

## Evaluation Plan to Improve Reference Services

### 1. Analysis of Present Collection

For this evaluation I've put together a plan for Charles Dickens Elementary in Vancouver that will benefit all students in the school and focus on the non-print, but not digital, areas of the library as well as geographical resources specifically aimed at supporting the Aboriginal components of the revised curriculum.

Achieving Information Literacy (2006) describes Non-Print Resources as sound recordings, posters, charts, art prints, games and realia (common examples of these would be natural specimens of plants or animals).

The current collection at Dickens Elementary serves around 500 students and 20 divisions. For this size of a population, Achieving Information Literacy (2006) determines that a collection of a minimum of 15,000 items is adequate and 25,000 would be exemplary. Dickens' collection is approximately 14,000 items, and so falls within the Below Standard range. An adequate number of non-print resources would be a minimum of 1% of the collection (Achieving Information Literacy, 2006) or about 140 and Dickens falls far below this threshold. Part of this collection could include geographical sources, like maps or globes, as discussed by Riedling (2013). The atlases contained in the collection, of which there are about 30, all come from reputable publishers and cover a wide range of topics and audiences, as some are aimed at primary users and others are suitable for intermediate learners. However, as the most recent resource was published in 2009, these resources are far outside of the 5 year cap, after which atlases are considered historical (Riedling, 2013).

Looking to the video and DVD collection, Dickens has 12 reference resources – 11 DVDs and one VHS. Again, the most recent of these is 2009. Achieving Information Literacy (2006) recommends 100-400 titles for an adequate collection. The total number of video resources (including fiction) is 40. Achieving Information Literacy is itself an older publication and so may not take into consideration the access to streaming video or other online resources, but even considering that, this collection is still staggeringly below what is recommended.

### 2. Rationale for change and affect on student learning

Flowing from my first assignment, I approached this evaluation with a little more focus to the primary population as currently there is a lack of reference resources for students at the primary level in the collection. I decided to focus on non-print resources to increase the opportunities for students to have hands on, experiential learning experiences.

The Vancouver School Board used to have a Media Library Services (MLS) collection, that contained a lot of non-print resources which teachers could request from the district-based collection. However, a few years ago due to inadequate funding, this service was discontinued at the collection was divided up among schools. Some teachers at Dickens do have some items in their personal classrooms, which

teachers are able to access, but this is not an organized service, and certainly is not the case district wide.

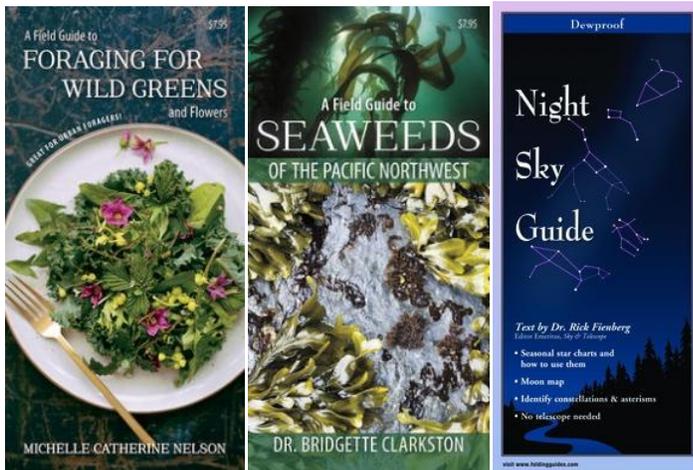
Expanding the collection beyond print and digital resources supports a wider range of learning styles and encourages multimodal learning among students. This will also support the goal of shifting the school library resource centre to more of a learning commons model, where the library is framed as a vibrant, hands-on learning hub.

As mentioned, my focus for the resources to be added will be those which support the Aboriginal component of the revised curriculum. An example of this would be working to include local realia, to support indigenous plants and animals and their connections to indigenous communities.

I also will be focusing on geographical sources, especially as they relate to the aboriginal component of the revised curriculum. Having access to maps, globes and atlases can support students' understanding of the world around them, and increasing the reference section's collection of resources that display traditional indigenous territories will support teachers' ability to integrate this aspect of the revised curriculum into their practice.

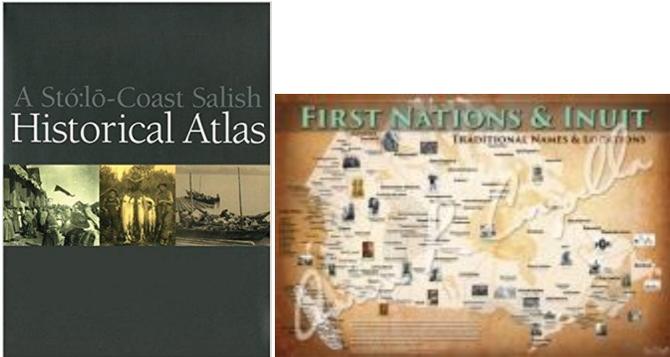
Expanding and updating the video collection to include areas connected to the revised curriculum will also help to support teachers in this endeavour and provide an easy curricular connection for events that utilize videos, and give teachers the ability to present various types of information to their students.

Some suggested resources to add to the collection are below:



Pamphlets – these three publications are engaging for learners, and provide a more hands-on, user friendly and unique interaction than a book may. Retrieved from Strong Nations Publishing

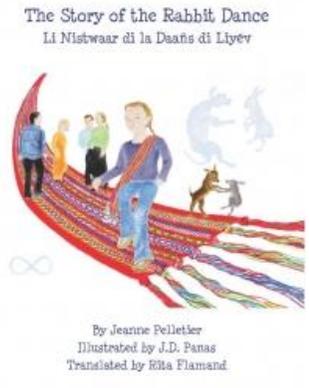
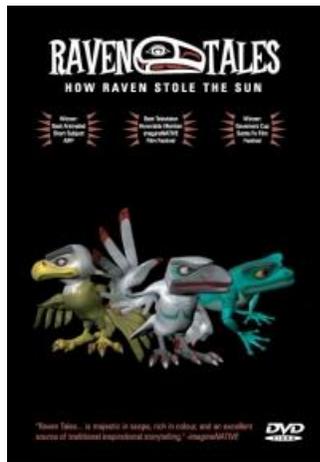
These geographical sources from Strong Nations publishing and the Aboriginal Mapping Network provide an opportunity for teachers to share traditional territories with students, and also provide social as well as physical history of the land on which we live.





These games, puzzles, posters and plush figures, all from Strong Nations Publishing, can all be used to support and extend learning in the science and social studies curricular areas.

These DVD selections reinforce the Aboriginal components of the curriculum and also tie in with the social studies strand.



**3. Action Plan**

Given the current funding challenges that public schools face, I am well aware that a change of this magnitude will not happen overnight and will require prioritizing of budget funds to support this improvement. I envision this unfolding totally over 2-3 years, with a goal of at least being on the way towards the standards set in Achieving Information Literacy. As this change related to less traditional reference resources, I recognize that buy in from staff may not be immediate and as such a big part of my action plan is frontloading staff with information and providing ample opportunities for consultation and input to ensure that the reference resources are best meeting the needs of staff and students.

Below I have included a detailed action plan for the first year of the change, as this is when the bulk of the work will take place, with the following years being more focused on checking in and following up with staff to make sure things are still on track to be useful and meaningful for library users.

<b>Activity</b>	<b>Objective</b>	<b>When?</b>	<b>By Whom?</b>	<b>Resources Required?</b>
Establish library committee at school	To make recommendations to finance, professional development and staff committees	At beginning of each year	Teacher librarian, teacher reps from variety of positions (primary, intermediate, resource), administrator	Time to meet regularly (collab time or supervision aides); time on committee agendas
Inventory survey for school staff, specifically about non-print, geographical and video resources	Find out what resources are available currently and what staff feel they need to support curriculum	Beginning of year – Sept/Oct	Teacher librarian creates the survey; open to all teaching staff	Time on agenda at staff committee meeting to share findings and recommendations.
Meet individually with teachers or teams (primary, intermediate, resource)	Discuss areas of interest and where support is needed (ex. What units/projects are planned for the year)	Early in the year, Sept/Oct ensure resources can be available for use	Teacher librarian, enrolling and non enrolling teachers	Time to meet – collaboration time provided by AO or supervision aide. Could also be done after school.
Make recommendation to finance/staff committee about priorities for purchasing resources to support goal.	Ensure limited school funds are spent on resources most valued by school staff and beneficial to achieving intended goals	Near beginning of year to ensure information is available as soon as possible. Revisit again in spring when new budget passed.	Teacher librarian and/or other members of literacy committee.	Data from staff survey.
Create displays in library and throughout school showcasing new resources	Model for classroom teachers ways to engage students in new resources	All year long	Teacher librarian, staff, students	Space in school library resource centre and throughout school

Student exhibitions of work supported by reference resources	Showcase student achievement and contributions of resources	Throughout year – could be timed with parent/teacher conferences	Teacher librarian, classroom teachers and students	Collaboration time with teachers.
--	---	--	--	-----------------------------------

#### 4. Follow up

I fully recognize that while the plan presented above is my vision of a way towards a fully resourced library, it may not be what the majority of the staff feel they need. Throughout the process in the first year, I would be very open to other ideas and passions from colleagues. I also recognize that purchasing the resources is not the end of the plan, and modeling and promoting resources available in the library would be necessary to ensure the success of this evolution. Much of the action plan above would be repeated each year, especially the pieces around committee structures and clear processes for sharing ideas and having teachers' voices heard.

Utilizing these structures will help to ensure the library collection is responsive to users' needs and that the school library resource centre is well used by all staff and students.

#### References

Aboriginal Mapping Network: Stó:lô-Coast Salish Historical Atlas. (2013). Retrieved from: <http://nativemaps.org/taxonomy/term/185>

Asselin, M. Branch, J.I., & Oberg, D. (2006). *Achieving information literacy: Standards for school library programs in Canada*. Ottawa: Canada School Library Association.

Riedling, A.M., Shake, L. & Houston, C. (2013). *Reference skills for the school librarian: tools and tips*. Santa Barbara, CA: Linworth, an imprint of ABC-CLIO, LLC.

Strong Nations Publishing. (2017). Retrieved from: <http://www.strongnations.com/>