Collaborated with faculty to present information literacy skills, including web evaluation tips and creative commons use, during Grade 9 and Grade 10 integration projects

Reconfigured library layout to include zones of use

Created a Research Rubric that can be adapted to specific classes and grade levels to assess information literacy skills

Began to observe heightened awareness of fair use guidelines in student multimedia projects

Began work with a new Learning Commons Taskforce established by the Board of Trustees

Continued becoming a technology hub as students checked out AV equipment in record numbers and looked to librarians for assistance in using software

Expanded resources and WikiGuides available on our website

Hosted more classes in the library than ever before

Increased circulation of materials and use of subscription databases

Another year has passed, and the library continues to evolve. In a single class period, one can observe students uploading content to social media outlets, reading a novel, participating in multiplayer video games, revising an annotated bibliography, recording audio, browsing the shelves, or just chatting with the librarians. It is notable that even though Colleen was the only librarian on duty during Katie’s maternity leave, the quality of instruction and of our collection stayed consistent. We taught more classes this year, circulated more items, and continued to help just as many students on a daily basis. We do our best to fulfill the academic and research needs of every member of our community.

With the addition of a student commons, students can choose between multiple destinations for their free periods. The library remains a busy place, but many students have chosen to go to the commons when they want to socialize. We will continue to make the library a welcoming, friendly space for those who want to work and collaborate. Our mission remains the same as our space evolves: to ensure that students graduate as information fluent citizens, prepared to excel in the 21st century.
We continue to work closely with nearly all of the Upper School students when they are assigned research or technology-based projects. Here are some of the highlights by department:

**English:**
- **Grade 9** Booktalked new and exciting reads for free reading time
- **Grade 10** Instructed students on poetry resources and fair use of images for *Poetry 2050* project
- **Grade 11** Instructed students on audacity, zoom players, and audio production for *Love Medicine* projects

**Fine Arts:**
- **Grade 11** Instructed *Digital Photography* classes in evaluating websites and searching effectively for photographer *research projects*

**History:**
- **Grade 9** Visited all history classes during the World Religions unit to introduce databases and art resources
- **Grade 10** Instructed students on evaluating websites, conducting interviews, and creating annotated bibliographies
- **Grade 11** Presented *resources* for US History Immigration Projects and *Final Projects* and graded all annotated bibliographies
- **Grade 12** Instructed *Global Issues* class on research for their wikibook and graded all annotated bibliographies
- **Grade 12** Assisted Cold War students with *research* for the *Twitter* project, which presented minute by minute accounts of the Cuban Missile Crisis
- **Grade 12** Taught AP Government students how to *use a book* by analyzing the footnotes, index, tables of contents, and author credentials

**Science**
- **Grade 9** Introduced *Diigo*, an online research tool, and *resources* on elements to all biology classes during the Science Department retreat

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## Curriculum Highlights

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## Class Visits and Usage Patterns

According to our count, an average of 450-550 students visited the library every day. When the new student commons opened in January, we experienced a slight decline in usage. We hope that this decline means that students are beginning to visit the library or the commons more intentionally, based on a *purpose* decided in advance.

Again, we increased the number of classes hosted and taught in the library, from 184 to 215. Colleen taught the vast majority of these classes while Katie was on maternity leave. We saw a significant drop in usage from the English Department that we can attribute to Katie’s absence, as she is the library liaison to that department. Hopefully English classes will return in larger numbers this coming year.

It is also worthwhile to note how often our students (and others!) visit our virtual library; according to wikispaces’ statistics, our wikis had hundreds of visitors over the course of the year, particularly during the months of September and August. While the vast majority of our visitors hail from the United States, some visited us from other countries, including Canada, Russia, and Australia.
About the Collection

We now offer students and faculty 19,057 titles in our collection; over the year we added 608 items to the collection, including books, CDs, DVDs, and audio equipment. We removed 252 items from our collection due to age, deterioration, or inappropriateness for our population. Continually updating the collection benefits our students and faculty by giving them access to the most recent and relevant resources.

While this is the first year in three years that we have not doubled our circulation, we did circulate 4,473 items, an increase of 565 items. Doubling our circulation every year would be nearly impossible to sustain for long, but it is a goal worth striving for! As usual, our fiction books circulated more than other type of material, 1,111 times.

After adding cameras to our collection, we circulated them over 300 times. Our cameras allow students that do not own cameras to complete multimedia projects.

The charts below represent other elements of collection use. Using our growing 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. While the total number of searching sessions only increased by 391 sessions, the total number of searches skyrocketed to 60,144, an increase of 11,383. We hope that this increase means that students are spending more time experimenting with the ways that they can access the most relevant sources, by manipulating keywords or experimenting with different subject headings.

<table>
<thead>
<tr>
<th>GALE USAGE</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Sessions</td>
<td>13,405</td>
<td>13,796</td>
</tr>
<tr>
<td>Total Searches</td>
<td>48,761</td>
<td>60,144</td>
</tr>
</tbody>
</table>

Students and faculty also used the EBSCO suite of databases to complete their research. As you can see from the numbers below, usage of the EBSCO databases doubled this year! While use of Granger’s Poetry database declined this year, use of the ERIC database increased by over 800 searches, a positive trend that shows that teachers are going to our databases for their own professional development. Usage of our Health database was also curiously high this year, showing that students are finding it on their own.

<table>
<thead>
<tr>
<th>EBSCO USAGE</th>
<th>2008-2009</th>
<th>2009-2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Full Text</td>
<td>1724</td>
<td>3551</td>
</tr>
<tr>
<td>Total Sessions</td>
<td>2038</td>
<td>5855</td>
</tr>
<tr>
<td>Total Searches</td>
<td>7565</td>
<td>14299</td>
</tr>
</tbody>
</table>

Usage of our ABC-CLIO databases skyrocketed in 2008-2009, but our statistics show that use of these same databases declined significantly in 2009-2010. While the numbers are still high, students seemed to have turned to Gale and CQ databases for historical information rather than solely relying upon ABC-CLIO.

<table>
<thead>
<tr>
<th></th>
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<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Total Page Views</td>
<td>33,606</td>
<td>121,036</td>
<td>51,935</td>
</tr>
</tbody>
</table>
Building Community

We try to build a feeling of community in the library outside of our curricular offerings and collection. During 2009-2010, we had another successful Book Fair at Barnes & Noble, planned and executed by the Parents Association. We always appreciate their hard work to support the library. We also celebrated National Library Week with our second annual Library Bonanzarama, a contest testing our patrons’ knowledge of library trivia. We continued to document events and happenings in the library and around campus, including Spirit Week and MiniTerm, and post photos on our MICDS Library Flickr site.

Promoting Reading

We continued to work on our goal of developing a community of readers at the upper school. Fiction remains our most frequently circulated type of material; our fiction circulation has increased every year for the past three years.

The most highly circulated fiction books this year were:

1. The Hunger Games, by Suzanne Collins
2. An Abundance of Katherines, by John Green
3. Catching Fire, by Suzanne Collins
4. The Help, by Kathryn Stockett
5. The Lost Symbol, by Dan Brown
6. The Time Traveler’s Wife, by Audrey Niffenegger
7. NumBers, by Rachel Ward
8. The Disreputable History of Frankie Landau Banks, by E. Lockhart
9. Life as We Knew It, by Susan Beth Pfeffer
10. The Maze Runner, by James Dashner

It is noteworthy that seven of the top ten are young adult books. Often adults discount this kind of literature as amateurish or poorly written, but there is clearly an audience for it at MICDS. We promote these books to reluctant readers, who often progress to more literary fiction. It is also worth noting that seven of the ten books were read by the book club.

We have also been expanding our MICDS Reads wiki as a resource for both students and faculty looking for readalike lists and other fiction resources.

In another effort to increase our circulation, we began emailing teachers a weekly list of new books added to the collection; many teachers told us how much they appreciated this weekly update.

Professional Development

During the summer, Katie completed the year-long Emerging Leaders program, which culminated in a presentation at the American Library Association Annual Conference in Chicago. Along with her cohort, Katie presented a website they had created over the course of the year to promote the Young Adult Library Services Association (YALSA) to young adults. YALSA will use the website as a starting point for reaching out to this important constituency.

Colleen also presented at the Midwest Education Technology Conference in St. Charles in February. Her session, entitled “Lively Libraries in a Digital World,” drew an audience of more than 60 people, and she received much positive feedback on the strategies employed by the McCulloch Library staff to support and lead students in their use of technology.

In addition to attending conferences, we read School Library Journal, Booklist, and American Libraries, stay attuned to LM-Net, a listserv for librarians, and regularly peruse blogs.
Challenges

It has been four years since we started to transform the library program, and while we have made great strides, we need to regain some momentum. Faculty members are working very hard to develop new curriculum as we go to trimesters, so this is an ideal time to rethink how we incorporate research and information literacy instruction into classes. We also plan to encourage those departments underrepresented in our statistics to visit the library and use our resources. It can be a challenge to convince some faculty that using the library, doing research, and teaching information literacy skills is a valuable use of class time when they have so much content to teach. We continue to look for ways to promote our services and collection.

We also continue to look for ways to meet student information needs effectively. Unless we provide immediate, efficient answers, students often lose faith in librarian abilities and look elsewhere. It is a constant challenge to convince them that it is worth taking the time—in terms of process and product—to search for the best possible sources and read them and synthesize the information. It is our constant challenge to convince them that learning should be messy and time-consuming so that they immerse themselves fully in the research experience.

Goals

The seventh edition of the MLA Handbook was published in 2009, and we are finding it difficult to teach and implement. It simply does not attend to all of the materials our students need to cite: twitter updates, pictures on databases, or lyrics on a website, for example. As a result, we plan to create a modified MICDS version to be used across grade levels so that there is less confusion when citing sources. Along similar lines, we plan to create standard Fair Use guidelines to be used across departments and grade levels.

We are also planning on expanding our website further so that it continues to be a relevant and useful resource. We plan to revise the citation page on the site to reflect MLA changes, update the blog more frequently, grow the areas dedicated to reading, and add a calendar so that visitors know what is happening at the library.

We changed to a new automation system last year, and we love the way it has saved us time and money. However, we still have not explored all of the abilities of Follett Destiny. We would like to set aside time to investigate all of the ways that Destiny can help to streamline our operations.

We plan to make a concerted effort to explore online research tools available, including Diigo and Zotero. While we have played with these tools a bit over the past two years, we need to set aside time to really understand how to use them.

Plans for the first annual MICDS Literary Festival are underway, and we hope to play an integral role in the planning and execution of the event.

We are also amidst planning for the new Author Project class, and we hope to collaborate with teachers and students throughout the trimester.