

Facilities Plan
Library Media Administration
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Spring, 2004

The mission of the Janesville Public School District is: *“To educate students and sustain their hope by setting high academic standards and providing opportunities for developing life-long learning skills, so they may become socially and civically responsible individuals.”*

The mission of the Parker Library Media Center is *“To provide resources to support classroom activities, foster independent information access skills, and help students develop lifelong learning skills.”*

Ms. Douglas, one of the LMS at Parker High School, identifies the goal of the LMC as advocating information literacy as an essential element of instruction and learning. She reports that they continually strive towards teaching students how to access information in the most efficient manner.

Areas of Need

Parker High School employs 125 teachers to work with 1713 students for a teacher ratio of 14.9 to 1. The school houses grades 9 – 12, approximately evenly districted across the 4 grade levels. There are 2 full-time library media specialists and 2 approximately full time support staff members (more than 30 hours each per week). At the district level, there are cataloging and acquisitions departments, so the Parker LMC personnel do not have to perform those responsibilities.

Each classroom has 1 computer that is connected to the Internet. There are a couple of computer labs in the Business Education department and another couple in Tech Ed. These facilities, however, support those curriculum areas and are not available for classes

in other content areas. Because the LMC houses the only computer facilities available to support the core curriculum, Parker needs a large LMC.

Traditionally, Parker High School has had a strong library media program. As a result of this, teachers depend on utilizing the facilities to enrich their curriculum with access to additional resources. As the central warehouse of information, the Parker High School needs to be able to accommodate several classes simultaneously.

In consideration of these factors, and based on discussions with LMS Ms. Douglas, the LMC should accommodate at least 5 classes. Because the LMC houses the school's only general-purpose computer labs, and given the size of the school, we would like see 3 computer labs – each capable of supporting 1 class which would currently be up to 25 students. Currently, the library is able to meet these basic needs. Ms. Douglas has indicated, however, that one of the computer labs is extremely cramped and not even close to compliance with ADA requirements. After consulting with both library media specialists and reviewing the district's needs, we have determined that the facilities would benefit from re-evaluation of the room layout. As a result of our analysis we would like to achieve the following objectives:

- More space in the Mac lab to bring it into compliance with ADA requirements.
- Enhance the production facilities to increase their use.

Virtually all other changes that we are recommending are a result of reconfiguring the LMC to gain space to support these objectives while maintaining each of the current 5 functional work areas.

Functional Space Diagram (please refer to attached bubble diagram)

The LMC has 2 entrances directly across from each other. The main entrance is across from the front entrance of the school. The basic library is a large rectangle that is 95 feet long and 60 feet wide (5,700 square feet). As you enter from the main entrance, to the left, there is an adjacent room that is utilized for career resources and another room that is

used for periodic storage. Each of these is 25 feet wide and 22.5 feet deep (562.5 square feet). Walking further into the LMC, there is another open area that is 40 feet along the length of the library and 40 feet deep (1,600 square feet). Each LMS has an office that is 15 feet deep and 20 feet just off from the circulation desk. To the far left from the middle of the LMC, all the way back, is a broadcast room, which is 25 feet wide and 22.5 feet deep (562.5 square feet). The far left end on the library contains a “tail” section that is not really used. It measures 25 by 20 feet (500 square feet).

We will leave the current LMS offices alone – without that square footage, the Parker High School LMC represents 9486.5 square feet and 1087.5 square feet total including 2 LMS offices. Based on the needs identified above, we are proposing that space be reallocated to accommodate:

- AV/Periodical Storage
- Broadcast/Production Room
- Collection (Fiction And Nonfiction)
- 3 Separate Computer Labs
- Professional Collection
- Circulation Desk
- Small Group Work Area
- Reading Center
- Reference Collection
- Reference Computers
- General Seating Work Area

The current circulation desk sits in the middle of the main library room and is a square island” that is 25 square feet. The wiring closets and file servers are located above and below the LMC, which saves space. This feature will be retained and these areas are, therefore, not part of our facilities plan. The basic wiring also remains intact, however the wiring poles that come down from the ceiling will

After reflecting on Parker High School needs as identified to us, we have determined that the following modifications to the existing physical space (walls) would open up the LMC and allow for a more efficient, productive resource center.

- Current AV/Periodical Storage room will retain only its outside walls.
- Current Broadcast/Production Room will retain only its outside walls.
- Current Circulation Desk will be reduced in size by 1/3.

This will allow for a reconfiguration the functional areas identified in our bubble diagram. Please refer to the bubble diagram for the spatial arrangements of our new configuration of the following areas. Where appropriate, a brief note or description is included.

- AV/Periodical Storage.
- Broadcast/Production Room (A separate control room with a window overlooking the Broadcast/Production Room has been added)
- Collection (Fiction And Nonfiction)
- 3 Separate Computer Labs (1 computer lab is reconfigured to bring it into compliance with ADA and to better group the workstations together)
- Professional Collection
- Circulation Desk (Reduced in size by 1/3)
- Small Group Work Area
- Reading Center (Increased by 1/2)
- Reference Collection
- Reference Computers (added standing height workstations dedicated to this service)
- General Seating Work Area (expanded to bring into compliance with ADA)

ADA Compliance

The original ADA guidelines specify (section 8) general requirements to accessibility. While Parker's LMC had furniture that was in compliance with the guidelines, the traffic flow between and across the functional areas did not meet requirements. Our proposed

reconfiguration maintains compliance for furniture and meets compliance for clearance. We have exceeded the minimum space of 36 of aisles space.

Line of Site/Traffic Flow

As reported by Ms. Douglas and based on our observations, the current LMC had good site lines and virtually no blind spots. Our revisions maintain the existing sites lines. The traffic flow through the LMC was primarily directly from a large front entrance straight though to a large back entrance. The Mac lab, however, had very poor traffic flow. While not an entrance or exit point, there was no room to circulate through the lab. Helping students or working collaboratively was difficult to impossible. Creating more space by removing walls around the old “career lab” and periodical storage room will allow that lab to be reconfigured for better traffic flow bring it in to compliance with ADA requirements.

Wiring

In recognition of the fact that rewiring buildings is difficult and expensive, a great deal of time was spent assessing optimal locations for electrical outlets, network connections, and phone lines. The new production facilities will need track lighting, power cords, and audio/video feeds – the idea is to minimize the extent that cables cross the work area. Outlets in the production area will lead directly to the control room. Since the best time to address these issues is when the contractors are knocking out and building walls, our facilities diagram indicates placement of these wiring features. Electrical outlets are to be provided as indicated in our drawing to accommodate future expansion. The computer labs utilize wiring poles for the network and electrical connections. In the PC lab, some existing wire poles may shift a foot or so, but Ms. Douglas assures us that this will not be a problem. Wiring poles are relocated for the reconfigured Mac lab as indicated. The new stand-up reference terminals will each need a new wiring pole for electricity and network connection.

Technology

We will maintain the current number of computer workstations, 72 computers (31 Macs and 41 PCs). We add 8 more stand-up computer workstations that are dedicated to reference. While we reduce the size of the circulation desk, we maintain the 2 PCs that are used for circulation. We are not addressing file servers or hubs because they are handled at the district level and are not physically in the library. The wiring closets are upstairs and downstairs. Because we don't actually change the relative location of the computers, our proposal utilizes the existing network facilities (upstairs and downstairs).

The new audio/video production and control room has a dedicated Mac for sound and video editing. Three digital video cameras and 6 professional quality microphones (1 Sure #58 omni directional and 1 Sure #57 directional microphones, and 4 condenser microphones). Video editing software would be iMovie and SoundForge will be used for any additional audio needs.

Justification

Currently, the Parker High School LMC is a vibrant place that is routinely used by 4 or 5 classes simultaneously – each group working towards the objectives of their classroom teacher. There are computer facilities to support 3 of these groups – however, it is important to remember that effective library media centers are much more than repositories for computers.

The computers are effectively utilized because the rest of the library supports access to information in a variety of formats. Two nearly full-time aides are present most of the day and Parker's LMC is staffed with two full-time Library Media Specialists. Because the district does its cataloging and its acquisitions at the district offices, the on-site library media specialists are free to work with students, teachers, staff, and other school stakeholders to enhance the utilization of resources. This allows us to plan for a more dynamic facility that relies on collaboration and flexible scheduling to maximize the instructional utilization of LMC resources.

This not only provides “point-of-service” support for the district’s and library media center’s mission and goals, it allows the library media specialist to focus on how resources are used, how the utilization could be increased, how resources might be utilized more efficiently, and what additional resources might further the LMC’s goals. Perhaps most of all, however, the structure and support from the district level frees each LMS to build working relationships across the school to promote true collaboration.

Consistent with the missions and goals identified earlier, Parker’s LMC utilizes a flexible schedule. While this type of access is important – collaborative planning is even more so. Interviews with each Parker LMS and a review of their technology plan indicate that the district is working to more fully formalize and implement Wisconsin’s Information and Technology Literacy Standards across the district.

In reviewing the progress that has been made so far, these authors are impressed with the progress that is being made, especially considering the variety of stakeholders and interests that are present in a large district like Janesville. Current plans are addressing the needs of resource acquisition, better utilization of the flexible schedule, and learner outcomes as a result of lessons that implement LMC resources.

These facility recommendations are based on the observation, confirmed by interviews with each LMS, that the audio/video production features are grossly underutilized. In fact, they are hardly used at all! Given the scarcity of resources and today’s emphasis on lean budgets, this represents an unfortunate situation. Not only does this lack of utilization hurt the students and the school’s ability to forward its mission – it limits visibility of the LMC.

Purdy Elementary School, in Fort Atkinson, Wisconsin, has a vibrant LMC program. While a variety of print, nonprint, and electronic resources are present, that program gains a great deal of visibility within the school and community by the way second-year teacher, Mr. Twedt, utilizes audio/video productions. His students create a “Purdy News” show on a monthly basis that is made available for classroom teachers to view

along with the morning announcements. It is also made available to the local cable company for inclusion on the local access channel.

While that particular library media specialist is only involved with the project to the extent that equipment is checked in and checked out – a review of Mr. Twedt’s unit and student productions demonstrates the effectiveness of motivating students and stimulating interest in information seeking strategies via an audio/video production. The “shows” his students produce not only introduce students to authentic problem solving and “real-world” applications of technologies – they showcase student achievements and highlight the potential for generating excitement while attaining important academic standards.

Perhaps the most valuable part of Mr. Twedt’s unit, however, is the way it is designed to teach writing as a process. While one of the outcomes is a video production that is seen throughout the school and community, what many do not see is the extensive amount of writing, editing, and revising that supports the production. A close analysis of Mr. Twedt’s unit reveals that it is first and foremost, a unit in writing. Students start with expository drafts and revise them to maximize each writings' ability to communicate. Then, these papers are rewritten into a script format for the intended audience of the “broadcast.”

Students get extremely excited about the project and are motivated to complete the great deal of prewriting, draft writing, editing, and revisions that go into the final project. The unit is actually primarily a unit in Social Studies and Language Arts, but the technology brings in additional technology skills and motivates students with a project that they accept as an authentic, valuable set of activities. Creative utilization of technology like audio/visual equipment represents an outstanding way to move a project that some students would become disinterested in towards a new dimension that incorporates additional, “real-world” skills.

These writers believe that Parker High School will achieve better use of the flexible schedule (specifically collaboration between the LMS and classroom teachers) if

audio/video production facilities, much of which the district already owns, were better utilized. The district owns digital video cameras, basic sound equipment (microphones, stands, cables, etc.) and software (iMove and SoundForge) and appropriate compute hardware. High quality productions are possible.

While these skills are taught in Tech Ed utilizing equipment that is owned by that department, only a small percent of Parker's 1,700 plus students participate in that program. While Wisconsin's Model Academic Standards for Information and Technology Literacy for media and technology specify that students should develop competency with formats such as audio/video productions by the 12th grade (A.12.1 – A.12.6), Parker High School students cannot be reasonably expected to attain those standards as things under the status quo. Wisconsin Model Academic Standards for English Language Arts also include many of these same competencies for media and technology (E.12.1-E.12.5)

Our research indicates that the benefits that would accrue if the Parker LMC were better able to support utilization of audio/video technologies could include:

- Better exposure of students to important communications technology.
- More success in moving students towards information and technology literacy standards identified above.
- More success in moving students towards English language arts standards identified above.
- Broader utilization of all LMC print, nonprint, and electronic resources as students prepare for audio/visual productions.
- Extended information and technology literacy skills as students apply principles of research, evaluation, and selection towards an authentic, problem-solving task.
- Extended English language arts skills as students develop prewriting, editing, draft-writing, and revision skills to prepare proposals, scripts, and written communications to enhance audio/visual productions.

- Community building within Parker High School as a result of more effective use of audio/video productions.
- Better communications and community building across the district and various school stakeholders as audio/visual technology is utilized to increase communications.
- Increased visibility for the LMC as a result of the expose generated by greater utilization of these facilities.
- More opportunities for Parker library media specialists to collaborate with teachers as students, staff, and administrators see positive results from student efforts.
- Greater awareness of the role that information and technology literacy plays across the curriculum and towards the mission of Janesville School District and Parker High School.
- More support for the LMC and the role it plays in supporting the mission of the district and high school.

Vision for the Future

While today's emphasis on documenting student achievement as measured by test scores tends to dominate discussions about schools, demonstration of authentic, problem-solving skills through projects that require students to apply technology to create a variety of communications in different formats is also important. While it is important to see that students can demonstrate learning via a variety of assessments, it is obvious to many that work with students that productivity and communication technology offer many advantages when preparing student for their lives after completing their formal education. Competencies as demonstrated by traditional assessments are an important tool when looking at the outcomes that schools achieve with their students, but so are applications of technology to synthesize information and create higher-levels of constructed knowledge and self-realization.

Parker High School has had a strong LMC program for many years. Part of this success is due to the district administration and professional library personnel's realization that being able to access information is not enough. To be effective users of information, students need to hone skills in assessing information needs, identifying appropriate resources in a variety of formats, searching those resources in an efficient manner, evaluating information for fit-to-purpose, selecting key ideas from those sources that more fully meet an information need, citing the sources of information, and presenting that information in a manner that maximize communications. Janesville School District has a strong tradition on focusing in these areas.

The Janesville School District has also been quick to see how technology can increase the efficiency of this process and extend students' abilities to utilize these resources and skills. Taking it to the next level, these writers believe that Janesville's high schools have an opportunity to be leaders in moving education past the required tests and empower students to be effective users of information and communication technology. Reasonable people can disagree as to what mathematical formulas, chemistry equations, or biological species are absolutely essential for today's youth to be prepared for a seamless transition from school to career paths.

Effective communication skills, techniques, and technologies transcend these differences. They also provide a framework to place school activities squarely within the realm of socially and civically responsible individuals. The good work that has been accomplished in Parker High School's LMC can continue to be extended and, in the process, directly impact the positive attainment of the school's mission that was identified at the opening of this project.

Our facility recommendations are designed to extend the use of audio/video resources in the LMC to support classroom activities, foster independent information access skills, and help students develop lifelong learning skills. Our vision for the future is to maintain and enhance a positive learning environment while setting high academic standards by providing equitable access to modern communication technologies and the lifelong

learning skills that effective utilization of those technologies represents. Our vision of the future is not to radically reshape the LMC and the use of technology at Parker High School, because, based on our assessments, that is not required to attain the missions of the school and LMC.

Our vision for 10 years into the future is to more fully move students towards the district's mission by enabling students to utilize state of the art technology in facilities that support that technologies use. To achieve this, a variety of resources, including audio/visual technology, will be needed to encourage ownership of the academic skills that Parker High School teachers. Providing the equipment, as Janesville has already done, is not enough. The facilities need to adequately support their use. By teaching students to construct their own base of knowledge using up-to-date communication formats and technologies, the district can continue to meet its goals while communicating to school stakeholders the achievements of that the district.