St. Lawrence-Lewis
School Library System

MANUAL FOR
COORDINATED COOPERATIVE
COLLECTION DEVELOPMENT

Revision Approved 10 March 2016

St. Lawrence-Lewis School Library System
St. Lawrence-Lewis BOCES

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St. Lawrence-Lewis School Library System
Coordinated Cooperative Collection Development Plan

Members of the St. Lawrence-Lewis School Library System have agreed to participate in a coordinated cooperative collection development effort.

DEFINITION:

Coordinated cooperative collection development, as defined by the American Library Association’s *A Guide to Coordinated and Cooperative Collection Development Among Libraries*, is “Cooperation, coordination or sharing in the development and management of collections by two or more libraries making an agreement for this purpose.” Collection development and management is, “The process of acquiring materials, in a cost and user beneficial way. The functions of collection planning, analysis or evaluation, selection, effective procurement of materials, review of collections for preservation, storage, discard, and other functions designed to make library collections as useful and effective as possible are included.”

OBJECTIVE/BENEFITS:

- Each library should continue to acquire a balanced collection of materials and through collection analysis assess collection strengths and weaknesses in all subject areas.
- Acquisitions will become more economic and cost-effective because specialized materials will only be purchased by designated member libraries, therefore reducing expensive duplication.
- Each unit of CCCD will include a designated amount of money towards the development of kits that will circulate to all who request them. The Elementary and Secondary CCCD subcommittees will select materials; kits will be circulated upon request.
- A Virtual Reference Library of research-based e-books will be developed in congruence with the individual in-depth school-based CCCD collections.
- Student preparation for college and information needs as adults will be increased by:
  - Increased access to specialized materials
  - Better balanced core collections in member libraries
  - Planning research in advance to facilitate the use of interlibrary loan
  - Increased access to new and developing information technologies

SCOPE:

- All members of the School Library System will be included.
- Participation is supported by CoSer 508, Activity Code 6316.
- Schools shall agree to circulate materials acquired through cooperative collection development under the regular system of interlibrary loan guidelines. It is the responsibility of participating districts to share CCCD materials not currently in circulation by the local district at the time of the request.
- A Virtual Reference Library will be developed. Every district will contribute towards the development of the Virtual Reference Library. Virtual Reference Library e-books will be accessed through password-protected accounts via the Internet (in school and remotely).
- CCCD kits, developed by the CCCD subcommittees with additional member librarian input, will be organized by author, novel, or theme.

CCCD PLANNING: DISTRICT COLLECTIONS

- “District collections” are in-depth topical collections of materials developed by individual librarians and held in district libraries.
- Member librarians will collectively and individually define subject areas prior to selection process.
- After member libraries have made their selection(s), they will be reviewed and approved by the appropriate CCCD subcommittee.
Librarians should use the following criteria for selecting a subject:

- Present strength of the collection area in relation to other subjects in their library.
- Present needs of the curriculum based on reference to the curricula, subject circulation in that school, and in conference with subject specialists.
- Knowledge that the materials would be used, based on previous patterns of use, by teachers and students.
- Personal expertise in that subject area.

- Selection of a subject will concentrate on an emphasis area. Expenditures will be at the discretion of the librarian.
- There will be three levels of collection status: Developing, Maintaining, and Inactive. (See Appendix 1)

The field of concentration has advantages and disadvantages:

Advantages:

- The librarian will be working within a limited subject scope, which should not put a drain on his/her time.
- The emphasis collections will support specific curricular units.
- Bibliographies of such collections will be easier to compile.
- Evaluation of smaller collections will take less time.
- The flexibility of determining the appropriate collection status enables purchasing to reflect publishing.

Disadvantages:

- Should the emphasis area be eliminated from the curriculum at the holding school, there will be an extensive collection that may no longer be needed locally.
- Should the curriculum of the holding school change, the school may no longer want to collect in that area.

CCCD PLANNING: KITS AND VIRTUAL REFERENCE LIBRARY

- A subcommittee of member librarians will lead development.
- Materials for these collections will be collaboratively developed by committees and member librarians. The SLS Director will facilitate and oversee the process.

COLLECTION DEVELOPMENT: (See Appendix 2)

Development of the school library collection should be a methodical process. School-based collections are established primarily to support curriculum. Emphasis areas should be reviewed with teachers who will be using the materials. Selection should be focused, to avoid errors that involve time and money. School library collections should be flexible to meet the changing and increased demands of the curriculum. To maintain an active flexible collection, it is important to not only add but also delete and discard those materials no longer appropriate and pertinent to the collections.

- Development of CCCD kits will be organized through the CCCD subcommittees to support system wide curriculums.
- It is recommended that selections include a wide range of print materials, including such things as complete collections of the works of more important writers, selections from the works of secondary writers, a selection of representative journals, and the reference tools and fundamental bibliographical apparatus pertaining to the subject.
- Selections may also be in non-print format, with consideration given to copyright compliance and the CoSer Service Plan.

SELECTION CONSIDERATIONS:

Collection development is a focused approach to building and maintaining the collection. Rather than purchasing what is thought needs to be added to the collection, purchases are actually made according to a prescribed formula.

- Local effects of curriculum changes, such as the Common Core State Standards.
- Conferencing with curriculum coordinators, subject area specialists and interested teachers.
- Reviews in standard journals and selection tools.
- Journals and bibliographies appropriate to individual areas of specialization.
- Acquisition of free and inexpensive formats, such as pamphlets and government documents.
In this cooperative venture of our member schools, each library is still expected to maintain a well-rounded collection. We would encourage a system of designating a value to CCCD purchase selections, such as:

- Definite purchase as part of the core collection.
- Second choice purchases; added to the collection as supplemental materials as funds are available.
- Third choice purchases; materials that would be beneficial in supporting curriculum projects.

**COLLECTION ANALYSIS:**

As librarians select emphasis areas for specialization, it will be their responsibility to gauge the relative strength of their present collections, so that further monies spent to enhance the collection can be put to the most efficient use. Methods of collection analysis can include:

- Comparison of the collection with standard selection tools such as: *(See Appendix 3)*
  - Children’s Catalog
  - Senior High School Library Catalog
  - Approved Subject Bibliographies
- Analysis of individual monographs and reference materials presently in the collection with regard to copyright, validity and general condition of the materials.
- Consultation with subject specialist or other teacher who has familiarity with the subject and member library collections.
- Analysis of the availability of materials through circulation and annual inventory.

**Every teacher planning a unit of instruction should expect to find these resources available:**

- A variety of media (print, AV and electronic resources).
- Materials that are current (as called for by the topic studied).
- Materials relevant to needs.
- Materials which are durable and in good repair.
- Enough materials for the number of students studying the unit.
- Materials which span the reading/viewing/listening comprehension levels of the students
- Materials which appeal to student interests.
- Materials which span opinion/cultural/political issues (if appropriate).
- Ease of access to materials, equipment and facilities, given reasonable time for planning.
- The best of new materials purchased for the unit.

**CURRICULUM MAPPING:** *(See Appendix 4)*

Once the subject analysis is completed, the establishment of a ‘curriculum map’ of the emphasis area could prove helpful.

While it is expected that the development of such a specialized collection will benefit all System members, it should be intimately integrated into the holding school's curriculum.

The curriculum map should be a portrait of what is actually happening in the classroom, what the students are being taught. Using curriculum mapping as a tool for collection development will insure that purchased materials will supplement the actual curriculum.

If developing a collection in an area where teachers do not plan research or curricular activities, the best collection in the world will not be used.

Mapping across the curriculum those subjects that might make use of a particular emphasis area will allow the librarian to establish overlaps (encouraging coordination) and also possibly spot other areas where cooperative teaching and assignments might be beneficial to the program and the students. What integration could take place?

It is also suggested that the librarian take this opportunity to work closely with teachers involved and develop research projects that would enhance the program and make maximum use of the collection being developed. Eventually, units may be shared among participating librarians.
While we are primarily concerned with activity for the System, these guidelines can also assist with the development of the remainder of the collection.

After curriculum mapping and collection analysis, it is suggested that a collection map also be created. When building a collection you are really looking at three entities:

- The general collection, which will serve a wide variety of interests and needs.
- General emphasis collections that will support many units of instruction.
- In-depth emphasis areas that support individual units.

Here we are primarily concerned with number three, the emphasis areas being developed for CCCD.

Using a curriculum map to assist with collection development, the areas receiving primary consideration will be those with maps that indicate library-oriented activities, i.e. research, report, project, presentation, or independent study. If the emphasis area chosen for development is not reflected as a research area from the curriculum mapping survey, perhaps another selection should be made at this time.

COLLECTION MAPPING: (See Appendix 5)

For an efficient planned method of collection development, collection mapping can assist in developing a method of collection building based on curriculum needs. Once curriculum mapping is completed, the results should be reviewed and perhaps compared with curriculum guides, syllabi, texts, etc. Developing a master list of topics and subtopics can also prove helpful. Comparing this list against the curriculum map should give you a list of topics that will require research support through the use of library materials.

Collection mapping can be used for the emphasis area only or for mapping the entire collection. Creating a collection map at this point will indicate whether or not the collection needs meet the curriculum needs. This method should also assist with budgeting and decisions as to what areas should receive what percent of the budget. In addition, it is an opportunity to do some long-range planning.

MAPPING HOW TO:

To map the entire collection, determine the total size of the collection. It will be helpful to know the breakdown of your collection, i.e. number of 100's, etc. To map the emphasis area, proceed the same way, counting all materials in each Dewey number that relate to the emphasis area. To determine the quality of the emphasis collection, have teachers and students who use the emphasis collection evaluate it after an assignment. The total collection can be further analyzed by determining general emphasis collections and other specific emphasis collections.

- **General Emphasis Collections** consist of a group of materials that support a course of instruction in a school. Many units can be taught from this collection.
- **Specific Emphasis Collections** consist of materials that support a single unit of instruction, a single topic.

COLLECTION MAPPING OPTIONS:

Option A: Electronic Collection Analysis -- Use of commercial book jobber online collection analysis services (such as Follett Library Resources), which provide detailed textual and graphic reports.

Option B: Manual Collection Analysis -- Hands-on collection analysis, using a specified series of activities, as outlined below:

To determine collection size:
- Include print and audiovisual materials.
- Include duplicates.
- Count sets as one item.
- Count a periodical subscription as one item.
- Include reference books as part of emphasis collections.
- Include digital materials such as ebooks and digital audiobooks, if appropriate.
- Use annual statistics for available online databases.
- Estimate rather than count the items exactly.
When statistics have been gathered, plot the information on a graphic collection map. This gives a visual picture of the collection:

To plot or map the collection, determine:
- The number of students who will be using the collection.
- The number of items available for student use.
- Calculated number of items available per student.
- Plot your calculations on the collection map.

The collection map can be used as:
- A bragging tool: Show administrators, faculty, students and parents the strengths of a collection. Those collection segments not pictured are weaknesses. These could be charted on a needs collection map.
- An evaluation tool: Evaluate whether the strengths of a collection match the curriculum of a school. If there is a disparity, determine why. Suggest parts of the collection that are irrelevant. Should this segment of the collection be discarded, traded or the curriculum be changed to take advantage of it? Is this part of the collection likely to be of value in the future? Is it worth saving?
- A usage tool: The strengths of a collection are the most logical areas of the curriculum of a school. If there is a mismatch, why?
- A planning tool: Suggest possible purchasing targets. Have the administrators and teachers assisted in deciding what targets to pursue? What new emphasis areas should be created? Which areas are already good but will require regular updating? Given the current funding, which collection segments should receive priority? Demonstrate areas of need and areas of excellence. Write a grant proposal? Ask for special funding for certain collection segments? Draw attention to collection strengths?

PROMOTION OF CCCD COLLECTIONS:
- The elementary and secondary CCCD committees will take as one role the promotion of the CCCD collections.
- The committees will establish procedures and guidelines to make the collections physically and electronically ‘visible’, to both local users and system-wide.
- It is recommended that every CCCD item have a local CCCD subject heading (MARC tag 690) in its electronic record. 
  (See Appendix 6)
- The committees will develop a strategy for promoting all of the CCCD collections through subject brochures, inclusion on School Library System web site, prominent displays, CCCD sharing, etc.

EVALUATION OF CCCD:
- Anecdotal Evidence – Actual use of CCCD materials (how they were used, how they fit the instructional unit, how sufficiently they supported the unit) within own school and in districts to which they were loaned, as determined by informal conversation and questioning (See Appendix 7)
- Collection Building Statistics – Statistics to be generated through the school library’s catalog for all items purchased in each CCCD subject area
- Usage Statistics -- Statistics to be generated through the school library’s catalog for all items purchased in each CCCD subject area
  - Records indicating the number of times the collection is loaned to other school districts
  - Records indicating the number of times the collection is used in the holding library’s school

STORAGE AND WITHDRAWAL DECISIONS:
- Consideration will undoubtedly have to be given to storage of materials purchased. In some instances, considerable weeding will have to be done to make room for the new materials. Extra space may have to be planned for a larger collection in the area of specialization. Weeding guidelines are available upon request from the System office.
- Materials purchased with COSERed CCCD funds are owned collectively by all of the schools in the School Library System
VIRTUAL REFERENCE LIBRARY (VRL)

- **Planning** – The CCCD subcommittees will be charged with the responsibility of working with the SLS Director to oversee the development and management of the VRL.
- **Collection analysis** – Analysis will be ongoing, with the CCCD subcommittees providing group input with a global view of SLS reference needs.
- **Selection Considerations** – The CCCD subcommittees will develop a purchase strategy that places emphasis on supporting the school-based in-depth collections at all levels combined with supporting general reference needs in all content areas.
- **Maintenance** – To maintain an active flexible collection, it is important to not only add but also delete and discard those materials no longer appropriate and pertinent to the collections.
- **Training and Promotion of the VRL** – Librarians and teachers will be trained and encouraged to use the VRL. They will, in turn, train students in the use of the VRL. In addition, the SLS will collaborate with other professional development providers (such as Model Schools and the Teachers’ Center) to provide training to a wider school audience.

RESPONSIBILITIES OF THE SCHOOL LIBRARY SYSTEM

- Issuing purchase orders for all CCCD selections (**See Appendix 8**)
- Coordinating the availability and use of materials purchased through this plan
- Consulting and assisting in the identification and selection of materials purchased through this plan
- Monitoring of communication and request for input about this plan including publishing current subject area lists for elementary and secondary CCCD topics.
- Establishment of **CCCD committees** for both elementary and secondary collections areas to act as advisory groups for CCCD issues.
- Work with CCCD committees to develop and maintain the Virtual Reference Library. **Committee responsibilities**:
  - Yearly review of the status of the emphasis area specializations
  - Review of requests to change or add areas of emphasis specializations, based on the needs of the state curriculum or of the individual school
  - Annual review of the guidelines
  - Oversee the purchase of Virtual Reference Collection titles on an annual basis
- Continued coordination of the program to promote the wise implementation of these guidelines

PROQUEST AND PROQUEST PROFESSIONAL ONLINE DATABASES

- **Planning** – The CCCD subcommittees and CC/Liaisons charged the SLS Director with the task of adding ProQuest and ProQuest Direct to the CoSer 508.
- **Maintenance** – All eighteen school districts in the St. Lawrence-Lewis BOCES School Library System must sign up for this service each year.
- **Training and Promotion of ProQuest Online** – School librarians and teachers will be trained and encouraged to use ProQuest Online. They will, in turn, train students in the use of ProQuest Online. In addition, the School Library System will collaborate with other professional development providers (such as Model Schools and the Teachers’ Center) to provide training to a wider school audience.

RESPONSIBILITIES OF THE SCHOOL LIBRARY SYSTEM

- Issuing the purchase orders for ProQuest Online for all eighteen school districts.
- Coordinating the availability and use of materials purchased through this plan
- Providing and coordinating the training and promotion of the ProQuest Online databases.
- Oversee the purchase of ProQuest and ProQuest Online on an annual basis.
- Continued coordination of the program to promote the wise implementation of these guidelines
BIBLIOGRAPHY

Eisenberg, Michael. *Microcomputer-Based Curriculum Mapping: A Data Management Approach.* ED 247 901


Meckler, Terry Anne. *Curriculum Mapping and Instructional Planning for Pupil Achievement.* ED 254 560


# APPENDIX 1

## TERMS

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CD</strong></td>
<td>Collection Development</td>
</tr>
<tr>
<td></td>
<td>The acquisition and maintenance of a collection of materials, which meets the needs of the people, it is intended to serve</td>
</tr>
<tr>
<td><strong>CCD</strong></td>
<td>Cooperative Collection Development</td>
</tr>
<tr>
<td></td>
<td>The acquisition and maintenance of a collection of materials that meets the needs of the people it is intended to serve enhanced by agreements between these libraries to cooperatively acquire and maintain materials that are not available at the local level needed by their collective clientele.</td>
</tr>
<tr>
<td><strong>CCCD</strong></td>
<td>Coordinated Cooperative Collection Development</td>
</tr>
<tr>
<td></td>
<td>A centralized approach that takes into account the over-all objectives of the participating libraries as a group and monitors effectiveness of cooperative agreements. CCD is good; CCCD is better.</td>
</tr>
<tr>
<td><strong>Level of Collection</strong></td>
<td>The status of CCCD collection development. The three levels of collection development are:</td>
</tr>
<tr>
<td></td>
<td>- <strong>Developing</strong> – Building of new or relatively new collection areas</td>
</tr>
<tr>
<td></td>
<td>- <strong>Maintaining</strong> – Adding to older collection areas, as materials are published or need arises</td>
</tr>
<tr>
<td></td>
<td>- <strong>Inactive</strong> – Ceasing active collection development</td>
</tr>
<tr>
<td><strong>VRL</strong></td>
<td>Virtual Reference Library</td>
</tr>
<tr>
<td></td>
<td>A segment of the CCCD program, in which all districts must participate, that organizes the development and maintenance of a collection of reference and research-based e-books, accessible online, both at school and remotely.</td>
</tr>
</tbody>
</table>
APPENDIX 2

Guidelines for the Formation of Collection Development Policies

This code uses numbers and progresses clearly from smaller to larger collections.

(Adapted from the ALA Guidelines)

0. **Out of Scope:** The Library does not collect in this area.

1. **Minimal Level:** A subject area in which few selections are made beyond very basic or introductory works.

2. **Basic Information Level:** A collection of up-to-date general materials that serve to introduce and define a subject and to indicate the varieties of information available elsewhere. It may include dictionaries, encyclopedias, and selected editions of important works, in the minimum number that will serve the purpose.

3. **Instructional Support Level:** A collection which is adequate to support instruction and maintain knowledge of a subject required from limited or generalized purposes. It includes works of more important writers, historical surveys, bibliographies and periodicals, in the minimum number that will serve the purpose.

4. **Research Level:** A collection which includes important reference works, a selection of specialized monographs, works of major and secondary writers, collection of journals and other information useful to researchers.

This level of collecting intensity is one that maintains a “special collection.” Older material is retained for historical research.
APPENDIX 3

SELECTION TOOLS: A SELECTIVE LISTING


### APPENDIX 4

**CURRICULUM MAPPING WORKSHEET**

<table>
<thead>
<tr>
<th>Grade</th>
<th>Instructor</th>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Unit | |
|------||

| Total Hours of Instruction | |
|-----------------------------| |

<table>
<thead>
<tr>
<th>Week Started</th>
<th>Week Ended</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Level of Instruction**

- Introduced
- Reinforced
- Expanded

**Primary Teaching Method**

- Desk work
- Independent Study
- Project
- Demonstration
- Lecture
- Report
- Discussion
- Programmed Learning (includes learning station)

**Materials**

- Text
- One Source
- Multiple Sources

**Organization of Instruction**

- Large Group
- Individual
- Small Group
- Combination

**Evaluation**

- Test
- Produce
- Observation
- Report

**Objectives (Optional)**

- 
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- 
- 

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APPENDIX 5

COLLECTION MAP QUESTIONNAIRE

General Information

1. School Name______________________________________________________________
   
   Your Name______________________________________________________________
   
   School Address__________________________________________________________
   
   School Phone____________________________________________________________

2. Grade Levels included in your school.

3. Total number of students in your school.

Total Collection Size

Estimate the total number of items in each Dewey Classification:

- _______Reference _______400 _______Biography
  - _______000 _______500 _______Fiction
  - _______100 _______600 _______Story Collection
  - _______200 _______700 _______“Easy” (elementary only)
  - _______300 _______800 _______Periodicals
  - _______398.2 _______900 _______Professional Collection

   (elementary only)

Total number of Items______________________________________________________
APPENDIX 6

Adding a 690a (Local Subject Heading) field for CCCD Items

To add a 690a to groups of records:

Search the database to isolate the items that are part of each collection area of your CCCD collection. If this takes multiple searches, you can perform the following steps multiple times.

1. Go to Items → Global Editor
2. Search records for 852 subfield – NOTE: be sure to add an 852x when importing records that includes date. You can then search for the records in your CCCD order searching records by this 852 subfield OR search for a barcode range (YOA12* will bring up YOA12000-YOA12999).
3. Click Search.

4. Select the titles that should have the 690 field added.
   Note that you can use the “Select all page(s)” or Select check box at the top of the list of titles.
5. Click Edit Data Subfields. The EDIT RECORD(S) window appears:

6. Click Add new field.
7. Select the field (690) and subfield (a) and enter the Data that you want in that field (ie. “CCCD – Large Print” or whatever the CCCD subject area is)
8. Click **Change Selected**. A message appears, asking you to confirm.
9. Click **OK** to make the changes or **Cancel** to stop this change.

Your changes will be entered in the queue. Refresh your screen to see when the Status column changes to “done.”

Now when you look at the Record Information for one of these titles, the text that you added to your 690#a will appear in a Subject line:

<table>
<thead>
<tr>
<th>Subject</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large type books</td>
</tr>
<tr>
<td>Baby sitters -- Fiction</td>
</tr>
<tr>
<td>Diabetes -- Fiction</td>
</tr>
<tr>
<td>Large print books</td>
</tr>
<tr>
<td>Babysitters -- Fiction</td>
</tr>
<tr>
<td>CCCD - Large Print</td>
</tr>
</tbody>
</table>

The 690 field is a repeatable field.
APPENDIX 7

ASSESSMENT OF THE LIBRARY COLLECTION’S RESPONSE TO CURRICULAR DEMANDS

Directions: Together, Librarian, teachers and students should answer the following items:

Teacher’s Name: ______________________ Librarian Name: ______________________

Curricular Area: ______________________ Unit Title: ______________________

Emphasis Collection Used: _______________________________________________________

Grade Level: ______________________ Date Evaluated: ______________________

1. How heavily did the collection get used for this unit?

Scale: 5 = Very Heavy Use
4 = Heavy Use
3 = Moderate Use
2 = Some Use
1 = Not Used

Actual circulation or use figures (optional) ____________________________________________

If not used, why? (Reasons for non-use may be rated in question 2)

2. How well did the emphasis collection respond to unit objectives? (Rate only those that apply using the scale.)

Scale: 5 = Excellent
4 = Above Average
3 = Average
2 = Below Average
1 = Poor

 Variety of media (print, AV, computer)
 Materials, which are current (as required by the topic studied)
 Materials relevant to needs
 Materials which are durable and in good repair
 Enough materials for the number of students studying the unit
 Materials which span the reading/viewing/listening/comprehension levels of the students
 Materials which appeal to student interests
 Materials which span opinion/cultural/political issues if appropriate
 Ease of access to materials, equipment and facilities given reasonable time for planning
 New materials purchased for this unit

 AVERAGE RATING (include only the rated items) (can be done in a spreadsheet)

Quality rating symbol for collection map:

***gold medal*** 5.00-4.50
**silver medal** 4.49-4.00
*bronze medal* 3.99-3.00
"frowny face" below 3.00
3. Teaching techniques used:

4. Media activities:
   a. Information, production, research and study skills taught (if needed):
   b. Other activities involving library materials (brief description):
   c. How well did the activities contribute to the unit?

5. What do we need that we don’t have? (books, AV, periodicals, etc.)

6. How well did the Library staff, facilities and equipment function?

7. How well did students respond to the Library activities and materials?

8. What types of learners were short-changed?

9. Compliments and notes for improvement?
APPENDIX 8
ORDERING CCCD MATERIALS

The School Library System will do all ordering for you from the vendor of your choice.

Please make sure to:

1. Neatly fill out a separate CCCD order form for each vendor.
2. Attach a list, either printed from an online source or word processed, and alphabetized by title, of the materials for purchase. Orders not received in the above format not be processed and will be returned to you.
3. Include any specific instructions.
   a. If you are ordering pre-cataloged and/or processed items, include those instructions.
   b. Please enclose MARC cataloging specification sheet with orders where electronic cataloging is requested. (All libraries should request and purchase vendor records where available.)
   c. Include state contract number if you are purchasing from a recognized vendor.
   d. Do not fill in the “Ship To” with the school address. All items must be shipped to the BOCES Educational Services Center, Canton.
   e. It is important that invoices be sent to the School Library System from the vendor. If you receive an invoice please forward it to us.

Confirming purchase orders will not be accepted. A confirming purchase order is one that is made out after an order has been placed with the vendor.

“Do Not Exceed” limit must include cataloging, processing, shipping and handling.

All orders must be received by the School Library System before November 1st.

Items not received from the vendor within 60 days will be cancelled. We will send the materials to you when we receive them.

Stamp all CCCD material with the CCCD stamp, which has been provided by the School Library System.

Orders may also be emailed to Barbara Zahler at barbara.zahler@sllboces.org and include all the information requested on the CCCD Request Form.