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Reflection 5.1

**5.1 Collections**

Candidates evaluate and select print, non-print, and digital resources using professional selection tools and evaluation criteria to develop and manage a quality collection designed to meet the diverse curricular, personal, and professional needs of students, teachers, and administrators. Candidates organize school library collections according to current library cataloging and classification principles and standards.

**Artifacts**

1. [ISTC 789 Weeding Notes](../../500%20weeding%20notes.pdf)

2. [ISTC 615 Selection & Review Tools LiveBinder](http://www.livebinders.com/play/play?present=true&id=1097133)

3. [ISTC 615 Collection Development Policy](../../Fall%202013/ISTC%20615/Collection_Development_Policy.docx)

**Relevance**

Maintaining and evaluating your library collection is an arduous task, but it is extremely necessary to do in order to provide your school community with the best resources that are available. School media specialists should continue to evaluate their collection throughout the year to stay current on what they have, and what else they want to add, to make it even better. My artifacts reflect how I have practiced and applied the skills needed for this important task, such as weeding and evaluating resources.

In my middle school placement, I was fortunate enough to have the opportunity to weed the 500’s (Science) section. Having never performed this task before, I was excited to get some experience getting rid of books that no longer met certain criteria. First, I touched every single book in the 500’s and looked through them, to determine if the book should be weeded or not. I used the CREW manual as a reference, but I mainly focused on the publication date, the physical condition of the book, and the content in the book (e.g. Would students want to read this book?; Does the content match the curriculum?; Is the content outdated?; etc.). After I had looked through every book and made my weeding suggestions, I then cross-referenced my selections with the print-out of the entire holdings collection (my artifact). I thought it was useful to weed this way my first time. It enabled me to go with my “gut” decision first, and then I was able to look at the holdings list to see how many times a book was checked-out, and when it was last checked-out, in order to make my final decisions about which books to weed. In my artifact, I highlighted the books that I weeded from the collection, as well as writing several notes with certain books, pertaining to future purchasing suggestions. For example, since I weeded a book about biodiversity, I noted that perhaps we could purchase another book on this topic if it pertains to the curriculum or student interests. This was a great experience for me, and I plan on weeding quite a bit in my future library. I would use the same process, because it would not only enable me get rid of outdated books, but it would also give me a chance to look at *every* book in my collection, in order to help me make purchasing decisions, and to recommend books to students and teachers.

In my ISTC 615 coursework, I teamed up with a classmate to create a LiveBinder of selection and review tools to help with collection development. We reviewed and evaluated a myriad of tools including serial reviews and digital review sources, as well as other tools and materials both in print and in digital format. We used certain criteria to evaluate these tools. For example, when we evaluated serial review sources we looked at the authority, the publication policies, the currency, and the actual content of some book reviews. This really helped solidify the importance of using review and selection tools to help build your collection. I learned that in order to select a selection tool to use, you have to evaluate that tool yourself first, to determine if it is accurate and efficient in helping you build the collection in your library. This assignment helped build my knowledge of the credible selection tools to use and how to use them, to select appropriate materials for the library. I was even able to use some of these tools (e.g. School Library Journal and Booklist) in my high school internship to help make some purchasing suggestions to add to their collection. I will continue to add to and use this LiveBinder in my future, as a reference to help me select and evaluate materials that I want to include in my future school’s library collection.

My last artifact is a copy of the collection development policy from Prince George’s County. I teamed up with a classmate, who works in Prince George’s County, and together we evaluated the policy and added to it, in order to enhance it and to further improve collection development. One change that we made, was adding the word “interests” when discussing the needs of the school community. Obviously, meeting the *needs* of the students and staff are of the upmost importance, however I think it is just as important to consider the school community’s interests and wants, when developing the library collection. I am a huge advocate for reading for enjoyment, and I think this is a key component to include in any collection development policy. Administering surveys and request forms to the students and staff, about materials they want to see in the library, and using their feedback to enhance the collection, is something that I will definitely do in my future library. We also added the necessary criteria that should be used when evaluating and selecting materials. I will use these criteria when developing my own future collection and focus on important aspects like, authority, appropriateness of the content to the patrons, special features that are included in the item, etc. I want my future library collection to not only be what the school community needs, but also what they want, and by using my learned knowledge and experiences with collection development, I will be on my way to achieving that goal.