

Smiley Middle School Collection Mapping

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Introduction

Smiley Middle School (SMS) in Denver, Colorado is a neighborhood fixture in the Park Hill community and currently houses 350 students and 40 staff members. Smiley is classified as a Title I school, but in spite of that status, offers many opportunities for its students. Smiley is a pre-International Baccalaureate Middle Years Program (IB MYP) school and feeds primarily into East High School and George Washington High School. The IB MYP process is in its second year at Smiley and is intended to create a stronger link and a direct support to George Washington High School's existing IB program. Smiley is a school "on watch" from Denver Public Schools (DPS), but is on the rise to greater academic success. This growth in academic success is something a strong library media center could greatly facilitate. The purpose of this paper is to analyze Smiley's library collection and evaluate their collection needs for the future.

Collection Map Description

I chose to focus on mapping Smiley's General Fiction and Dewey 300s for my General Emphasis areas, and Myths, Holocaust Literature, Earth Science, and Geography for the four curriculum areas. In each of these areas I looked at the quality indicators of Age, Contents, and Condition. Each quality indicator is broken down into a rating of 0-4: 0 being 'poor,' 1 being 'fair,' 2 being 'good,' 3 being 'superior,' and 4 being 'excellent' (Table 2).

I chose the General Fiction section because it is the single largest section in the collection and because it is the most widely used. I found that the students felt something lacking in the fiction section when I surveyed them for my User Needs Analysis and so felt it was a good idea to take a closer look. The Smiley fiction section is 28.4% of the total collection and has 1,493 items. It serves all 350 students at Smiley and has only 4 items per student (Table 1). The

fiction section's average age is 18 years and has a dismal quality rating of 1.6 (Table 2). The collection is outdated, poor quality, and in sad condition. There are, also, many cases where we have duplicate copies of the same poor quality book. The librarian is currently in the process of weeding the library and so hopefully some of these titles will be discarded and newer and more attractive titles will be purchased.

The next Dewey section I chose was the 300s. Dewey 300 is the Social Sciences section and I chose this because of the implementation of IB in the school. IB has a large focus on the social sciences, service learning and international mindedness in particular, so I was interested to see what resources we had to accommodate these IB requirements. I found that Smiley has 488 items in this section which makes up 9.27% of our collection. This is only 1.4 books per student and has an average age of 11 years old (Table 1). Once again, the copies were dated, worn, and many were not at a middle school content level.

When it came to specific curriculum areas, I started with my personal subject: 7th grade language arts. There was a large unit this year that uses myths and folklore to prompt student writing. This section has an average age of 18 years old and 61 items--.5 per each of the 120 7th graders (Table 1). I found that this section was extremely homogenous, with many different books all on the same types of mythology: Greek and Roman. When I taught this unit I was frustrated to find that there were no myths or folklore for Nordic cultures, Hawaiian nor Polynesian, most Asian cultures, Native American cultures, and there was one simplistic book on Egyptian mythology. I really see this section as a gateway to understanding other cultures and was extremely disappointed to find no diversity in this section in such a diverse school! Because of these issues and the fact that the collection was so outdated, myths had a quality rating of 2.17 (Table 2).

The next curriculum area was Holocaust literature for the 8th grade language arts, chosen because of its importance in the new curriculum. This section has many new items that we bought this year and these items are really good. However, all of the older items are ones that I believe should just be discarded. They are level inappropriate, very worn (one copy of *Farewell to Manzanar* literally fell apart when I took it off the shelf), and have no shelf appeal. Luckily, there are not very many of these old items. Unfortunately, there are not very many items at all in this area—41 items means there is a atrocious .268 of a book per student (Table 1). All of the new items are tied to the Language Arts curriculum—Springboard—and are age appropriate. Therefore, this section received my highest quality rating; a 3.27—now we just need more (Table 2).

Next, I moved away from language arts and took a look at 6th grade earth science resources. I chose this section because the 6th grade science teacher is one that I interviewed in my User Analysis and he had mentioned wanting more items in the library that pertained to his subject. I decided to take a closer look at what he might need. The earth science section has 51 items and serves 70 students---.728 items per student (Table 1). The materials are an average of 11 years old and received a quality rating of 2.37 (Table 2). The content of these materials was not good or appropriate for 6th grade readers. Many had no pictures or color which is essential to this age group. The condition of the materials was fine because the items are rarely used. This section needs a big renewal and the current science teacher should be consulted about what he would use during the year.

The final section I looked at was also for 6th grade, but under the social studies category. I chose this section because as an IB school we are talking more and more about international issues and different countries around the world. In order to do this our students need a strong

background in geography. We started an activity this year, where students made flags of different countries and placed them around the school, which is a constant reminder of our IB status. The geography section of the library was used during this project and so I wanted to see what resources our students had used during this major project. The geography collection is very small—only 32 items to serve the 70 6th grade students--.457 items per student (Table 1). The average age of the items was 13 years old and the collection received a very low quality rating of 1.96 (Table 2). This rating is due to the old age of the books, the mediocre contents (not very many pictures or color use, and the language of the items was often above a middle school level or much below it), and a beat up condition of the items due to their wide use in the school and that there are so few of the materials to go around—the same ones are used over and over.

Table 1: Smiley Middle School Library Collection Map

Collection Area	Total Copies	Number of Students Considered	Copies Per Student	Average Copyright Year	Average Age In Years	Quality Rating 0-4
Entire Collection	4,651	350	13.29	Not Measured	Not Measured	Not Rated
General Fiction	1,493	350	4.27	1992	18	1.6
Dewey 300s Social Sciences	488	350	1.39	1999	11	2.17
Myths 7 th Grade Language Arts Curriculum	61	120	.508	1992	18	2.17
Holocaust Literature 8 th Grade Language Arts Curriculum	43	160	.268	1998	12	3.27
Earth Science 6 th Grade Curriculum	51	70	.728	1999	11	2.37
Geography 6 th Grade Social Studies	32	70	.457	1997	13	1.96

Curriculum						
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Table 2: Quality Criteria

Criteria	Fiction	300s	Myths	Holocaust	Earth Science	Geography
Age~4=<2 years old 3=2-3 years old 2=4-5 years old 1=6-10 years old 0=10+ years old	1.2	2.1	1.3	3.0	2.1	1.9
Contents~4=Exemplary 3=Superior 2=Good 1=Fair 0=Poor	2.2	2.8	3.1	3.5	1.6	2.4
Condition~4=Exemplary 3=Superior 2=Good 1=Fair 0=Poor	1.4	1.6	2.1	3.3	3.4	1.6
Totals	4.8	6.5	6.5	9.8	7.1	5.9
Average Total	1.6	2.17	2.17	3.27	2.37	1.96

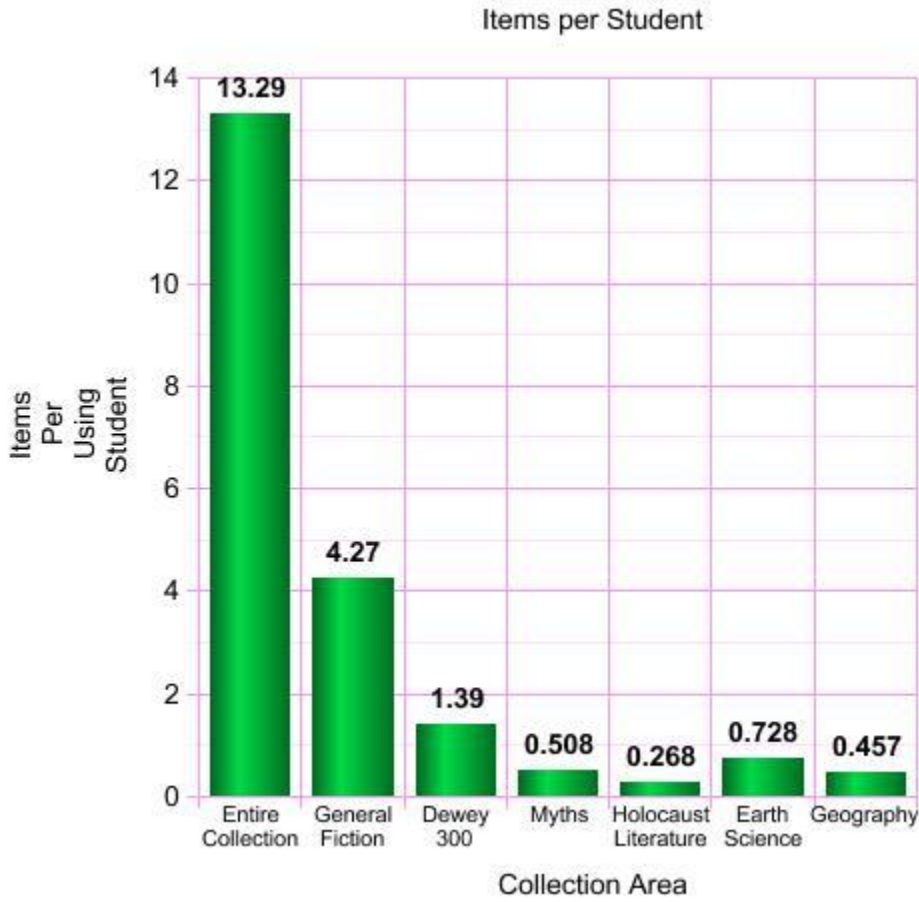


Figure 1

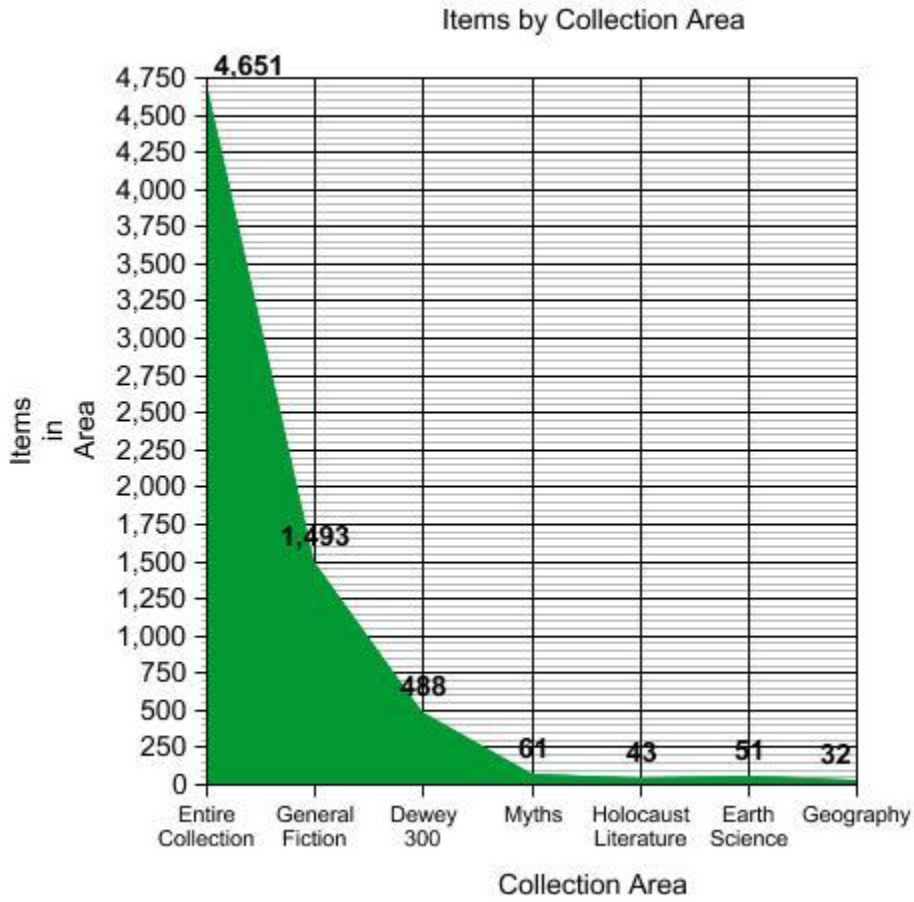


Figure 2

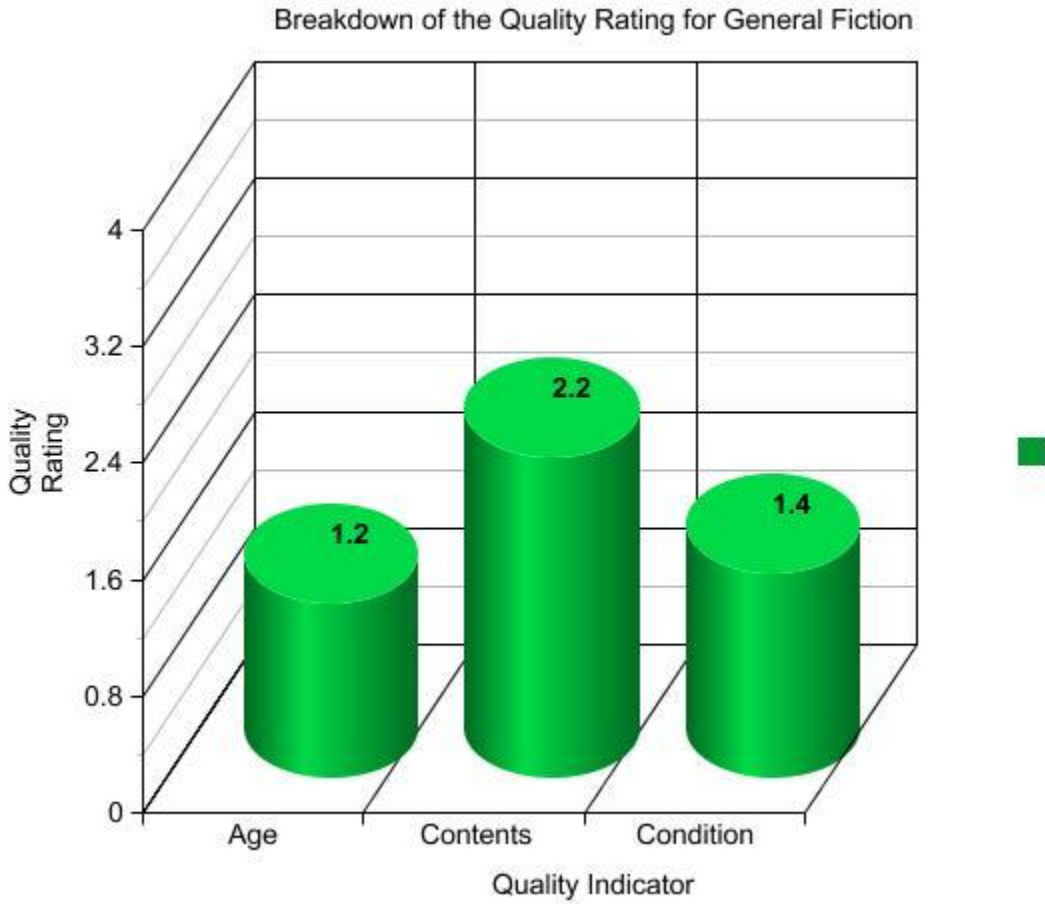


Figure 3

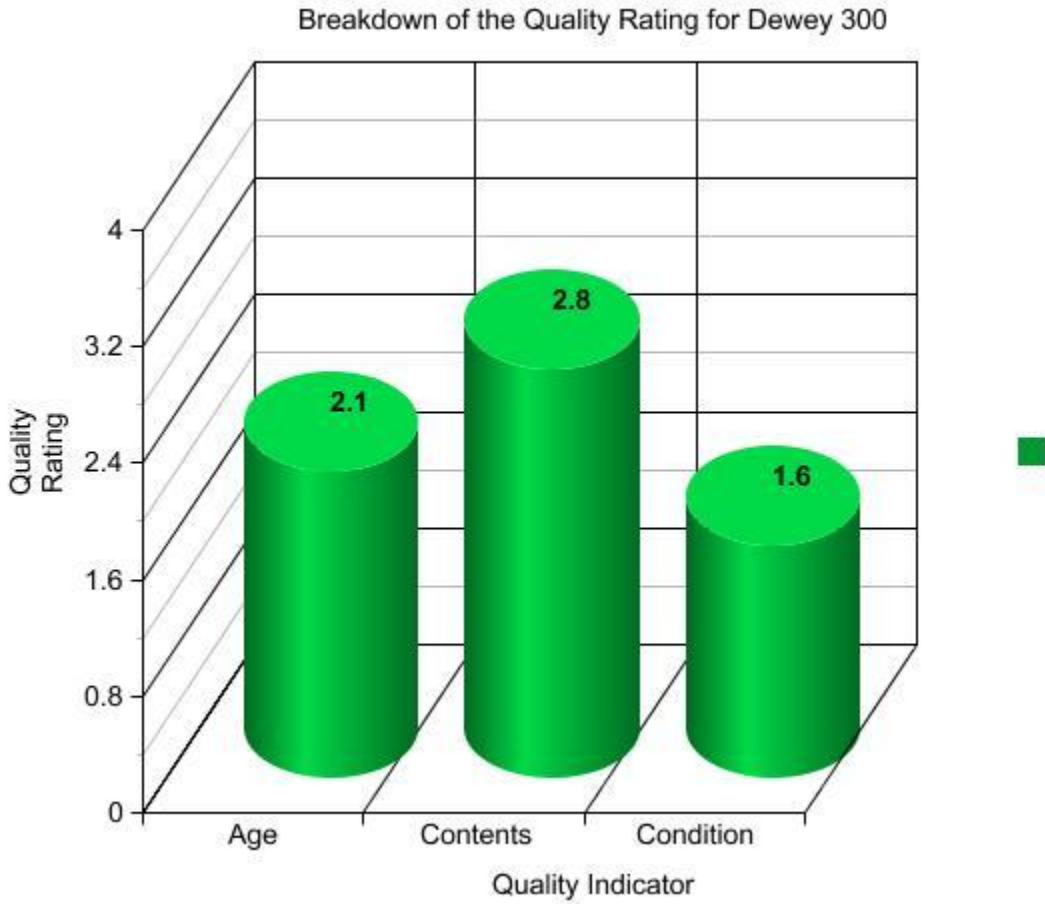


Figure 4

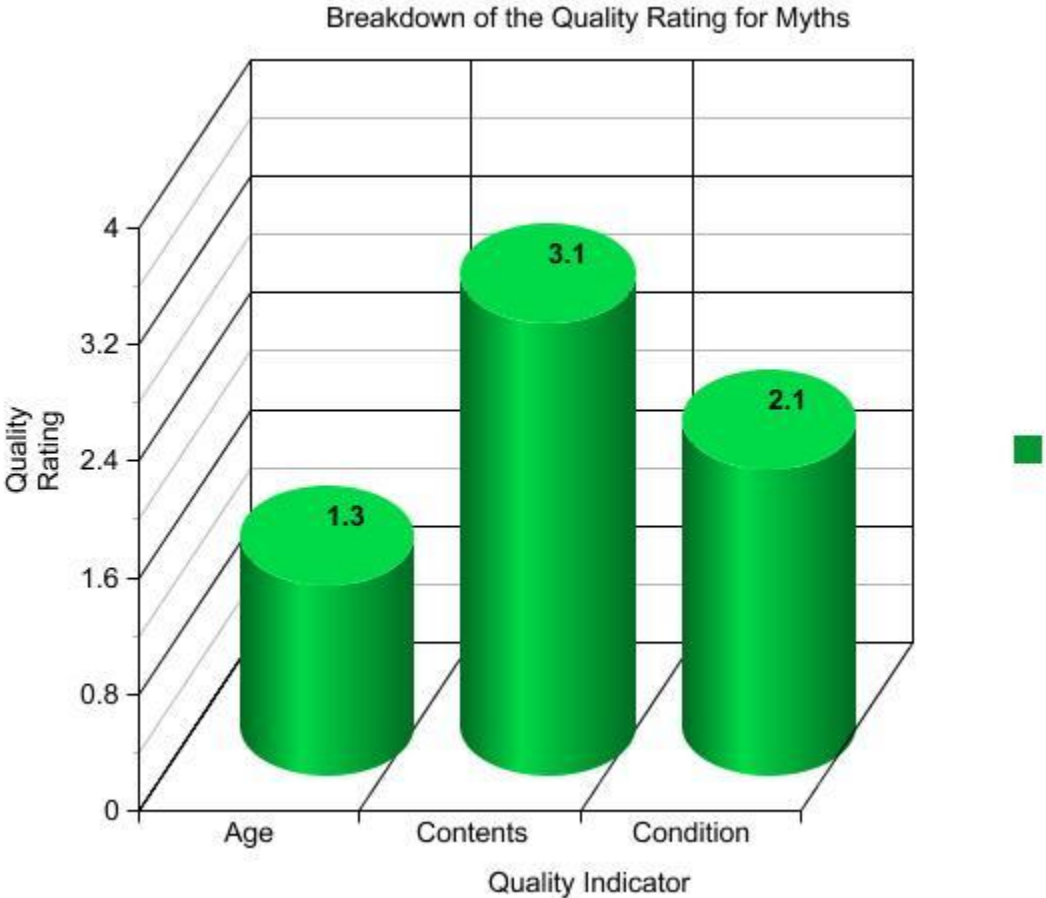


Figure 5

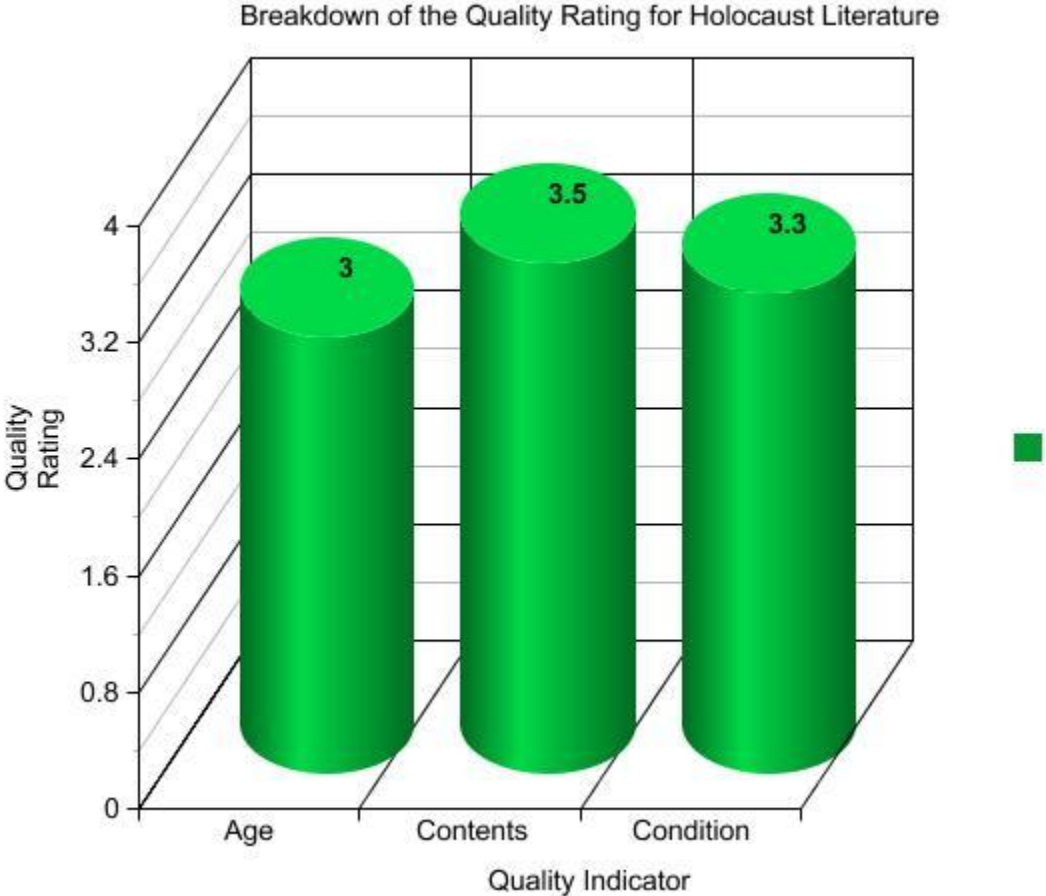


Figure 6

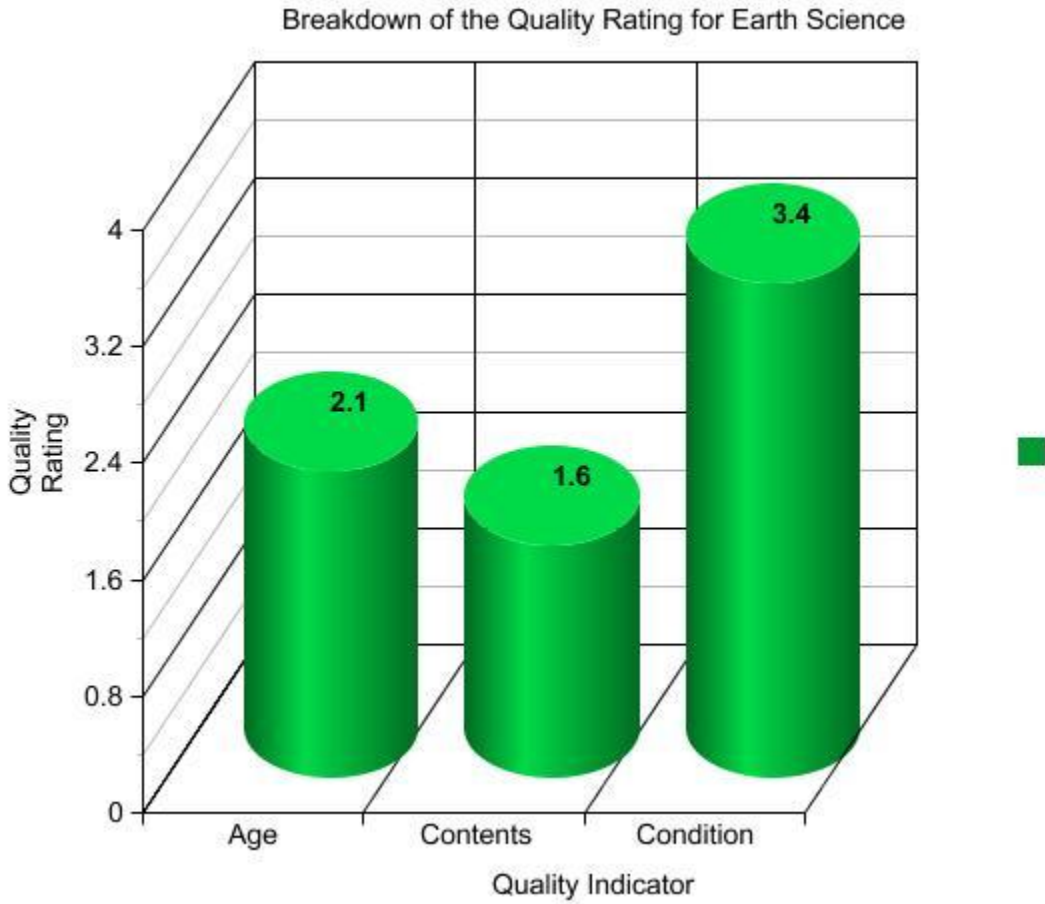


Figure 7

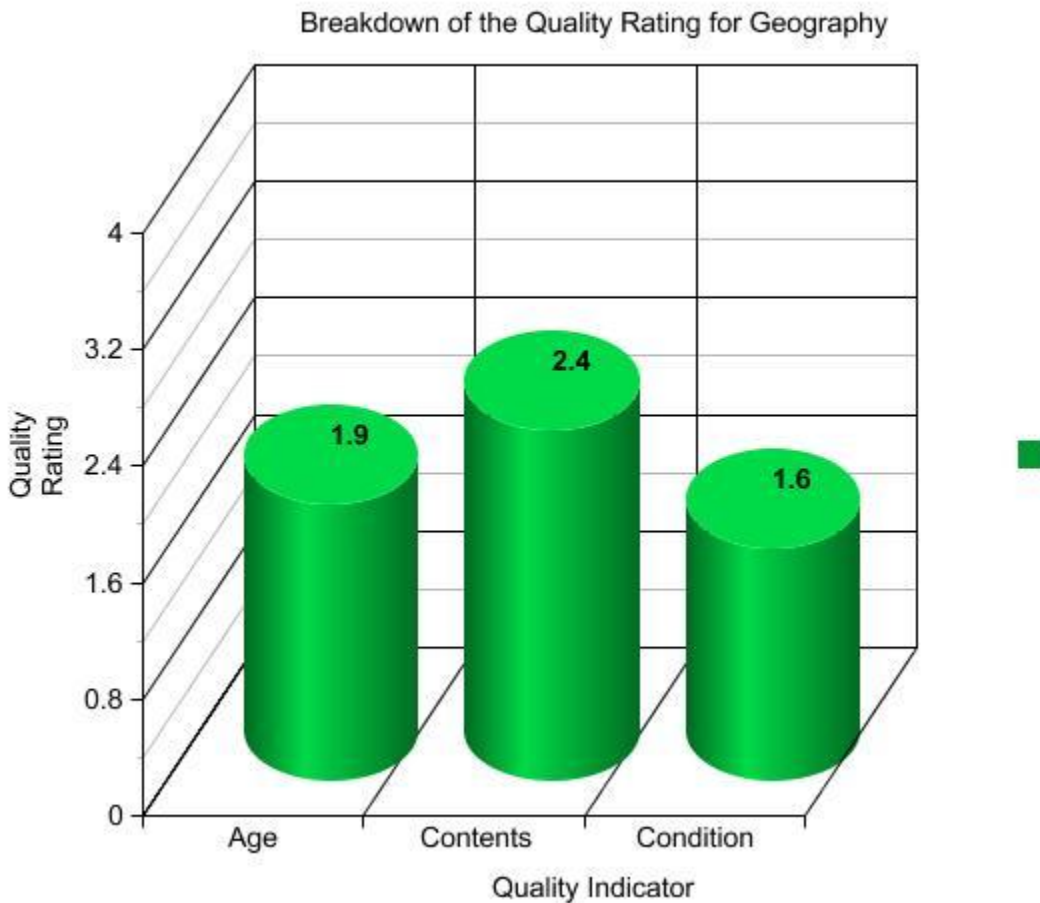


Figure 8

Possible Map Uses

The library becomes much less useable if it does not support the needs of its users with quality, up-to-date items. This curriculum map would be important to use to get the library collection on the same track as the building with the new curriculums and IB philosophy.

The most important use of this map is to align our library with the new curriculum. Especially for language arts, the new curriculum asks for lots of support with non-curriculum

provided materials and these are the ones that the library should have to support instruction.

This map helps show where the gaps are in the collection and how to fill them with quality items.

The other major use for this map would be to align the library items with the IB philosophy. IB uses international mindedness, social awareness, and learning profiles to enhance the learning of students in an IB school. The library's collection should reflect this philosophy and embrace these ideals into the selection of items. This map shows a need for greater attention to international mindedness—especially in the myth/folklore section—and attention in providing materials to help students be socially aware and socially current.

Overall, this map can be used to illuminate the gaps in the collection, the items that need to be discarded, and the areas which are strengths of the collection.

Bibliography

Acosta, D., Carson, T., Shimrock, C., & Talmich, R. (2010, February 9). Teacher Interview. (M. Goetz, Interviewer)

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RUBRIC: Collection Map

Points

<i>Criteria</i>	<i>20</i>	<i>16</i>	<i>12</i>	<i>0</i>
Worksheet(s) contains breadth and depth of information	More than required information collected	Required information collected	Less than required data collected	No worksheets shown
A minimum of one general emphasis areas is included	Map covers more than one class	One Dewey class mapped	Portion of one Dewey class mapped	Not included
A minimum of three specific emphasis areas are included	More than three areas shown or extra qualities	Three areas mapped with one quality for each	Less than three areas mapped or incomplete quality data	No specific areas shown
Choice of general emphasis areas discussed	Thoughtful discussion of choice	Adequate reason given for use of area	Minimal information about why area chosen	No reasons given
Choice of specific emphasis areas discussed	Thoughtful discussion of choice	Adequate reasons given for use of area	Minimal information about why areas were chosen or not all areas addressed	No reasons given
Quality of general and specific emphasis areas indicated	Map uses qualities appropriate to the age level of the users	Map uses general qualities for all areas	Qualities not indicated for all sections	Quality data not collected
Methods for developing quality indicators discussed	Thoughtful discussion of method for developing indicators	Adequate discussion of quality method for developing indicators	Method of developing quality indicators confusing or limited	Quality indicators not discussed
Map is visually interesting and appropriate to school level	Extensive charts and to explain data	At least one graph for each section	Less than one graph for each section or confusing graphs	Data not graphed
Uses of collection map clearly justified	Thoughtful discussion of possible uses for the map	Some discussion of uses for collection maps	Confusing or inadequate discussion of map uses	Section missing
Paragraphs are well organized and document is APA correct. Self-scoring rubric included.	No grammatical or APA errors. Rubric complete	No more than 2 errors Rubric complete	3-5 errors or rubric not included	6+ errors and rubric not included