

Good Ideas!

Compelling Ideas for Administrators, Teachers, the PTA, and the School Board

All students deserve exemplary programs like these.

CSLA is proud to present "Good Ideas" for creating information literate students.

AN EXCERPT FROM

Dick and Jane Go to the Head of the Class

by Christine Hamilton-Pennell, Keith Curry Lance, Marcia J. Rodney, and Eugene Hainer

What do students need in order to succeed? The latest research insists they need strong library media programs. Library media teachers now have new empirical proof that school libraries matter. According to the recent findings of three statewide studies, a strong library media program helps students learn more and score higher on standardized achievement tests than their peers in library-impooverished schools. The findings — from studies by the Colorado State Library's Library Research Service and the University of Denver's Library and Information Services Department — hold true for every school and in every grade level tested, in states as dissimilar as Alaska, Pennsylvania, and Colorado. The findings offer good news to educators who — pressured by parents and legislators — are scrambling to come up with solutions to improve learning. For the most part, these would-be solutions — everything from upping the hours or days students spend in school each year to shrinking the size of classes, adding online technologies, and testing more frequently — have yielded mixed results. We are reminded, once again, that educating young people is a difficult and complex proposition — with no magic formula. There is, however, one clear and consistent finding that is supported by our research: a school library media program with a full-time library media teacher, support staff, and a strong computer network (one that connects the library's resources to classrooms and labs) leads to higher student achievement, regardless of social and economic factors in a community.

■ To see the full article or read the supporting data, contact your school or district-level librarian or visit the *School Library Journal* website at <http://www.slj.com>. Reproduced, with permission, from *School Library Journal*, April 1, 2000. Copyright © by Cahners Business Information, a Division of Reed Elsevier Inc.

Editor's Note: The articles in this issue of *Good Ideas!* illustrate the strong school library programs described on this page. The schools and individuals

featured in this newsletter represent California's finest. My hope is that they will inspire you to make your school library a top priority.

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Since becoming principal at Corona High School in 1998, Bob Brew, recipient of the CSLA Administrative Leadership Award, has made raising student achievement his number one goal. Understanding the relationship between student success and a strong school library program, he partnered with the library media teacher, Terri Wilson, to ensure that the library was truly the educational hub of the school.

The Corona High School Library, once outdated and little used, now has thirty-three computers, new furniture, a comfortable student reading area, and

an up-to-date, relevant collection that meets the needs of the student population.

Students now line up outside the library door, waiting for it to open! How did so much positive change happen in just two years? Terri Wilson attributes it to Mr. Brew's supportive leadership. "It is a joy

Bob Brew — 2000 CSLA Administrative Leadership Award

Behind every strong school library program is a supportive administrator



Administrative Leadership Award winner, Principal Bob Brew, poses proudly with Corona High School mascot, Sammy the Panther.

to work for someone who believes you are capable of great things!"

Mr. Brew has led the renaissance in Corona High School's library media program by dedicating school site funds and encouraging ideas that facilitate positive improvement. For example, when he noticed that students needed more library time, he worked with the library staff to create an equitable schedule that allowed the library to stay open into the evenings. He is currently seeking grant opportunities to fund even longer library hours.

The principal supports the library program by sup-

porting the library staff. Staff development funds pay for Terri's attendance at professional development opportunities, and Mr. Brew encourages her to participate in school leadership positions. Terri now has an active voice on Corona High School's Digital High School and WASC committees, as well as the School Site Council and the Leadership Team, making sure that the library program is integrated into all aspects of the school curriculum. Mr. Brew was also key in reclassifying the library clerk position to more accurately reflect the paraprofessional and technical duties of the job. Reclassifying the library technician position resulted in a more appropriate salary.

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"It is mandatory that today's school library reach beyond its four walls and influence every aspect of not only student learning, but also staff development."
— **Bob Brew, Principal, Corona High School**

Our honoree invests his time in the library program because he recognizes the need for all students and staff to become effective users of ideas and information. He meets regularly with Terri to generate ideas and plans that ensure student success. For example, after Terri mentioned that she was creating computer manuals, Mr. Brew suggested layout ideas and paved the way to have the manuals translated into Spanish at the district level. What a great partnership!

Mr. Brew realizes that all teachers need to be actively involved in the library program. To ensure this, he sets aside time at all staff meetings for Terri to present new resources, technology tips, and collaboration ideas to her colleagues.

The California School Library Association salutes Mr. Brew for his vision and leadership in working with the library staff to make the Corona High School library an integral part of the schoolwide curriculum.

▼
Corona High School (grades 9–12, 2,330 students)
1150 West Tenth Street, Corona 92882
Bob Brew, Principal
Terri Wilson, Library Media Teacher
mzwil@juno.com
Corona-Norco Unified School District

When Hilda Wiens arrived at Kerman Unified School District in 1989, there was no sense of a library program, the district's five school libraries had mostly outdated collections, and the highest level of technology was the limited use of video. Now, Frank Saxton, district director of standards and technology, describes KUSD libraries as "exciting learning and information centers utilized by individual students, staff members, classes, and community members and groups throughout the instructional day and outside the instructional day."

Hilda Wiens — 2000 CSLA President's Award
A model of librarian as teacher, partner, specialist, and administrator



"Hilda instills her enthusiasm for literature and her excitement for knowledge in everyone she is around."
 — Nancy Newsome, Principal, Kerman-Floyd Elementary School

Hilda began her career in education as a high school foreign language teacher. She recognized the potential for libraries as agents for change and took the leap from teacher to teacher librarian. In her role as district librarian, she proved to teachers, administrators, and the community that trained library staff and vibrant library programs that combine technology and curriculum greatly enhance the education of all students.

As a district library media teacher, Hilda collaborates with classroom teachers to



jointly plan and conduct instructional units that promote state content standards and national information literacy standards. One such collaborative project, the now annual Iditarod Dog and Reading Race, has students "adopting" real Iditarod mushers and following their progress throughout the real race by logging onto the Internet and accessing print periodicals. At the same time, students participate in their own schoolwide "reading race."

Hilda appreciates the fact that being a librarian gives her an opportunity to use her creativity to motivate and encourage students. "I love to see the curiosity of students when they are investigating new ideas. I get excited when I see the students excited."

Hilda has promoted reading and research through a variety of programs such as the sixth

grade Read and Slumber party, the College SAT Prep Class, and the American Girls Tea Party. Her students' excitement and enthusiasm at these activities validate the contribution that a library media teacher makes to a school.

As a district-level program administrator, Hilda has written successful private, state, and technology grants in order to help finance the schools' library

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"Schools without a strong library media program can still prepare their students very well for life in the nineteenth century."

— *Frank Saxton, Administrator of Curriculum, Kerman Unified School District*

programs. She has negotiated a variable pay schedule for the library paraprofessionals as they earn credits toward the library technician certificate. She has created school libraries where none existed. She has updated and increased the library collections. She has brought the libraries into the twenty-first century by computerizing and networking the schools' circulation systems and catalogs and providing adequate

access to the Internet. She recruits new library media teachers through her example and enthusiasm. As her former superintendent Lloyd Wamhof says, "She does it all."

In her "free time," Hilda serves on the CSLA Executive Board as secretary and teaches and serves

on the advisory board for the Library Technician Certificate program at Fresno City College. Hilda Weins effectively and efficiently integrates the role of teacher, instructional partner, information specialist, and program administrator. CSLA is proud to honor her as this year's President's Award recipient. Congratulations, Hilda!

▼
 Kerman Unified School District
 (Grades K–12; 3,600 students)
 207 South First Street, Kerman 93630
 Dr. Carolyn Ross, District Superintendent
 Hilda Wiens, District Library Media Teacher
 hwiens@kermanusd.k12.ca.us

If I can see farther, it is because I'm standing on the shoulders of giants," says Jamie Boston, paraphrasing Isaac Newton. Winner of the HighSmith Innovation Award, she attributes her own teaching success to the library media teachers and mentors who inspire her vision and her desire to constantly try new things in new ways. And, just as Jamie stands on some shoulders, it seems quite possible that she provides a strong shoulder for many others.

Jamie is a twenty-one-year veteran of the Davis Joint Unified School District. For the past eighteen years she has been the library media teacher at Birch Lane Elementary School, where she collaborates with classroom teachers and community members to teach hundreds of schoolchildren how to access, use, and evaluate information.

Her award-winning project, the Twentieth Century Project, is an excellent example of collaborative

teaching, integrated curriculum, and technology use. This project required that sixth graders in different classrooms communicate and share their research on a particular decade through the use of an electronic bulletin

board. Jamie taught lessons on information access and use and introduced students to the electronic bulletin board, which was mounted on the school web page by a parent volunteer. The computer lab teacher supervised the students in their production of Hyperstudio stacks, which students used to synthesize and present their research. The four sixth grade teachers monitored the students' progress and encouraged students to "electronically collaborate" via the bulletin board. The students' final projects

included print and electronic resources, as well as visual and audio elements. Through the Twentieth Century Project, sixth graders at Birch Lane moved into the new century by focusing on the progress of the past while learning research skills that will serve them well as they continue communicating, producing, presenting, and researching in the future. Congratulations to Jamie Boston for implementing this innovative learning opportunity for her students! The Twentieth Century Project is just one example of Jamie's successful school library program. The Birch Lane Elementary School library is a hub of activities and learning opportunities because of Jamie's continual willingness to share her expertise and to collaborate with her colleagues. Teachers often seek Jamie's advice in searching for resources on a particular curricular topic, and she is happy to share her knowledge and ideas. She is an integral part of the teaching staff as she instructs students in all phases of the research process and introduces them to new technologies. Jamie knows that the technology appeals to her students and thus uses laser discs, CD-ROMs, the Internet, and other technology to get them excited about learning and researching.

Jamie also spends time teaching her staff and provides both one-on-one training and staff development. She is currently involved in leading several inservices for faculty. Jamie is an invaluable resource for her colleagues who wish to improve their technological savvy.

Her collaborative spirit doesn't stop at the walls of her own school. She is currently developing ways to use electronic bulletin boards to collaborate with and connect her students to the local high school, university, and even a "sister city" in the Ukraine.

Congratulations to Jamie Boston, winner of this year's HighSmith Innovation Award. Her Twentieth Century Project is an excellent example of teaching and learning, and she is surely a model for all

library media teachers.



Curriculum connections: social science, science, art, language arts, technology
 Information Literacy Standards: 1, 3, 5, and 9
 Birch Lane Elementary School (grades K-6; 630 students)
 1600 Birch Lane, Davis 95616
 Velma Lagerstrom, Principal
 Jamie Boston, Librarian
jamiieb@dcn.davis.ca.us
 Davis Joint Unified School District

Jamie Boston — HighSmith Innovation Award
Connecting and collaborating through technology: a research project for the twenty-first century



Through an electronic bulletin board, Jamie Boston gives sixth grade students at Birch Lane Elementary School opportunities to work in collaborative groups with students from other classrooms.

HighSmith Innovation Award winner Jamie Boston teaches students information literacy skills one-on-one, in small groups, and in whole class settings.



board. Jamie taught lessons on information access and use and introduced students to the electronic bulletin board, which was mounted on the school web page by a parent volunteer. The computer lab teacher supervised the students in their production of Hyperstudio stacks, which students used to synthesize and present their research. The four sixth grade teachers monitored the students' progress and encouraged students to "electronically collaborate" via the bulletin board. The students' final projects

History became personal for eighth graders at Los Cerros Middle School as they learned about immigration and its impact on their families. Library media teacher Katie Williams and eighth grade core teacher Nancy Kaplan collaborated to develop the Ancestor Project.

The two shared responsibilities throughout the project, including determining the resources available for students. Katie instructed on the use of OPAC software, other library media center (LMC) resources, keyword searching on the Internet, and review of the final product. Nancy was responsible for a rubric and the scoring of student products.

Katie Williams — Good Ideas! School
Using research to connect history, culture, and family

The walls of the Los Cerros LMC expanded during the Ancestor Project. Periodicals in both hard copy and full-text on-line were used, as were books, reference works, and the school's vertical file. The county

library's extensive on-line database also was accessed. Genealogy, cultural, and historical sites available on the Internet were popular resources, and parents and family stories were important for background and insight.

Students focused on their earliest immigrant ancestor. They were required to research several aspects of that person's life: the home country of the ancestor, conditions in the United States when the person arrived, and life today in the home country. They also had to speculate about why the ancestor chose to emigrate. During the project, students gained

a personal connection to the concept of immigration and a sense of the historical perspective of their families' roles.

A project guide provided suggestions for research sources and techniques. The final products included a report of information, with bibliography, that covered the topics noted above; a story of either historical fiction or biographical incident; and an essay. The inclusion of pictures and other historical documents was encouraged. An oral presentation concluded the project.

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“Because Katie is so knowledgeable and helpful, she has a strong impact on teachers, curriculum, and instructional strategies at Los Cerros. Her roles as a librarian, media specialist, and technology coordinator have both direct and indirect positive impact on student achievement.”

— *Duff Danilovich, Principal, Los Cerros Middle School*

Studying a required portion of the social studies curriculum took on new meaning for these eighth graders. Not only did they become more competent in their research techniques, but they used higher-order thinking skills to connect themselves to history. The teachers also have found this assignment to be a self-esteem builder as students share their varied backgrounds and family heritages.

▼
 Curriculum connections: social science and language arts
 Information Literacy Standards: 1, 3, and 4
 Los Cerros Middle School (Grades 6–8; 1,165 students)
 968 Blemer Road, Danville 94526
 Duff Danilovich, Principal
 Katie Williams, Library Media Teacher
kwillia@srvusd.k12.ca.us
 San Ramon Valley Unified School District



Katie Williams of Los Cerros Middle School promotes cultural awareness through her instruction in research techniques.

Students at Los Cerros Middle School study the historical background of their ancestors and the immigration experience.



Last year a new school in the district absorbed 1500 students and nearly 20 teachers from Clovis's Clark Intermediate School. At the same time, a science class became mandatory for Clark seventh graders, and some elective classes were dropped. With these changes, a number of experienced teachers were faced with teaching an entirely new subject. Library media teacher (LMT) Melissa Wells stepped forward to assist her colleagues and participate in a collaborative unit to kick off their first year of science.

Melissa Wells — Good Ideas! School
**Integrating information literacy
 into the science standards**

Melissa worked with three science teachers to refine a tried-and-true unit that would meet the needs of all seventh graders. The result was the Science

Bioboard Unit that addressed cultural and gender diversity, language arts standards, science benchmarks, and technology, thus providing the "perfect" way to integrate information skills with content area during the first quarter of school.

Within their clearly defined roles, the science teachers contributed content-area expectations, and Melissa provided her knowledge of resources and strategies. While the teachers



Clark Intermediate School Principal Carl Tomlinson and Library Media Teacher Melissa Wells work together to create a strong school library.

decided on topics, identified individual student needs, and organized student partnerships, Melissa organized resources, created a project sheet, and planned instruction on library media center (LMC) use, note-taking guidelines, and an overview of the project. Scoring for process points was shared.

The resource based unit required students to

- research an assigned scientist;
- work with a partner, divide tasks, and network;

- use the Big6™ skills to accomplish their goal;
- use print and nonprint resources, including the Internet; and
- display their information in a final "Bioboard" product.

▼
"Some principals fight to keep their library media centers open. I am blessed to have a library media teacher who has the support and respect of our entire community."
 — Carl Tomlinson, Principal,
 Clark Intermediate School

The results were valuable from the LMT standpoint because at the conclusion of the project all seventh graders had a single point of reference regarding specific information skills standards, and the tone for high expectations had been set. The students



Principal Tomlinson says that "students love and care for this outstanding educator."

had been empowered to independently access, process, and communicate information, and the collaboration provided the new science teachers with an understanding of what a resource-based unit should look like, while Melissa's role as the library media teacher was clearly defined.

▼
 Curriculum connections: Science and Language Arts Information Literacy Standards: 1, 2, 3, 6, 7, and 9
 Clark Intermediate School (grades 7–8; 1,200 students)
 902 Fifth Street, Clovis 93612
 Carl Tomlinson, Principal
 Melissa Wells, Library Media Teacher
 Melissawells@clovisusd.k12.ca.us
 Clovis Unified School District

Based on his long commitment to information technology, and his creative, collaborative efforts to infuse technology on all levels, Peter Milbury truly deserves the 2000 CSLA Technology Award.

For over a decade Peter Milbury has been a strong teacher and advocate for educational technology. In particular, Peter has championed the Internet — from his local school library to the international scene. Peter has a wonderful way of inspiring young people and librarians about the benefits of technol-

ogy. He fosters engagement and is quick to showcase other people's successes in technology.

Peter is a frequent presenter and writer, almost exploding with ideas and encouragement. Certainly

in CSLA he has been a great luncheon and other-time speaker, and his monthly newsletter column, which highlights curriculum-based websites, makes for instant handouts to teachers and students (with permission).

But along with his vision is his hard work and constant self-learning. Peter and Michael Eisenberg, director of the School of Library and Information Science at the University of Washington, founded LM-NET, a popular electronic discussion group open to school library media specialists worldwide. Peter was a Library of Congress American Memory Fellow (in partnership with a school colleague) and then a staff facilitator for the program. He has served in

Peter Milbury — 2000 CSLA Technology Award
Collaboration and technology contribute to student success



Technology Award-winner Peter Milbury provides tenth grade students at Chico High School opportunities to access specific and relevant resource materials for their social science project through his definitive on-line web collection.

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“Peter has championed the Internet — from his local school library to the international scene.”
— Lesley Farmer, Associate Professor, Department of Education, CSU Long Beach

numerous California technology projects, such as CTAP, CTC, and the Butte County Office of Education. Peter created and keeps up-to-date a web collection that has become the standard. Through conference workshops and university classes, he has taught library media teachers and classroom teachers how to use technology to inspire and enhance learning. Indeed, Peter spearheaded the state's newest LMT Services Credential program at CSU Chico.

Peter's positive approach to technology, to education, to students, and to the profession bespeaks a consistently gracious gentleman and an outstanding educator. It is time to honor a man who has crossed centuries in modeling excellent incorporation of

education technology through the school as well as throughout California — and beyond.

▼
Chico High School
(grades 9–12; 1,960 students)
901 The Esplanade, Chico 95926
Roger Williams, Principal
Peter Milbury, Library Media Teacher
Pmilbury@cusd.chico.k12.ca.us
<http://dewey.chs.chico.k12.ca.us/>
Chico Unified School District

Being a Good Ideas! School is a reflection of administrative support. Principal Roger Williams with students and Peter Milbury.



Should the Palestinian people be allowed to create their own state on the land now controlled by Israel?" was the question to be answered by tenth grade social science students at Chico High School.

Library media teacher Peter Milbury and social science teacher Debbie Travers brainstormed, developed strategies, and reviewed resources to create a unit matching the California Frameworks connection to the modern Middle East.

Peter Milbury — Good Ideas! School Promoting critical thinking with on-line research

Travers wanted students to be active learners, work in small groups, use as many primary resources as possible, and utilize the Internet and on-line databases. She did not want the outcome to be the standard report or test.

The collaborators chose the problem-based learning (PBL) approach to place students in the midst of a realistic but ill-defined problem with no obvious or correct solution. Students, working in teams of two, used role-playing and became the 15 countries of the United Nations Security Council. They had one week to come to a final resolution of the Palestinian-Israeli crisis. This was a new process for the students, and they were given a background briefing. Resources included newspaper articles and a history of the United Nations General Assembly votes on Middle East issues.

With only one week to prepare, students were quickly oriented to using the web and magazine databases. The U.N. website and *Time* magazine, SIRS, and InfoTrac, as well as news articles from the *San Francisco Examiner* and the *Economist*, were

made accessible on a web page organized by the librarian in collaboration with the teacher.

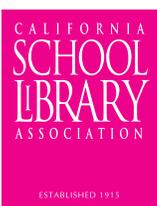
There were three library visits, classroom time for work and discussion, and one day for final preparation. The presentations were given during a mock

▼
Peter Milbury demonstrates the best. He is truly deserving of both Good Ideas! recognition and the CSLA Technology Award.

meeting of the Security Council. Delegates' speeches were made and votes were cast. Time was allowed for reconsideration and revoting based on personal reactions to the session.

The format for this activity encouraged earnest participation by students in their learning along with the role-playing. The results indicated a higher level of understanding of the history, players, and events than normal testing would require. The teachers feel the use of technology, PBL, and library research elevated the level of student performance and learning.

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Curriculum connection: Social Science
Information Literacy Standards: 1, 2, 3, and 9
Chico High School (grades 9–12; 1,960 students)
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*Learning through
Books, Media and Technology*

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is published by the Curriculum Committee of CSLA, an association of library media teachers, classroom teachers, administrators, paraprofessionals, and others whose mission is to provide leadership to ensure that California educators and students are effective users of ideas and information. The association promotes the effective use of learning resources, including print and nonprint media, and technology in the teaching/learning process.

DARLA MAGANA, *Editor*

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To nominate a school library and a library media teacher for *Good Ideas!* recognition, contact Darla Magana (magana@home.com).

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