



cde

Colorado Department of Education



Library Research Service

Research and Statistics about Libraries

Colorado School Library Survey 2010-11

Part A - Information about You & Your School

WELCOME!

Thank you for participating in the Colorado School Library Survey. Respond to each item in this survey in the place provided. Even if you must use a good estimate, please enter your best response.

Complete a separate questionnaire for each school. Please do NOT combine data for multiple schools at separate locations.

1. If you believe the school name above does not accurately identify the library for which you are responding, please explain here.

Example: Your school's name is listed as Colorado High School, but you are responding for the Colorado School which contains elementary, middle, and high schools.

2. Our School...

- ☐ has a library located in the school
- ☐ has a shared school/public library located in the school
- ☐ does not have a library located in the school

Address Information

Please check the following address information and make appropriate additions and/or changes.

3. School street address:

4. City:

5. County:

6. Zip:

7. School mailing address:

8. City:

9. Zip:

Respondent Information:

10. Name of respondent:

11. Title:

12. Email:

Fill in information for a second respondent, if applicable.

13. Name of respondent:

14. Title:

15. Email:

Part B - Library Service Hours Per Typical Week

Report the typical **weekly** number of hours the school library is staffed and open for use. Report hours the library is open for use during school hours, and before and after school hours.

16. Regular school hours in a typical week (e.g., hours during which classes meet or students are at lunch, recess, etc.)	<input type="text"/> weekly hours
17. Hours the library is open per typical school week during regular school hours	<input type="text"/> weekly hours
18. Hours the library is open before and/or after regular school hours	<input type="text"/> weekly hours
19. Within the hours the library is open, how many hours is the library flexibly scheduled per typical school week*	<input type="text"/> weekly hours

* According to the American Association of School Librarians Position Statement on Flexible Scheduling: "The integrated library media program philosophy requires that an open schedule must be maintained. Students and teachers must be able to come to the center throughout the day to use information sources, to read for pleasure, and to meet and work with other students and teachers. Classes cannot be scheduled in the library media center to provide teacher release or preparation time."

Please respond to the following question before continuing:

Does someone working in the library have a CDE school library endorsement? ☐ Yes ☐ No

If no, skip to Part D

Part C - Teaching Approaches of the Librarian

The following items identify how and how often the librarian teaches information literacy skills. For purposes of these items, a librarian is considered to be anyone with a Colorado school library endorsement. If nobody working in your library has that endorsement, skip Part C. If there is more than one librarian working in your library, only one should respond on behalf of your school. Mark one for each teaching approach. **Please do not mark Usually for all three approaches—a, b, and c—for any one of these items.** The intent of these items is to elicit which teaching approaches are used more and less often. If approaches, a, b, and c are used equally often, mark Sometimes for all three. If a skill is not taught by the librarian, mark the box titled "Not taught by librarian".

20. Summarize, synthesize, and evaluate information from a variety of texts and genres (e.g., biography, fiction, history, technical writing)

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Drawing inferences using contextual clues

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Locate and recall information in text with different structures (e.g., cause and effect, enumeration, time order, compare and contrast, problem/solution)

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Use organizational features of printed text to locate information (e.g., table of contents, index)

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Recognize organizational features of electronic information to locate information (e.g., menus, site maps, search features)

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Take notes, outline, and identify main ideas in resource materials

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. Sort information as it relates to a specific topic or purpose

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Give credit for others' ideas, images, or information in an appropriate form (i.e., avoiding plagiarism)

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Locate meanings, pronunciations, and derivations of unfamiliar words by using dictionaries, glossaries, and other sources

Not taught by librarian ☐

Teaching approach of librarian	Usually	Sometimes	Rarely
a. As part of a collaboratively planned and taught unit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. As part of a teacher-planned library assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Independently from classroom content	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Part D - Library Usage Per Typical Week

Report the following types of usage for your school library program per typical week. If you must estimate these figures and it is easier to estimate them for a month or year, estimate for a month and divide by four; or for a year and divide by the number of weeks the school library is open annually.

Please do not count visitors twice per visit, i.e., do not count a visitor as an individual and as part of a group during the same visit.

29. Individual visits to the library (students, teachers, administrators, parents, & others)	<input type="text"/> per typical week
30. Group visits to the library (the number of groups - not the number of individuals within each group)	<input type="text"/> per typical week
31. Circulation of materials (include all formats)	<input type="text"/> per typical week
32. ILL - items provided to other libraries*	<input type="text"/> per typical week
33. ILL - items received from other libraries or document delivery services	<input type="text"/> per typical week

*Interlibrary Loan (ILL) includes loans of materials between your school library and other school libraries in the same district or other libraries of any type outside the school district and items obtained from document delivery services.

Part E - Computers with Access to School Library Resources

In the following questions report the total number of computers that can access your networked library resources. Please do not include any computer that cannot access the library's networked resources.**

34. Total number of computers* with access to library resources**

a. Located in or under supervision of library (include stationary and mobile labs)	<input type="text"/>
b. Located elsewhere in school	<input type="text"/>
c. TOTAL	<input type="text"/>

*Consider the terms 'computer,' 'terminal,' and 'workstation' to be synonymous.

**Library resources include the library catalog, licensed databases, and online resources produced or selected by the library staff (e.g., study guides, bibliographies, and research tutorials).

Part F - School Library Collection

Report all materials available for use by teachers and/or students. Include circulating and non-circulating items. Exclude uncataloged materials reserved exclusively for use by school library staff or building administrators (e.g., principal, counselor, secretary).

Item	Number
35. Books (print volumes)	<input type="text"/>
36. Electronic Book (e-book) Titles	<input type="text"/>
37. Number of print subscriptions to magazines & newspapers (count subscriptions, not individual titles or issues)	<input type="text"/>
38. Audio materials (cassettes, CDs)	<input type="text"/>
39. Video materials (VHS and DVDs)	<input type="text"/>
40. Do you purchase, or does your district, BOCES, or another consortium purchase on your behalf, streaming or downloadable audio or visual materials? <input type="radio"/> Yes <input type="radio"/> No	
	Year
41. Average copyright year for nonfiction books If you can't get copyright years from an electronic catalog, pull a systematic random selection of 25 nonfiction items (e.g., one per range or section, every third item, an item from every fifth shelf) and average their copyright years	<input type="text"/>

Number of Licensed Databases*

42. Available in your school through statewide, BOCES, or other consortial agreements (e.g., the AIRS committee, CLiC, BCR)	<input type="text"/>
43. To which your district subscribes	<input type="text"/>
44. To which your school subscribes	<input type="text"/>

45. Do you offer remote access to licensed databases? ☐ Yes ☐ No

* A licensed database is a collection of electronically stored data or unit records (facts, bibliographic data, abstracts, texts) with a common user interface and software for the retrieval and manipulation of the data. Include all databases accessed via dial-up or via the Internet. Exclude any databases received on CD-ROM. Report the number of licensed databases, whether received on a subscription basis or as one-time purchases. Each licensed database should be counted individually even if access to several licensed databases is supported through the same interface.

* Examples of databases include:

- Newspaper Source and TOPICsearch (both accessible from EBSCOhost)
- Middle Search and Primary Search (both accessible from EBSCO's Searchausaurus)
- eLibrary Curriculum Edition and SIRS Researcher (accessible from ProQuest's eLibrary and SIRS, respectively)

Examples of interfaces include EBSCO's EBSCOhost and Searchasaurus and ProQuest's eLibrary and SIRS.

Part G - Annual Operating Expenditures

Report the annual operating expenditures for your school library program from the school budget. Exclude major one-time capital outlays for computers, furniture, and other equipment.

Report whole dollars only.

46. Information Resources (e.g. books, magazines, newspapers, non-print materials, licensed databases, cd-roms, e-books, internet access) \$

47. Other operating expenditures \$

48. Total operating expenditures (sum of questions 46-47) \$

49. Feedback and/or comments on this survey process (limited to 255 characters).

Questions/Comments: Email Linda Hofschire at hofschire_l@cde.state.co.us, or contact LRS at (303)866-6900