their funds were spent on the targets they felt were in need of being built. Collection segments not pictured are presumed weaknesses. Should a few of these appear on the map?

b. Anevaluationtool: Evaluate whether the strengths of a collection map match the curriculum of a school. Is there a mismatch? Why? Perhaps the Shakespeare collection supported a fine year-long course that is no longer taught. Perhaps the library media specialist created a collection of personal interest with public funds. Perhaps the collection contains "only recommended items from national bibliographies," and the students in the school come from a low socioeconomic section of a city, and 90 percent speak a language other than English.

c. A planning tool: Show where the collection currently provides a springboard to further development. Have administrators and teachers assist in deciding what collection targets to pursue. What new emphasis areas should be created? Which areas are already good but will require regular updating? Given the current funding, which collection segments should receive priority? If teachers do not buy into collection development, the collection will remain the property of the library media specialist and will be of little or no consequence in unit planning. Such non ownership contributes to the major perception about the value of the LMC generally. If new emphasis areas need to be built, where will the money come from? Grants? New local monies? Fund raisers? Which collection segments should be built first? With what funds?

d. A usage tool: The strengths of a collection are the most logical areas where the curriculum can be served the most effectively. If little is being done with the emphasis collection, plan some in-service with the faculty to introduce them to the materials. If they are still uninteresting to teachers and students, then the section becomes a prime target for weeding.

e. A networking tool: Perhaps the in-house book collection may be kept rather small because it is better to use information available online or through a cooperative arrangement with another library. The best information resource may be through the Internet. If this is the case, the collection map should picture this strength as if it were held locally. Do some experimentation with the map until that concept is achieved.

f. A weeding tool: Suggest parts of the collection serving a specific topic that are irrelevant. Perhaps blocks of materials should be discarded or traded, or the curriculum could be changed to take advantage of it. If a collection segment might be valuable in the future but it isn't now, perhaps it could be stored elsewhere.

g. A sharing tool: If you exchange 8 1/2" x 11" collection maps with other libraries, you know the topical strengths of neighboring collections. While you will not know specific titles held, you could request that materials of a certain type be sent to you for a short period.

h. Cooperative collection development: If schools in an area or region have access to the collection maps of the region, cooperative plans can be developed to build complementary collections that can be shared. In some states, grants have been given to a region to create these types of collections as one basis for networking. School, public, and academic libraries can create such complimentary collections and serve their communities better for less money.

Create a Poster-Size Collection Map

There are machines that will take 8 1/2" x 11" drawings and enlarge them inexpensively to poster size. Check local copy shops or service bureaus for such capabilities. In any event, spend the time to enlarge the map and place it in a prominent place in your media center. This will be one of the stops on any tour of the facility, and valuable discussions can ensue in a casual yet informative way.

❖ 6

CREATING THE PROPOSED COLLECTION MAP

Once you have a collection map that shows the strengths of the existing collection, it is time to create a proposed collection map that will illustrate collection building targets in relation to the curriculum of the school. Such a map is not created alone, for all the players in the school need to feel ownership of the collection. Such ownership will guarantee that the collection will receive maximum use and that its tremendous budgetary requirements will be a shared task, not a lonely cry in the desert by a single person.

In chapter 4, the collection work sheets contained spaces to itemize proposed collection target sizes. Such numbers come after an analysis of needs and an agreement in principle. The following steps may be useful in creating the agreement necessary to propose collection change.

1. Build a Curricular Topics Master List.

If collections are to be matched to the curriculum of the school, the library media specialist must be knowledgeable of what is being taught in the school and be tuned into the cycle of curriculum change. An entire study of curriculum is recommended here, but if that is not feasible, a shortened study may be done.

In a typical school, hundreds of instructional units might be taught. All of these units deserve to be supported in an exemplary way by LMC collections. For a variety of reasons, that support may be lacking. However, the library media specialist must know what is being taught, by whom, when, and how often, both material in the current school year and what is proposed for the future. There are four basic

sources to use in identifying what is taught in a school:

- Textbooks
- Curriculum guides
- What teachers actually teach
- Proposed curricular change documents

Anyone with experience in schools will recognize that the four sources listed above can be quite different. The library media specialist should probe a combination of sources: what will give the truest picture of what is actually being taught and what will likely be taught in the near future.

Collecting a curriculum topics list can be done by faculty survey but might better be done in a single hour at an inservice session. Teachers working in groups or as individuals could be asked to create a list of the units of instruction that are best supported by a wide variety of resources. Such an in-service activity could be prefaced by a discussion about collection mapping or a plan by the library media specialist and the principal to turn the LMC program more toward supporting the curriculum. Some schools formalize this process and title it curriculum mapping or themes. As a part of curricular reform or restructuring, they not only list topics to be covered but analyze the potential of each theme to deliver higher level thinking activities and more authentic learning.

2. Prioritize the Curricular Topics Master List.

After a master list of curricular units has been created, the faculty or a smaller steering group could prioritize the list with the view of helping to decide the level of LMC collection support needed. A great deal of money can be spent on emphasis collections. If those collections are not used, then the money is wasted, no matter

how good the materials in the collection are or how carefully they have been selected. Teachers must be certain that if an emphasis collection was to be built, the topic would be taught long enough using the proposed collection to insure that the money would be well spent.

Suppose a faculty decides that they will be emphasizing cultures across the curriculum. They request a wide variety of materials about cultures within the United States and across the world, feeling these will receive extensive use. In particular, they feel that materials on Japan and China will get extensive use as the Pacific Rim countries continue to expand as major world players. The library media specialist not only needs to know the names of priority topics but also needs some direction in terms of the types of materials, genres, and technology that are likely to get extensive use. For example, new technology being proposed will allow children to access electronic mail through the Internet and thus will allow extensive discussions from the school to youth in Asian countries. Additional language materials will be needed so that children can communicate not only in English but perhaps in several Asian languages as well. Pictorial works showing typical lifestyles in modern and ancient Asian countries will be needed as students start to recreate cultures. They will need reference materials on all aspects of cultural groups, including typical family life, festivals and holidays, country and environmental data, government structure, farming and industrial production, costumes, and daily life.

Armed with general ideas on types of materials that will be useful, the library media specialist

can begin a search for specific titles and formats to acquire. Teachers will be invited to submit useful titles they know, and the library media specialist will gather bibliographies, watch current review media, and acquire preview materials that are candidates for purchase.

3. Deciding the Fate of the Current Collection Map.

Armed with information about what is being taught and areas of the collection that could be built, the library media specialist and the teachers look at the current collection map and decide what will happen to it. Each segment of the current collection map receives a judgment concerning what will happen to it over the next few years, and newly proposed collection emphasis collections will be added to the map.

Examine the following sample collection decision sheet and note the decisions that have been made to:

- a. **Build it** - Major amounts of money will need to be budgeted, and it and the current collection will need to be weeded.
- b. **Maintain it** - The collection will need to be weeded regularly and money budgeted to replace valuable materials and purchase the best of the newest materials published in that area.
- c. **De-emphasize it-** (let it die) money will be spent on the collection and it will be weeded regularly.

Collection Decision Sheet

Emphasis Area Name	Old # of Items	Proposed # of Items	Collection Goal
<u>Current Emphasis Collections</u>			
Folklore & Fairy tales	305	200	De-emphasize
Animals	263	260	Maintain
Indians of North America	150	150	Maintain
Frontier & Pioneer Life	79	200	Build
Dinosaurs	53	60	Maintain
<u>Proposed Emphasis Collections</u>			
Culture	24	200	Build
China	8	150	Build
Japan	13	150	Build

Note also that the faculty and the library media specialist have created target sizes for the collection that will have budgeting and acquisition implications.

4. Draw the Proposed Collection Map.

General Emphasis Collections (before and after)

Folklore & Fairy tales	305 items	De-emphasize Cost: \$0
Folklore & Fairy tales	200 items	
Animals	263 items	Maintain Cost \$100
Animals	263 items	

Specific Emphasis Collections (before and after)

Indians of North America	150 items	Maintain Cost: \$100
Indians of North America	150 items	
Frontier & Pioneer Life	79 items	Build Cost: \$500
Frontier & Pioneer Life	150 items	
Dinosaurs	53 items	Maintain Cost: \$100
Dinosaurs	60 items	
Culture	24 items	Build Cost: \$1500
Culture	200 items	
China	8 items	Build Cost: \$1200
China	150 items	
Japan	13 items	Build Cost: \$1200
Japan	150 items	

Total estimated cost: \$4700

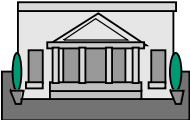
Park City High School

Proposed Collection Map

Specific Emphasis Collections

1995 Collection Status

The Banking Economy



Israel and Her Neighbors



Drug Awareness



Local Environment



Three-Year Plan

The Banking Economy



Estimated cost: \$1,000

Israel and Her Neighbors



Estimated cost: \$300

Drug Awareness



Estimated cost: \$300

Local Environment



Estimated cost: \$1200

Harrison Middle School
Proposed Collection Map
Two-Year Targets 1995-97

Science

- Environmental Science Fair Projects
Add more resources and build in-depth indexing.
- Ecology of a Pond
Build numerous identification sources.
- Rainforest
Update generally plus add multimedia sources.

Social Studies

- Deserts of the World
Add more video sources and multimedia materials.
Explore the Internet for experts who will respond.
- Psychology
Build fiction resources that demonstrate personal problems and resolutions of them.

English

- Novel Units
Build resources on each grade level to match novels studied in class. Keep up with changing novels.
- Writing Short Stories
Students read many short stories as a technique to learn to write. Add new collections regularly.

Emphasis Collection Size Worksheet

Course Emphasis Collections: Think of courses such as Biology, American History, and Physics, or, at the elementary school grade level, topics such as 4th grade Science and 6th grade Whole Language. Estimate or count the number of items the LMC collection contains. This count needs to cross all areas of Dewey. For example, American History has materials in 000 (reference), 200 (religion in American history), 300 (American political history), etc. as well as 973-979 (American history).

1. Course name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
2. Course name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
3. Course name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____

Unit Emphasis Collections: Think of topics or units that are covered well by segments of the collection (or topics that you would like the collection to serve). Estimate or count the number of items the LMC collection contains. This count needs to cross all areas of Dewey. For example, Civil War history has materials in 000 (reference), 200 (religion in Civil War history), 300 (American political history during the Civil War), etc. as well as 973-979 (American history-Civil War sections).

1. Topic or unit name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
2. Topic or unit name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
3. Topic or unit name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
4. Topic or unit name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____
5. Topic or unit name: _____
of items supporting this course: _____
of students who generally use this collection segment: _____

✦ 7

The Budget

If the collection is divided into segments, then the budget should be also. Even if you have a lump sum to spend, that sum should be subdivided into categories based on the collection map and on the technology access chart. The idea is to be able to spend against topical categories and to be accountable for where the money allocated to collection building has been spent.

Local accounting practices by school districts follow certain legal guidelines. Often, the district will set up numbered categories from which purchase orders can be created. These categories might include:

- equipment
- audiovisual materials
- periodicals
- books and other materials
- bindery
- supplies
- special projects

The district will require each library media specialist to spend against the appropriate categories and be accountable to the state for those monies. Thus, there will always be a “legal” budget to keep. In addition, an emphasis budget that matches collection building targets will need to be kept.

The Official Budget

If you do not already know the official categories for your budget -- the amounts you have to spend for the current or next school year -- find out. Don't laugh. Yes, you should know how much you have to spend, although some administrators may wish to keep this a deep, dark secret. However, this chapter assumes enlightened administration and that you do know your budget. You may be fortunate enough to have a person in the school who will do all your invoices, track expenditures, and log monies allocated to each of the district categories. If not, you will need to track these monies yourself. A computerized spreadsheet can be created that will make this task relatively simple.

On the following page is a sample official budget spreadsheet. This spreadsheet is also on the accompanying computer disk. The same type of record can be created in a regular business column pad available at any office supply store. Following the **Official Budget** sheet is a **Sample Official Budget** that shows a typical entry for a single month.

The Emphasis Budget

Because the official budget tells you little about how the budget was spent to build new collection targets, a second budget needs to be kept. At first, this may seem like double work, but its payoff is so great that it really must be done. The emphasis budget may be kept in approximate amounts rather than to-the-penny accounting. This approximation will save a great deal of time.

On the next page is a sample spreadsheet that divides the budget into the following categories:

The core collection - money used to build diversity and breadth into the collection.

Annual - money that must be spent regularly to keep up certain parts of the collection, such as periodicals, annuals, or

regular maintenance fees for the automation system software. Certain high-tech systems may also require annual licensing fees that must be absorbed.

Outstanding - money spent on irresistible items that are published or produced, such as award winners, innovative products, special requests, etc.

Emphasis collections (by name) - money spent on special topics as planned by the faculty and the library media specialist.

The emphasis budget is best kept in a computer spreadsheet, but if that is unavailable, create a similar worksheet using business graph paper.

Following the **Emphasis Budget** is a **Sample Emphasis Budget**. This sheet shows how the money has been budgeted by the faculty of a sample school as follows:

Joint Faculty/LMC Budget Targets, 1995-96

Core collection:	\$3,000.00
Annual:	\$275.00
Outstanding:	\$250.00
Animals emphasis collection:	\$150.00 (enough to maintain this collection)
Indians of North America:	\$150.00 (enough to maintain this collection)
Frontier and Pioneer Life:	\$750.00 (enough to build this collection)
Culture:	\$600.00 (enough to build this collection)

As expenditures are made, the library media specialist draws against the emphasis budget categories. It may be difficult to track these monies because the specialist may make out a purchase order to a jobber that contains materials belonging to all categories. If so, at the time the invoice is to be paid the person estimates how much money belongs in each of the categories, knowing what materials actually came in. For grant funds that are from separate accounts, perhaps purchase orders can be drawn for materials in a specific category, making the process simpler. Local rules will dictate how this must be done. If you have an automation system that has an acquisition module, there may be a simple way within the system to track expenditures in categories.

The result of the emphasis budget tracking is that the library media specialist becomes accountable to the faculty and the administration for where the money went. It will be nearly impossible to account for every penny, but the picture is so much clearer than the traditional budgeting practices that the image of the LMS as a money manager should improve dramatically. This will happen as information is forthcoming on how the materials planned for, budgeted for, purchased, and finally used begin to pay dividends for student learning. After several years, intelligent discussions with the faculty, administration, and the school board can take place. For example:

- Whatever happened to the money we allocated to support the literature-based reading program?
- How is our push to improve the science curriculum coming along?
- Did the major fund raising we did to build the multicultural collection ever pay off?
- Did our push for multimedia learning products ever materialize?

Spending the Money Wisely

It is one thing to budget money to spend. It is quite another matter to see that the money is spent properly and buys the best and most usable materials. The professional literature is full of suggestions on how to spend your money wisely. Suggestions may include using:

- Bibliographies of the best materials
- Critical reviews
- In-house previewing
- Previewing at conference exhibits

Vendors are also anxious to provide lists and catalogs that praise their products. These aids should always be held suspect, as they are biased -- no matter the claims made to you by the vendor. Sales representatives love to sell blocks of materials at high prices using hard-sell techniques. For example, a company might hire a cadre of salespersons to play golf with principals or superintendents to sell their expensive high-tech information system. Such questionable practices happen and can easily disrupt the best planning.

Here are a few common-sense tips. You can add to the list:

- Understand discounts.
- Don't buy materials just because they are cheap.
- Buy paperbacks, particularly if the topic is of temporary interest or is popular fare.
- Don't buy printed materials if electronic sources are just as usable (space considerations may become more and more a deciding factor).
- Invest in steel-case bindings for materials that will be heavily used (if the number of circulations make this a good investment).

- Return items that don't meet your scrutiny to publishers or jobbers (you must return them in saleable condition).
- Don't fall for special deals if you have to buy in blocks of materials, many of which you do not need.
- Resist high-powered sales techniques.
- Rarely respond to a telephone pitch.
- Preview if possible.
- Include teachers and students in previewing.
- For expensive computer software, if you can't try before you buy, don't buy.
- Never buy a pig in a poke (that supposedly wonderful item in a plain brown wrapper).
- Know your sources.
- Multi-year contracts are dangerous unless you know that such packages are better than single-year purchases (this may be true in maintenance contracts for equipment).

The list can go on and on. People who are expert shoppers in a mall generally make good library media specialists because they have an eye for quality and price. A few automated selection tools are beginning to appear. These can be on a CD or on WWW home pages. Check them out carefully; don't just buy them because of the glitzy presentation. There are some time-honored selection principles that are worth thinking about. These and other thoughts are elaborated upon in chapter 9.

At times, materials and equipment may fail significant numbers of the above guidelines. There may be so few materials published or only one brand of equipment available that you have a choice between acquiring the inferior product or buying nothing. In these cases your expertise will be tested. Remember that you will need to defend your choices.

Scenario

Jamie Williams moved to a small western town to take a job in the local middle school. Soon after her arrival, she met Sonia Johnson, the public librarian, and they struck up a friendship. Sonia had begun a column for the local newspaper a year ago and invited Jamie to write some of the columns and joint-author others.

some of the columns and joint-author others. The local school board had enthusiastically embraced technology and had wired the middle school as a pilot project. Sonia saw the newspaper as a chance to spotlight some of the fun things that were starting to happen with instructional units that were taking advantage of the Internet.

As units of instruction using the Internet began to develop, the teachers soon found out that Internet resources were insufficient for the projects being designed. Thus, Jamie would map the collection and use the results in planning sessions with the faculty. Jamie found that the faculty had champagne tastes on a beer budget and that the 10 or so collection segments the faculty wanted to build would bankrupt her budget in a flash.

For one of Jamie's columns in the local newspaper, she described an upcoming unit of instruction and hinted in the article that resources were needed. She was surprised when she received a call from two organizations in town wanting to "adopt" a unit with financial support. Using this as her springboard, Sonia divided her proposed collection map into several categories:

- High-priority units to be funded immediately with her school budget.
- Units that would be funded by grants that she had pending.
- Units that would be available for "adopt-a-unit partners."

The first year she had only two funders, but as her columns continued to spotlight good learning experiences and gave tips to parents on how to connect into the Internet, she found interest increasing. In the fall of the second year, she was asked to speak at one of the service clubs that had funded a unit the previous year. She prepared a transparency that described the unit, showed the breakdown of materials that had been purchased with the club's money, indicated how the materials had been used, and spotlighted some of the students' projects. A couple of students came and did five-minute demonstrations of their projects, and their teacher participated in the presentation along with Jamie.

The club members were so impressed that they asked Jamie if they could become annual partners in such efforts. Sonia went back to her faculty and asked for volunteers to plan a unit, knowing that there would be \$1,000 to fund materials. The problem was, there were too many takers!

❖ 8

The Acquisition System

Dream scenario: The principal drops in at the close of the school day and says that an extra thousand dollars has been identified and you can have it if you can have the purchase orders in the office by noon the next day.

If you haven't planned ahead, you panic.

How do items or equipment you have identified on lists, in catalogs, at shows, or by preview get on purchase orders? Many library media specialists keep some kind of consideration file. This form of wish file can be cards or clippings in a drawer or file, dog-eared catalogs, quick notes on paper scraps, or entries in a computerized database. In a hurry, you might just toss notes in a file intending to get to them when a purchasing window nears. The sorting can then begin and questions begin to mount. Why did I want that? Who asked me for that? What will this get used for? I wonder if this item is still in print? Is this the latest version? This seems like an old request; I wonder if the teacher still wants it?

At times like this, the collection map, complete with purchasing targets, will be invaluable. Given an amount of money to spend, you should instantly know where the funds can be placed to make the greatest difference. You will have to choose among varying priorities, but those priorities should be evident. If you have organized your consideration file to match the needs graphed on the collection map and posted

in the emphasis budget, you can calmly sit down and spend time selecting the best items that will fill student and teacher needs.

You may have divided the consideration card file into categories and have filed cards as you made out notes into the right slots. You might also use a database manager such as Microsoft Works or ClarisWorks to create a consideration file. Your library automation system may have an acquisition module that will be helpful. A computerized system should allow you to order materials, track incoming items, and build bibliographies of new materials. The automation system may also allow you to transfer the acquisition record directly into the online catalog.

Whatever the system you use, the following categories need to be in the database:

- Author
- Title
- Publisher
- Year
- ISBN
- Copies
- Cost
- Review source
- Type of media
- Emphasis area
- Genre
- Priority
- Requested by
- On order date
- Received?

Several of these categories deserve comment.

Type of Media . Use book, filmstrip, CD-ROM, etc. in this category.

Emphasis area . Use one of the following:

- Core (for core collection purchases)
- Annual (for annual purchases)
- Outstanding (for irresistible purchases)
- Emphasis collection name (e.g., Indians, Japan, China)

Genre . Use this category for special format notes such as pictorial source, type of fiction, conservative viewpoint, original source, etc. -- anything that would tweak your memory about the uniqueness of the item.

Priority . Use a numbering system here. Try using 1-5, with 5 being high and 1 being low. Thus, the higher the number, the higher the priority. You could also flip this scale and have 1 be the highest priority.

Requested by . Record the name of a teacher or yourself so you can track and print out acquired materials by those who wanted them.

On order date . If there is a date in this field, the material is on order. If there is no date listed, the material is still being considered for purchase.

Received? If there is a date in this field, you own the material. If there is a blank, the material may be under consideration or not yet on order. If you put an OP (out-of-print) in the field, the material was ordered but not available.

It takes some practice to understand why each category is valuable and how it can be used to ask and answer significant questions. The only way to gain experience is to put some sample data into a database and then act as though you were ready to order some materials. The disk that accompanies this book has some sample material ready for order (use **SampAcqFile**). As you practice with the sample database, see if you can answer the following questions quickly:

- If you had \$100 to spend on the topic of China, what would you purchase?
- Did the materials Mrs. Jones ordered last spring arrive?
- What materials have you received to use in

- What materials have you received to use in the China unit?
- Could you spend \$1,000 today on high-priority purchases if I gave you the money?
- What is the status of the order placed on Nov. 25?
- I thought I ordered a book on China by an author named Smith. Did it get ordered?
- The PTA gave you \$500 last spring. How was it used?

Whatever the system you use, answers to the above questions should become easily and quickly accessible to you. Some library media specialists are fortunate to have clericals or persons at the district level who will manage such systems. These systems need to be as quick, easy, and efficient as a system you could set up yourself. If not, lobby for change.

Some systems may not have critical fields that give the power of the database suggested here. For example, there may be no field designated for "emphasis area name." In this case, you may need to "jury-rig" the data fields. If there is a field over which you can have control and has, say, two spaces for data, you might title this field "Emphasis area" and use a two-number or two-letter code that stands for emphasis collection names. Usually, you can figure something out to give you the power needed.

From whom should you buy? It is one thing to create a list and another to decide who will have the opportunity to fill your order. Purchase orders might be sent directly to publishers or equipment dealers or they might be sent to jobbers who will fill orders for materials from many publishers. You may not have a choice. A school, district, or even a state may contract for sole-source purchasing. If you do have a choice, you will need to develop enough good contracts to get the materials you need when you need them, at the best prices possible, and from reputable dealers who will stand by their products with service. This is where shop talk with colleagues comes in handy, and experience over time will be the best teacher. Some experimentation among suppliers might be a healthy thing to keep them on their toes and competitive.

The Acquisition Process Elaborated

For readers a little less familiar with the details of an acquisition system, the following steps are fleshed out and clarified.

Step 1: Have the proposed collection map clearly in mind.

You should clearly understand, with the help of faculty, the various segments of the collection that are to be maintained, built, and added to the collection for the first time. You should also understand what annual purchases will be needed to keep the collection current, and have ideas for keeping the collection core current. Amounts of money will be targeted to each of these segments so that you will have a sense of how much can be added.

Step 2: Assemble tools and systems to help choose the highest-quality items.

These tools include review periodicals, ways to preview materials and return items not approved, visits to conferences where materials are displayed, and a way to accept the recommendations of teachers and students.

Step 3: Create a consideration file using some type of database, automation system module, or card system.

This file will contain items that you hope to purchase as funds become available. The essential characteristic of the consideration file is that it should be subdivided to match the various segments of the collection created on the collection map: Core, Annual, Outstanding, and a section for each of the identified emphasis collections. Specific fields assigned to these categories in the database will give you power as decisions for purchase are made.

Step 4: Begin entering desired items into the consideration file.

This task may range from extremely labor-intensive to relatively easy depending on what data sources you have to draw upon. Using review tools and a simple computer database, you may have to manually type in author, title, ISBN, etc., one at a time. No fun. Some automation systems allow much of this

data to be downloaded from CD-ROM data banks of materials that are available from jobbers or that are in print. But whatever the source of the bibliographic data, each item entering the system must have:

- Type of media - identifying the type of technology it is (book, CD-ROM, etc.)
- Emphasis area - which part of the collection this item is a potential member of
- Genre - the type of material this item is (original source, data source, opinion source, etc.)
- Priority - how badly you want this item to be in the collection
- Requested by - who requested the item
- On order date - when the item was placed on a purchase order
- Received? - the date the item was received

Shortcuts here will decrease your decision-making power dramatically and make you less accountable. Clerical assistance is invaluable; otherwise, plan on night and weekend data-entering parties.

Step 5: Check yourself as you create a consideration file to be clear on what materials will be owned by the school and what systems or materials you will provide remote access to.

Consult your technology chart. You may be budgeting for access fees to data systems, remote CD-ROM data towers, cooperative purchases, licensing fees, or other sources for which students will have access from home, the classroom, or via computer from the LMC. Also consider:

- Will there be duplication of materials in several local schools, public, or academic libraries? Why or why not?
- When is it better to own an item or merely to provide access to it?
- Within the school, what materials will be centralized, distributed among classrooms or learning labs, or in centralized data banks for distribution on demand?

Step 6: At some point, actually select items for purchase using your consideration file.

The ideal scenario is to begin to query the database one collection segment at a time, knowing how much money you have to spend in that one sitting. For example, you know that you have \$500 to build the core collection. You

query the database to provide a list of general items in priority order. Noting the topic and who requested the item, you try to purchase the best and most diverse items that will give your core collection the needed currentness and variety. Chosen items are identified by adding an on order date to the proper field. As the selection session ends, you can then pull up all the items you selected on today's date; these are ready for a purchase order. If you are using a manual system, you will take all the items filed in the "core section" and sort and resort until you have about \$500 worth of materials selected. No matter the system, it will be almost impossible to select exactly \$500 of materials because you will not know the exact cost, shipping and handling fees, discounts, and whether the item selected is available at the moment of purchase. Thus, you may have to overselect if you suspect that some materials cannot be supplied, and to ask the jobber to supply "up to \$500 worth of materials" on your \$600 list.

For emphasis areas, selecting from the consideration file holds other possible problems. You may wish to build an emphasis collection and have assigned a hefty budget to do so. However, when you get around to choosing materials from the consideration file, there are very few items that have been identified. When you print out a list of items you want, you may notice that few are of high enough priority or don't include the needed genres to build a desired collection. In this case, the process of hunting, seeking, previewing, gathering, and choosing begins again. Sometimes there will be no commercial products on the desired topics, or not enough of a sufficiently high quality to warrant purchase. Challenge point. Regroup time.

Step 7: Create purchase orders.

Once the selection session has taken place and on order dates have been added to a group of materials, these materials are pulled from the database and attached to purchase orders using the procedures of the school or the school district. A supplier or suppliers must be identified so that the complete list to be ordered may be sent to a single source or multiple

sources based on who can best supply the materials promptly and economically.

Step 8: Receive items.

When items arrive from the jobber or the publisher, they must be checked against what was ordered and to determine if the item is acceptable. If so, a date or a simple "Y" for yes should be added to the "Received" field in the consideration file database. Items to be returned to publishers are indicated in the database so they will not be reordered. Some items will be out of stock at the publishers, out-of-print, or delayed for some reason. These will need to be dealt with in some appropriate fashion.

Step 9: Bring the budget spreadsheets up to date.

Invoices will need to be cleared for payment against the official budget. Discrepancies will be noted between the amount authorized in the purchase order and the actual amount, which will contain discounts, shipping and handling, and the definitive list of what actually arrived. Finally, an actual or estimated amount will need to be subtracted from the emphasis budget so that you can track where you are in building the collection map plans.

Step 10: Process the materials and create new material lists.

Items will need to be prepared for the shelves or electronic systems: to have property stamps attached, information transferred to the automated or card catalog, and other preparations for use. Teachers and students will be anxious to learn about the new materials as they prepare units of instruction.

Step 11: Create a new collection map.

Progress in achieving collection development goals should be added to the collection map and displayed for clients and decision-makers. The old collection map, the proposed collection map, and the new collection map will provide evidence of where we were, where we wanted to go, and where we are. Every so often, the new collection map becomes the old collection map, and the process begins again.

❖ 9

Policy and Maintenance Considerations

The purpose of this chapter is to cover a number of concerns that must be handled as collections are built and maintained. Each could be discussed in great depth, but here only a brief presentation is made; the reader is encouraged to search the professional literature for further discussion.

Creating Collection Policies

As the entire picture of collection mapping becomes clear, a collection policy can be created that has additional meaning. A collection policy is a statement that presents the guiding philosophy of the LMC collection and describes in some detail how that vision will be carried out. In times of great changes in education, when so many groups are questioning so many things, it is wise -- indeed, essential -- to have a policy that will stand up to criticism.

A collection policy will first be developed by the library media specialist, revised and reworked by an advisory committee, and then submitted to the administration and governing school board for adoption. It would be wise to have it read by the school legal counsel to ensure that it gives the school a chance to defend itself should suits be brought against materials. Yes, Sue, they sue. Certain groups can make it very uncomfortable for you if, for whatever reason, they become upset by what

you have in your collection. They will also be concerned about what kids can get access to on computer networks and will want to hold you accountable for potential exposure to “damaging” information. No collection policy is foolproof, but having one is essential. The common elements of a collection policy are:

- The school’s mission, goals, and objectives.
- A technology access chart.
- A brief statement about the curriculum of the school.
- A collection map.
- A designation of who is responsible for selection of materials.
- Criteria for selection of materials in the various formats and technologies.
- Selection tools and preview procedures that will be used.
- How gifts will be handled.
- Cooperative relationships with other schools and library systems.
- Procedures for dealing with challenges to materials.
- Inclusion of statements such as *The Library Bill of Rights*, published by the American Library Association, plus statements concerning equitable access to information in a technological society.

A good procedure would be to collect a variety of collection policies from surrounding schools and from the professional literature, then check the elements included against the above list.

Then write a proposed policy and begin the process of sharing it with the appropriate groups and approval boards. The policy will have to be reviewed every few years for inclusiveness and to update the practices covered

Selection Criteria

A constant effort needs to be made to select the very best materials to be in the collection or to be accessed over the Net. A few general principles can be of great assistance, but selection of “the best” is an art, not a science. Consider the following aspects of quality:

- Authority. The material will be prepared by qualified authors/producers, based on solid scholarship, and as error free as possible. The reputation of the publisher helps. Be wary of advertisement-laden information sources.
- Appropriate for the intended audience. Materials in school library media centers will be useful for the student and teacher groups that will need it.
- Currentness. The information presented in the material will be as current as appropriate to the topic covered. Frequency of updates is often an important factor in electronic formats.
- Arrangement. The structure and presentation of material appropriate for children and young people will recommend an item.
- Interest. Insofar as possible, presentation and delivery should hold the attention of the user. Engaging materials are to be preferred.
- Format. Attractiveness is a key, but glitter without substance is to be avoided.
- Illustrations. Graphics that add clarity and engage the users are preferred.
- Need. The potential contribution to the needs of teachers and students as they engage in curricular studies is a key factor. Priorities will need to be assigned.
- Medium. The type of technology, be it print,

- Medium. The type of technology, be it print, audiovisual, or high technology, must be appropriate to the content trying to be delivered. Whether information is best delivered via a particular technology is an important consideration.
- Cost. The cost should be reasonable considering the item’s potential to assist teachers and learners. For electronic resources, consider ongoing licensing fees and installation costs.
- Stereotypes. Avoid stereotypes and cultural bias.
- Ease of use. Judge which of all the formats available will be easiest to use. Which formats are preferred by teachers and learners?
- Amount of use. Popularity is a positive criteria, but some products are needed even though they are infrequently used.
- Educational value. The material, particularly multimedia, should be designed to maximize learning rather than just to entertain or use up time.
- Opinion spectrum. Provide a wide range of opinion when opinion matters.

No one item will pass the test of all the criteria. It will take a great deal of practice and experimentation to build a “nose for the best” and the strength to reject the bad, the mundane, the inadequate, the costly, and the dismal dressed in beautiful clothing. Materials on best-seller lists should not be automatic purchases. The same is true of materials that receive high marks from critics but fail miserably with users.

Managing Emphasis Collections

How do you remember what emphasis collections have been built, where they are in their development, what materials belong to those collections, and how teachers are using them for curricular units?

One library media specialist has an interesting method of tracking curricular units and emphasis collections. She acquires a cardboard box for each major unit and stores the boxes in the “box room.” Teachers love the box room. Each box is labeled with the unit title for easy retrieval. Upon opening the box, one might find:

- unit outlines; who has taught the unit and when, and at what level
- bibliographies (emphasis collection lists or codes to check in the automation system)
- special materials that go with this unit and no other such as videos, charts, manuals, etc.
- lists of resources in the community; other libraries
- places to check on the Internet
- evaluations of past experiences and suggestions for when the unit is taught again
- descriptions/handouts for student activities
- descriptions of evaluations and instruments used
- information skill plans
- field trip descriptions and contacts

An alternate suggestion might be to keep a file on units with much of the same information. Using this method, each time the unit is planned and taught, a new file folder is generated and filed alphabetically by topic in the current year, leaving older units intact for the year they were taught.

Weeding the Collection

There are a number of general criteria for weeding a collection, such as:

- materials not used for long periods
- items that are in disrepair or are unattractive and can't be rejuvenated
- items that were stolen and will not be replaced; thus, they must be withdrawn
- materials no longer of use in the curriculum
- just plain mistakes
- out-of-date materials
- out-of-date technologies and their accompanying software

When collection mapping is the central focus of collection building, the collection needs to be weeded by collection segment rather than generally all at once. For example, out-of-date

weeded by collection segment rather than generally all at once. For example, out-of-date materials may have been kept for their contribution to a unit of instruction because students do a great deal of comparison of data that is time-sensitive. Material, even though in shabby condition, may be kept locally because it cannot be replaced (it may no longer be in print or in production).

The best time to weed emphasis collections is both before the collection is used and after. As you are creating bibliographies and gathering materials for a unit, items for discard can be set aside for withdrawal. Likewise, after the unit is over, teachers can help identify materials that are candidates for weeding. If this continuous weeding process is adopted, then over a period of years, much of the collection will have received attention.

Occasionally, whole chunks of materials might need to be weeded -- whole emphasis collections that have lost their utility for some reason. The school's curriculum may have changed, or the classes or grade levels at your school have changed. In either case, it is possible that an entire collection (less a few general materials needed for the core collection) could be boxed and stored, given or traded to another school or library, sold, or junked.

Heavily used materials will need maintenance before, during, and after a unit is taught. Mending, refurbishing, and replacing are three common problems. Again, these challenges can be handled continuously all year long. The amount of clerical, technical, or volunteer assistance will dictate how these concerns are handled. There is nothing more frustrating than pulling materials for a unit and finding that you neglected to replace or repair an essential item since the last time it was used. Electronic and Internet resources will need to be checked to see that systems still work or addresses and pathways are still the same.

Cataloging

It is one thing to catalog materials; it is quite another to index them so they are easy to find when a unit of instruction is to be taught. A link

link between the in-house collection, materials housed in classrooms, and materials available through networks must be created in some way. A number of automation systems now allow shell searching; that is, you can search your own collection only or in concentric circles -- communities, regions, states, nations, etc. These systems will not necessarily fit into your collection mapping scheme, so the system must be tweaked or modified in some manner to assist you and your patrons. Lacking system control, you might create a pathfinder that guides a user seeking information and materials on popular topics. Start with the cataloging record you create for materials in your system.

Ask the questions:

- Are emphasis collections identified some way in the catalog? If not, can they be?
- Are connections to materials outside the collection identified, or should they be? (Connections could be made by bibliographies rather than in catalogs.)
- Does the catalog connect the user to important sources of information other than single books, such as periodicals, reference collections, sets of books, parts of CD-ROMs, addresses on the Internet, etc.?
- How many systems of indexing have to be consulted to withdraw the materials for a unit of instruction? Count the number of systems you have, including the catalog, printed indexes, CD-ROM indexes, etc. Could this number be decreased?

It takes a great deal of time to create a thorough indexing system for your collection. But if you spend all your time creating the index and none participating in collaborative activities with teachers, you are in trouble. Remember, however, that an inferior index will require more time to search and may fail you often. Your frustration level, not to mention that of students and teachers, is likely to be high. If you have clerical help, you'll have more assistance in creating an effective indexing system.

Resource Sharing

Collection mapping provides marvelous potential to share resources with other schools and libraries. The possession of a collection map for surrounding collections is an excellent and inexpensive way to discover opportunities to collaborate, to share, and to coordinate collection building. A few states have tried assigning responsibilities for topical emphasis collection building within a region. Some have even provided extra funds if one was willing to develop an emphasis collection and see that it was shared across the region. These plans are great in theory but require a special degree of coordination and cooperative spirit to carry out.

Expensive high-technology products are naturals for sharing across networks. Groups of schools/districts can band together to license products across sites. In the print or AV world, however, if items need to move physically from one location to another, a system of ordering, filling, transporting, and returning must be in place.

If you know that the neighboring school has an emphasis collection on birds, the easiest sharing mechanism might be a simple telephone call saying, "Can you send me several boxes of materials that 4th graders could use? Go heavy on the reference items; I need lots of pictorial sources; videos are appreciated. Can we link into your CD-ROM tower?" Perhaps the district has a courier system that will provide the mechanism for getting materials from one place to another.

Generally, the success of a resource-sharing system will depend on the amount of goodwill you and others have. Learning to work across institutional lines is always a challenge, but can be developed and maintained over long periods of time if the parties keep at it. (Sounds like building a successful marriage.)

Providing Access

The perennial question as a unit of instruction approaches and activities are designed is how materials can be positioned in such a way to provide maximum access to students and

teachers. The early bird gets the worm is an apt phrase demonstrating the problem. Without adequate planning, the eager-beaver student comes into the LMC and then heads for the public library, systematically withdrawing every wonderful morsel on the topic. Everyone else is left with the dregs.

A little planning beforehand can work wonders for access:

- What materials should be put on reserve in the LMC or classroom for the duration of the unit?
- What CD-ROMs should be in towers for the duration?
- What notification to neighboring libraries should be given ?
- What materials should be available through networks for home use and classroom access? It is easy to lock up materials from users under the theory that all must have equal access and therefore nothing can be used outside the LMC walls. Such policies must be examined carefully to ensure that students can get access to materials and information when they need access. There is nothing more worthless and frustrating than a closed library. Perhaps the golden rule applies here.

Keeping the System Up and Running

One of the nightmares of LMC warehouse management is to keep all the technology systems up and running for the duration of a unit of study. Special prearranged connections to data sources fail, computers fail and repair processes are slow, and materials magically disappear. Murphy's law is rampant; your best-laid plans not only may go awry but are likely to. Experience will teach you drop-back positions to create so that a unit based on critical data sources has a chance to succeed even when things go wrong. In an era of instant gratification, teachers and students are not likely to tolerate a high degree of failure before they withdraw back into the world of the textbook-and-lecture method.

Periodicals

The entire spectrum of periodical availability, including magazines, newspapers, and annual publications, is changing rapidly. Doomed is the back-room periodical collection with access through the printed *Readers' Guide*. No one is shedding a tear over losing the magazine room, with all its headaches, and it seems just to be a matter of time until there is merely a display of current issues of printed journals while everything else is electronic.

The challenge of the digital age is to provide broad yet filtered access. Providing a 3rd grade student with a list of 5,000 periodical or newspaper articles that can be downloaded from a computer terminal as a bibliography, an annotated bibliography, or as full text, does the student no favor. As emphasis collections are created, filtered access to periodicals must be designed. Such practices immediately bring the ugly word "censorship" to mind. Such is not the intention. Current and future access systems are so powerful that management practices must be designed and placed. Too much is no more desirable than too little. Mechanisms for narrowing topics and choosing only the best and most appropriate data sources are a must.

Special Considerations in a High-Tech World

Providing seamless and integrated access to young people in the information world requires a great deal of planning. Every school should construct a technology access chart and share it broadly in the community to gain acceptance not only by the general public but also business partners, governments, and civic groups. Every avenue should be pursued to create the necessary network that will provide maximum access to schools, classrooms, and LMCs. Great care should be taken to create a networking structure that will be economical and at the same time provide the widest access to technologies now known and those yet to be developed. Many companies may offer great incentives to set up access, but the monthly tab thereafter is prohibitive.

The general public is used to paying very little for access to information. Still, in the 1990s I have heard of districts providing \$2.00 per student for materials in LMCs. Yet in the same breath, these same districts will spend millions on glitzy hardware. But honeymoons with technology have a way of ending, particularly when costs continue to spiral upward and perceived benefits are not dramatic.

The library media specialist who maps the collection (whether it be glitzy high-tech or simple printed materials) and makes it understandable, then holds the collection accountable, stands the best chance of appealing to reason over the long haul. Realistic cost projections of information systems, both during the installation phase and ongoing, must be made and understood before systems are acquired.

Nevertheless, there will be white elephants to handle. And it won't be the first time in education when errors are made. Some information systems will more than pay their way; others will fail miserably; and there will be a whole bunch somewhere in between. Usually, a creative person can squeeze enough milk from a cow to make a wonderful bowl of ice cream. It doesn't take a great deal of know-how, but it does require creativity, experimentation, lots of patience, and persistence.

The question of what to have in the classrooms, what to have in the LMC, and what to access via a network is a question that will require a great deal of experimentation. Those on the cutting edge of technology are beginning to come up with answers, which will be shared on the Net, at conferences, in periodicals, and in professional books. Their experience should be sought with the idea that as you experiment, you too will become a sharer of wisdom. In some communities, technology will come very slowly; in others, it will come so rapidly that those not participating in the game will be buried by the juggernaut.

As you try to make decisions about information systems and how they will affect both the core and emphasis collections, try to take the perspective of the student. How can you create

something easy to use, with the very best information and the best guiding human interface to help along the way? In some circles it is called common sense.

With all this said, however, there is a sticky problem to deal with -- the obsolescence rate of computer equipment. It would seem that with upgrading, computer manufacturers and software companies have found a niche in the market to keep themselves in business. Thousands of programs have annual updates at special upgrade prices. The new features can be enticing, but when they arrive, they may not work on your equipment because they require more RAM, a quad-speed CD-ROM drive, or some other peripheral. At home, the author falls for this type of marketing because I am a compulsive computer junkie. But what are we to do at school?

I wish I had an insightful answer to the upgrade race. About the only thing you can do is talk loudly to suppliers and manufacturers about making their software compatible for the types of equipment you own. Many schools still have Apple IIs, MS DOS 286s, and perhaps even a Commodore or two. At the same time, we are acquiring the latest Power Mac or Pentium complete with Windows 95 (or 96 or 97 or 98 or 99)! The race to keep track of software versions and which stations they happen to work on is mind-boggling. We are tempted to say, "choose a model of computer and stick with it." Good luck on that score. Perhaps we buy computer stations that have certain capabilities and leave those stations alone until that function no longer is useful. In this scenario, a definite plan for "planned obsolescence" is in place and decision-makers, boards, and parents understand the revolving nature of technology and the budgetary implications. This is fine until the taxpayers, tired of ever-increasing tax burdens, revolt. This problem is a major one. If you have a solution that seems to be working for any time period at all, write an article, get on the Net, and share your insight.

Building Collections Sensitive to Community Concerns

The professional literature is packed with articles and cases where intellectual freedom is challenged by this group or that. In recent years, groups have become more vocal when they perceive that the value base is eroding in their community. The American Library Association has taken strong positions on the rights of adults and children to have access to the widest possible spectrum of ideas. Documents to this effect are included on the *AASL Electronic Library* available from the American Library Association.

There is no denying that community standards must be taken into account when building collections, and that the school does serve as surrogate parents during the time that children are in their sphere of influence. Access to undesirable parts of the Internet are frightening to parents who fear their children will be influenced by trash at too tender an age. Books, too, have always been dangerous because they have made people think and come in contact with ideas that are unpopular. There are conservative to liberal practices in collection building. Consider the following poles:

<u>Conservative practice is based on:</u>	<u>Liberal practice is based on:</u>
Protection -----	Encouragement
Distrust -----	Trust
Conservative ideals -----	Pluralistic ideals

Be assured that you will be called into question for the kind of collection you build.

In addition, concerns have been raised over many years that collections should address national concerns for multiculturalism and remove stereotypical materials. Be thoroughly informed about these issues as you choose and weed materials from your collection.

Selection Tools

There are many aids to choosing materials for a collection. All are suspect in some way, and the user should recognize shortcomings in addition to strengths. Selection tools usually fall into the following categories:

- in-print lists (theoretically everything that is available)
- basic collection lists (recommended by editors in consultation with a board of selection experts)
- recommended bibliographies either in book form or as articles in periodicals (only as good as the person or group who created the bibliography; contains the bias of that author)
- review periodicals that either publish annotations for recommended titles or provide both positive and negative reviews (only as good as the expertise of the individual reviewer and certainly biased).
- selection tools prepared by jobbers or other commercial companies (always suspect)
- publisher's catalogs and World Wide Web pages (always suspect but valuable to learn what is available)
- commercial exhibits (good places to browse, but they appeal to impulse buying)

While not listed here, there are ample bibliographies available within each category. Experience with each source is needed before settling into comfortable selection patterns. Always be open to new tools and fresh perspectives of reviewers.

Technology as a System

Scenario: George Wilkins was suspicious when the sales agent from Gizmo Systems bypassed

the LMC and headed for the principal's office. It was close to lunch time, and a few minutes later the principal left the building for an hour. Three weeks later, a large box attached to a principal arrived in the LMC. Excitedly the principal opened the box and presented George with a Whiny Diddle Tutor Robot. "I'm sure you'll put us on the map with the Whiny Diddle, George," said the principal, and left quickly, responding to an urgent intercom message.

One could only wish that such a scenario could never happen, but for whatever reason, plenty of newfangled equipment seems to appear on the doorsteps of schools with few instructions and too little "software." The most common problem, however, is that money seems to get appropriated for hardware but not for the instructional materials to go with it. Rarer yet are the in-service courses to educate faculty on how to create the best learning experiences using technology.

Can any planning be done before the Whiny Diddle is uncrated? Here is one suggestion. (It may fall on deaf ears, but, oh well, here we go.)

Think of each technology as a system. Think books. Books require:

- a method to select them,
- a method to keep track of them,
- a lighting system sufficient for the reader,
- shelves for storage,
- comfy chairs/tables to encourage reading,
- supplies and equipment to repair torn pages and cracked bindings,
- a method of disposal when the item is beyond usefulness,
- and we cannot forget some type of reading motivational program to snare readers.

Each technology has its own set of system components, and if we ignore the individual parts, the technology does not flourish.

A form for evaluating a technology to determine whether an entire system is in place is reproduced below. Here are a few tips for using it:

1. Decide on one or more technologies to be evaluated. Examples could be computer-assisted instruction, video technology, online

assisted instruction, video technology, online database searching, overhead projectors, or the Internet.

2. Duplicate two copies of the evaluation form below for each type of media to be evaluated.
3. Have both the administrator and the library media specialist rate the items on the form independently. Items considered inappropriate or not applicable need not be rated.
4. Chart the markings of both raters on a single form (optional).
5. In conference, discuss any differences in ratings and all ratings below 4.
6. In conference, ask and answer the following questions:
 - Is our support for this technology sufficient to make it a success in this school?
 - Is our level of involvement in this technology appropriate for our school?
 - Should we abandon this technology in favor of other technologies we could support better? In other words, should we support a few technologies well or a number on a cursory level?
 - What steps should we take to improve our support for this technology?
7. Prepare plans and implement them.

Technology Evaluation Form

Type of technology being rated: _____

Raters: Administrator: _____

Library Media Specialist: _____

Directions: Duplicate a copy of the questionnaire for each rater. For the technology listed above, rate each of the following items in each section. Combine the administrator's ratings and the library media specialists ratings and compute the average rating for each section and for the questionnaire as a whole.

A. The Philosophical Foundation for a Technology

According to the research and theory for _____ (name of technology), the benefits to accrue from this technology are:

1. The theoretical contributions of this equipment have been considered. Very little 1 2 3 4 5 NA A Great Deal

2. The results of research have been analyzed before this technology was adopted. Not researched 1 2 3 4 5 NA Researched

3. Input from teachers, library media specialists, technology specialists, and administrators was considered before adopting the technology. Disagree 1 2 3 4 5 NA Agree

4. The level of involvement in this technology was planned in advance. Disagree 1 2 3 4 5 NA Agree

5. We know where we are going with this technology. Disagree 1 2 3 4 5 NA Agree

B. The Purchase Process for the Technology

Briefly stated, our purchase procedure for _____ (name of technology) is:

6. We know what hardware is available on the commercial market. Disagree 1 2 3 4 5 NA Agree

7. We have drawn up specifications for purchase to allow competitive bidding within our quality criteria. Disagree 1 2 3 4 5 NA Agree

8. We have sought reputable dealers to bid on the equipment. Disagree 1 2 3 4 5 NA Agree

9. We have investigated warranties and repair services before we purchased the system. Disagree 1 2 3 4 5 NA Agree

10. Quality and sturdiness are as important as lowest price. Disagree 1 2 3 4 5 NA Agree

11. Some efforts to standardize purchases of this equipment are made. Disagree 1 2 3 4 5 NA Agree

C. The Equipment Used in the Technology

Name the type of equipment used in this technology: _____

How much equipment for this technology is owned and in operating condition?

12. How often can patron requests to use this equipment be filled? Rarely 1 2 3 4 5 NA Always

13. The sophistication of our equipment meets our level of involvement for this technology. Rarely 1 2 3 4 5 NA Always

14. The cost of this equipment is reasonable considering its contribution. Rarely 1 2 3 4 5 NA Always

15. The life expectancy of this equipment is: Unacceptable 1 2 3 4 5 NA Acceptable

D. The Accompanying Software

The type of software used with this technology is: _____

Approximately how many software items are available:

Locally? _____

At the district center? _____

At the regional media center? _____

At the state media center? _____

Via electronic means such as the Internet or via satellite? _____

16. Access to this software is: Limited 1 2 3 4 5 NA Extensive

17. Access to software across subject areas is: Narrow 1 2 3 4 5 NA Broad

18. Access by teachers to this software is: Inconvenient 1 2 3 4 5 NA Convenient

19. Students have access to this software on a free-choice basis. Disagree 1 2 3 4 5 NA Agree

20. The software is: Outdated 1 2 3 4 5 NA Current

21. Money budgeted for this software on a regular basis is: Inadequate 1 2 3 4 5 NA Adequate

22. The condition of the software is: Poor 1 2 3 4 5 NA Excellent

23. The academic level of the software is: Inappropriate 1 2 3 4 5 NA Appropriate

E. Facilities for Proper Use

What special needs are there for use of this equipment (screens? darkening?, special sound systems? computer stations? etc.)? _____

24. Considering optimum facilities for this equipment, ours are: Inappropriate 1 2 3 4 5 NA Exemplary

25. Facilities are available for special needs: Rarely 1 2 3 4 5 NA Always

26. Considering the risk of theft and mutilation, our facilities are: Insecure 1 2 3 4 5 NA Secure

27. Storage for this equipment and its special needs is: Inadequate 1 2 3 4 5 NA Adequate

28. Carts for moving and/or desks or special furniture are: Inadequate 1 2 3 4 5 NA Adequate

29. Electrical needs for this equipment are: Inadequate 1 2 3 4 5 NA Adequate

30. Seating for appropriate audiences is: Inadequate 1 2 3 4 5 NA Adequate

Facilities for use of this equipment can accommodate:

31. Individuals: Disagree 1 2 3 4 5 NA Agree

32. Small groups: Disagree 1 2 3 4 5 NA Agree

33. Large groups: Disagree 1 2 3 4 5 NA Agree

34. Facilities for this equipment provide privacy and control distraction to others. Disagree 1 2 3 4 5 NA Agree

F. Personnel to Operate the Technology

What special training or personnel is needed to operate this technology?

35. LMC staff who operate this equipment are: Untrained 1 2 3 4 5 NA Trained

36. Teachers who need to use this equipment are: Untrained 1 2 3 4 5 NA Trained

36. Teachers who need to use this equipment are: Untrained 1 2 3 4 5 NA Trained
37. Student operators (for teachers) are: Untrained 1 2 3 4 5 NA Trained
38. Students who use this equipment are: Untrained 1 2 3 4 5 NA Trained
39. Training and renewal of skills are conducted: Never 1 2 3 4 5 NA Regularly
40. Observers of our equipment operators would rate them as: Careless 1 2 3 4 5 NA Careful

G. Maintenance of Hardware and Software

Maintenance for this equipment is carried out by _____

Maintenance of the software is carried out by _____

41. Preventive maintenance for this equipment is: Inadequate 1 2 3 4 5 NA Adequate
42. Preventive maintenance for this software is: Inadequate 1 2 3 4 5 NA Adequate
43. Repair services for this equipment are: Inadequate 1 2 3 4 5 NA Adequate
44. Repair services are: Distant 1 2 3 4 5 NA Close by
45. Time needed to repair this equipment is: Unreasonable 1 2 3 4 5 NA Reasonable
46. The cost of repair for this equipment is: Unreasonable 1 2 3 4 5 NA Reasonable
47. Time for software repair or replacement is: Unreasonable 1 2 3 4 5 NA Reasonable

48. Cords and other hanging items are not a hazard to users. Disagree 1 2 3 4 5 NA Agree

49. Upon equipment malfunctions, users can expect immediate help/replacement. Disagree 1 2 3 4 5 NA Agree

H. Promotion of Use

Promotion of use of this technology is done by _____

50. Users understand the potential contribution of this technology. Disagree 1 2 3 4 5 NA Agree

51. Users understand the limitations of this type of media. Disagree 1 2 3 4 5 NA Agree

52. Promotional efforts for this equipment are: Nonexistent 1 2 3 4 5 NA Effective

53. Directions for operating machines are available on the equipment or in close proximity. Disagree 1 2 3 4 5 NA Agree

54. Individual users can expect one-to-one instruction in operating this equipment. Disagree 1 2 3 4 5 NA Agree

What Comes After Collection Mapping?

Follow along the checklist:

- I created a technology chart.
- I gathered data about my collection.
- I drew a collection map.
- With my faculty, I created a proposed collection map.
- I created an acquisition system that fits the collection building plan.
- My budget spreadsheets track the official and the emphasis budgets.

- I began acquiring materials and noted progress on the proposed collection map.
- I shared progress with decision-makers and the faculty.

All these steps may have taken a year to put in place but several years to fill the dreams charted on the proposed collection map. Experience will dictate the next steps, but the probable event will be to create another proposed collection map. The cycle should begin afresh every few years as the curriculum changes. Quick bursts of change, however, can be implemented any time.

❖ 10

Evaluating the Collection

Collections are fluid. They change by growing, by being used up, by being stolen from, and by being weeded. Demands on collections are also fluid, for student and teacher needs change in addition to curricular change. A quality collection fills the curricular demands made upon it even if these demands are like moving targets. The measures of excellence, therefore, must bridge the gap between the variables of availability and demand. This means that administrators should know what impact expenditures on collections have had, and from time to time will require evaluative evidence of that impact.

Evaluation is the method used to measure progress toward a goal. Numerous evaluation techniques are available from a wide variety of fields, from the sciences to the social sciences. No one of these systems is perfect, yet much is usable if studied and related to the library media center as one of the systems in a school. Evaluative evidence, communicated properly, may make a tremendous difference in the support for library media programs. But over time, presenting the same evidence may lose both its appeal and its impact. A variety of approaches will need to be developed and adopted. Simply stated, the same problem should be viewed using different perspectives.

For many years, evaluation of school library media programs and collections centered on what a LMC had as compared to state, national, or accreditation standards. These standards were quantitative and required numbers of volumes, size of facilities, amount of money needed per student, and size of staffing. If that approach to evaluation still helps maintain support for library media programs, then use it. If, however, those figures have lost their impact, then it is time to present newer and fresher evidence from another perspective.

The purpose of this chapter is to explore different types of evidence that might be collected and presented to decision-makers -- knowing full well that over time, these measure are likely to fade into "commonness."

Perhaps the most sage advice on evaluation is to measure some aspects of the LMC on a regular basis and supplement these "regulars" with short-term views that are translated into action plans. These fresh views will keep attention focused on the library media program. Consistency in support is vital.

The evaluation measures presented in this chapter were suggested in chapter 1 under the heading **Documentation** within "Standards for Collection Building." It is time to elaborate.

The techniques in brief will include:

1. Evidence that the LMC is part of a seamless and integrated information system based on the vision of access to technology.
2. Documentation that a plan to build a curricular-oriented collection with the accompanying policies, staff expertise and realistic budgeting practices is in place.
3. Demonstration that an acquisition system matching curricular priorities is in place.
4. Evidence that each type of media included in the LMC is considered as a system and is supported properly.
5. Verification that the library media collection reflects the democratic ideas, intellectual freedom, and cultural diversity needed to educate students to participate in a democratic society.
6. Easy-to-understand evidence of what is being spent on library media collections, how the money is being spent, what difference it is making, and what should happen to the collection in the future.

Technique 1: A Seamless Integrated System

The goal here is to provide evidence that the LMC is part of a seamless and integrated information system based on a vision of access to technology. If you have created the technology access described in chapter 3, then that chart becomes the supporting evidence you need for decision-makers. You might create a transparency of the technology access chart and of the illustration on page 22 to use in your presentations. You may also wish to create supporting documentation describing agreements with other libraries, networks, and reports of progress within a school building. Don't forget programs that have encouraged parents and students to connect from home. Another technique might also be to compare access for various segments of the student population in the school. For example, a survey may have been taken of a random number of families whose children attend the school. The following questions form the basis of the questionnaire: Who and how many have access to print and computer environments at home? How large is the gap? What equity issues does this raise, and what policy issues should be tackled?

Castle Rock Elementary School Results of Spring Technology Survey

Information-Rich

- 25% of students
- Not always from affluent homes
- Race not an issue
- Almost always high achievers
- Have computers & modems
- Value ownership of books

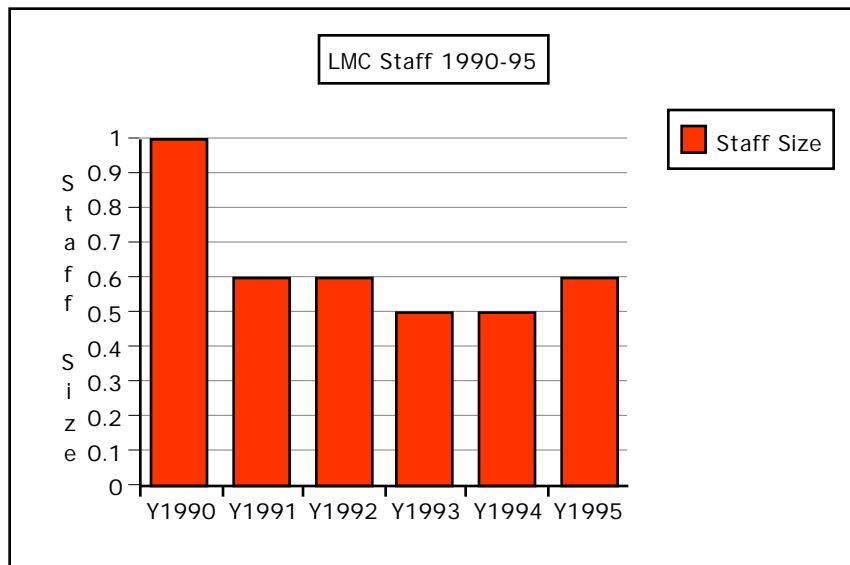
Information-Poor

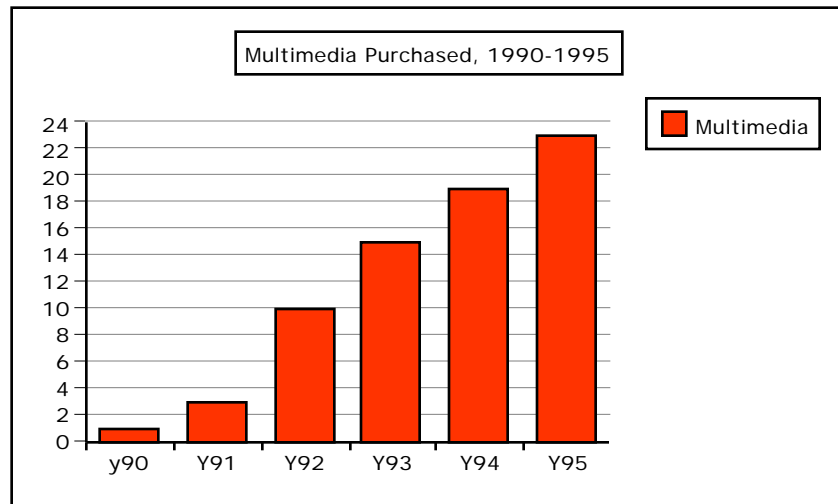
- 75% of students
- Ignorant of opportunities
- Seeming lack of interest
- Average and below students
- None have computers
- Lack home libraries

Technique 2: A Collection Plan

You should be able to show documentation that a plan to build a curricular-oriented collection with the accompanying policies, staff expertise, and realistic budgeting practices is in place. The most important evidence is in your current collection development policy, which was

described in chapter 9. If the collection map has been included as a part of this policy, then you have added additional evidence. If not, add the collection map and the proposed collection map as supporting documentation. In addition, create a brief report that shows LMC staffing and budgeting trends for the past five years. A simple transparency for each of these topics would be sufficient. Two samples follow. Both show major problems.





Technique 3: Acquisition System

You should be able to demonstrate that an acquisition system matching curricular priorities is in place. Create charts that show your emphasis budget. Show what parts of the collection are being supported, how much money has been spent on collection segments and from what sources the money has come. Make a transparency of the Emphasis Budget Spreadsheet to use in your presentation. Present evidence that the faculty is truly participating in the collection building process. Are they helping select emphasis areas? Are they recommending the kinds of materials to purchase? Do they suggest titles to purchase? Do they show enthusiasm when new materials arrive? And, most importantly, do they use the materials they have helped acquire?

Technique 4: Technology as a System

You should be able to provide evidence that each type of media included in the LMC is considered as a system and is supported properly. This topic was discussed in chapter 9. Use the checklist for a technology to create a

report or have a discussion with decision-makers concerning the state of any system.

Samples might include:

- the state of computers in classrooms
- the creation of a CD-ROM user network in the LMC and in the classrooms
- the development of the automation system for the LMC

Consider the following topics for your report:
The why of this technology:

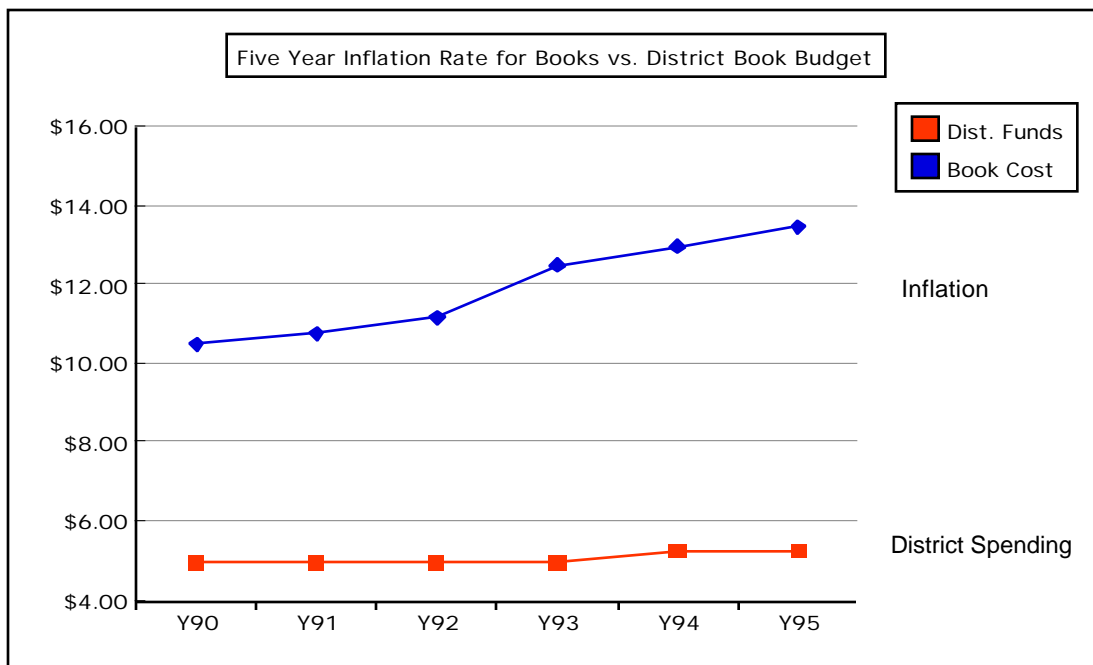
- How the hardware for this technology was chosen and funded.
- How the software for this technology is selected.
- How the budget for software for this technology has developed over time.
- How facilities have been modified to take advantage of the technology.
- Personnel, both professional and technical, who are managing the technology.
- How the technology is being maintained (repair services, maintenance contracts).
- How teachers and students are being trained to take advantage of the technology.
- The impact the technology is having on teaching and learning.

Technique 5: Collection Composition

You should be able to verify that the library media collection reflects the democratic ideas, intellectual freedom, and cultural diversity needed to educate students to participate in a democratic society. Show appropriate paragraphs in the collection policy coupled with a report on how materials are selected to achieve your goals. Describe the policy for handling materials that are challenged and review any cases that have been handled. Explore with decision-makers any possible future challenges and discuss whether or not the school is prepared.

Technique 6: The Budget

You should be able to provide easy-to-understand evidence of what is being spent on library media collections, how the money is being spent, what difference it is making, and what should happen to the collection in the future. Using a graphic showing the cost trends against allotted funds over time can often help a group understand what will happen if funds budgeted do not keep pace with inflation:



Expenditures can be tracked using the Emphasis Budget in combination with the collection map. But to show what differences

these expenditures had on teaching and learning is quite another matter. Examine the following transparency:

Target Curricular Area:

Countries of the World in the Post-Industrial Age

Emphasis Collections Built:

China	\$650.00
Japan	\$750.00
Central America	\$500.00

Units of Instruction Taught

- Human Relations in Post-Maoist China (grade 11)
- The Rise and Possible Future Scenarios of the Japanese Economy (grade 12)
- The Economy of Central America and Its Relationship to the U.S. Economy (grade 10)

The presentation could also include short demonstrations by both the teacher and the library media specialist showing the three units, how they developed, and the types of activities.

Demonstrate what information became available and how students used this information to create their unit projects.

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Loertscher, David V., ed. *Measures of Excellence for School Library Media Centers*. Englewood, CO: Libraries Unlimited, 1988.

Loertscher, David V. *Taxonomies of the School Library Media Program*. Englewood, CO: Libraries Unlimited, 1988.

Books and Booklets:

American Library Association. Office for Intellectual Freedom. *Intellectual Freedom Manual*. 4th ed. Chicago: American Library Association, 1992. 283p.

An essential manual for dealing with selection and censorship.

Bosch, Stephen, Patricia Promise, and Chris Sugnet. *Guide to Selecting and Acquiring CD-ROMs, Software, and other Electronic Publications*. Chicago: American Library Association, 1994. 48p.

An excellent pamphlet containing selection criteria and major acquisition issues, plus a bibliography for locating further information on the selection of electronic resources.

Callison, Daniel K., Robert Grover, and David V. Loertscher, eds. *The AASL Electronic Library*. Chicago: American Library Association, 1995.

Many documents covering selection policies, intellectual freedom items, and papers discussing collection development are on this CD-ROM. A semi-annual publication, this resource is recommended for use on an ongoing basis.

Dickinson, Gail K. *Selection and Evaluation of Electronic Resources*. Englewood, CO: Libraries Unlimited, 1994. 103p.

Covers selection of hardware, general selection criteria, selection of a CD encyclopedia, magazine indexes, online resources, and use of the Internet.

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