Library Team

- Katie Voss, Librarian
- Colleen Williamson, Librarian
- Aaron Elliott, Library Assistant

Highlights

- Developed and expanded BOOM curriculum. We worked many hours over the summer to design this course to be a valuable experience and an effective introduction to the Upper School. While students are still buying into the curriculum, 9th grade teachers are very supportive of our efforts. Our presentation to METC in February helped us to identify changes that need to be made as we evaluate the program more fully, and our work on the 9th Grade Skills packet will help facilitate these adjustments.

- Co-chaired ISACS committees. Colleen co-chaired the committee on Instructional Technology, Katie co-chaired the committee on Library and Media Services, and Aaron was also a member of the Library and Media Services committee. Having the opportunity to reflect on and evaluate the library program with colleagues was invaluable. We rarely have a chance to sit down and thoroughly explore library issues across divisions, but the ISACS process made us much more aware of how important open communication is among libraries. We have made a renewed commitment to meet more regularly, standardize more of our policies and procedures, and make our curriculum more cohesive.

- Stayed flexible. We had to be more flexible in the library this year because there were limited spaces for students to occupy. Even though there were more students using the library, we opened up the two classroom spaces in the back of the library for seating, made room for peer and adult tutors, and continued a busy class schedule. While we can’t wait for the new building to be done, we are proud of the way we have handled a physically and logistically packed year.

- Promoted Libguides. We are starting to use this program more frequently to make our collection even more accessible. Our most accessed libguides are the ALT guide, accessed 2,046 times this year, the BOOM guide, accessed 995 times, and the Immigration Project guide, accessed 754 times. This year, instead of sending out recommended summer reading lists, we are using Libguides to make our suggestions available, and the Summer Recommended Reading guide has already received 563 views. We are also using Libguides to promote our professional collection, a much underused collection.

- Extended technology and e-reader collection. We continue to expand our collection and knowledge of technology to include more iPads, kindles, and educational apps to support the growing interest in digital and interactive texts and learning tools.
Curriculum Highlights

We continue to work closely with nearly all of the Upper School students when they are assigned research or library-based projects. Here are some of the highlights by department:

**BOOM:**
*Grade 9* Expanded BOOM as a mini-course; all 172 ninth-graders met with librarians once per cycle in ten sections during first trimester to learn about brain-friendly learning practices and Upper School academic expectations

**English:**
*Grade 10* Guided students to choose works of nonfiction for blogging project using Novelist Plus and other selection resources
*Grade 11* Introduced students to subject-specific databases for literary criticism and current events research
*Grade 12* Instructed all seniors on choosing authors, selecting literary criticism, and synthesizing research, using NoodleBib and ALT Libguide; showcased creative projects in library

**History:**
*Grade 9* Visited all World History courses to instruct students in resources, citation, and NoodleBib for the Religious Art Project and reinforced skills introduced in BOOM
*Grade 10* Met with 20th Century World History classes to review strategies for finding global issues sources and to reinforce TOECAP and web evaluation strategies for current event research
*Grade 11* Introduced our growing collection of ebook resources to the US History courses. Reviewed use of citation and notecards in Noodlebib, now a project requirement. Graded annotated bibliographies for both of the above projects and noted a marked improvement in students' source selection and analysis of those sources. Reviewed research strategies, including TOECAP and database searching, with all US History courses; instructed all US History classes in source evaluation and selection and thesis development for intensive Immigration Project and Final Projects; graded annotated bibliographies for these projects
*Grade 12* Assisted with book selection for elective reading assignment in World War II course

Class Visits and Usage Patterns

Last year, we installed a door counter to keep track of visits, and we have been impressed by the numbers coming through our doors. According to the counter, 247,520 people entered the library from the first day of school to the last; we averaged 24,752 visits per month, and 1,537 visits per day, an increase from last year. This may seem like an absurdly high number; however, the counter includes students entering and exiting the arts area, students and faculty coming in to make copies, and faculty meetings, among other types of visits. The counter reveals that we are far busier than a manual count shows. While we used to simply count the number of people using the library during each period, the counter reveals what a whirlwind of activity the library is; there are lots of people coming and going at any one time. We also increased the number of classes hosted and taught in the library by a much smaller margin, from 286 to 287. Teaching BOOM forced us to reduce our teaching load in other areas during the fall trimester, but History and English classes continue to visit the library the most.

McCulloch Library is open 24 hours a day via our virtual presence at [www.micdslibrary.com](http://www.micdslibrary.com). Our blog averages 3,186 views per year, and our libguides had over 6500 views this year.
About the Collection

We now offer 19,159 physical titles in our collection, plus over 7,000 online videos and ebooks that were added to our catalog. Over the year we also added 867 physical items. New additions included books, CDs, DVDs, kindles, iPads, and disk drive burners. We continued to add iPad apps to our ever-diversifying collection, and made electronic versions of our magazine subscriptions available to teachers on our small collection of iPads.

We removed 354 items from our collection due to age, deterioration, or inappropriateness for our population, including fiction and three dated sets of encyclopedias. Continually updating the collection benefits our students and faculty by giving them access to the most recent and relevant resources.

We maintained our strong circulation this year at 7960 circulations of materials, and students continued to use our ebook collection. Our nonfiction ebooks were accessed 969 times and searched 1,847 times. More and more, our students may begin to replace circulation of physical books with ebooks that are accessible at any time and place.

Kindles and Nooks continue to be a valuable resource for both teachers and students, especially our auditory learners who can access audiobooks on the devices. This year we plan to catalog the growing list of ebooks available on the devices so that they are searchable on our catalog.

Teachers are relying more on NoodleTools to teach students about correct citation and note-taking practices and to track research progress. Over the last year, upper school students have created 3,158 projects using NoodleBib; this translates to each student using the research platform for an average of five different projects over the course of the year.

The charts below represent other elements of collection use. Using our collection of online databases, students download or print much of the content they read. Students continue to turn to the Gale suite of databases first. The total number of searching sessions increased by a remarkable 4,166 sessions, while the number of searches decreased by 3,776. I would hope that this increase in sessions and decrease in searches signifies a better understanding of how to build searches so that students are finding what they need more efficiently. The top three databases in the Gale suite are US History in Context, with 7,500 sessions, World History in Context, with 7,470 sessions, and Student Resources in Context, with 4,241 sessions.

### GALE USAGE

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<tr>
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<td>13,796</td>
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<td>Total Searches</td>
<td>60,144</td>
<td>35,457</td>
<td>48,723</td>
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Students and faculty also made extensive use of the EBSCO suite of databases to complete their research. Use of the EBSCO databases increased significantly last year, but we saw a drop in usage again this year, possibly due to less promotion of the resource. By far, the most popular Ebsco databases are the general Full-Text Mas Ultra and the more specialized Health Source.

### EBSCO USAGE

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<tr>
<td>Total Full Text</td>
<td>3,551</td>
<td>985</td>
<td>8,215</td>
<td>6,335</td>
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<tr>
<td>Total Sessions</td>
<td>5,855</td>
<td>1,356</td>
<td>5,206</td>
<td>3,551</td>
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<tr>
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<td>14299</td>
<td>4,606</td>
<td>39,715</td>
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Katie and Colleen attended the MICDS Summer PD Workshops on Understanding by Design, by Jay McTighe, and on Mind-Brain-Education, by Tracey Tokuhama-Espinosa, where they built out the expanded BOOM curriculum with Chris Rappleye and Matthew Mahaffey. Colleen also attended the session on Higher Order Thinking with Susan Brookhart.

In February, both Katie and Colleen presented, along with Chris and Matthew, at the METC conference, on the evolution and execution of BOOM. We had a solid turnout of 30 attendees and received positive responses on audience evaluation forms.

We also both co-chaired an ISACS specialty committee; Colleen co-chaired the committee on Instructional Technology, Katie co-chaired the committee on Library and Media Services, and Aaron was also a member of the Library committee.

We continue to make our own professional development a priority, but we have also provided resources to teachers in our own community. In May, we developed a libguide to showcase our professional development collection; thus far it has received 36 views. Hopefully teachers and parents will understand the richness of this collection when they can see the covers and summaries of books, placed in subject-specific categories, on this resource.

Promoting Reading

We continue to develop a community of readers at the upper school. Just as our general circulation decreased this year, our fiction circulation dipped slightly as well, by 86 items. Since we have added ereaders we have a slightly less accurate accounting, since there is no way to document what exactly students are reading when they check out a Nook or Kindle. The most highly circulated fiction books during the 12-13 school year were:

1. *The Perks of Being a Wallflower*, by Stephen Chbosky
2. *The Fault in Our Stars*, by John Green
3. *Mockingjay*, by Suzanne Collins
4. *An Abundance of Katherines*, by John Green
5. *The Light Between Oceans*, by M.L. Stedman
6. *Clockwork Angel*, by Cassandra Clare
8. *Fight Club*, by Chuck Palahniuk
9. *Gone Girl*, by Gillian Flynn

Three of the books appeared on last year’s Top Ten list, including *The Fault in Our Stars, An Abundance of Katherines, and Mockingjay*. Five of the books are young adult novels, although they have been read by adults and students alike, and two were older books (*The Fault in Our Stars* and *The Great Gatsby*) that had a resurgence in popularity due to movie releases.

We continued to promote books through different themed displays, including the following: Books to Movies, Presidential Books, in honor of the election, Books that Have Never Been Checked Out, as well as many others.

There was a student-led effort to start a new Literature and Cinema club, sponsored by Colleen. Students hope to read books and watch movies based on books; we will see if this effort takes off this year!
Community Connections

While the library staff is devoted to the success of the library program, we also participate in the life of the school in order to form relationships with students, faculty, and parents outside the walls of the library.

Colleen and Katie continued to co-sponsor the yearbook and led a three-day Yearbook Camp to kickstart this year’s planning process. We also created a Debate [libguide](#) to centralize resources for the Debate club.

Aaron is an important part of school life, continuing to co-sponsor the Gay-Straight Alliance and the Campus Democrats as well as contributing his baked goods for countless events. Aaron also plans a number of social events for faculty and staff throughout the year, which play an important role in keeping spirits up.

Colleen shared her musical talents in multiple venues, including Blue Whale Café and the third grade Colonial Life project.

Challenges

**Access to library resources** While our website is well-used and familiar to students, it does not offer us as much flexibility or ease of use as we would like. Currently, students use the main site to access databases and our catalog, but they miss many other site-specific resources, and our libguides are not as well-connected to our main site as they should be.

**Reading promotion** Our students are so busy that they do not have much time to read for pleasure. However, many will find time given the right book or the right incentive to read. Our fiction circulation has dropped slightly, demonstrating that we need to find more ways to promote reading.

**Collaboration with divisional libraries** Our work on ISACS demonstrated to us that it is imperative to meet regularly with the LS and MS librarians in order to collaborate on program goals and policies. Our busy schedules often make it difficult to find a time to meet.

Goals

**Access to library resources** We plan to assess our website functionality so that students have efficient and effective access to our resources. We will explore the possibility of using Libguides as our launching site, which would allow us to personalize each division’s site according to developmental needs.

**Reading promotion** Seeing our fiction circulation drop slightly over the last two years has renewed our desire to promote our fiction collection. One of our goals as librarians is to help students pursue personal and professional growth by reading widely. Due to time constraints, we have cut down on scavenger hunts and other book promotion events in the last few years. This year we hope to increase interest again by planning more events around books and reading.

**Collaboration with divisional libraries** The divisional librarians made a commitment at the end of this year to schedule our meetings as soon as the late start calendar comes out so that we will meet regularly. We plan on tackling exit goals for select grade levels, developing a policies and procedures manual, and assessing the library website.