

read it out

rome free book club

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IST 613: Planning, Marketing, & Assessing Library Services

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Literature Review

Introduction

Teen book clubs, when created, promoted, and assessed successfully, can help in the creation of a trusting relationship between student and librarian. As students participate in activities such as book clubs, the library can change from scary, intimidating, or maybe even boring, to that which is safe, comfortable and lively (Halpern 43). While many teens view reading as an activity to dread, books clubs work to change that perception and help students realize that reading can bring enjoyment. A book club has the power to build a community for teens that don't already have a large group of peers, and can provide members a place where differing opinions are welcome and respected (Drogowski 32). The creation and implementation of any kind of program for teens involves knowing the libraries population, becoming an active listener, and putting the needs of that population into action (Kunzel & Hardesty 5). This paper reviews the literature on the development, promotion and assessment of a book club program for teenagers and compares the ideas of several successful programs in public and school library media centers.

Planning

Book Selection

While all authors address the issue of book selection, there is not a consensus on how this might be best approached. Drogowski suggests that the librarian use their "expertise" in selecting the material. While this strategy may be appropriate for the first meeting, most authors agree that students need to have some input as to how their club will run.

Elaine Meyers states, “How do you create a successful book club for teens? Ask them what they like, let them choose their own titles, and put them in charge of the program” (32). This can be accomplished by asking students to fill out a questionnaire during the first meeting (Littlejohn 28). They can voice their opinions about what authors, genres, and topics they are interested in. When making decisions, both the students and librarians can then use this information. However, while student input is important, librarians must set limits about what constitutes acceptable book club material. Book club leaders should consider whether they would like to limit student book choices to their own library collection or allow them to choose from outside sources.

If there is enough demand, the librarian can host a variety of clubs for different purposes. For example, there might be different clubs for mystery lovers, fantasy enthusiasts, or chick lit readers that each meet on different days. In this case, selection becomes more personalized to each group (Littlejohn 29). The responsibility of selection can rotate between members as well (Hoffert 35).

Another possibility is to host a discussion based on one theme that allows a wide variety of books to be included (Demetriadis & Jaeger 47). If the theme is World War II, students have the option to read fiction, non-fiction, poetry or graphic novels, as long as they address the theme in some way. “For these thematic discussions, participants aren’t necessarily reading the same titles, but by reading related material they each bring valuable information and a unique perspective to the proceedings” (Hoffert 34). Hoffert argues that this method helps librarians save time and money. Instead of spending time securing titles through inter-library loan or spending money to buy the

books, librarians are able to provide materials already in the library (35). This approach may also attract users who don't generally enjoy reading, but are interested in the theme being explored (Hoffert 35).

User base

The potential users for a book club can vary depending on what type of club the librarian hopes to start. For any type of club, the students most likely to be interested are those who consistently frequent the library (McKee 45). Julie Halpern recommends closely observing members who show up to the first few meetings and then specifically targeting new recruits based on the traits of the current attendees (41). Many book clubs draw from a wide user base. Beverly McKee claims her book club includes all types of students in grades 9-12 from those enrolled in special education, mainstream courses and gifted classes (44). Kunzel and Hardesty suggest listening to teens to determine whom your user base might include and what interests them (27).

Setting

One of the few things book club leaders seem to agree on is when to hold a school book club: lunch. This prevents conflicts with after school activities, like sports and other clubs. To avoid losing time to lunch activities, McKee suggests providing a lunch for students so they are not spending time waiting in the cafeteria to get their meal (44). The date of the meeting will largely depend upon the librarian and students' schedules. One tip that Kunzel and Hardesty offer is to avoid scheduling on Mondays, when many holidays are observed (32). They also suggest that the group meet on a consistent schedule, even if it means some members have to miss certain meetings (32).

While the obvious choice of location would be the library, there are other options. The authors suggest that the club venture to outside locales like a local coffeehouse or park if conditions permit. Most importantly, it is best to hold the meetings in an easily accessible location where students have the opportunity to get comfortable (Kunzel & Hardesty 32). Students find meetings more enjoyable when they have comfortable chairs to sit in and are surrounded by a relaxed and welcoming environment.

However, while setting is important to some, others believe that the place and time are not important; what matters is that students are taking the time to participate (Littlejohn 28).

Budget

There are a variety of ways to attain the funds needed to run a successful book club. The librarian can secure funds by writing grants to help cover the cost of books and supplies. Librarians can also solicit donations from local businesses (Lingo 26). Many establishments will contribute food, supplies or cash to help get clubs started.

If the club decides to read the same book, that will be one of the greatest expenses. To help cover this expense, McKee suggests asking faculty members to donate money or books. Another possibility is obtaining an outside sponsor, like a bookstore or service group, to provide funds.

An active parent group can also be an important advocate in the creation of a book club. Patricia Drogowski describes a parent who helped create invitations for the book club and then volunteered to provide the weekly lunch for students (32).

One mistake librarians should avoid is using collection development money to purchase book club materials. This makes the actual cost of the club unclear and contributes to an unbalanced general collection (Kunzel and Hardesty 35).

Marketing and Promotion

Creating a Brand

Several authors note the importance of treating a new book club as if it is a new business. The first matter of business is a name for the club, which can be created by the organizing librarians or in collaboration with group members at the first meeting. The club name and partnering logo can be imprinted on bookmarks, posters, buttons, and, as the club grows, on t-shirts and tote bags (Lingo 27). Since art students would have a better grasp on what their peers find appealing, Kunzel and Hardesty suggest working with the schools art department to create marketing items (Kunzel & Hardesty 83). This partnership also taps into a branch of students who may not be frequent library visitors.

Recruitment

As with any library service, a librarian's recruitment effort plays a pivotal role in the success of the book club. Getting teens to participate willingly in any school activity can be a challenge, and initial recruitment and growth of the club can be a slow process (Kunzel & Hardesty 90). Understanding what might draw the teen population to a book club is an essential part of the recruitment process. Will they be hoping to connect with other readers, looking for an outlet to express and discuss their ideas freely, or just wishing to escape the overcrowded cafeteria during lunch (Kunzel & Hardesty 28)?

The most obvious choice of who to recruit into the book club are those students who are frequent library visitors. Talking with these students, paying attention to the materials they check out, and urging them to spread the word is a powerful way to start (McKee 44). Several articles express the importance of building solid relationships with language arts teachers, not only to help with recruitment, but as another resource for obtaining multiple copies of books for club members. To develop interest, booktalking the clubs selections can be done in language arts classes. This also provides the opportunity to pass out sign-up sheets and flyers with the basic plot, author facts, and a calendar of meeting dates. Language arts teachers may also be willing to grant extra credit or bonus points to the students who participate in the book club (Lingo 26). Other incentives can include invitations to special events, having members write book reviews online, or getting the first look at new books as they arrive at the library (Kunzel & Hardesty 82). Members could also be given permission to work at books fairs, help in the selection of popular items, such as graphic novels, or do booktalks in classes or online (Lingo 27). Suzanne Hall, a teacher-librarian at Maple Ridge-Pitt Meadows Elementary School in British Columbia, found tremendous growth in her book club after she started offering members the opportunity to participate in field trips and school sleepovers. Membership grew from 20 students to 120 in four years (32). Librarians Linda Jaeger and Shelia N. Demetriadis were able to entice new participants to the Mosby Middle School Book Club by offering prizes for bringing friends or writing the most online book reviews (47).

In order for the book club to grow, students who are not frequent library visitors or recreational readers should also be actively recruited. One way the literature

suggests doing this is by enlisting the help of teachers who have developed good relationships with the student body. Lingo proposes asking the “coolest, youngest male teacher” to join the book club, with the hope that students, especially male, would follow suit (26). Several different groups of students, those that are looked up to as well as those who are shy and timid, should also be approached (Lingo 26). A comic book club at the Francis W. Parker School in Chicago went from 1 participant to 10 after the librarian, Julie Halpern, was able to actively approach and recruit students who she thought would enjoy not only comic books, but finding a place where they belonged (Halpern 41).

Paying attention to where students get their information can affect how the librarian should go about their promotional efforts. An advertisement or story about the club would have a large impact if placed in the daily school newspaper that no student goes without reading. A fresh, new poster on the bulletin board that several students meet at before lunch is much more likely to be read than the one down the hall with much less traffic. Promotional materials, such as bookmarks, can be placed inside frequently checked out items, in study carrels, and by each computer. If students frequent the science fiction section of the stacks, flyers can be heavily placed among these shelves (Kunzel & Hardesty 84). Several authors also suggest spreading the word during the morning announcements or even appearing on the schools news program.

Book club promotion should also be spread to the schools community. Activities of the club can be published in the PTO newsletter, district calendar, and on bulletin

boards in local coffee shops, comic book stores, and other frequent teen hangouts (Kunzel & Hardesty 84).

Creation of a Web Presence

An online presence is a very popular way to reach teens and get them involved in a book club. Librarians can create a page on the media center site devoted to the club and its activities. Sites can feature current, past and future book selections, a calendar of meetings and events, and links to author sites. Other information, such as why book clubs are beneficial to teens and links to the benefit of reading will appeal to parents, administrators, and other supporters (Kunzel & Hardesty 85). One author recommends posting booktalks on YouTube, blogging about the events of the book club, and creating a Facebook group (Abram 23).

Assessment

Through observations, informal interviews, questionnaires, and surveys, librarians have shared their assessment techniques and book club successes. Assessment helps show administrators and other stakeholders the benefits of the club, can assist when it comes to job, salary and performance reviews, and allows the librarian to look back and see if all their hard work in the creation and marketing of the book club is a success (Kunzel & Hardesty 185). Outcomes can be reviewed to see if they are being met, and if not, why. In the literature, librarians notice that as a book club or reading program progresses, students tend to open up more, ask insightful questions, and make more connections with the reading. Students became more active listeners and were able to relate better to one another.

Part of assessment can be accomplished by simply asking members what their thoughts are on the club, the books they have read, and if they have any suggestions for improvement (Drogowski 34). Librarians can use this assessment period, which can be done at the end of each book or the end of the year, to find out if students will be returning to participate again, would like meetings to be moved, or have friends that would be interested in joining (McKee 46).

The creation of an annual report provides documentation to the clubs current and potential supporters. Attendance, a list of titles completed, student comments on the titles and on the club as a whole, a summary of club activities, and a wish list of ideas that could potentially make the club a bigger success can be compiled into this type of report (Kunzel & Hardesty 89). Since assessment is a time consuming activity, several authors advise continual assessment of their programs. Attendance can be taken at each meeting, and goals, such as willingness of members to participate and openly discussing differing opinions, can be jotted down throughout. After reviewing the program outcomes, notes can be taken during meetings that track when students are making connections to characters and their experiences, as well as when teens finish a book that contains characters unlike themselves (Kunzel & Hardesty 190). The successes of the book club should not only be shared with the supporters, but with the participants themselves (Kunzel & Hardesty 197).

In the creation of a book club, one of the librarian's goals is to create a place where students, no matter how shy or lonely, feel like they belong to something, and eventually mature into confident students and leaders. Drogowski noted that after the creation of her book club, parents would comment on the change they saw in their

children, who were becoming more confident, respected by their peers, and less troubled (33). Her club was successful in bringing together the jocks, class clowns and slackers, as new friendships were formed and students were able to relate to each other, respecting their peers differing opinions (34). She was able to observe over time that students not only felt more comfortable with the library, but with her and their classmates as well (32).

Although more difficult and time consuming to assess, several librarians were successful in documenting the increase in students' performance in reading comprehension and increase in test scores. Suzanne Hall, a teacher-librarian at Maple Ridge-Pitt Meadows in British Columbia, a large suburban elementary school, understood that her students were not recreational readers. Hall wanted to find out how her schools newly implemented reading program would positively affect her students, and concluded that sustained reading led to improved vocabulary and comprehension skills. The more time students spent on reading had a direct effect on their ability to read well (Hall 32). She distributed the Elementary Reading Attitude Survey, which measured students' attitudes about recreational reading, as well as collected reading comprehension scores from the districts standardized tests in the fall and spring. Her interesting conclusion was that although all students in the school made improvements, those students who had participated in the reading program were at the top of the field (Hall 34). However, it is unclear whether the book club helped improve scores or if the club just attracted those students who were already accomplished readers.

Julia Roberts, a library media specialist at the Danbury High School in Danbury, Connecticut, also looked into improving test scores with the implementation of a reading

program. When Roberts began her research, only 14% of all tenth graders had passed all four sections of the Connecticut Academic Proficiency Tests (or CAPT) (Roberts 25). Roberts' research concluded that unless students were reading for pleasure, they were not going to be increasing the necessary skills to be a success in school in later in life. She began to reach out to reluctant readers, conducting informal interviews about what it was they disliked about reading. Many just didn't have access to materials they were interested in reading. Through funding from foundations, grants, and donations, Roberts was able to expand the library's selection of non-curricular materials. Daily sustained silent reading was integrated into the classroom, and circulation grew by 400% during the first year of the program (Roberts 27). Not only did CAPT test scores improve, but students developed into leaders of their own book clubs, and those who once expressed a dislike of reading were transformed into those who were much less reluctant about reading for pleasure (29).

Conclusion

While the literature about book clubs varies on several points, authors seem to agree that student needs must be placed at the forefront. They should be able to choose what they read and how they will discuss it. In recruiting members, librarians should reach out to as many students as possible. By taking suggestions from students and including them in the process of promoting the club, students are able to take some ownership of their book club. Students are encouraged to participate in evaluating their experiences with the club in order to make changes and improve upon the existing

structure and format. If librarians want their book clubs to thrive, they must work closely with the students they serve.

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Project Plan

Introduction

This planning document outlines the process for creating a book club at Rome Free Academy. The need for this project comes from the librarian's observations that students would rather engage in almost any activity besides reading. One of the project goals is to spark students' interest in reading and get them excited about a book club.

The first phase of the project includes conducting a user needs assessment through surveys. Once it has been determined if there is enough interest in developing a program and what the students are interested in, the librarian will hold "pilot" meetings to test the format of the club and help make decisions about what works best for the students involved. Because the pilot will most likely mark the end of the school year, we suggest the librarian make arrangements for an online component that will be available over the summer, hopefully holding the interest of original book club members.

Finally, the book will enter the "roll-out" phase at the start of the 2009-2010 school year. At this point, the librarian will have analyzed information from the pilot session and made a decision about how best to run the club, keeping in mind that in order for the club to be effective, the students must play a large part in its development and organization.

Relationship to Library and District Standards

The book club supports goals of the district as a whole as well as the high school's specific goals for information literacy.

District Goals

“Each student will develop the ability to understand and respect people of different race, sex, ability, cultural heritage, national origin, religion, and political economic and social backgrounds, and their values, beliefs and attitudes.” (Rome City School District)

- Book discussions will revolve around characters of all backgrounds, helping students to understand those different than themselves.
- Students will learn how to discuss their thoughts and feelings while also respecting the opinions of others.

Rome Free Academy Information Literacy Standards (adapted from the ALA Information Literacy Standards for Student Learners)

“The student who is information literate evaluates critically and competently” (Rome Free Academy)

- As members of the book club, students will have opportunities to examine literature and build confidence in evaluating what they have read.

“The student who is an independent learner is information literate and appreciates literature and other creative expressions of information”

Through the book club, students will have opportunities to explore different types of literature and will develop an appreciation for what they are reading.

User Needs Assessment

Internal Stakeholders

- **Marion Bartell, Library Media Specialist, Rome Free Academy**

Book Club Project Leader: Marion will be assuming the major portions of creating, implementing, marketing and assessing the book club project. She will also be

responsible for running the actual meetings. She hopes to create a club that is well attended and allows students to understand some of the reasons why the library and librarian are useful tools for further success. The book club has the potential to inspire students to read for enjoyment and develop into more critical readers.

- **Vanessa Miller, Library Clerk, Rome Free Academy**

Although Vanessa will not be fully working on the book club project, she will be an integral part of recruiting when meeting face to face with students who are checking out books. She can also help Marion with the acquisitions of the book club selections, working with Madison-Oneida BOCES and their interlibrary loan system. Vanessa will also need to be available to answer patron's questions when meetings are in session, since Marion will be unavailable.

External Stakeholders

- **Students, Rome Free Academy**

The book club will be open to all students at Rome Free, which includes grades 9-12. Considerations of students who are not participating in the club will need to be taken into account as the project is implemented (if meetings are held in the Library Media Center during school hours, students who may be there for homework or study time will not want to be disturbed by a book club discussion held in the same room). Students are looking for groups to socialize in, as well as activities that may boost their resumes when it comes to applying to colleges or jobs right out of high school. Although many students do not realize it, the book club has the potential to help them better succeed in

classes, make new friendships, and turn them into more well-rounded students and leaders.

Since the student population of Rome Free is predominately white, the book club has the potential for students to discuss and understand other cultures and groups. Overall, the students perform well in testing, and 82% of the students attend either a 4 or 2-year college. The club will better prepare students with the critical thinking and reading skills necessary to succeed at the upper level. (School Statistics, Appendix A)

• **Administration, Rome Free Academy**

Champions: Rome Free is comprised of 1 principal, Mark Benson, and 4 vice principals, Tracy O'Rourke (grade 9), Linda O'Neill (grade 10), Mike Rizzi (grade 11) and Chris Roberts (grade 12). Marion should be meet with this administration before any formal plans for the book club are arranged, and to describe the goals and outcomes of the project, gaining their full support in the endeavor. The administration is looking to create learning opportunities for their students besides in the traditional classroom. They want to better prepare their students for what lies ahead after they leave Rome Free.

• **Teachers: Rome Free Academy**

Champions: Language Arts teachers will play a role in the recruitment of students and can work in partnership with Marion to booktalk club selections and disseminate information about upcoming meetings. All of the teachers of Rome Free want their

students to be active in classroom discussions, to be open to differing opinions, and to thrive once they have moved onto college or a career.

- **Madison-Oneida BOCES**

Project Partners: The Madison-Oneida BOCES, which serves 9 component school districts, provides opportunities to pool resources and share costs. They have existing relationships with book vendors and offer an interlibrary loan program, which will be of use when Marion is trying to acquire copies of books for participants. The Madison-Oneida School Library System also offers mini-grants to librarians looking to provide outreach services to students, staff and the community outside normal school hours.

- **Parents**

Although the parents will not be active participants in the club, they have the opportunity to join in reading books with their teens, and possibly opening up lines of communication.

- **Rome City School District**

The school district will play a larger role when it comes time to marketing the club to not only the school district, but also the Rome community.

- **Book Vendors**

Marion and BOCES will be in contact with book vendors when club may require obtaining multiple copies of books for members.

- **Food Vendors / Providers**

Service Users:

- Students at Rome Free Academy – *see description above in external stakeholders.*

User Needs Assessment

Internal Assessments

Internal assessments have been conducted very informally. Because there is only one librarian, internal assessment is generally comprised of her observations. Marion has noted that many of the students that use the library are not using it for the intended purpose. Rather than coming in to use the libraries available resources, many students come in just to socialize. Marion is hoping that a book club will get students in the library to read.

External Assessments

While no user needs assessment has been completed, an example of an appropriate external assessment follows.

Black Knight Book Club- Interest Survey

1. Would you be interested in joining a book club?
2. What type of book club would you join- everyone reads the same book or everyone is able to choose his/her own book?

3. What time would you like to meet- during lunch or after school?
4. How often would you come to meetings- once a month, twice a month, once a week?
5. What are your suggestions for the club? Think about books to read, places to meet, ways to recruit others, etc.

Benefits, Opportunities, Costs & Risks: Users

Librarian	
Benefits <ul style="list-style-type: none"> • makes job interesting • fulfills need for services in the library • providing another way to support the mission of the school and its curriculum • make necessary connections with teachers and administration • gain knowledge of school population and what materials they like to read 	Opportunities <ul style="list-style-type: none"> • build relationships with students – librarian viewed as helpful • provides insight into collection development • increase in circulation of book club and related items • possibility for expanding to a community reading (entire school reads same book – promotes sense of togetherness) • growth of more specific clubs (comic book, graphic novels, fantasy) • expand program to other schools in district • promote books that are not getting circulated but you think students would enjoy • invigorate literature outside of classroom
Costs <ul style="list-style-type: none"> • time spend developing project, finding books, recruiting students, marketing, running meetings, assessing project successes 	Risks <ul style="list-style-type: none"> • attendance at club may be very low, or students may not attend at all • club could be too overcrowded and hard to manage • students may come just for food or only to socialize, and not be active participants in discussions (or have even read the book at all) • administration may not support club • parents may be opposed to book club

	<p>selections</p> <ul style="list-style-type: none"> • students may all be very shy and afraid to voice opinions during discussion
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Students	
<p>Benefits</p> <ul style="list-style-type: none"> • gain exposure and respect for different viewpoints held by their peers • have a safe place to go and feel respected and non-criticized • provides a level playing field for all involved • confidence builder • develop emotional self-control and self awareness • gain communication, conversational, and information literacy skills • develop critical thinking and reading comprehension skills • develop a sense of empathy for characters in books as well as classmates • extracurricular activities important on resume when applying for job or filling out college applications • when expressing how the club should be run, students take on leadership and management roles 	<p>Opportunities</p> <ul style="list-style-type: none"> • meet students they would otherwise not socialize with • help librarian with collection development by making book suggestions • discover different genres of literature they may have always avoided • create open lines of communication with librarian, parents and teachers on topics that may not otherwise come up • booktalk to classmates • be a part of special activities in the library • potential to begin reading programs and become the leaders for younger students (read to elementary schools classes) • increase in test scores • sense of accomplishment when completing book selection • find that reading is something to enjoy and continue to read for leisure
<p>Costs</p> <ul style="list-style-type: none"> • time to read and attend meetings 	<p>Risks</p> <ul style="list-style-type: none"> • parents may be opposed to book club selections • students don't like book selection and then don't participate again • club may be looked at as an uncool activity and students don't want to be made fun of

Estimate Demand for Service

Without a user needs assessment, it is hard to predict exactly how many students might show up to the first meeting. The librarian's best guess was about ten students. This relatively low number is in line with the literature regarding book clubs (Halpern 41). Most start with only a few members and as word spreads, more students become involved with the club.

Relevant Literature - Planning

Book Selection

While all authors address the issue of book selection, there is not a consensus on how this might be best approached. Drogowski suggests that the librarian use their "expertise" in selecting the material. While this strategy may be appropriate for the first meeting, most authors agree that students need to have some input as to how their club will run.

Elaine Meyers states, "How do you create a successful book club for teens? Ask them what they like, let them choose their own titles, and put them in charge of the program" (32). This can be accomplished by asking students to fill out a questionnaire during the first meeting (Littlejohn 28). They can voice their opinions about what authors, genres, and topics they are interested in. When making decisions, both the students and librarians can then use this information. However, while student input is important, librarians must set limits about what constitutes acceptable book club material. Book club leaders should consider whether they would like to limit student

book choices to their own library collection or allow them to choose from outside sources.

If there is enough demand, the librarian can host a variety of clubs for different purposes. For example, there might be different clubs for mystery lovers, fantasy enthusiasts, or chick lit readers that each meet on different days. In this case, selection becomes more personalized to each group (Littlejohn 29). The responsibility of selection can rotate between members as well (Hoffert 35).

Another possibility is to host a discussion based on one theme that allows a wide variety of books to be included (Demetriadis & Jaeger 47). If the theme is World War II, students have the option to read fiction, non-fiction, poetry or graphic novels, as long as they address the theme in some way. "For these thematic discussions, participants aren't necessarily reading the same titles, but by reading related material they each bring valuable information and a unique perspective to the proceedings" (Hoffert 34). Hoffert argues that this method helps librarians save time and money. Instead of spending time securing titles through inter-library loan or spending money to buy the books, librarians are able to provide materials already in the library (35). This approach may also attract users who don't generally enjoy reading, but are interested in the theme being explored (Hoffert 35).

User base

The potential users for a book club can vary depending on what type of club the librarian hopes to start. For any type of club, the students most likely to be interested are those who consistently frequent the library (McKee 45). Julie Halpern recommends closely observing members who show up to the first few meetings and then specifically

targeting new recruits based on the traits of the current attendees (41). Many book clubs draw from a wide user base. Beverly McKee claims her book club includes all types of students in grades 9-12 from those enrolled in special education, mainstream courses and gifted classes (44). Kunzel and Hardesty suggest listening to teens to determine whom your user base might include and what interests them (27).

Setting

One of the few things book club leaders seem to agree on is when to hold a school book club: lunch. This prevents conflicts with after school activities, like sports and other clubs. To avoid losing time to lunch activities, McKee suggests providing a lunch for students so they are not spending time waiting in the cafeteria to get their meal (44). The date of the meeting will largely depend upon the librarian and students' schedules. One tip that Kunzel and Hardesty offer is to avoid scheduling on Mondays, when many holidays are observed (32). They also suggest that the group meet on a consistent schedule, even if it means some members have to miss certain meetings (32).

While the obvious choice of location would be the library, there are other options. The authors suggest that the club venture to outside locales like a local coffeehouse or park if conditions permit. Most importantly, it is best to hold the meetings in an easily accessible location where students have the opportunity to get comfortable (Kunzel & Hardesty 32). Students find meetings more enjoyable when they have comfortable chairs to sit in and are surrounded by a relaxed and welcoming environment.

However, while setting is important to some, others believe that the place and time are not important; what matters is that students are taking the time to participate (Littlejohn 28).

Budget

There are a variety of ways to attain the funds needed to run a successful book club. The librarian can secure funds by writing grants to help cover the cost of books and supplies. Librarians can also solicit donations from local businesses (Lingo 26). Many establishments will contribute food, supplies or cash to help get clubs started.

If the club decides to read the same book, that will be one of the greatest expenses. To help cover this expense, McKee suggests asking faculty members to donate money or books. Another possibility is obtaining an outside sponsor, like a bookstore or service group, to provide funds.

An active parent group can also be an important advocate in the creation of a book club. Patricia Drogowski describes a parent who helped create invitations for the book club and then volunteered to provide the weekly lunch for students (32).

One mistake librarians should avoid is using collection development money to purchase book club materials. This makes the actual cost of the club unclear and contributes to an unbalanced general collection (Kunzel and Hardesty 35).

Recommendations for Action

Goals & Outcomes

Goal 1: Students will develop understanding relationships with their peers of differing backgrounds and varying opinions.

Outcomes:

- Students will be able to create more positive relationships with their peers, including them more often in activities inside and outside of school.
- Students will be able to explain and demonstrate empathy for characters in club selections and their peers, and make connections to how their experiences compare with others.

Goal 2: Student will mature into well-rounded leaders of their school and community.

Outcomes:

- Students will be able to exhibit self-control during book club discussions and other social situations.
- Students will develop and defend their own opinions and be able to confidently voice these opinions in book club meetings, in the traditional classroom, and in their personal lives.

Goal 3: Student will become competent and confident readers.

Outcomes:

- Students will be able to intelligently discuss book club selections and topics.
- Students will identify how participation in the book club can help to enhance the classroom experience.

- Students will develop the reading comprehension, vocabulary, and listening skills necessary to perform better on tests and other assignments.
- Students will be able to analyze what they have read and integrate critical thinking skills into school and personal endeavors.

Goal 4: The library will be perceived as a safe, welcoming, and vibrant place.

Outcomes:

- Students will express the reasons they enjoy participating in the book club, visiting the library and will, in turn, visit more often.
- Students will recommend the book club to their peers, making the club a well-attended activity.
- Students will indicate that they have created a trusting relationship with librarian, and describe him or her as helpful, undemanding and flexible.
- Students will be able to express feeling respected and included and identify with feeling safe when voicing opinions and discussing ideas during club meetings.

Goal 5: Book club will be created where teen's thoughts, opinions, and feedback are considered valuable and put into action.

Outcomes:

- Students will be able to construct decisions about clubs activities and create answers to issues that arise.
- Librarian will be able to integrate student's decisions about the club and its procedures.

Goal 6: Book club will be viewed as enjoyable and have impact on students love of literature.

Outcomes:

- Students will be able to describe and identify different genres of literature.
- Students will show enthusiasm and participation in meetings.
- Librarian will indicate a growth in circulation of book club selections and similar materials.

Budget

Pilot Budget

The budget for the pilot program is limited as funds for this year are frozen.

However, the library does have about fifty dollars to spare.

Item	Description	Cost
Librarian	The book club will be included in the librarian's salaried duties	\$0
Marketing	Copied flyers	\$0.05/flyer
	Advertisement on the school's televised morning announcements	\$0
	A few strategically placed posters (student made)	\$1.00/poster
Books	Students will be bringing selecting a book from the existing library collection or they will be obtained through interlibrary loan	\$0
Meetings	6 Pizzas (3 for each pilot meeting)	\$24 (Dominos Pizza)
	6 – 2 liter bottles of soda	\$7 (Wegmans)
	Paper plates, paper cups, napkins	\$9 (Wegmans)

Roll-out Budget

The librarian is hopeful that the budget for the 2009-2010 school year will allow the program a bit more flexibility. While an exact figure is yet to be named, the following budget represents how additional money would be allocated if it were received.

Item	Description	Cost
Marketing	Additional posters (professional)	\$9.99/poster
	t-shirts / tote bags for members	\$11.00/shirt, \$7.00/tote bag
	buttons	\$0.89/button
	bookmarks	\$22.00 for 250
Books	Based on the findings of the pilot, the library may choose to purchase multiple copies of titles suggested at club meetings (Example: 10 copies of <i>An Abundance of Katherines</i> by John Green)	\$58.40 (Follett Educational Services) If 10 books are read throughout the year and 10 copies are purchased for the same price as above the total cost for the year would be \$584.00
Meetings	3 pizzas for each meeting all year (approximately 20 meetings)	\$240 (Dominos Pizza)
	3 - 2 liter bottles for each meeting all year (approximately 20 meetings)	\$70.20 (Wegmans)
	Paper plates, paper cups and napkins for each meeting all year (approximately 20 meetings)	\$90 (Wegmans)

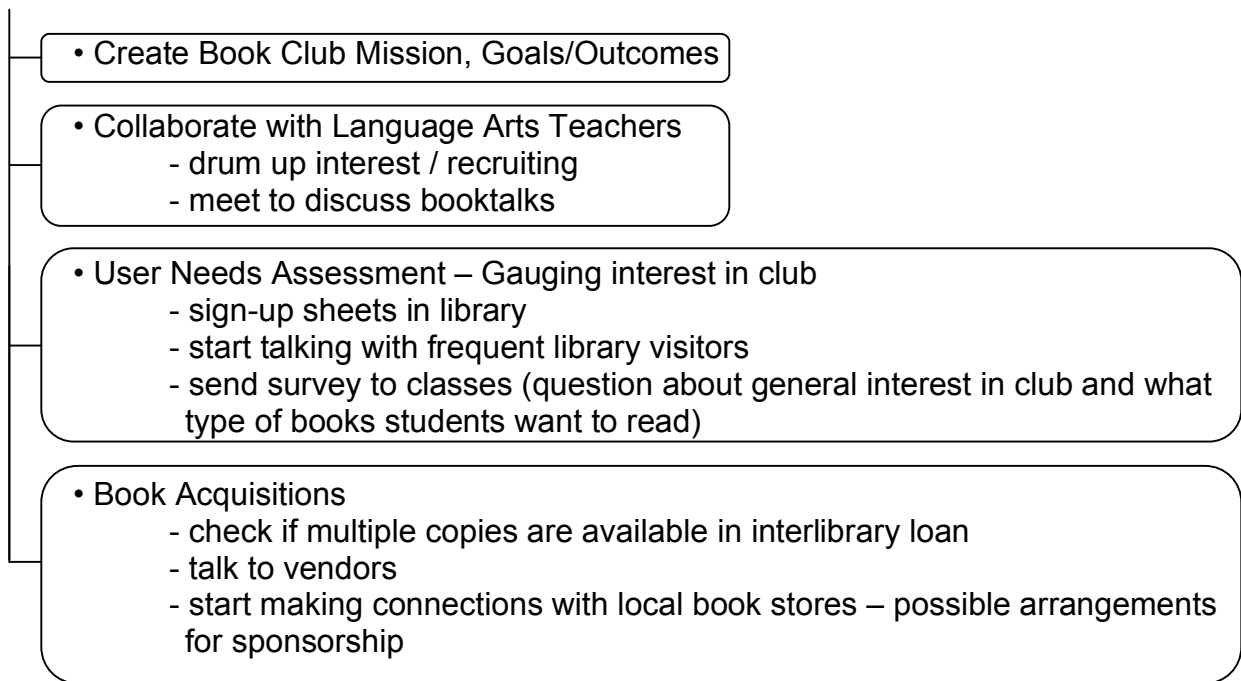
Responsible Parties

Name / Role	Competencies	Conflicting Job Duties	Time Commitments	Deliverables
Marion Bartell, Library Media Specialist, Book Club Leader	<ul style="list-style-type: none"> • knowledge of young adult literature • good report with student body 	<ul style="list-style-type: none"> • as only librarian on staff, she is the only one available for lessons to 	<ul style="list-style-type: none"> • time required for planning, communicating with clerk, administration, and language 	<ul style="list-style-type: none"> • surveys (student interest, assessment) • promotional materials (in

	<ul style="list-style-type: none"> • classroom management • approachable demeanor • respectful • booktalking skills • persuasive promotional skills • enthusiasm for project and book selections • patience, creativity, encouraging, nurturing and committed 	incoming classes of students	arts teachers, running meetings during both pilot phase May/June and full roll-out during 09/10 school year <ul style="list-style-type: none"> • over the summer, time to create and moderate discussion board online 	conjunction with art teachers and students) <ul style="list-style-type: none"> • book club selections to members • online forum for summer discussion
Vanessa Miller, Clerk	<ul style="list-style-type: none"> • acquisitions (help Marion obtain book club materials) • general knowledge of all library tasks to answer students questions while club is in session and Marion is unavailable 	<ul style="list-style-type: none"> • will need to fill in for role of librarian during meetings 	<ul style="list-style-type: none"> • if club is held after school, may need to stay in order to cover front desk 	
Language Arts Teachers	<ul style="list-style-type: none"> • knowledge of young adult literature • good report with student body • commitment to project • enthusiasm 		<ul style="list-style-type: none"> • meetings with Marion regarding student recruitment • small portion of classroom time for booktalking 	

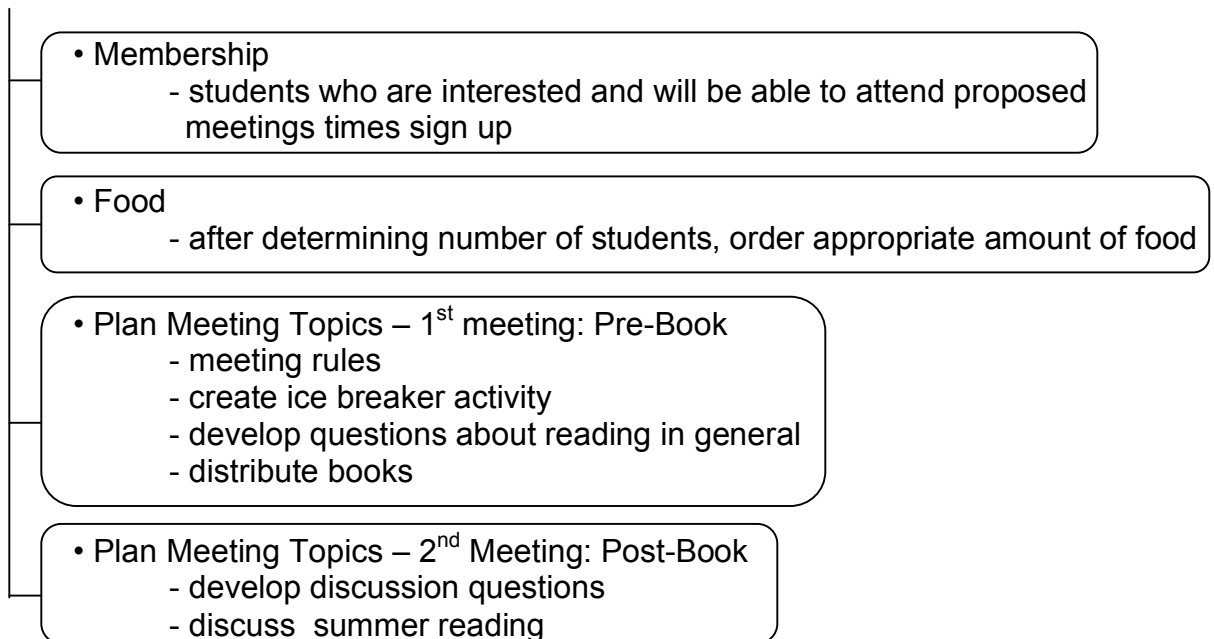
Workflow

Stage 1: Pre-Pilot Phase



----- INITIAL MARKETING PERIOD -----

Stage 2: Pilot Phase – First Meetings



----- INITIAL ASSESSMENT PERIOD -----

Stage 3: Summer 2009

- create forum for online discussion
 - post topics and participate with students who are discussing what they are reading during the summer
- contact students a few weeks prior to school and announce meetings dates, possible club book selections

----- MARKETING & ASSESSMENT THROUGHOUT SCHOOL YEAR -----

Stage 4: 2009 – 2010 School Year

- Membership
 - continue to recruit students (new incoming 9th grade class)
- Meeting plans
 - create consistent schedule for bi-weekly or monthly meetings

Action Plan and Timeline

Stage 1: Pre-Pilot Phase

*** Items with star may need to wait for full roll-out in September*

Task	Responsibility	Time Frame
<ul style="list-style-type: none"> • determine goals of book club <ul style="list-style-type: none"> - write mission statement, goals and outcomes 	Marion	May 1- first meeting (May 18-22)
<ul style="list-style-type: none"> • Grants / Funding Sources <ul style="list-style-type: none"> - research possible grants for after school programs, making sure to check deadline dates** - check library funds to see what food and other supplies can be purchased 	Marion	May 1 – first meeting (May 18-22)
<ul style="list-style-type: none"> • Contact school administration <ul style="list-style-type: none"> - present book club idea to principal - come up with plan for collaboration with language arts teachers** 	Marion	May 1 – first meeting (May 18-22)
<ul style="list-style-type: none"> • Contact school staff** <ul style="list-style-type: none"> - email / distribute memo to all staff about club plans 	Marion	May 1 – first meeting (May 18-22)

<ul style="list-style-type: none"> - contact language arts teachers about collaboration, set meeting time(s) with set of interested teachers 		
<ul style="list-style-type: none"> • Meeting with language arts teachers** <ul style="list-style-type: none"> - discuss club purpose - help with recruitment - possible booktalking sessions - pool resources together when acquiring books 	Marion / Language Arts Teachers	May 1 – first meeting (May 18-22)
<ul style="list-style-type: none"> • User Needs Assessment <ul style="list-style-type: none"> - ask frequent library visitors if interested - pass out short survey in language arts classes (what are you interested in reading, what do you like to read, what times work best for you to meet) - create sign-up sheet at front desk in library - place box outside of library where students can place finished surveys 	Marion	May 4-8
<ul style="list-style-type: none"> • Book Acquisitions <ul style="list-style-type: none"> - gather information from surveys about what students are interested in reading and create a list of possible titles - choose shorter/simpler books for first meeting (time crunch with end of school, don't want to build frustrations early on with items that seems impossible to finish or overcomplicated) <p><i>If students all read the same book:</i></p> <ul style="list-style-type: none"> - check to see if multiple titles are available through ILL and if they would be received by meetings date - look for audio version of selection that students can listen to in library during free time - start making connections with vendors about getting deals on multiple copies (and even if they are returnable) - start conversations with local book stores to see if they would be interested in sponsoring the club or helping with funding for books and snacks <p><i>If students all read different books:</i></p> <ul style="list-style-type: none"> - create a list of books already available in library for students to choose 	<p>Vanessa</p> <p>Marion</p> <p>Vanessa</p> <p>Vanessa</p> <p>Marion</p> <p>Marion</p> <p>Marion</p>	May 11-15

Stage 2: Pilot Phase

Task	Responsibility	Time Frame
<ul style="list-style-type: none"> • Meeting time <ul style="list-style-type: none"> - decide on two meeting times based on students requests from surveys (choose one during a lunch period, and one after school) - check library schedule to make sure there is nothing conflicting with classes coming to the library - announce meeting times and the book selection on morning announcements, directing students to sign up to attend (create interest: "You will need to sign up for a book club session so I know how much pizza to get") - inform students that first meeting will be a general meeting where decisions about the club will be discussed 	Marion	May 11-15
<ul style="list-style-type: none"> • First Meeting Preparations <ul style="list-style-type: none"> - write up ice breaker questions - purchase name tags - order food based on the number of students who are attending (pizza and soda for lunch time, snack food and soda for after school) - get paper products for serving food - write up basic discussion questions - pull books together and create a display (if each student will read a different book) - create a flyer containing book and author information, useful websites, and plot synopsis to go along with book (if students are all reading the same book) - get large easel, post-it notes, markers 	Marion Vanessa Vanessa Vanessa Marion Marion Marion Vanessa	Few days before first meeting is scheduled
<ul style="list-style-type: none"> • First Meeting <ul style="list-style-type: none"> - arrange furniture for appropriate number of students (tables would work best for students meeting during lunch, groups of chairs better for after school) - welcome students and do ice breaker activity - write rules of club out together as a group on easel (see Appendix B for sampling of possible rules) - discuss different tasks students can perform and ask for volunteers (see Appendix C for 	Marion & Vanessa Marion Student Volunteer Marion	May 18-22

sampling of different roles) <ul style="list-style-type: none"> - distribute books / allow students to choose from display - distribute post-it notes and encourage students to mark sections as they read that they want to discuss - discuss when club should meet again, making sure to consider how long students think it will take them to complete the book (because of time crunch and end of school, 2 weeks is suggested) - collect email address to send reminders about 2nd meeting for participants and volunteers 	Marion Marion Marion Marion	
• 2 nd Meeting Preparation <ul style="list-style-type: none"> - create open invitation to all students, even if they didn't attend the first meeting or read the book - prepare discussion questions - start setting up forum for summer reading discussions 	Marion	June 1-5
• 2 nd Meeting <ul style="list-style-type: none"> - furniture arranging, food set up - book discussion - discuss summer reading with students 	Student Volunteers Marion	June 8-12

Stage 3: Summer 2009

Task	Responsibility	Time Frame
• create and maintain forum <ul style="list-style-type: none"> - post topics prompting students to discuss their summer reads, or give opinions about what should be read during school year 	Marion	Summer 09
• assess which meeting times worked out best, and start working on a schedule, keeping in mind professional development days, holidays, school breaks	Marion	Summer 09

Stage 4: 2009 – 2010 School Year

Task	Responsibility	Time Frame
• Membership <ul style="list-style-type: none"> - continue to recruit new students (especially 	Marion	September 09

incoming Freshman class)		
<ul style="list-style-type: none"> • Meeting Preparations <ul style="list-style-type: none"> - create consistent schedule for bi-weekly or monthly meetings - take what was learned during pilot phase and expand and improve upon – What worked, what didn't? 	Marion	September 09

Communication Plan

Internal:

Name	What Type of Communication	What Will Be Communicated	How Often
Marion Bartell and Vanessa Miller	<ul style="list-style-type: none"> • face to face • email 	<ul style="list-style-type: none"> • meeting times • book choices • attendance • vendor information • student feedback • what should be done while meeting is in session 	<ul style="list-style-type: none"> • daily basis • any time there are changes

External (between Marion/Vanessa and external stakeholders):

Name	What Type of Communication	What Will Be Communicated	How Often
Students	<ul style="list-style-type: none"> • face to face • surveys • formal invitations • morning announcements • during language arts classes • email 	<ul style="list-style-type: none"> • thoughts on the club • meeting times • book selection 	<ul style="list-style-type: none"> • two weeks before meetings • reminders the day before and day of meetings • any time there are changes
Administration / Staff	<ul style="list-style-type: none"> • face to face • school memos • email 	<ul style="list-style-type: none"> • book club goals and outcomes • meeting times 	<ul style="list-style-type: none"> • prior to start of project • September 09

Security – Rome Free Academy	<ul style="list-style-type: none"> • face to face 	<ul style="list-style-type: none"> • what vendors to expect and when they will be arriving 	<ul style="list-style-type: none"> • morning of each meeting
BOCES	<ul style="list-style-type: none"> • email • phone 	<ul style="list-style-type: none"> • what is available through ILL • grants/funding questions 	<ul style="list-style-type: none"> • prior to start of project • when books have been selected
Parents	<ul style="list-style-type: none"> • letter/mail 	<ul style="list-style-type: none"> • book club goals and outcomes • how they may want to get involved (read same book as student – open lines of communication for subjects that may not otherwise arise) 	<ul style="list-style-type: none"> • Fall 2009 (after a few meetings and here is a better idea of who the regular attendees will be)
Rome City School District	<ul style="list-style-type: none"> • email • phone 	<ul style="list-style-type: none"> • meeting times (put in school calendar, on district website) 	<ul style="list-style-type: none"> • September 09 • any time there are changes
Book Vendors	<ul style="list-style-type: none"> • email • phone 	<ul style="list-style-type: none"> • book requests • sponsorship opportunities 	<ul style="list-style-type: none"> • September 09
Food Vendors	<ul style="list-style-type: none"> • phone 	<ul style="list-style-type: none"> • contact information • what food is ordered • directions to school • parking and where to enter building • security procedures 	<ul style="list-style-type: none"> • prior to each meeting
PTA	<ul style="list-style-type: none"> • email • phone • mail 	<ul style="list-style-type: none"> • book club goals and outcomes • possible fundraising opportunities • meeting times (to 	<ul style="list-style-type: none"> • September 09

		publish in newsletter)	
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Pilot Test

Since Marion is unsure of what times will work best for students, we think the pilot test should attempt to involve as many students as possible. After assessing the surveys initially filled out by students, Marion can choose two different times for students to meet, during lunch and after school. Rome Free has multiple lunch periods, so not every interested student would be available during a single lunch period. During these first meetings, students can discuss what they like about reading, what draws them to the books they read, and what they would like to see in a club. More about the pilot portion of the program has been described in the action plan above.

Scalability

If the pilot determines that the book club is more popular and well attended than expected, the librarian must be prepared to make some adjustments. In order to make the club more manageable, the librarian might choose to divide one large club into several smaller ones. This could be done based on the times students are available to meet or differing reading interests. Another option would be to add an online component to the discussion available to all students. The librarian might also wish to recruit other members of the school community to lead a group. Finally, if the clubs are so successful that multiple meetings need to be held, the librarian may need to find

additional financial resources. Some options include grants, fundraisers, obtaining outside sponsors, or donations from the PTA or others in the community.

If the program is not as well attended as planned, the librarian can take steps to make the program more desirable to students. Marketing can be adjusted to appeal to what students are most interested in. The club could also meet more informally, perhaps just a few students with the librarian whenever members are available. Hopefully, these students will spread the word that book club is a fun activity and additional members will follow.

SWOT Analysis

Strengths	Weaknesses
Great physical space Dedicated and enthusiastic librarian Large and diverse collection	First program ever launched by the library Only one librarian on staff Unknown budget
Opportunities	Threats
Large student body Popularity of fantasy literature and the "Geeks are Cool" phenomenon	Lack of student interest Inappropriate student book choices Conflicting activities (sports, other clubs, etc.) Other area or online book clubs

Assumptions

Because no user needs assessment has been conducted, it is assumed that students are interested in participating in a book club. It has also been assumed that more funds will be available for the book club next year. Our final assumption is that the district will not hire anyone new and that Marion will continue as the sole librarian.

Reflection

Jenifer Arnold

Working on this project has been a new experience for me. Planning for an event several months away is not something a procrastinator like me is accustomed to. However, being able to map everything out on paper is a satisfying experience. Completing the planning exercises makes it easier to see where problems are most likely to occur and hopefully allows us to avoid as many issues as possible. I have enjoyed focusing on what is needed and finding the best way for the library to meet that need.

One aspect of the planning process that is more frustrating is the sense that we are missing something. Because we are not the librarians at Rome Free Academy, it is hard to pretend that we know what the students could benefit from. However, I can see how an outside perspective would be helpful to a librarian who doesn't have much time to concentrate on anything outside her already long list of duties.

Overall, I am enjoying planning a library service, especially because I know these skills will be invaluable when I am the busy librarian with a long list of things to do.

Denice Buchanan

While working on this assignment, I reflected on how many other projects I have worked on in the past, and how better prepared I would have been if I had taken things step by step as had been done in this assignment. When breaking each aspect of the project into manageable sections, a clear picture is formed on what needs to be done to accomplish the goals and outcomes.

While creating a workflow, action plan and timeline was important, I felt like we were being repetitive with many items and thought about if there was a way to combine these items. After reading and re-reading the action plan, I had begun to worry. Would Marion see all that we had suggested be done between the time she get this project plan and the end of the school year she instantly became overwhelmed and didn't want to go ahead with the project? After Cathy, the second librarian working at Rome Free, left her position, Jen and I had to decided how to proceed. Should we assume they would not hire anyone until the following school year, hire someone almost immediately, or, with the constant budget cuts, possibly not hire anyone at all? We are glad that the district was able to hire someone relatively quickly, and that they will be able to assist in the development of the club (despite that we proceeded with the assumption that no one would be hired).

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Marketing Plan

Introduction

The book club at Rome Free Academy is still in a very early stage of planning, and there is currently no marketing in place for this new service. This is also the first time a service where students' participation plays a major roll in its success has been implemented by Marion during her time at Rome Free. The research and understanding of the school population and the creation of an imaginative marketing plan has the potential to draw students into the library and encourage them to join the book club. When creating marketing materials, Marion may experience a trial and error period to really discover what the teens of Rome Free respond to.

A large portion of the current budget for the program, which is fifty dollars, will go to food and beverages, the food being a marketing tool in itself. We hope the draw of free food will bring students to the club meetings and eventually come to realize that they enjoy the conversation, the social aspect, and reading for enjoyment and with their peers. Although some of our marketing ideas cost money, we also suggest several free or low cost options that can be extremely effective.

Teenagers are on the lookout for places to socialize in and outside of school. Although not so outwardly expressed, we feel they look for places where they feel comfortable with expressing their opinions and ideas, where they fit in, are respected and not judged, and where they feel like an integral part of a group. In an extracurricular activity, such as the book club, teens may be looking to take a break from the grind of the typical school day. The last thing they are interested in is being told what to do, getting pressure from teachers, taking tests and being graded. Since

there are not other extracurricular services offered by the library, the book club has the potential to fulfill these needs.

In general, we want our marketing campaign and its main slogan, “Read it Out,” to show students the benefits that come from reading and participating in discussion about topics that are sometimes hard to understand.

Relevant Literature - Marketing and Promotion

Creating a Brand

Several authors note the importance of treating a new book club as if it is a new business. The first matter of business is a name for the club, which can be created by the organizing librarians or in collaboration with group members at the first meeting. The club name and partnering logo can be imprinted on bookmarks, posters, buttons, and, as the club grows, on t-shirts and tote bags (Lingo 27). Since art students would have a better grasp on what their peers find appealing, Kunzel and Hardesty suggest working with the schools art department to create marketing items (Kunzel & Hardesty 83). This partnership also taps into a branch of students who may not be frequent library visitors.

Recruitment

As with any library service, a librarian’s recruitment effort plays a pivotal role in the success of the book club. Getting teens to participate willingly in any school activity can be a challenge, and initial recruitment and growth of the club can be a slow process (Kunzel & Hardesty 90). Understanding what might draw the teen population to a book club is an essential part of the recruitment process. Will they be hoping to connect with

other readers, looking for an outlet to express and discuss their ideas freely, or just wishing to escape the overcrowded cafeteria during lunch (Kunzel & Hardesty 28)?

The most obvious choice of who to recruit into the book club are those students who are frequent library visitors. Talking with these students, paying attention to the materials they check out, and urging them to spread the word is a powerful way to start (McKee 44). Several articles express the importance of building solid relationships with language arts teachers, not only to help with recruitment, but as another resource for obtaining multiple copies of books for club members. To develop interest, booktalking the club's selections can be done in language arts classes. This also provides the opportunity to pass out sign-up sheets and flyers with the basic plot, author facts, and a calendar of meeting dates. Language arts teachers may also be willing to grant extra credit or bonus points to the students who participate in the book club (Lingo 26). Other incentives can include invitations to special events, having members write book reviews online, or getting the first look at new books as they arrive at the library (Kunzel & Hardesty 82). Members could also be given permission to work at book fairs, help in the selection of popular items, such as graphic novels, or do booktalks in classes or online (Lingo 27). Suzanne Hall, a teacher-librarian at Maple Ridge-Pitt Meadows Elementary School in British Columbia, found tremendous growth in her book club after she started offering members the opportunity to participate in field trips and school sleepovers. Membership grew from 20 students to 120 in four years (32). Librarians Linda Jaeger and Shelia N. Demetriadis were able to entice new participants to the Mosby Middle School Book Club by offering prizes for bringing friends or writing the most online book reviews (47).

In order for the book club to grow, students who are not frequent library visitors or recreational readers should also be actively recruited. One way the literature suggests doing this is by enlisting the help of teachers who have developed good relationships with the student body. Lingo proposes asking the “coolest, youngest male teacher” to join the book club, with the hope that students, especially male, would follow suit (26). Several different groups of students, those that are looked up to as well as those who are shy and timid, should also be approached (Lingo 26). A comic book club at the Francis W. Parker School in Chicago went from 1 participant to 10 after the librarian, Julie Halpern, was able to actively approach and recruit students who she thought would enjoy not only comic books, but finding a place where they belonged (Halpern 41).

Paying attention to where students get their information can affect how the librarian should go about their promotional efforts. An advertisement or story about the club would have a large impact if placed in the daily school newspaper that no student goes without reading. A fresh, new poster on the bulletin board that several students meet at before lunch is much more likely to be read than the one down the hall with much less traffic. Promotional materials, such as bookmarks, can be placed inside frequently checked out items, in study carrels, and by each computer. If students frequent the science fiction section of the stacks, flyers can be heavily placed among these shelves (Kunzel & Hardesty 84). Several authors also suggest spreading the word during the morning announcements or even appearing on the schools news program.

Book club promotion should also be spread to the schools community. Activities of the club can be published in the PTO newsletter, district calendar, and on bulletin boards in local coffee shops, comic book stores, and other frequent teen hangouts (Kunzel & Hardesty 84).

Creation of a Web Presence

An online presence is a very popular way to reach teens and get them involved in a book club. Librarians can create a page on the media center site devoted to the club and its activities. Sites can feature current, past and future book selections, a calendar of meetings and events, and links to author sites. Other information, such as why book clubs are beneficial to teens and links to the benefit of reading will appeal to parents, administrators, and other supporters (Kunzel & Hardesty 85). One author recommends posting booktalks on YouTube, blogging about the events of the book club, and creating a Facebook group (Abram 23).

Marketing Goals and Outcomes

Goal 1: The marketing campaign will increase awareness of the book club among students, staff and administration.

Outcomes:

- The number of student participants will increase by at least 25% from the pilot to the end of the 2009-2010 school year.
- Students will talk about the book club with their peers.
- 75% of students will know that there is a book club and will be aware of when the club meets.

Goal 2: The marketing campaign will promote the library as a place that is relevant and welcoming to students.

Outcomes:

- Students will come to the library as their first stop for information.
- Students will ask the librarian for assistance when needed.
- Students will recommend the library's services to other students.

Goal 3: The marketing campaign will promote the idea that reading is an entertaining and enjoyable activity.

Outcomes:

- Students will discuss books outside of the club and classroom.
- Fiction titles will circulate at least 10% more than before book club started.
- Students will seek book recommendations from the librarian and other sources, such as student produced YouTube videos

Target Audiences

Internal Target Audience

Teachers and Staff at Rome Free Academy

Although the marketing of the book club is primarily to the students of the school, the teachers, especially those in the language arts/English department, will need to be on board to help Marion in her promotion efforts. The teachers and school staff need to be aware of the book club and its goals for students and the school as a whole. We hope that not only will teachers be willing to have Marion come into the classroom to initially promote the club this year, but allow for booktalks of club selections throughout

the 2009-2010 school year as she continues to recruit students. There are nine (all female) English teachers at Rome Free, and arranging to speak with each class reaches the entire school population. These teachers need to show enthusiasm for the club, be able to answer student questions, and be aware of the meeting schedule.

School and District Administration

The administration at Rome Free consists of one principal, four vice principals, six guidance counselors, and two school psychologists, all of whom need to be aware and on board with the program. They should have an understanding of what the book club can provide their students, be aware of the goals and outcomes, know the clubs schedule, and be able to provide interested students with the necessary steps to join the club.

External Target Audience

Students at Rome Free Academy

As in any high school, the population at Rome Free includes very diverse group of students. Without the students' active participation, the club is unsuccessful. As of 2007, there were 1750 students enrolled at Rome Free, 90% of them white. Although that doesn't make for a very ethnically diverse population, the range of students' interest does. The student body consists of a great variety of subcultures. Each student doesn't fit into one category or the another, but the clubs marketing materials needs to reach student athletes, those on the honor roll, computer and tech savvy students, goth, emo and preppies, skaters, readers and non-readers. Each group listens to different music, dresses differently, and, if students do read, choose to read variety of different

things. Despite the administration of every school wishing these subcultures didn't exist, these types of groups, and many other types, appear in every school throughout the county.

The teenage population likes to communicate by face-to-face interaction, text messaging, talking on cell phones, and through Facebook and other social networking sites. Marion will need to tap into these resources to be able to reach the student population and make an impact on them.

Several book club competitors can be found online that could deter students from joining the club at school. No need to have a Barnes & Noble in your neighborhood, teens can now go online and discuss their favorite books with other teens around the world. Several other online book clubs are also available, all of which allow students to be more anonymous, a factor that would appeal to those students who are embarrassed or to shy to participate in a face-to-face forum. Another competitor, Jervis Public Library, located in Rome, has hosted book club activities in the past. Attempting to deal with teens busy social, work, and sports schedules and potential lack of enthusiasm may be the biggest challenge to overcome.

Parents of Rome Free Academy Students

The club should inform parents about the benefits of the club and make it clear that reading more often will improve students test scores, better preparing them for what follows high school. It is also important to let parents know the clubs position on being free from judgment, and that difficult topics may be a part of discussion with the hope that teens will then continue these discussions with their parents.

Positioning Statement

The Rome Free Academy Book Club is an organization that gives students a forum to voice their opinions while discussing books and issues that are relevant to their lives. By contributing to discussions, students will learn how to express themselves while also learning how to respect the opinions of others. Through participation in the club, students will acquire increased reading comprehension skills as well as an appreciation for literature and a desire to read beyond what is required.

Key Messages

Internal – Teachers and Staff / Administration:

- Teens who read for fun and read more often score better on tests.
- Reading puts students on the right path for success in their studies and in future endeavors.

External – Students:

- We provide the food, you provide the conversation.
- A club where you run the show.
- Read what YOU want to read (and you don't even have to worry about grades!).
- Feeling stressed? Overwhelmed? Alone? We don't just talk it out, we Read it Out.

External – Parents:

- Providing students an escape, where the discovery of new insights and adventures are available with every turn of the page.

Message Delivery Strategies

Tools

Web Site

One important thing about the creation of a webpage promoting the group is that it needs to be easy to find and have a short, memorable URL. We suggest creating a separate page for the book club that would feature current selections, links to YouTube booktalks and book reviews, photos of club activities, a calendar of meeting and other events, links to author sites, a summary of club activities, and an open invitation to all students to join. A section for parents and possible group supporters should also be created that features literacy issues and statistics (how many members attend each meeting, has the club grown?), and reinforcing the positive aspects of reading. A link to this new club site can be placed on the current library media site.

YouTube and Facebook

With the growing popularity of Facebook, Marion can create a group where students can discuss the titles they are reading, view a calendar of events, make suggestions about potential titles, and write reviews for potential members to read. YouTube provides the opportunity for students to do video booktalks and book reviews for their peers to see.

Posters

We propose doing two types of posters that promote the book club, one student created, and the second something more professional to be permanent fixtures around the school. During the pilot phase of the program, we suggest Marion work with students in studio art and multimedia design classes in creating posters that promote

the club and its meeting dates. Students tend to relate to and pay more attention to items created by other students. Marion could also recruit those students who are frequent library visitors to create simple posters using just colored poster boards and markers. Once the club is in its full roll out stage next year and Marion has a better idea about her budget, more professional posters can be created. Marion can collaborate with the art teachers and get their assistance with layout and design, and get posters printed relatively cheaply at Kinkos or another online printer. With the permission of the photographers, images can be taken from Flickr and used to create compelling posters that attract a wide range of student groups.

Bookmarks

Marion can create bookmarks for a very minimal amount of money, and, when strategically placed, have the potential of reaching a large number of students.

Bookmarks, created by cutting colored copies into strips, can be placed in each book that is checked out of the library, put in books and graphic novels that are currently in the stacks but are frequently checked out, and placed on tables in high traffic areas, such as by computer clusters and in study carrels. Later, when Marion has more of a budget for marketing materials, laminated bookmarks can be ordered and given to current and potential members.

Flyers

Flyers, with information about what books are currently being read, meeting times, possible book selections, author information and trivia can be hung in the stacks near popular collections in the library. These can also be passed out in language arts classes.

Morning Announcements

Rome Free is fortunate to have a morning news program that is broadcast on each television in the school during homeroom. This allows Marion and possibly other group members, to reach the entire school. Club announcements, such as meeting times, book selections, and even booktalks can be done through this medium.

Student Incentives

To entice students to join the book club, Marion can collaborate once again with Language Arts / English teachers. An incentive, such as participants of the book club getting extra credit or bonus points, is one possibility. Marion can also offer members the opportunity to help with collection development and giving those students the option of getting to check these new arrivals first.

Word of Mouth

Potential members will be informed of the club by Marion and Vanessa, the other teachers, and their peers. Students who are frequent library visitors should be informed about what the book club is, when the next meeting is and that bringing friends is highly encouraged. To gain student interest and encourage students to ask questions, Marion and Vanessa can wear buttons that simply say, "Wanna Read it Out?" We also encourage the distribution of buttons to enthusiastic students, prompting students who don't attend the library to ask the same questions. Another part of this strategy is for Marion to visit classrooms and booktalk face-to-face.

Newspaper Story

Marion can reach out to both the school newspaper, the Knights Times, as well as the Rome Sentinal, encouraging a story be written up about the club and its activities.

Action Plan and Timeline

Pre-Pilot Phrase

Task	Responsible Party	Time Frame
Posters <ul style="list-style-type: none"> One of a kind posters created to promote the book club 	Art Students	May 1-May15
Announcement <ul style="list-style-type: none"> Outline what students should say on morning announcement program 	Marion	First week of May
Word of Mouth <ul style="list-style-type: none"> Mention the book club when checking out books or interacting with students 	Marion and Vanessa Language Arts Teachers	May 1-15
Bookmarks and Flyers <ul style="list-style-type: none"> Create a design that includes all vital info as well as a "hook" Copy and distribute 	Marion Vanessa	First week of May

Pilot Phase

Task	Responsible Party	Time Frame
Word of Mouth <ul style="list-style-type: none"> Mention book club during everyday interactions 	Students, Marion, Vanessa	ongoing
Announcement <ul style="list-style-type: none"> Students working on the morning announcement program will talk up the book club 	Students	Everyday the week before the first meeting
Facebook Page <ul style="list-style-type: none"> Create a group that students can join Post important book club information as well as book reviews, author sites, links to YouTube, etc 	Marion	1 month before initial meeting
Website		

<ul style="list-style-type: none"> Create a website that allows students, parents, and teachers to learn about and participate in the book club 	Marion	1 month before initial meeting
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Summer 2009

Task	Responsible Party	Time Frame
Maintain Website <ul style="list-style-type: none"> update book reviews include links to new YouTube reviews 	Marion	Intermittently through the summer
Maintain Facebook Group <ul style="list-style-type: none"> Post questions regarding what students would like to read when they return in the fall Post reviews regarding personal reading selections appropriate for high school students 	Marion	Intermittently through the summer

2009-2010 School Year

Task	Responsible Party	Time Frame
Posters <ul style="list-style-type: none"> more permanent, professional posters promoting the book club 	Marion and Art Teachers	September 2009
Booktalks <ul style="list-style-type: none"> short previews of books to be read by the club delivered in Language Arts classes 	Marion	September 2009
Bookmarks, Flyers, Table Tents <ul style="list-style-type: none"> design, including meeting times and book information copy and distribute 	Marion Vanessa	September 2009

Budget

Item	Supplies	Cost
• Student made posters	• poster board	• \$4.79 for 10 (Staples)

	• markers	• \$3.79/box of 12 (Staples)
• “Professional” Posters	• print ready artwork	• \$9.99 for 24”x36” (www.fullsizeposters.com)
• bookmark (“homemade”)	• artwork • copy paper	• \$9.49 for 500 sheets (Staples)
• bookmark (professionally made)	• artwork	• \$22.00 for 250 1.5”x7”, glossy paper (www.gotprint.com)
• YouTube Videos, Group Photography	• camera • memory card • tripod	• \$84.22, Kodak EasyShare (photo and video capabilities, Amazon.com) • \$18.99, 4GB SD Memory Card (Target.com) • \$13.09, Kodak Digital Camera Tripod (Amazon.com)
• flyers, table tents	• copy paper	• \$9.49 for 500 sheets (staples)
• website, Facebook, YouTube	• computer (currently have)	• free (www.epals.com)
• tshirts, totebags	• print ready artwork	• \$11.13 each for 35 tshirts and \$6.94 each for 100 totebags (black w/ white text, customink.com)
• buttons	• print ready artwork	• \$0.89 each for 100 1.5 inch round buttons (yourcustombuttons.com)

Responsible Parties

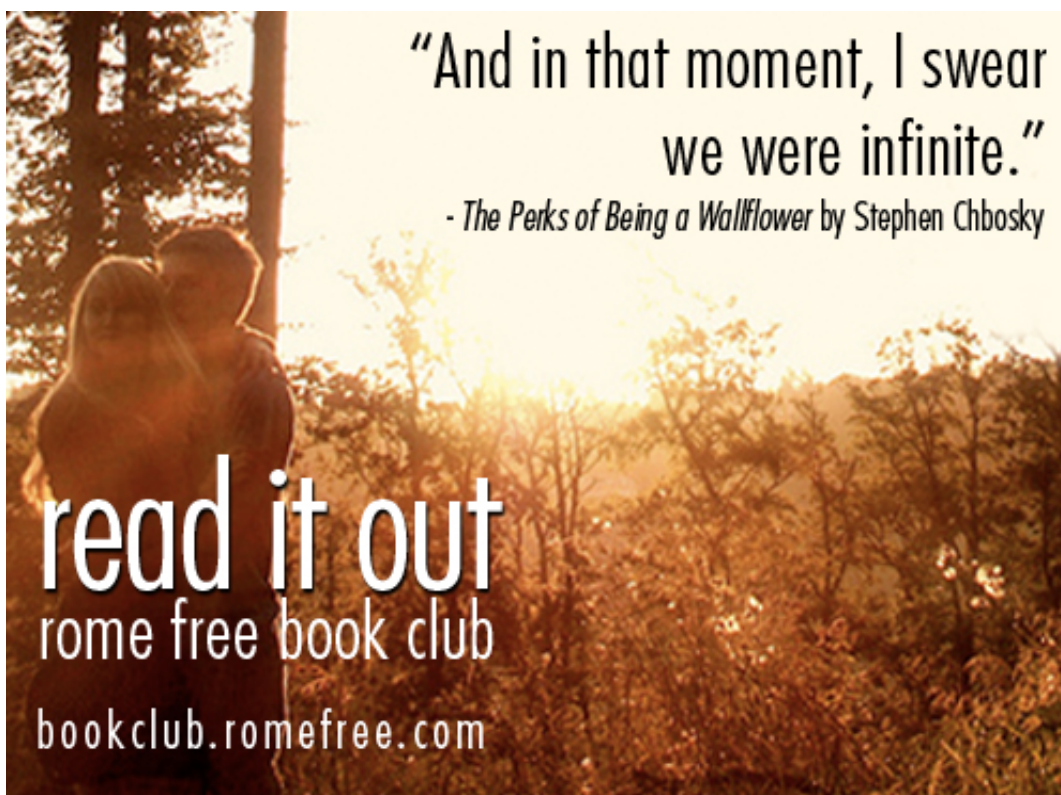
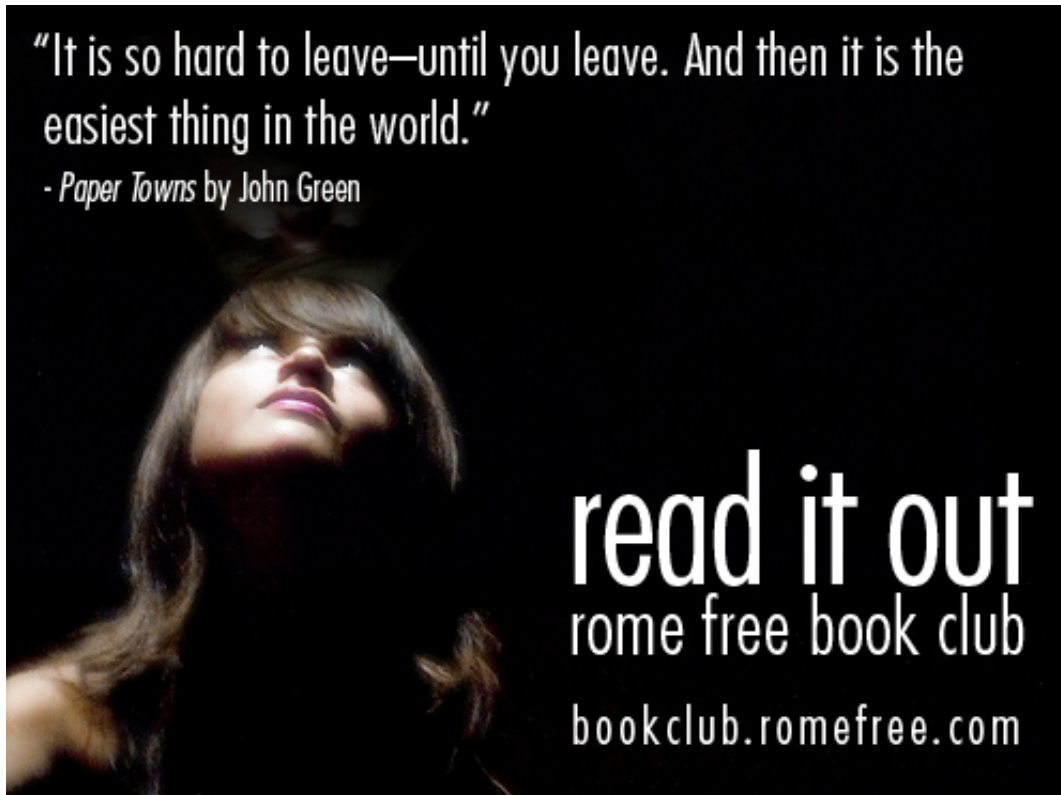
Name / Role	Competencies	Conflicting Job Duties	Time Commitments	Deliverables
Marion Bartell, Library Media Specialist, Book Club Leader	• good rapport with students and teachers • knowledge of website creation tool • willingness to experiment with Adobe	• as only librarian on staff, Marion has many other library duties that may take precedence over book club activities	• 3-4 hours	• new book club website
			• 1 hour	• Facebook group
			• 3-4 hours	• bookmarks, posters, flyers, and table tents promoting the book club

	<ul style="list-style-type: none"> Photoshop • proficient in Microsoft Publisher and Word • booktalking skills 		<ul style="list-style-type: none"> • 10 minute sets in several language arts classes throughout the day 	<ul style="list-style-type: none"> • booktalks introducing the club's selections
			<ul style="list-style-type: none"> • 30 minutes 	<ul style="list-style-type: none"> • message to be shared with students via the morning television show
Vanessa Miller, Clerk	<ul style="list-style-type: none"> • ability to operate copier • knowledge of well traveled, highly visible areas of school for promotion placement • commitment to project • enthusiasm 	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • one to two hours each time posters and other materials need to be produced and distributed 	<ul style="list-style-type: none"> • copies of bookmarks, posters, etc. • place marketing materials in appropriate areas around the school • verbal, informal promotion of book club
Language Arts Teachers	<ul style="list-style-type: none"> • knowledge of young adult literature • good report with student body • commitment to project • enthusiasm 	<ul style="list-style-type: none"> • none 	<ul style="list-style-type: none"> • 15 minute meeting with Marion to learn the basics of book club • 10 minutes of classroom time for booktalking 	<ul style="list-style-type: none"> • verbal and informal promotion of book club • incentives for student members
Art Teachers	<ul style="list-style-type: none"> • proficient in Adobe Photoshop • willingness to assist in creation of marketing materials 	<ul style="list-style-type: none"> • regular teaching duties 	<ul style="list-style-type: none"> • 5 hours after school 	<ul style="list-style-type: none"> • images for marketing materials
Art Students	<ul style="list-style-type: none"> • creativity • basic knowledge of 	<ul style="list-style-type: none"> • other required art projects 	<ul style="list-style-type: none"> • free time after class projects have been 	<ul style="list-style-type: none"> • promotional posters

	book club		completed	
Student Members of the Book Club	• enthusiasm for the book club	• none	• a few minutes in conversation	• verbal, informal promotion of the book club

Mockups of Selected Marketing Materials

Poster Ideas



Button



Bookmark

"It's like I'm trapped
inside somebody else's
life. I want out."
- Bottled Up by Jaye Murray

read it out
rome free book club

Meets the 2nd and 4th
Tuesday of every month
2:30 - 3:30

Library Media Center

all are welcome!

bookclub.romefree.com

Reflection

Jenifer Arnold

Once again, marketing is a new endeavor for me. The true geek in me was thinking, “Why would you even market a book club- reading is awesome all by itself.” However, my experience as a teacher has shown me not everyone thinks like that. I thought the most challenging aspect was coming up with a slogan and campaign that kids would think was cool while not ignoring the fact that it was still a book club. Thankfully, Denice is masterful with Photoshop and also quite clever. She designed and created the mockups.

While the marketing campaign was challenging, I learned how much can be done with very little. Many effective tools, like the website, can be done for the cost of time. I also found that it is important to get others on board. I assumed we would be marketing strictly to students. However, focusing on teachers, administrators and parents helps you gain support for your cause. Those marketing efforts could provide you with champions or even volunteers.

Denice Buchanan

After discovering that we had a \$50 budget for our entire book club service, I immediately thought we were in trouble, thinking, “what are we really going to be able to do with that little amount of money?” After thinking about our main target market, the Rome Free student body, I began to realize that one of the best promotional strategies was free of charge, and that was booktalking. Jenifer and I have both participated in booktalking to our peers in a previous youth services course, and understand the power

behind this technique. If Marion's collaborations with language arts teachers are successful, she will be able to reach every student at the school, leaving each student hanging and wanting to discover more.

In order to market to the parents of the school community more effectively, I would like to be able to find out more about them, but am not sure what avenues to take to retrieve that information. Do facts such employment rate, education level and marital status help to make a marketing strategy more effective to this target market? Are parents usually involved in school activities, or are they more hands off?

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Assessment Plan

Introduction

After the implementation of a book club at Rome Free Academy, the impact the program has on its students and the success of the club as a whole can only be determined through a successful assessment plan. The club may have a few outcomes that are easy to evaluate, such as an increase in circulation and a higher gate count throughout the day, but the impacts the club has on the school community will more effectively demonstrate its success and potential. We recommend several different methods for assessing the changes the book club can make in its members, such as developing new friendships, improving in the classroom and becoming lifelong confident readers. This assessment plan describes the methods and tools needed to determine the clubs potential successes and failures. Without the continual assessment of the club and its members, the benefits it provides will be unknown to the librarian, students, administration, parents, and potential stakeholders and funding sources.

Goals of the Service

- Goal 1: Students will develop understanding relationships with their peers of differing backgrounds and varying opinions.
- Goal 2: Student will mature into well-rounded leaders of their school and community.
- Goal 3: Student will become competent and confident readers.
- Goal 4: The library will be perceived as a safe, welcoming, and vibrant place.
- Goal 5: Book club will be created where teen's thoughts, opinions, and feedback are considered valuable and put into action.

Goal 6: Book club will be viewed as enjoyable and have impact on students' love of literature.

Outcomes of the Service (in order of priority for assessment)

1. Students will be able to create more positive relationships with their peers, including them more often in activities inside and outside of school.
2. Students will develop and defend their own opinions and be able to confidently voice these opinions in book club meetings, in the traditional classroom, and in their personal lives.
3. Students will be able to explain and demonstrate empathy for characters in club selections and their peers, and make connections to how their experiences compare with others.
4. Students will be able to analyze what they have read and integrate critical thinking skills into school and personal endeavors.
5. Students will be able to construct decisions about clubs activities and create answers to issues that arise.
6. Librarian will be able to integrate student's decisions about the club and its procedures.
7. Students will show enthusiasm and participation in meetings.
8. Students will be able to express feeling respected and included and identify with feeling safe when voicing opinions and discussing ideas during club meetings.
9. Students will be able to intelligently discuss book club selections and topics.

10. Students will develop the reading comprehension, vocabulary, and listening skills necessary to perform better on tests and other assignments.
11. Students will indicate that they have created a trusting relationship with librarian, and describe him or her as helpful, undemanding and flexible.
12. Students will be able to exhibit self-control during book club discussions and other social situations.
13. Students will identify how participation in the book club can help to enhance the classroom experience.
14. Students will recommend the book club to their peers, making the club a well-attended activity.
15. Students will express the reasons they enjoy participating in the book club, visiting the library and will, in turn, visit more often.
16. Students will be able to describe and identify different genres of literature.
17. Librarian will indicate a growth in circulation of book club selections and similar materials.

Explanation for Order

While all of the outcomes of this service are important and deserve to be assessed, those with a direct impact on the lives of students must be addressed first. The first five outcomes have the most potential to change students' lives and continue to affect them long after their participation in the club has ended. The librarian must know if these outcomes are not being met. If the book club is not having a positive effect on the students, changes need to be made so that students are able to benefit from

their participation. While many of the following outcomes still include measures of student performance, they generally measure things that would be important to students while they are in the club, but that would cease to matter as much after their participation ended. The outcomes that we deemed least important were those that indicated that the library and club were improving and growing, rather than the students. However, it should be noted that for the book club to be a complete success, each of the outcomes must be assessed and steps taken to improve in all areas necessary.

Relevant Literature

Through observations, informal interviews, questionnaires, and surveys, librarians have shared their assessment techniques and book club successes. Assessment helps show administrators and other stakeholders the benefits of the club, can assist when it comes to job, salary and performance reviews, and allows the librarian to look back and see if all their hard work in the creation and marketing of the book club is a success (Kunzel & Hardesty 185). Outcomes can be reviewed to see if they are being met, and if not, why. In the literature, librarians notice that as a book club or reading program progresses, students tend to open up more, ask insightful questions, and make more connections with the reading. Students became more active listeners and were able to relate better to one another.

Part of assessment can be accomplished by simply asking members what their thoughts are on the club, the books they have read, and if they have any suggestions for improvement (Drogowski 34). Librarians can use this assessment period, which can be done at the end of each book or the end of the year, to find out if students will be

returning to participate again, would like meetings to be moved, or have friends that would be interested in joining (McKee 46).

The creation of an annual report provides documentation to the clubs current and potential supporters. Attendance, a list of titles completed, student comments on the titles and on the club as a whole, a summary of club activities, and a wish list of ideas that could potentially make the club a bigger success can be compiled into this type of report (Kunzel & Hardesty 89). Since assessment is a time consuming activity, several authors advise continual assessment of their programs. Attendance can be taken at each meeting, and goals, such as willingness of members to participate and openly discussing differing opinions, can be jotted down throughout. After reviewing the program outcomes, notes can be taken during meetings that track when students are making connections to characters and their experiences, as well as when teens finish a book that contains characters unlike themselves (Kunzel & Hardesty 190). The successes of the book club should not only be shared with the supporters, but with the participants themselves (Kunzel & Hardesty 197).

In the creation of a book club, one of the librarian's goals is to create a place where students, no matter how shy or lonely, feel like they belong to something, and eventually mature into confident students and leaders. Drogowski noted that after the creation of her book club, parents would comment on the change they saw in their children, who were becoming more confident, respected by their peers, and less troubled (33). Her club was successful in bringing together the jocks, class clowns and slackers, as new friendships were formed and students were able to relate to each other, respecting their peers differing opinions (34). She was able to observe over time

that students not only felt more comfortable with the library, but with her and their classmates as well (32).

Although more difficult and time consuming to assess, several librarians were successful in documenting the increase in students' performance in reading comprehension and increase in test scores. Suzanne Hall, a teacher-librarian at Maple Ridge-Pitt Meadows in British Columbia, a large suburban elementary school, understood that her students were not recreational readers. Hall wanted to find out how her schools newly implemented reading program would positively affect her students, and concluded that sustained reading led to improved vocabulary and comprehension skills. The more time students spent on reading had a direct effect on their ability to read well (Hall 32). She distributed the Elementary Reading Attitude Survey, which measured students' attitudes about recreational reading, as well as collected reading comprehension scores from the districts standardized tests in the fall and spring. Her interesting conclusion was that although all students in the school made improvements, those students who had participated in the reading program were at the top of the field (Hall 34). However, it is unclear whether the book club helped improve scores or if the club just attracted those students who were already accomplished readers.

Julia Roberts, a library media specialist at the Danbury High School in Danbury, Connecticut, also looked into improving test scores with the implementation of a reading program. When Roberts began her research, only 14% of all tenth graders had passed all four sections of the Connecticut Academic Proficiency Tests (or CAPT) (Roberts 25). Roberts' research concluded that unless students were reading for pleasure, they were not going to be increasing the necessary skills to be a success in school in later in life.

She began to reach out to reluctant readers, conducting informal interviews about what it was they disliked about reading. Many just didn't have access to materials they were interested in reading. Through funding from foundations, grants, and donations, Roberts was able to expand the library's selection of non-curricular materials. Daily sustained silent reading was integrated into the classroom, and circulation grew by 400% during the first year of the program (Roberts 27). Not only did CAPT test scores improve, but students developed into leaders of their own book clubs, and those who once expressed a dislike of reading were transformed into those who were much less reluctant about reading for pleasure (29).

Assessment Plan for Outcomes

1. Outcome to Assess: Students will be able to create more positive relationships with their peers, including them more often in activities inside and outside of school.

Target Audience	Book club participants, focusing on two main groups – those who are shy and don't have many existing friendships and those who are much more social.
Method & Tools for Evidence Collection	Informal Interview: ask club participants about current friendships and relationships with peers.
Recommendations for Pilot Assessment	Conduct interview with 2-3 students at the beginning of the school year and then again after three to four book club meetings.
Alternative Methods & Tools	Observe students and take note of their current relationships. See if these relationships change or progress throughout the school year.
Analysis of Evidence (Data Plan)	After interview, jot down relevant notes in journal.

How Assessors Will Know the Outcome Has Been Met	Marion will note that students are engaging in interactions with peers they did not have existing relationships with. School administrators and parents may express to Marion positive changes they see in students.
Result Scenarios & Decision Making Indicators	<p>Students will express that they attend the library and meetings with new groups of students, sit with more or different students in the cafeteria, and even express interest in new and different hobbies.</p> <p>If Marion does not notice any change in students, she may need to evaluate who is coming to the club (maybe all members had a tight bond and joined the club together), begin to recruit a wider range of members and create more club activities where students are interacting with those they may not on a regular basis (ice breaker games, splitting into smaller discussion groups, create activities where students need to collaborate with each other).</p>
Recommendations for Reporting	Marion should share results with principal, vice principals, school psychologist (bi-yearly book club meeting with administration), teachers (touch base a few times a month), and parents (open house, letters home with book club updates). Create written report with club statistics (taken from observation journal).
Responsible Parties	Marion will do large portion of interviewing, but she can ask school psychologist, teachers, and Vanessa to make note of any new student relationships they see forming.
Timeline	Notes should be taken on a continuous basis and compiled into a formal report at the beginning, middle and end of the school year.

2. Outcome to Assess: Students will develop and defend their own opinions and be able to confidently voice these opinions in book club meetings, in the traditional classroom, and in their personal lives.

Target Audience	Book club participants, focusing on students who tend to be shy, don't willingly participate in classes of club discussion.
Method & Tools for Evidence Collection	Rubric (see Appendix D, Section 1) completed by Marion

Recommendations for Pilot Assessment	Select a small number of students to assess. Create rubric in possible collaboration with teachers, creating what indicators are important. Collect data from club notes regarding small group of students during first five to six meetings and note of rubric. Make changes to indicators before assessing rest of club members.
Alternative Methods & Tools	Observation – eliminating rubric section of assessment.
Analysis of Evidence (Data Plan)	Record observations in journal during club meetings, noting when students develop unique opinions and voice them with confidence. Calculate percentage of students who are at beginning, developing and exemplary levels and mark on rubric. After six months, view all rubrics and create line graph showing change in students (see Appendix D, Section 3).
How Assessors Will Know the Outcome Has Been Met	Marion can compare rubrics and percentages from meeting to meeting, seeing if students are moving from beginning to developing stages.
Result Scenarios & Decision Making Indicators	<p>Students will support their opinions and elaborate with explanations, invite and acknowledge contributions from their peers, and speak in a clear and confident manner. Students may stray from the crowd and have an opinion unlike any other student.</p> <p>If students are not showing growth, Marion can assess club size, taking into consideration that they may be afraid to speak in front of larger crowds. She can also choose a club selection that deals directly with characters that have had to defend their opinion and open the discussion for the topic.</p>
Recommendations for Reporting	Marion should share results with teachers (touch base a few times a month) and parents (open house, letters home with book club updates).
Responsible Parties	Marion will complete meeting observations and transfer percentages to rubric. She can also ask teachers for input about students' classroom participation.
Timeline	Notes, creating percentages and transferring to rubric should be done after each meeting. Towards the middle and end of the school year, line graphs can be created and used in reports.

3. Outcome to Assess: Students will be able to explain and demonstrate empathy by identifying with characters in club selections, and make connections to how their experiences compare with these characters.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Rubric (see Appendix D, Section 2) completed by Marion
Recommendations for Pilot Assessment	Select a small number of students to assess. Create rubric in possible collaboration with teachers, creating what indicators are important. Collect data from club notes regarding small group of students during first five to six meetings and note of rubric. Make changes to indicators before assessing rest of club members.
Alternative Methods & Tools	Observation – eliminating rubric section of assessment.
Analysis of Evidence (Data Plan)	Record observations in club journal during club meetings (when students are showing empathy by actively listening, asking questions for clarification, no showing anger and suspending any judgment). Calculate percentage of students who are at beginning, developing and exemplary levels and mark on rubric. After five months, view all rubrics and create line graph showing change in students (see Appendix D, Section 3).
How Assessors Will Know the Outcome Has Been Met	Marion can compare rubrics and percentages from meeting to meeting, seeing if students are moving from beginning to developing stages.
Result Scenarios & Decision Making Indicators	<p>Students actively listen to their peers and genuinely try to understand their feelings. Students will actively discuss compassion for characters in club selections. Students will also comprehend how showing empathy creates better relationships, a more unified school community, allows students to quickly resolve conflicts, and gives them a broader knowledge of life and relationships.</p> <p>If students are not demonstrating they understand empathy, Marion can possibly conduct a meeting to discuss the topic. Inviting other well-respected “cool” teachers can help students make certain connections.</p>

Recommendations for Reporting	Marion should share results with teachers (touch base a few times a month), and parents (open house, letters home with book club updates).
Responsible Parties	Marion with complete meeting observations and transfer percentages to rubric. She can also ask teachers for input about students' classroom participation.
Timeline	Notes, creating percentages and transferring to rubric should be done after each meeting. Towards the middle and end of the school year, line graphs can be created and used in reports.

4. Outcome to Assess: Students will be able to analyze what they have read and integrate critical thinking skills into school and personal endeavors.

Target Audience	Club members who currently lack in critical thinking skills (discuss with teachers what students they want to see improvements in).
Method & Tools for Evidence Collection	Combining observations of book club and by teachers in classroom settings.
Recommendations for Pilot Assessment	Choose small percentage of current club members (2-5%) and speak with English/Language Arts teachers, together creating for what aspects to look for during observations. Observe how the student currently performs and check back with the teacher three to four months later to see if, and how students have progressed.
Alternative Methods & Tools	Create a rubric or develop a questionnaire for teachers to fill out.
Analysis of Evidence (Data Plan)	Create a handout for each student that will be distributed to English/Language Arts teachers with items to assess and a location for teachers to write notes about student progress.
How Assessors Will Know the Outcome Has Been Met	Collect handouts and look at club notes at the middle and end of the school year. Create chart with students names and if their critical thinking skills have improved.

Result Scenarios & Decision Making Indicators	<p>In the classroom, students will develop their own perspective and support ideas with evidence, ask thoughtful questions to clarify information, be able to identify and summarize the problem or question, can identify other perspectives and communicate these ideas effectively.</p> <p>If students have not shown progress in these areas, Marion can possibly reevaluate club selections (was material too hard for their skill level, or were students uninterested in the topic?).</p>
Recommendations for Reporting	Marion should share results with principal, vice principals, school psychologist (bi-yearly book club meeting with administration), teachers (touch base a few times a month), and parents (open house, letters home with book club updates).
Responsible Parties	Marion will develop handout with teachers. Marion and teachers will observe and note on students progress. Marion will collect and assess data on handouts.
Timeline	Take continuous notes at club meetings. Speak with teachers at the beginning of the school year, after the pilot is complete, and again at the end of the year.

5. Outcome to Assess: Students will be able to construct decisions about clubs activities and create answers to issues that arise.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	<p>Minutes:</p> <p>A student note-taker will record what is discussed during the meetings, including issues, ideas, and the solution agreed upon.</p>
Recommendations for Pilot Assessment	During the first meeting, Marion will act as the note-taker to provide a template for future note-takers.
Alternative Methods & Tools	Observation: During club meetings, Marion will observe the decision making process and take notes.
Analysis of Evidence (Data Plan)	Group minutes from each meeting will be kept together. Marion will be able to note how and when decision making occurs.

How Assessors Will Know the Outcome Has Been Met	Marion will note that whenever an issue is raised, students will address it together, working with each other to find an agreeable solution.
Result Scenarios & Decision Making Indicators	<p>If students are able to discuss their opinions and make decisions together, Marion may provide students with more opportunities to guide the organization and running of the club. (For example, students may organize a fundraiser.)</p> <p>If students are unable to make decisions together, Marion may need to become more involved in mediating discussions as well as demonstrating proper etiquette.</p>
Recommendations for Reporting	Marion should share her results with members of the club, as well as interested teachers and administrators.
Responsible Parties	Recording will be done by students and Marion will monitor student progress in making decisions.
Timeline	Note-taking will occur during each meeting and Marion should assess the process after each meeting occurs.

6. *Outcome to Assess:* Librarian will be able to integrate students' decisions about the club and its procedures.

Target Audience	Marion
Method & Tools for Evidence Collection	Research Journal: Marion should record what decisions are made by club members during meetings. Subsequently, she should also note what date these decisions are put into action.
Recommendations for Pilot Assessment	Marion could practice this type of recording during a faculty meeting in which issues are being discussed and decisions are made.
Alternative Methods & Tools	Informal Interviews: Ask students whether or not they feel their decisions are being taken seriously and put into action in a timely fashion.
Analysis of Evidence (Data Plan)	Self-assessment: Marion will review the notes in her research journal and see how many student decisions she has successfully implemented.

How Assessors Will Know the Outcome Has Been Met	All of the reasonable suggestions made by club members will be implemented.
Result Scenarios & Decision Making Indicators	<p>If Marion is able to integrate all of the club members decisions, she may consider finding ways to further implement student decisions. (Example: If students decide to create a club logo for posters, perhaps Marion could look into creating t-shirts with the students logo)</p> <p>If Marion is unable to integrate student decisions, she may want to meet with students regarding the plausibility of their decisions. She might also consider looking for faculty or parent helpers if implementing the students' decisions takes too much time or effort for one person.</p>
Recommendations for Reporting	Marion should report her results to student members of the club.
Responsible Parties	Marion
Timeline	Journaling should occur during each club meeting and Marion should also note each time a student decision is implemented. Marion should assess her progress regarding this outcome once a month.

7. Outcome to Assess: Students will show enthusiasm and participation in club meetings.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Observation- Marion should monitor which students are participating during meetings. An easy way to do this would be to keep a list of all members and just make a hatch mark next to their name each time they contribute.
Recommendations for Pilot Assessment	Marion could monitor 2 or 3 students during the pilot phase of the program.
Alternative Methods & Tools	Video study- Meetings could be filmed and Marion would have a record of exactly how the meeting went (who participated, how often, etc.).

Analysis of Evidence (Data Plan)	Record observations in a journal. Note any trends in participation.
How Assessors Will Know the Outcome Has Been Met	Observations will note that each member of the club is actively participating in club discussions.
Result Scenarios & Decision Making Indicators	<p>If all students are participating enthusiastically, Marion might consider involving students more in the creation of discussion questions and perhaps having students act as group leaders.</p> <p>If not all students are participating, Marion should consider asking the group as a whole if there is anything that might be done to help everyone feel comfortable contributing. Book selection, conversation topics, and discussion etiquette could all be topics to consider.</p>
Recommendations for Reporting	Marion should share her results with members of the club, as well as teachers and administrators. These results can be reported in casual conversation.
Responsible Parties	Marion
Timeline	Ongoing- Marion should observe student participation during each meeting.

8. *Outcome to Assess:* Students will be able to express feeling respected and included when voicing opinions and discussing ideas during club meetings.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Focus group- someone not directly involved with the book club could ask club members how they felt during club meetings.
Recommendations for Pilot Assessment	After focus groups questions have been created, Marion could present it to a few colleagues who have shown interest in the program to get their feedback about the questions.
Alternative Methods & Tools	Questionnaire- students could respond to a short survey regarding their feelings during book club meetings.
Analysis of Evidence (Data Plan)	Notes should be taken by the leader of the focus group.

How Assessors Will Know the Outcome Has Been Met	During the focus group, students will express positive feelings about the book club.
Result Scenarios & Decision Making Indicators	<p>If the feedback from the focus group is positive, Marion might consider implementing the rules and strategies from the book club into other library activities.</p> <p>If the feedback from the focus group is negative, Marion should work with students to create a friendlier environment. They might review the rules regarding proper book club discussion etiquette.</p>
Recommendations for Reporting	<p>The focus group leader should share his or her results with Marion. A quick count of students who felt comfortable versus those who did not might be helpful.</p> <p>Marion should report findings back to the book club.</p>
Responsible Parties	Marion and an impartial focus group leader- possibly a teacher uninvolved with the club.
Timeline	This outcome should be assessed after the first 3 months and should continue to be assessed every 3 months thereafter.

9. *Outcome to Assess:* Students will be able to intelligently discuss book club selections and topics.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Record audio of club meetings.
Recommendations for Pilot Assessment	Complete pilot audio studies after students have begun to feel comfortable about club. Explain why you will be tape recording the meeting and how the audio will be used and get students permission. At a later time, listen to meeting and create opinion about the club discussion.
Alternative Methods & Tools	Observation and note taking.
Analysis of Evidence (Data Plan)	Marion will listen to tapes shortly after meetings have concluded (within the week), taking notes on the types of conversations, progression of discussion, and overall participation.

How Assessors Will Know the Outcome Has Been Met	Marion will notice students participating in more intellectual discussions.
Result Scenarios & Decision Making Indicators	<p>Students are able to express they have read the book, were able to state ideas and give specific evidence. Students brought ideas to talk about, and if they did not like the club selection, were able to say why, discussion stayed on track, and they can make connections to other books or real life situations.</p> <p>If students are not actively participating, are not staying on topic, or making necessary connections, Marion should make sure students are reading the books and coming prepared to the meetings (without “pointing fingers” or embarrassing anyone). If students are not reading the book, find out why so (dislike it, not enough time given between meetings, don’t understand it, etc.)</p>
Recommendations for Reporting	Marion should share results with teachers (touch base a few times a month).
Responsible Parties	Marion will be responsible to recording the meetings and listening while taking notes.
Timeline	Choose to record 2-3 meetings a year. Complete first recording after the group has become more regulated (getting same basic group of students and students are comfortable).

10. Outcome to Assess: Students will develop the reading comprehension, vocabulary, and listening skills necessary to perform better on tests and other assignments.

Target Audience	Club members and rest of student population (compare members with rest of students)
Method & Tools for Evidence Collection	Collecting data from teachers – grades and test scores
Recommendations for Pilot Assessment	In order to see improvements in students’ classroom performance, data needs to be collected over a lengthy period of time (at least one school year). For pilot, only a percentage of students’ data can be collected to see if improvements are being made before assessing all club members.

Alternative Methods & Tools	Interview – ask students if their grades have improved (not as accurate)
Analysis of Evidence (Data Plan)	Anonymously collect test and assignment scores from teachers for club members, and ask teachers for class averages of all students. Input scores into Excel, creating columns for each additional score reports. Create line graph showing change in scores over school year.
How Assessors Will Know the Outcome Has Been Met	Test scores will increase from beginning to end of the school year.
Result Scenarios & Decision Making Indicators	<p>Marion will see an increase in test scores and assignment grades. She can also make comparisons with scores of students who participate in the book club and those who do not.</p> <p>If there is not change in test scores, more time may need to be given to see a progression.</p>
Recommendations for Reporting	Marion should share results with principal, vice principals, teachers (touch base a few times a month), and parents (open house, letters home with book club updates). Create written report with club statistics (taken from observation journal) that can be published in academic journal.
Responsible Parties	Teachers will play a major role in collecting test and assignment.
Timeline	Collect test scores throughout the school year, adding to Excel database once a month.

11. Outcome to Assess: Students will indicate a trusting relationship with the librarian and describe him or her as helpful, undemanding and flexible.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Questionnaire (see Appendix E)
Recommendations for Pilot Assessment	Once the questionnaire has been created, Marion could present it to a few colleagues who have shown interest in the program to get their feedback about the questions.

Alternative Methods & Tools	Research Journal- Marion could record her interactions with students.
Analysis of Evidence (Data Plan)	Completed questionnaires can be collected and the responses analyzed by question.
How Assessors Will Know the Outcome Has Been Met	Questionnaire responses will indicate that students have a favorable image of the librarian.
Result Scenarios & Decision Making Indicators	If students indicate they do not have a favorable view of the librarian, perhaps Marion could review the requirements of the club. Students may feel like the club is an extra class and that the librarian is just another teacher.
Recommendations for Reporting	Marion should share results with administrators. A report could be created listing the question and then the number of students who chose each response.
Responsible Parties	Marion, teachers willing to preview the questionnaire
Timeline	Questionnaire should be given to students in the middle of the school year and again at the end of the year.

12. *Outcome to Assess:* Students will be able to exhibit self-control during book club discussions and other social situations

Target Audience	Club members – students who speak out of turn, think before speaking, or are prone to outbursts (those who are generally impolite to their fellow members).
Method & Tools for Evidence Collection	Observation, taking notes during club meetings.
Recommendations for Pilot Assessment	Provide club members with list of rules at the first club meeting of the year (ex: one speaker at a time). If, after observing students for 3-4 meetings, students are still not abiding by these rules, gently remind students of them and why they are in place.
Alternative Methods & Tools	Have one student be note taker who keeps track of anytime someone speaks out of turn or interrupts other students. Discuss after meeting, and encourage when there are improvements.

Analysis of Evidence (Data Plan)	Marion will look at notes to assess how many times students were not following club rules about speaking out of turn, and assess change from meeting to meeting.
How Assessors Will Know the Outcome Has Been Met	Marion will write down interruptions less frequently as meetings continue throughout the school year.
Result Scenarios & Decision Making Indicators	<p>Students will interrupt less often, acknowledge when they are wrong and find ways to control frustration (taking a cool down or water break).</p> <p>If students are still being impolite, Marion can speak with these students privately (without pointing fingers or embarrassing them) and give them a refresher of the club rules.</p>
Recommendations for Reporting	Marion will report data to school psychologist, vice principals, and parents.
Responsible Parties	Marion will be responsible for taking notes during meeting, reminding students of rules, and charting progress.
Timeline	Marion can start assessing this outcome right from the first meeting with the hopes that all students will have made significant improvements by the middle of the year.

13. Outcome to Assess: Students will identify how participation in the book club can help to enhance the classroom experience.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Questionnaire (see Appendix F)
Recommendations for Pilot Assessment	Give questionnaire to few colleagues to review. Questionnaire can be given to students at the end of this school year, although students may not yet see the value in the club (may only be able to fit in 2-3 meetings during the rest of the school year). Students will be able to let Marion know if questions make sense, give her tips on how to get a high return rate (don't provide snacks until all questionnaires are turned in), and if the length is appropriate.
Alternative Methods & Tools	Informal interview (done on an individual basis)

Analysis of Evidence (Data Plan)	Questionnaire will be passed out to students at the middle of the school year and asked to be returned before leaving the book club meeting. Answers will be anonymous. Marion will tally percentages of student answers, also noting any answers students added for question 3. Questionnaire will be changed, if necessary, and given again at the end of the school year. Marion can now see how answers changed and what further connections students were able to make.
How Assessors Will Know the Outcome Has Been Met	More students than not will understand that their participation is helping them evolve into better students and why.
Result Scenarios & Decision Making Indicators	<p>Questionnaires may be easy to complete and completed by the majority of the students. Marion can track from each time period the growth in students.</p> <p>There is also the possibility that students will not understand what the questionnaire is asking of them, and not make accurate answers. Few students may be willing to fill questionnaire out or students could also not take it seriously and write incorrect information on questionnaire.</p>
Recommendations for Reporting	Marion can share the results from the questionnaire with the students themselves, as well as with teachers and parents.
Responsible Parties	Marion is responsible to creating and distributing questionnaires, and students are responsible for being willing participants, filling out questionnaires and returning them in a timely manner. Marion is then responsible for analyzing the results.
Timeline	Questionnaire should be distributed in the middle and end of the school year.

14. Outcome to Assess: Students will recommend the book club to their peers, making the club a well-attended activity.

Target Audience	All students
Method & Tools for Evidence Collection	Attendance record- Marion can provide a sign-in sheet that students can pass around during the meeting.

Recommendations for Pilot Assessment	Marion might want to take her own attendance as well as pass out the sign in sheet for the first few meetings to make sure everyone is accounted for.
Alternative Methods & Tools	Research journal- Marion can note how many students attend each meeting.
Analysis of Evidence (Data Plan)	All attendance records will be kept together. Marion will be able to note any trends in attendance.
How Assessors Will Know the Outcome Has Been Met	Attendance records will indicate that more students join the book club each month.
Result Scenarios & Decision Making Indicators	<p>If attendance goal is reached, Marion should continue to use the marketing strategies she has employed. In order to make the club an even greater success, she might ask non-members what would make them want to join.</p> <p>If student attendance remains low (less than 7 students), Marion might revisit the marketing plan and look for new ways to recruit members. She might also encourage current members to bring a friend.</p>
Recommendations for Reporting	Marion should share her results with members of the club, as well as teachers and administrators. Results could be presented as a line or bar graph.
Responsible Parties	Students are responsible for signing in. Marion is responsible for analyzing data.
Timeline	Attendance should be taken at each meeting and a graph should be created every 3 months.

15. *Outcome to Assess:* Students will express the reasons they enjoy visiting the library and participating in book club.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Questionnaire (see Appendix G)
Recommendations for Pilot Assessment	Once the questionnaire has been created, Marion could present it to a few colleagues who have shown interest in the program to get their feedback about the questions.

Alternative Methods & Tools	Informal Interview- Marion can ask students what they like about the club and library during meetings or when students visit the library during regular school hours. She could make note of these conversations in her journal.
Analysis of Evidence (Data Plan)	Completed questionnaires can be collected and the responses analyzed by question.
How Assessors Will Know the Outcome Has Been Met	Questionnaires will indicate that 75% of students or more enjoy the library and book club.
Result Scenarios & Decision Making Indicators	<p>If students express that they enjoy the library and book club, Marion could ask students what they like about the library and club and try to implement these ideas into other areas of the library (instructional sessions, etc.)</p> <p>If students express that they do not enjoy visiting the library, Marion could ask students for suggestions about how to make the library and the club more enjoyable.</p>
Recommendations for Reporting	Marion should share results with administrators. A report could be created listing the question and then the number of students who chose each response.
Responsible Parties	Marion, teachers willing to preview the questionnaire
Timeline	Questionnaire should be given to students in the middle of the school year and again at the end of the year.

16. *Outcome to Assess:* Students will be able to describe and identify different genres of literature.

Target Audience	All students who participate in book club.
Method & Tools for Evidence Collection	Informal interviews during club meetings- Marion can ask students what genre the book being discussed belongs to.
Recommendations for Pilot Assessment	Marion could ask students about the genre of their books during the pilot phase of the program. If students are unable to answer the question, she may consider reviewing the concept with them before continuing the assessment.

Alternative Methods & Tools	English teacher input- Are students club members generally able to identify the different genres in class discussions and assignments?
Analysis of Evidence (Data Plan)	Marion should take note of how many students are able to identify the genres of their books each week.
How Assessors Will Know the Outcome Has Been Met	All students will be able to describe the genre their current selection belongs to when asked during club meetings.
Result Scenarios & Decision Making Indicators	<p>If students are able to identify different genres of literature, Mario might consider a deeper line of questioning regarding genre.</p> <p>If students are unable to identify the genre of their novels, perhaps Marion could give them a quick reminder, complete with well-known books as examples, at the beginning of a club meeting.</p>
Recommendations for Reporting	Marion should share her results with members of the club, as well as interested teachers and administrators.
Responsible Parties	Marion
Timeline	Marion should ask students about the genre of their books during each club meeting.

17. *Outcome to Assess:* Librarian will indicate a growth in circulation of book club selections and similar materials.

Target Audience	All Students
Method & Tools for Evidence Collection	Circulation Records
Recommendations for Pilot Assessment	Circulation records can be examined after the pilot program has finished at the end of this school year.
Alternative Methods & Tools	None
Analysis of Evidence (Data Plan)	Circulation records for book club selections and similar materials will be printed monthly and trends will be examined.

How Assessors Will Know the Outcome Has Been Met	General circulation of all club materials will increase.
Result Scenarios & Decision Making Indicators	<p>If there is an increase in circulation of club materials, Marion might consider using the marketing strategies from club activities to market the general collection.</p> <p>If there is not an increase in circulation, Marion might consider marketing the club and its' selections more aggressively.</p>
Recommendations for Reporting	Marion should share her results with members of the club, as well as interested teachers and administrators. The statistics could be presented as a line or bar graph.
Responsible Parties	Marion
Timeline	Marion should review circulation statistics each month and create/add to the graph every 3 months.

Continuous Assessment Cycle

As seniors graduate and freshman enter Rome Free, the Book Club will continually change and evolve. After initially creating the programs goals and outcomes, conducting the program, and assessing the outcomes, Marion may need to make modifications and club improvements, reevaluating the goals and outcomes. As the new students enter and the face of the club changes and grows, each outcome will need to be reassessed. We suggest assessing all outcomes for first four years of the program. Outcome 1-5 should be assessed each year following this 4 year period, while outcomes 6-17 can be done on a need be basis. Marion will need to decide which outcomes are important to assess based on club dynamics (ex. If the club is especially rowdy or rude a particular year, Marion can place the most of time to focusing on outcome 12.)

Outcome	Monthly	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
1	Observation Note-taking	Create formal report				Create formal report					Create formal report
2	Complete rubric, calculate percentages					Graph progress					Graph progress
3	Complete rubric, calculate percentages					Graph progress					Graph progress
4	Observation Note-taking	Distribute handouts to teachers			Collect handouts and graph progress		Distribute handouts			Collect handouts and graph progress	
5	Student note-taking and review of notes										
6	Adding to research journal		Report findings to club members					Report findings to club members			
7	Observation Note-taking										
8				Focus Group			Focus Group			Focus Group	
9				Record Meeting	Listen to and assess recording			Record Meeting	Listen to and assess recording		
10	Collect test scores and add to database										Graph progress
11					Distribute Questionnaire					Distribute Questionnaire	
12		Observation Note-taking	Observation Note-taking	Observation Note-taking	Observation Note-taking	Observation Note-taking (only continue if students have not made progress)					
13						Distribute Questionnaire					Distribute Questionnaire
14	Create attendance record			Graph attendance			Graph attendance			Graph attendance	
15						Distribute Questionnaire					Distribute Questionnaire
16	Information interviews each meetings										
17	Review circulation stats		Graph stats			Graph stats			Graph stats		

Impact Rubric

Indicators	Beginning	Developing	Exemplary	Data Source
Attendance	Less than 7 students regularly attend	7-19 students regularly attend	20 students or more regularly attend	Sign-in sheet
Membership Participation	24% or less of club members are active participants in discussion	25-74% of club members are active participants in discussion	75% or more of club members are active participants in discussion	Librarian observation (note when students are participating)
Student Perception	24% or less of club members view the book club positively	25-74% of club members view the book club positively	75% or more of club members view the book club positively	Questionnaire
Overall Student Performance in Classes	50% or more of all club participants show no increase in grades	50% of club participants or more increased grades by 1-9%	50% of club participants or more increased grades by 10% or greater	Grades / test scores
	According to teacher feedback, less than 50% of club participants show growth in classroom behavior and participation	According to teacher feedback, 51-99% of club participants show growth in classroom behavior and participation	According to teacher feedback, all club participants show growth in classroom behavior and participation	Teacher input
Student Relationships	5% or less of club members developed improved relationships with other participants and peers	6-74% of club members developed improved relationships with other participants and peers	75% or more of club members developed improved relationships with other participants and peers	Observation / Informal interviews (seen through less put downs, less students alienation, new friendships)

Reflection

Jenifer Arnold

Finding methods to successfully assess our service has been the hardest part of the project to date. Before this class, my idea of assessment was just asking myself, "How do you think things are going?" Now, I realize that in order to prove a program is a success; evidence is needed to back up my feelings. If I think that all students love to be in the library I can be sure by asking them to fill out a quick questionnaire. Assessing the progress of a program gives librarians a way to clearly see our strengths and weaknesses. Assessment provides opportunities to celebrate what's going well and improve what could be better. I do wonder, however, how many librarians are in the habit of assessing their progress and how realistic it is to implement a large scale assessment plan into an already busy schedule.

Denice Buchanan

I found this section of the assignment the most challenging. Although I have created and marketed various projects before, I have never done any formal assessment to determine success or failure. Although it is hard to understand how and why so much detail is needed, I am confident that when it comes to the implementation of my own library program, I will be grateful for the creation of such a document. The service can only be improved upon after a detailed assessment has been completed.

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Appendix A

2006-2007 Student Statistics (from *The New York State School Report Card*:

Accountability and Overview Report and Comprehensive Information Report, 2006-07)

Enrollment	
Grade 9	522
Grade 10	394
Grade 11	382
Grade 12	392
Ungraded Secondary	60
	Total: 1750

Demographic Factors: Racial/Ethnic Origin		
	#	%
American Indian or Alaska Native	0	0%
Black or African American	85	5%
Hispanic or Latino	69	4%
Asian or Native Hawaiian/Other Pacific Islander	22	1%
White	1574	90%
Multiracial	0	0%

Overall Accountability Status (2007-08)	
ELA	Improvement (Year 1) *
Math	Improvement (Year 1)
Graduation Rate	Good Standing (76%)
<p><i>* A school that has not made adequate yearly progress on the same accountability measure for two consecutive years while receiving Title 1 funds is considered a School in Need of Improvement (Year 1) for the following year.</i></p>	

Post-Secondary Plans of 2006-07 Graduates		
	#	%
To 4-year College	156	41%
To 2-year College	154	41%
To Other Post-secondary	6	2%
To the Military	11	3%
To Employment	9	2%
To Adult Services	4	1%
To Other Known Plans	0	
Plans Unknown	39	10%

Appendix B

Sampling of Book Club Rules

- Respect the books
- Be honest if you have not read the book – you will not be criticized for not finishing
- If you say you're going to come to meetings, please be sure you do! Have a change of plans? Let us know as soon as you can.
- Be open to all ideas and opinions of others.
- Listen to your peers – only one speaker at a time.
- Clean up after yourself.

Appendix C

Sampling of Student Roles (Kunzel & Hardesty 107)

- Greeter: greeting “guests” as they arrive, introducing new students to the group
- Time Tracker: make sure the meetings begin and end on time, as well as cutting long-winded conversations down (in a polite manner!)
- Note Taker: Listing what books have been read, what students would like to read, any club suggestions
- Set Up/Clean Up: help arrange furniture before meeting (and putting back after meeting is done), setting up and clearing food.

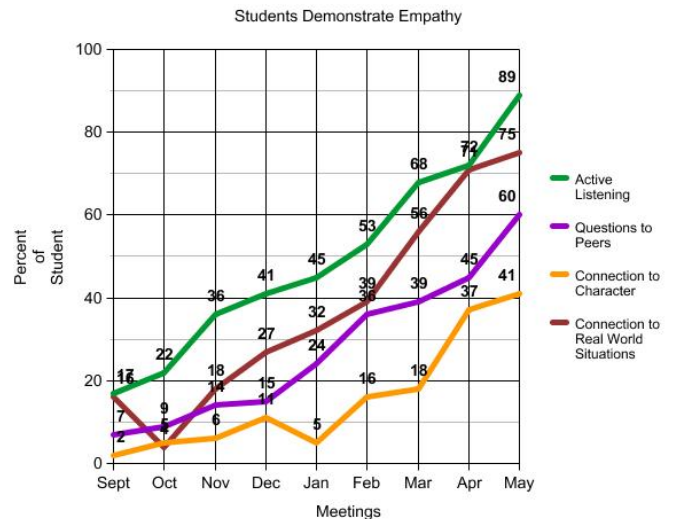
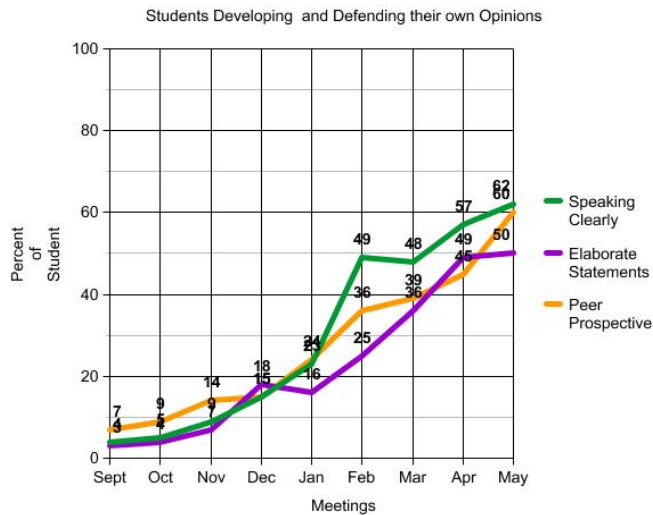
Appendix D, Sections 1 & 2

Assessing how students develop and defend their own opinions and develop and explain empathy.

Indicators	Beginning	Developing	Exemplary	Data Source
Section 1				
Speaking Clearly	0-15% of club members speak clearly, distinctly, are poised and confident during club discussions.	16-89% of club members speak clearly, distinctly, are poised and confident during club discussions.	90-97% of club members speak clearly, distinctly, are poised and confident during club discussions <i>(note: if there are students who are too shy to talk and voice opinions during club meetings, they should not be forced to do so).</i>	Observation/note taking during meetings
Elaborate Statements	0-10% of club members elaborate and back up their ideas and opinions with evidence	11-75% of club members elaborate and back up their ideas and opinions with evidence	76-97% of club members elaborate and back up their ideas and opinions with evidence	Observation/note taking during meetings
Peer Prospective	0-15% of club members invite and acknowledge comments from others and recognize differing opinions	16-89% of club members invite and acknowledge comments from others and recognize differing opinions	90-97% of club members invite and acknowledge comments from others and recognize differing opinions	Observation/note taking during meetings
Section 2				
Active Listening	0-5% of club members are active listeners, and allow their peers to speak one at a time	6-79% of club members are active listeners, and allow their peers to speak one at a time	80-100% of club members are active listeners, and allow their peers to speak one at a time	Observation/note taking during meetings

Questions to Peers	0-5% of club members ask their peers appropriate questions using kind language and correct context	6-89% of club members ask their peers appropriate questions using kind language and correct context	90-100% of club members ask their peers appropriate questions using kind language and correct context	Observation/note taking during meetings
Connection to Character	0-39% of club members express feeling similarly to characters in certain situations	40-79% of club members express feeling similarly to characters in certain situations	80-100% of club members express feeling similarly to characters in certain situations	Observation/note taking during meetings
Connection to Real World Situations	0-20% of club members understand how empathy can create a better school and social environment	26-94% of club members understand how empathy can create a better school and social environment	95-100% of club members understand how empathy can create a better school and social environment	Observation/note taking during meetings Informal Interviews / Casual Conversation

Appendix D, Section 3



Appendix E

Book Club Survey

Please circle the phrase that best describes your level of agreement with the statement.

1. The librarian is approachable (I am not afraid or embarrassed to ask a question.)

Strongly Disagree Disagree Neutral Agree Strongly Agree

2. The librarian appears busy and unwilling to work with me.

Strongly Disagree Disagree Neutral Agree Strongly Agree

3. If I ask the librarian a question, I get an answer I can use.

Strongly Disagree Disagree Neutral Agree Strongly Agree

4. The librarian asks a lot of me. (Requires reading, research, etc.)

Strongly Disagree Disagree Neutral Agree Strongly Agree

**Thank you for completing this survey – it will help us to
make improvements in the future!**

Appendix F

Book Club Survey

We know the value of the book club – but do you?

Please answer these three brief questions to help us understand how you think the book club makes you a better student.

1. I think my participation in the book club makes me a better student:

_____ yes _____ no

2. Because of my participation in the book club: (please check all that apply)

☐ I have noticed an improvement in my grades.

☐ I understand materials I read in class better.

☐ I am a more confident student.

☐ I participate in classroom discussions more frequently.

☐ I have been a much more active listener, both to my teachers and my classmates.

3. Do you have any other reasons as to why you think participation in the book club has made you a better student? Please write that information here:

Thank you for completing this survey – it will help us to make improvements in the book club for future members.

Please be sure to hand in to Marion before grabbing snacks today.

Appendix G

Book Club Survey

We love the library - but what do you think?

Please answer the following questions to help us understand what makes the library great and how we can make it better!

1. What library features make your regular visits to the library enjoyable? Please circle all that apply.

Fiction Books Non-fiction Books Comfortable Space Computers

Chats with Librarian Magazines Time to Chat Book talks

Other (please describe) _____

2. What suggestions do you have to make the library a better place?

3. What do you enjoy about book club meetings? Please circle all that apply.

Book Selections Booktalks Book/Issue Discussion Food

Regular Conversation Meeting New People

Other (please describe) _____

4. What suggestions do you have to make book club better?

Thank you for completing this survey – it will help us to make improvements in the book club for future members.

Please be sure to hand in to Marion before grabbing snacks today.