
Usage Stats

School Year:

2011: 16,772 total students*, 360 classes
2012: 20,673 total students*, 674 classes
2013: 21,753 total students*, 895 classes

*Total students does not include scheduled classes but is a total of individual walk-ins, VHS and other students.

Note (also not included in totals):

Current Year 2013:

*Before school - 50+ student daily
*Break: 25-75 students daily
*Lunch: 75+ students daily
*After School - approximately 75-100 students daily
Circulation Statistics

Collection Stats: (number of items, books and other materials circulated from the library):

**August 2010- June 2011:**
2824 total items, 141 Interlibrary loan, 775 Fiction

**August 2011-June 2012:**
3841 total items, 202 Interlibrary loan, 853 Fiction

**August 2012- June 2013:**
3335 total items, 347 Interlibrary loan, 799 Fiction *

* Online resources are not taken into account here, see LibGuide results.
NoodleBib Usage Report

This report indicates the number and type of bibliographies created in NoodleBib, grouped by month.

Location: Westborough High School

Bibliographies Created in NoodleBib

- CHI Adv.
- APA Adv.
- MLA Adv.
- MLA Starter

Since January, 2011 WHS teachers have actively used the platform for research projects. The graph shows how many students have created citations within the program. Several disciplines are represented. Classes are receiving instruction as a group and individually through visits and access to the Research platform LibGuides: http://whs.westborough.libguides.com/
### Turnitin Statistics: 2012-2013

**About this page**

This is the account statistics page. Account statistics are collected at the beginning of every month and are calculated in monthly increments using Coordinated Universal Time (UTC) and are automatically calculated month by default. To view statistics for a different date range, please specify the start and end months and years below.

**Now Viewing Statistics for: Westborough High School**

View descriptions for how the various statistic columns are tracked

**Display statistics for period between**

<table>
<thead>
<tr>
<th>Period</th>
<th>2012</th>
<th>2013</th>
<th>All instructors</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Westborough High School (cumulative)</strong></td>
<td>63766</td>
<td>17</td>
<td>613</td>
</tr>
</tbody>
</table>
Collaboration

Tools:

Research Platform: LibGuides -
LibGuides are research guides to help navigate through information on a topic and to guide students through ethical research.
http://whs.westborough.libguides.com/

Moodle:
Course: Research (student orientation/instructional module for inquiry based research)
URL: http://imoodle.imgsoftware.com/westboro/course/view.php?id=161
Course key: whslibrary
Collaboration Notes

The goal of content teacher and librarian teacher collaboration is for the librarian to provide instruction in an information literacy skill or concept as a result of planning with teachers as well as providing resources for the unit. This type of collaboration is considered a level 5.

Levels:
1. No collaboration beyond scheduling the library
2. Schedule, pull resources
3. Introduction to resources, provide resources, schedule
4. Plan with teachers, offer suggestions as well as provide resources.
5. Provide instruction as result of planning as well as provide resources and assessment

At this level, instruction takes on a different look as students become more adept at navigating through a global information environment. Instruction of information literacy will be a more "just in time" individual approach combined with instruction through virtual modules and platforms.
A snapshot of the LibGuide Log which shows a sample of collaborations within 50 active Research Projects:
Assessment and Testimonial: The following are a sample of follow up conversations regarding collaborations this year. They are not all inclusive of every collaboration.

1. Sharon Britton, Science Teacher

The collaboration for the physics infographic was a positive experience. My students really liked Noodle Tools, including the note card and works cited components. The reaction to using the libguide was mixed - some thought it was a great resource while others felt it limited their research opportunities. Some were convinced they’d never use a database again and that in college they would "Google" everything. I told them they were in for a rude surprise :). Most understood the value of the process. When students presented in class I was impressed with how well they knew their topics (most talked 10-15 minutes without notes), which indicated the research process was successful.

I certainly learned a lot and thought you were a great mentor. I don’t think the end of year timing was great. It would have been better to do the project earlier when students had more opportunity to meet with you one-on-one.

As far as doing this with an expanded group, my concern would be finding the time to check their sources and reading/commenting on their notecards while continuing to teach the normal curriculum. It was pretty time consuming even with 13 students.

2. Tari Shea, Science Teacher

We worked on the town meeting references with you providing a Libguide. Instruction in NoodleTools was helpful for the students because you provided resources that I would not have been able to provide. This made their research efforts more productive and meaningful.
3. Molly Lonergan, English Teacher

The Foundations of English class collaborated with Mrs. Cellucci for a unit based on the novel, Gossamer by Lois Lowry. Mrs. Cellucci spent both time in the classroom and in the library on activities with the students to enhance their reading experience with the novel.

Mrs. Cellucci also brought in the technology specialist, Mrs. Leach, to work with the students as well. I plan on working with Mrs. Cellucci again next year with the Foundations of English and the English 122 class. Her involvement brings a richness and wealth of resources to the class that I would not be able to bring on my own.

4. Marci D’Onofrio, Science Teacher

I thought our collaboration project was excellent. I appreciated your efforts with each and every student involved in the collaboration. I also like how much we discussed and changed the project before and after each presentation. I, myself, learned about so many interesting topics; it is nice to learn from the students (about science!). I loved getting a second perspective on the learning styles of the students.

As for the students, some were frustrated and some loved the project. Overall, the quality of their final presentations showed thoughtfulness and insight. The length of the projects increased from last year and the students appeared to be 'experts' about their topics. Really, Anita, thank you. I was intimidated by the project. You insisted that it would all work out and it did - looking forward to next year!!
5. Deb Patch, Science Teacher:

I really enjoyed working with you once again. You have taught me a lot. Of course, I always feel there is not enough time and I am not sure I took full advantage of all that was available. The students in my exercise physiology class had mixed feelings about the databases. Some found them very helpful while others did not like them (in all honesty, I think those that did not use them didn't even try them). Again, some of the students used Noodle tools with no issues and others did not opt to use it and used what I think they were more comfortable with.

6. Maureen Ambrosino, Public Library Director:

I have had the opportunity to collaborate with Anita on numerous projects including Teen Advisory Board events, author programs, and conference presentations about public/school library cooperation. She has helped us get the word out to students about resources like Tutor.com and Freegal Music that are available through the public library all year round. I have worked in other places where school librarians were uninterested, and sometimes opposed, to working with their colleagues at the public library. It is wonderful to have an enthusiastic collaborative partner just across the street, so we can both help our students no matter what time of day they need us.
Other collegial collaborations this year were in the following areas of curriculum:

- ART
- Child Development
- Consumer Science
- Applied Technology
- Technology
- EDMODO
- HISTORY
- World Language
- Life Skills
- Stars Program
Collection Management

Continued Focus on creating a virtual reference library; focus on assistive technologies, ELL, Special Education and Level 2 as well as beginning to work through the Non Fiction collection.


2. Deaccessioning of items from print collection due to content and age of publication.

3. Collection development for items that need to be added with next year's budget.

4. Collaborations/co-teaching, emails, conversations, demonstrations, survey's, meetings have all played a part and will continue to be the accessment measures to insure that items are acquisitioned and deaccessioned as necessary and according to district policy.

5. Collection management and development will be an ongoing, continuous goal.
District Librarians will implement a district wide inquiry problem solving process for students in grades 4-12 to improve students’ analytical and problem solving skills. LibGuides will be used for implementing the process at grades 9-12 through co-taught collaborative research projects.

District Goal #1: Curriculum and Instruction
District Goal #4 Technology
School Goal: Effective and engaging Instruction
Teacher Rubric: Standard II, Indicator A, element 1: Quality of effort and work
Teacher Rubric: Standard II, Indicator D, element 1: Clear Expectations
Year 3: Professional Practice Goal

Clearly identify areas within the Common Core State Standards and align Library Media standards through collaboration.

District Goal #1 Curriculum and Instruction
School Goal: Effective and Engaging Instruction
School Goal: Aligned Curricular Experiences
School Goal: Stronger Interdisciplinary and interdepartmental
Teacher Rubric: Standard I, Indicator A, element 3: Rigorous standards based unit design
Teacher Rubric: Standard IV, Indicator C, element 1: Professional Collaboration
Smart Goal Outcomes:

See the following:

- Summary of Evidence: Teachpoint/ 3B.Educator Collection of Evidence
- **Tech Integration and Information Literacy**
- Libguides:
  - [http://whs.westborough.libguides.com/physscienceinquiry](http://whs.westborough.libguides.com/physscienceinquiry)
  - [http://whs.westborough.libguides.com/curriculum](http://whs.westborough.libguides.com/curriculum)
Committees and Professional Development

COMMITTEES:
● NEASC: School Resources for Learning Committee, Co-Chairperson
● School Technology Council member
● Town Wide Read Committee, Co-facilitator
● Teen Advisory Board, Co-facilitator
● WHS Library Teen Advisory Club - Advisor
● Poetry Power, Co-Advisor

PROFESSIONAL DEVELOPMENT:
● August 2012: Summer TEEN YA Lit, online webinar
● Summer Curriculum Writing: Libguides: Assessment
● September MSLA Librarians and the Common Core: Making the Implicit Explicit
● October: MassCUE conference
● March: Media Educators of America
● March: MA School Library Assoc Conference
Professional Development - Presentations/Awards

Presentations:

● October: Annual Teen Summit: Presenter: Unique Partnership: Joint Teen Advisory Board
● November: State Approved WPS Long Range Plan for Libraries
● April: Interviewed with Maureen Ambrosino for School Library Journal: Westborough Reads Together

Awards:

● [Westborough Reads Together](#)
Other Professional Notations:

- Appointed as the Central MA Regional Director for the MSLA Executive Board, 2 year appointment

- Awarded proposal for Presenter at the AASL National Conference:
  - Reading + Collaboration = Shared Community Experience
  - Presentation with Maureen Ambrosino and A.S. King, author
Grants Secured through the Westborough Education Foundation

Continuation of Previous Grants: 2nd Year

Library Learning Commons/Cyber Cafe Grant
Project facilitates a new level of thinking needed to push the library to the center of teaching and learning in the areas of competing directly with Google, building collaboratively high-level learning experiences with faculty, making the learning commons a one stop place for expert assistance, developing a 24/7/365 day presence and experimenting to build learning commons philosophy into the current library model.

Poetry Power
The project will be a vehicle to empower high school students to use their voice through the genre of performance poetry. Performance poetry is an art specifically geared toward a visual audience. In school events will be provided collaboratively with Mass LEAP (Literary Education & Performance) a collaborative with MassPoetry. Afterschool seminars will be facilitated by Anita Cellucci and Kathy Stoker.
History Archive Update:

History Archive is now available on the WHS Library Website

Next steps are as follows:
● Continued archiving of yearbooks
● Use of archive in class research projects
1. Continue to move toward the Learning Commons Model
2. Continue to implement programming that builds community
3. Work toward implementing curriculum and instructional practices that will move the library toward the goals for a 21st Century Transliteracy Library, while meeting the direct strands that target the library for NEASC.
4. Continue to implement a district wide Inquiry Problem Solving Process
5. Develop Assessments that will be used for the library program.
6. Continue to work toward District Libraries Long Range Plan
WHS READS TOGETHER - Basketball Junkie
The Power of Performance Poetry - EmergingHSLibrary Blog