



Good Ideas!

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

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

State Support for School Libraries *Has* Made a Difference!

BY DELAINE EASTIN

Want to hear a well-kept secret? Good school library programs *do* exist in California! We hear so much about California's poor or nonexistent school libraries when in reality, over 1,000 schools in this state have vibrant library programs. The important question is whether *your* school library is better now than it was eight years ago. Did the application process for the early Public School Library Protection Fund grants rekindle interest in your library? Have the past four years of substantial Library



Act funds put new library books into the hands of your students? Has a new library automation system permitted your library staff to attend to more important tasks, like collaborating with classroom teachers, selecting standards-related library resources, and sharing good books? Has the presence of the California Department of Education school library consultants made it easier for you to obtain information and assistance?

At the beginning of my term as state superintendent of public instruction, I set a modest goal of 20 up-to-date, relevant, enticing library books per student. This goal represented not pie-in-the-sky numbers, but the average number of books already found in quality school libraries across the country. In 1995, our school libraries averaged 11 old, as in average-copyright-date-of-1972-old, books per student. Between 1998 and 2002, the first four years of state funding, the average number of books per student rose to 13, and the average copyright date climbed to 1987. These books may still be 15 years old, but they represent progress in the face of growing student enrollments, projects to purge obsolete materials, and escalating book costs.

Thomas Jefferson would remind us: "*In matters of style, swim with the current. In matters of principle, stand like a rock.*"

In the California State Assembly, I stood with Senator William Craven to create a check-off for school libraries on the California income tax form with a grant process to disperse the donations. As state superintendent, I have worked with the state library and the California School Library Association to create the first California Department of Education school library consultant position in over 20 years, then worked for a second consultant and an analyst, all dedicated 100 percent to school library development. At its inception and recently in its defense, I stood strong for a Library Act that would provide ongoing state funding for school library collections on a per student basis. Yes, dynamic school library programs do exist in California. Their impact is measured not just by the quantity of library resources available but in terms of student achievement. Providing the children of California with libraries such as those described here is definitely a matter of principle.

Editor's Note: Thanks, Delaine! The exemplary programs featured in this newsletter illustrate how strong school library media programs help students achieve state standards.

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Learning through
Books, Media and Technology

Research Combines Elements of Chemistry and Poetry

ETIWANDA HIGH SCHOOL

You will need to know who discovered the element and where it was found, along with its atomic number and specific heat." This might sound like a normal chemistry assignment, but when the information has to be presented in poetic style, the whole picture changes.

That's what happened when freshmen science students at Etiwanda High began work on an assignment collaboratively presented by both the library media

teacher **Chela Cortez** and school science teacher **Mary Haus**.

Students were to work in teams of two, randomly draw the name of an element, research seven aspects of the element, and write a poem to present to the class on an informational poster.

Chela used PowerPoint to review print and

electronic resources and options for accessing the information. Teams were given a handout that outlined details including bibliographic notation, a key component of the assignment. Most of the print



Etiwanda High School students use laptops to access electronic resources.



Students enjoyed finding pictures and writing a poem instead of a formal science paper.

resources used for this project had been purchased with funds from the California School Library Act. The three *Information Power* categories were addressed, as was the chemistry strand of the California science standards related to knowledge and use of the periodic table, and language arts standards.

▼
"Our library media teacher is very knowledgeable and supports teachers in planning to meet state content standards."

— ***Lynne Ditfurth, Principal***

Chela and Mary found that the teams were able to work independently with success. Students were already familiar with basic library procedures, thanks to a fall library orientation and a previous science research project. That enabled them to make good use of the short research time, only two class periods. The teachers could then focus on content and helping students prepare their presentations.

Thorough planning by the teachers, clear instructions with detailed guidelines, and familiarity with the library media center paid off for the students of this rapidly growing school of nearly four thousand. Such student comments as, "I liked having to research more than just facts. We had to find pictures too," reflect the learning that occurred as students also had a good time. The project changed the way these ninth graders look at the world, as the poems made the facts easier to remember. Many said they actually enjoyed learning from their classmates' presentations!

▼
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Connections to Cultural Heritage Presented on the Web

SANTA ANA HIGH SCHOOL

Marilyn Frenz, library media teacher, and **Mel Sanchez**, Spanish teacher, both Library of Congress American Memory Fellows, collaboratively planned and implemented a research project with Mexican American Studies students at Santa Ana



Folklife web page project connects students to the local community.

High. The project connected the community of Santa Ana with the traditions of Hispanic culture. The teachers' design also helped their primarily English language learner population to acquire new library and technology skills.

With an opportunity to post a web page on the Library of Congress Folklife Center digital library, Marilyn and Mel created a project focused on the community's food, buildings, and celebrations. Students used the library, the Internet, and an electronic periodical database to gather their basic information. The library's digital camera and interviews with community members added to the richness of the web page students created. Funding from the California School Library Act provided on-line databases and updated the book collection.

Connecting Information Literacy standards with California standards for social science, the Folklife Project gave students at this inner-city school of 3,800 new insights into their hometown. As they participated in the project, students gained skills in word processing and web page design, while learning to navigate the Internet. Interview techniques and

presentation styles that were observed in Huell Howser's *California's Gold* video series were put to use, and students learned more about their roots, their culture, and the traditions of Santa Ana as they sought information from members of the community.

▼
"It's all about students, so put the library at the top of your priority list."

— ***Dan Salcedo, Principal***

Both teachers and students realized that innovative projects like this could result from library/classroom collaboration. Higher-level thinking skills were required for students to complete the project. Students



Library mural reflects Santa Ana's Hispanic heritage.

were thrilled when they saw the results of all their hard work [<http://www.creativeinsites.net/sahsweb/msanchez/mexam.html>].

They hope to be published and read by a worldwide audience on one of these Library of Congress sites: [<http://www.loc.gov/folklife/poster/introttext.html>] or [<http://memory.loc.gov>].

▼
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Research Process Lays Foundation for Academic Success

MOORE MIDDLE SCHOOL

Diane Bennett has collaborated with **Tim Mason** for two years to refine an assignment that has provided their sixth-grade students with knowledge of the basic research process needed for academic success.

Moore Middle School in Redlands offers an enrichment class for speech and study skills, for which Diane combined her knowledge of the research process with Tim's knowledge of sixth grade learning



Moore Middle School students learn how to do research step by step.

abilities to design a weeklong lesson on researching science topics. They confined it to the basic components of narrowing down a topic, selecting appropriate resources, taking and organizing notes, and writing a bibliography. The basis for their final format and assessment was Deborah Stanley's book, *Practical Steps to the Research Process for High School*.

This lesson, which has now been taught to 32 classes, addresses four of the Information Literacy Standards and the sixth-grade California Standard on writing research reports. New computers, encyclopedias, and nonfiction books were made available through the California School Library Act.

The lesson has had an impact on the library media center. More teachers are requiring students to cite sources correctly and include bibliographies with assignments. Teachers are informing Diane of upcoming assignments that will require library time, and they are sitting down to plan research projects with her. Diane finds more students working independently in the library, using more recreational reading materials, and just hanging out!

▼
“First, hire a trained librarian. Second, have your library media teacher on your leadership team and your technology committee. Then make sure your librarian has opportunities to communicate with the staff.”

— **David Regalado, Principal**

Diane and Tim's collaborative project is a major success, as witnessed by sixth graders who know how to start a research project and comments from seventh-grade teachers on the project benefits. Diane stresses the importance of the support of Moore's principal, David Regalado. "He allowed me to present buy-back in-service sessions for our teachers to show them the information literacy skills our students need to learn and how they can be taught." Eighth grade teachers are already excited about the possibilities and are planning collaborative projects with Diane to build on these skills so necessary to academic success for all students.

▼
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Virtual Time Travelers Master Social Science Standards

RALPH WALDO EMERSON JUNIOR HIGH SCHOOL

TimeWrinkle.com, a hypothetical travel agency, excited seventh graders at Emerson Junior High, especially when they discovered that food was involved! Library media teacher **Jamie Boston** collaborated with social studies teacher **Brett Stone** to send students on an adventure to prepare promotional campaigns in a project-based learning research study.



"The gods are going to get us. We are having way too much fun!"
Brett Stone, Social Studies Teacher

Jamie developed TimeWrinkle.com with complete details of the mission, including an extensive bibliography of websites and books. Students also had access to a timeline for project progress, a detailed rubric, *The MLA Style Manual* bibliographic guidelines, and final presentation expectations. She worked with Brett to design the project. He introduced it and organized the work groups. They collaboratively directed research in the classroom and library, then shared the task of grading the presentations.

TimeWrinkle.com transports travelers to the past. Emerson students had a choice of the medieval African kingdoms of Ghana, Mali, and Songhay. Teams focused on their selected country, but were also required to do research on the others because they all became the final judges. Their work addressed numerous points in the California Social Science Standards, as well as state and national standards in history, language arts, and technology. At the same



Students liked the idea of being a dot.com travel agency.

time, they were achieving five Information Literacy Standards.

▼
"The library program provides students with the tools and skills for lifelong learning"
— ***Diana Marshall, Principal***

The young travel agents used PowerPoint, laser disks, and video to present their travel promotions, which included topics ranging from culture and geography to government. They also told folk tales, made masks, and prepared African recipes.

Jamie and Brett were successful, judging by student comments: "I wish we could really go!" and "The unit wasn't just about note-taking and writing. Everything was turned into a fun, hands-on final presentation." Oh yes, someone mentioned, "What I liked most was being able to eat all the food!"

▼
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Fiction Inspires Students to Achieve Science and Language Arts Standards

BANCROFT MIDDLE SCHOOL

Diane Taylor, library media teacher at Bancroft, has worked with science teacher **Karen Lima** and language arts teacher **Erin Hill** to combine classroom and library resources. With a change from traditional to flexible scheduling, students have gained extended opportunities to use library resources



Primary sources help Civil War researchers create historical characters.

as they complete research on collaboratively planned and implemented class projects. Information literacy drives the library program. Exemplary projects use high-quality fiction as a springboard to in-depth study of the core curriculum, and literature circles to provide a context for examining historical, scientific, and ethical concepts.

A project integrating social science and language arts standards with information literacy skills has challenged eighth graders to use authentic research methods in their study of the Civil War. Diane and Erin wanted students to explore the era from multiple points of view. Using familiar historical fiction titles such as *Across Five Aprils*, *Redcap*, and *Slopes of War*; students had to do their own historical research and become authors themselves.

Information was compiled from a wide variety of print and electronic sources. Selecting a role such as

a surgeon or spy, students wrote and illustrated journal entries or letters that told about their characters' experiences and view of life during the Civil War.

When Karen and Diane tried a similar approach in science, they chose titles such as *The Music of Dolphins*, *Eva*, and *Flowers for Algernon*. Questions arising from literature circle discussions inspired students to do in-depth research on topics as diverse as epidemics, organ transplants, endangered species, and the ethics of experimenting on animals and humans. Students learned to model scientific objectivity, considering different points of view and evaluating the pros and cons of each.

▼
“Bancroft library is a model for what collaborative teaching can be. It is always a treat for me to drop into the library to see Diane working to support both students and teachers in their learning.”

— ***Deborah Stark, Principal***

The many concepts students worked with on these assignments include locating primary sources, distinguishing between those and secondary sources, using technology as a tool, identifying ethical issues and points of view, seeking historical accuracy and detail, and citing references correctly. The final products show the depth of understanding they achieved in their work. A journal entry by Jacob, dated May, 1864, and submitted on “aged” paper, depicts the young soldier’s disillusionment with war and encourages the reader to read more!

▼
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CSLA ADMINISTRATIVE LEADERSHIP AWARD

Superintendent Jean Fetterhoff Recognized for Commitment to Libraries and Teacher Education

How did **Jean Fetterhoff** become such a flag bearer for comprehensive library media programs? She attended one of CSLA's annual Administrative Days and learned about the impact library media programs have on student learning. Authoritative researchers explained positive statistics attributed to extensive school library collections and professionally trained library media teachers.



Jean Fetterhoff has exemplified sustained commitment to K–12 library media programs throughout her tenure as superintendent of the Kings Canyon Joint Unified School District in Fresno County. To ensure an effective library program for all students, her goal was to have a library media teacher (LMT) at all schools, so she recruited outstanding teacher

candidates for an LMT credentialing program. The district is paying half the tuition, and all classes are held at district sites. Jean also designated significant district funding to support access to a multitude of curriculum-related library resources for all students.

Although Jean has recently left the Kings Canyon District, students will continue to benefit from her insight and support for effective library media programs. In her new position as supervisor for student teachers at Fresno Pacific University, Jean will continue to emphasize the importance of collaboration between classroom and library media teachers to help all students become avid readers and effective users of information.



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CSLA PRESIDENT'S AWARD

Deborah Stanley: A Model Library Media Teacher

Amazing! Without exception this is the best word to describe this year's recipient of the President's Award. **Deborah Stanley** is the library media teacher at Central Middle School in Riverside, California. She epitomizes the ideal qualities of



teacher, instructional partner, information specialist, and program administrator. This is evidenced by her numerous contributions to the library profession at her site, and within the district and state as a teacher, an author, and a presenter.

Debby's passion for her profession can be seen the minute you enter the library. Inviting displays attract students as they cross the threshold to Debby's world of learning. She has

designed collaborative lessons in the research process, integrating technology and content standards to create authentic learning experiences for students at all levels. Her attention to detail is exemplary.



"Debby has become an invaluable part of my 'teacher toolbox.'"
— **David Haglund, Social Science Department Chair**

Debby is truly a model for lifelong learning and for the profession.



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CSLA TECHNOLOGY AWARD 2002

Rebecca Johnston Honored for Library without Walls

Rebecca Johnston makes technology work for students and staff at Redlands East Valley High School. That is why they nominated her for the CSLA Technology Award, which is underwritten by Sagebrush Technologies.



"Becky never fails to impress me with her ability to actively engage staff and students in upgrading their knowledge of technology."
Renate Beltz, English teacher

The educator has implemented her vision of a "library without walls" with the help of her staff and funding from Digital High School and the California School Library Act. Library resources are accessed through the school's web page in classrooms and

homes. Staff and students now work and learn in an environment rich in technology.

▼
"Becky Johnston's motivation, enthusiasm, and commitment have made her an integral part of the instructional process."

— **Mark Thompson, Digital High School Coordinator**

Becky and her colleagues collaboratively plan and implement standards-based projects across the curriculum, which also incorporate information literacy and technology standards. A tireless evangelist for reading and information literacy, Becky Johnston uses technology to get kids hooked on learning. Then she slips books in under their radar!

▼
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COVER PHOTO: Allison, age 7, with *Kat Kong* by Dave Pilkey

Back issues of *Good Ideas!* are available at www.schoollibrary.com

To nominate a school library and a library media teacher for *Good Ideas!* recognition, contact Carolyn Wilke, cwilkecat@aol.com, 805-499-1561.