

LIBRARY/AV SERVICES

Primary Goal - To provide materials, equipment and research assistance to students and teachers in support of the instructional program.

<u>Staff</u>	<u>Students</u>	<u>Budget</u>	<u>Cost Per Student</u>
11.0	5,659	\$1,792,077	\$317

Level K - 12

Library Reference Skills – Again this year, the collaboration model used in grades 2-12 has greatly impacted acquisition of reference/research skills by students. When teachers share their instructional objectives and expectations with students and librarians, the librarians plan the research lessons in the library most likely to support student achievement. Students can see the links between classroom needs and the reference tools required. By the time students reach 6th grade, they have had a variety of research experiences which has provided them with an understanding of the total research process. Not only have they learned the various sources of information (print, non-print, electronic) but how to use each and select the best choices for each research problem. They will also have had introduction to the meaning of relevance and authenticity of information and how to evaluate found information for these criteria.

Resulting from a district curriculum development project, we have available at grades 4-6 two authentic research units at each grade level, one science and one social studies. Each classroom teacher must select one of the two available research units for implementation. At grade 4, four schools completed Destructive and Constructive Forces in all classes and two schools also used the Immigration alternative. At grade 5, the Canada unit was used at five schools; one completed the Weather unit. All schools did the 6th grade European Countries unit.

For these research projects the librarians share with students the required research steps which will be part of the grade given by the classroom teacher. The categories are: location of print and non-print resources, including electronic databases; evaluation and use of relevant information and completion of a bibliography in proper form. Librarians keep observation records of student proficiency and grade the bibliographies. By grade 6, only an average 6% of the students were still "working toward competency". We continue to send reasonably proficient researchers to Shaker Junior High School.

At grades 7 and 8 some examples of collaborative planning and teaching involving one or both librarians were:

7th Grade: English teachers and the librarians created a 5-station research project built around the book, Touching Spirit Bear by Michaelson.

For a 7th grade music project, students came to the library to work on a classical music web quest and a listening project.

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An 8th grade project on Franklin D. Roosevelt and the Depression began with a visit from the Rangers affiliated with the FDR National Park who brought “Eleanor’s Trunk”, artifacts from Eleanor Roosevelt’s life. It was followed by a research project. Ms. Stott created a web site that was so good the people at Hyde Park asked if they could use it for their projects. The project culminated in a PowerPoint presentation by students and a field trip to Hyde Park.

At Shaker High School, there was a marked increase over last year in the number of collaborative efforts. Some are shared here:

1. Sociology – Set up stations to support case study of poverty and homelessness. Stations covered information in the areas of employment, transportation, childcare and healthcare.
2. English 11 – Created a stations based project on the major themes from A Lesson Before Dying. Station topics included Jim Crow Laws, Blue Music, KKK and Plessey v. Ferguson.
3. English 9R – Created extensive bibliographies of titles within our nonfiction collection to support pre-search selection of topics for students’ research papers.
4. Science 12R – Collaborated with teacher to create research modules for final research paper.

Computer Literacy Skills Assessment

Students in grades 4-6 are engaged in a computer literary curriculum as part of the library program. Components presented at one or more grade levels are: Internet use and district policy, Internet safety, computer sources, search engines, web sites, CD-ROM, evaluating websites, search techniques, computer history, ethics and ethical issues and futurism.

Services to Students - Student responses (Grades 7-12) to the questionnaire were as follows:

	SJHS	SHS
Needed materials for classroom assignments are available	80%	90%
Library available to use when needed	66%	100%
Library atmosphere suitable for studying	60%	75%
Leisure reading materials are available	64%	47%

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Parent responses continue to be positive in percentages and comments. Whereas elementary results were similar to last year, secondary results rose in both secondary schools. We were pleased that 98% of elementary students select library books independently.

<u>My son/daughter:</u>	Grade 9	Grade 7	Elementary (grades 1, 3, 5)
a. Found materials to complete assignments	100%	100%	78%
b. Found books/magazines for recreational reading.	69%	68%	89%
c. Found library atmosphere suitable for studying	71%		
d. Used the computers in the library	100%	75%	
e. Found the library available, when needed	92%	88%	
f. Speaks with pleasure about going to the library			88%
<u>Enjoys:</u>			
g. book talks by the librarian			71%
h. story time			87%
i. learning how to research			68%
j. using the library computers	100%	75%	90%
k. independent book selection			98%
<u>I found:</u>			
l. Satisfaction with the books brought home.			100%
m. The library program met my child's needs			100%
n. I was kept informed about library services	69%	87%	85%

At the elementary level, we continue to emphasize book and literature promotion. Elementary librarians continued doing book talks and did mini- author studies and theme units, displayed classroom book projects and large and small displays in and outside the library, had book-related contests, did student book sharing and bulletin board recommendations and arranged for visiting authors. They also presented literature units to familiarize and promote genres, arranged book fairs with PTA, created multiple short reading lists and lists for teachers, displayed book projects created in the library, conducted Readers' Theatre and arranged for guest readers. The Colonie Public librarian and junior high librarians promoted summer reading and distributed the summer list of reading for fun. At Shaker Junior High, the librarians gave 183 book

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talks during the year, book talked the 7th grade summer reading list to 6th graders in all elementary schools and book talked the 8th grade list to 7th graders in two halls and invited the high school librarians to book talk the 9th grade list to their 8th graders.

Their Young Adult literature discussion group with teachers and students continued to be successful. They arranged two author visits.

At Shaker High, Teen Read Week in October celebrated reading for fun. In English class, students received forms to nominate a favorite book. Gift certificates were distributed through a daily raffle drawing. Annotated multi-cultural titles were compiled for the Intranet and the globalization print book list. More purchases of young adult fiction and reluctant reader books promoted reading.

Services to Staff - Staff responses to a questionnaire were as follows:

	Elementary	SJHS	SHS
Bibliographies provided on request	100%	100%	100%
Reference services provided on request	100	100	100
AV equipment available on request	79	100	80
Provision of reserve collections	100	100	100
Information on available materials and services	100	100	99

Circulation and Use Data

	Books Per Pupil 2005-06	Books Per Pupil 2004-05
Elementary	48.0	49.8
Junior High	15.4	11.9
Senior High	7.5	7.9

Book circulation at the elementary level averaged 48 books per student, even though two libraries did not open circulation until October and all libraries had to close down for the upgrading of the circulation system in October. Periodical use continues strong as we emphasize both the recreational and informational values. Open borrowing before school also continues to encourage more circulation. Librarians encourage students to read by book talking, creating theme-oriented displays and inviting guest authors to discuss books and by making increased use of student-generated recommendations. Use of A/V resources increased at all elementary libraries. This is attributed to purchase of videos related to the curriculum, especially science and social studies and the increase in DVD use.

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At Shaker Junior High School, the book circulation increased 29%. The staff does continuous "book talking"; this year they scheduled 183 formal talks. They also created 17 new book lists. Use of the T.V. studio is on the rise and the closed circuit availability makes this a fine option for instructional purposes.

At Shaker High School, all resources are in heavy use. Use of DVD's related to curriculum has increased. Fifty-one bibliographies and Webliographies were prepared for the classroom assignments. Teachers emphasize use of multiple resources with balance between print and electronic. Many gave reading assignments to students.

At all levels, the emphasis by teachers and librarians continues to be on the balance between print and electronic resources with focus on the advantages of each.

The high use of technology in all libraries is related to the increase in research needs from the classrooms at all levels. Students integrate information and graphics for many of the research projects. The high school recorded 15,917 online searches for information.

At Shaker High School, all of the 739 classes scheduled in with teachers used the computers in the periodical area. The 12 drop-in workstations in the main area of the library were in continuous use, not only for searches, but frequently just to complete reports begun in the lab or at home. An average of 1,238 students used the media center daily and another 324 used of the small study room. At Shaker Junior High School, multiple CD-ROM and Internet searches were logged in by the students this year in the 924 classes and by students from study hall completing classroom assignments. Junior high students often choose to use a database over the general Internet. At the elementary level, we do not record each incident of computer use because such record keeping is virtually impossible. Students use the computers for locating library books and for online and CD-ROM research in their library class and the research classes with their teachers. The LEP students researched their debate topics online. They have learned how to locate magazine articles online and to use both Internet and CD-ROM resources for drawings, photos and maps. We teach them how to cite the source appropriately! At all levels the librarians have developed Web Quests for their own instruction and with classroom teachers for research use. Web pages created by library staff specific to classroom assignments have proved beneficial.

Central Services

Total billing for the production unit was \$55,167 for 266 job orders. (\$48,843 for 239 job orders in 2004-05.)

Major users of the production unit included all district program administrators, some student groups and the Board of Education. The library-AV staff, the learning

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enrichment /alternate math teachers, classroom teachers at all levels, high school students (Literary Magazine) the reading, art, high school English, high school social studies departments, Central Administration, physical education department, PTA groups especially for directories and yearbooks, foreign language department, high school supervisors, all school offices for forms, envelopes and stationery and materials for mailings were frequent clients. The quality of work and service was rated as excellent by 100% of the respondents.

Requests for services from the A/V staff were varied and increased over last year.

- As our ranks of new teachers grow, the requests for certification videos has grown.
- 2006 requests for photography by Michael Cavaleri were handled. Includes the camera work and printing digital proofs.
- 110 videotapes were produced in the studio and classrooms. These included individual student projects, globalization tapes, performance assessments, orientations, Welcome to North Colonie, and various subject department, kindergarten orientation, projects, e.g. music, FACS.
- 524 repairs to computers and related equipment were effected by John Perretta and Michael Cavaleri.
- 556 repairs were made to all other audio-visual equipment.
- Lamination jobs totaled 3,883 (1,200 by Michael Cavaleri for I.D. tags and 2,683 in Central Processing for teacher materials.
- Over 67 off-air tapings were handled.
- PowerPoint presentations developed for teachers, Board of Education, district administration and Superintendent of Schools. TV studio time with many high school students in classes, e.g. IRP, technology education, foreign language, English, social studies.
- More than 140 equipment set-ups during the day and evening were accommodated. Included workshops, staff development, parent meetings, class projects, Welcome Picnic, music program, Board meetings.

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Additional Information

An upgraded, windows-based library automation system was installed and on-site staff development activities by the company were scheduled in the fall and spring.

Renovations to Blue Creek and Southgate were completed during the year. Construction issues delayed physical opening of the library facilities until October but we had anticipated that. The library-media specialists had prepared lesson plans and pulled resources in June so that they could carry on the program in the classrooms. The re-openings were well-planned and went smoothly. Students and teachers were overjoyed with their “new” libraries.

Annotated lists of fiction and literature book titles representing the cultures of other countries and in the United States were printed and distributed for primary, intermediate, junior high school and high school students. They will be updated annually. The reference collections, including electronic resources, were analyzed and updated in all libraries.

A major re-arrangement of the non-fiction books at Shaker High School was effected. The art collection which has many over-size books was exchanged with the science collection for improved physical access. The large literary criticism collection was re-classified – requiring changes on book spines, card catalog records and the electronic catalog/circulation records. Since we have centralized records, it also entailed changing the junior high school books, to which the staff agreed.

The high school was the recipient of four Life Magazine issues dated between 1944-1957. They were placed in special binders, cataloged and placed on “Special Reserve.” The video/DVD tapes from Library of Congress were cataloged and processed for circulation. They are narrative interviews of war veterans, beginning with World War I.

North Colonie libraries subscribed to twenty-one research databases through the BOCES School Library System. We also participated in the resource sharing services with other school libraries in the School Library System. The library staff participated in various staff development opportunities offered by the System; one of the book discussion meetings was hosted by the staff at Shaker High School Media Center. Representatives from the library department attended liaison meetings and were able to bring back updated information about library legislation and other matters to share with everyone.