



# 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.

## CSLA

BY DONNA SALAZAR

Last fall I was honored to attend the Annual California School Library Association conference to accept the Administrative Leadership Award and to have the opportunity to thank the members personally for this recognition. The mission of this organization, to ensure that all California educators and students are effective users of ideas and information, is a worthy goal. It’s a goal that, when met, will benefit all of us.



I appreciate the leadership role that the members of the CSLA state board as well as the Northern and Southern Region boards play in strengthening library media programs in schools throughout the state. Your work, and the efforts of all of CSLA members working in school libraries across California every day, is critically important to creating successful students who will graduate from our schools fully prepared for college, work, and life.

Naturally, school principals expect libraries and those who work in them to assist students, but today’s library media programs are far more comprehensive. I especially admire the dual commitment of CSLA to serve both students and educators. As a former English teacher, I experienced firsthand the professional benefits of a strong library program staffed by a knowledgeable library media teacher. About nine years ago, when I began teaching my first international baccalaureate literature class, I would have been lost without the support of my librarian, Mr. Duke. At times, I felt that I was on an independent study crash course to earn a second M.A. – I was often just one-step ahead of my students. I would fly into the media center and tell Mr. Duke, “I need everything you can find on Seamus Heaney; I need criticism on Ibsen; help me get some books on Dandicat and Hati; let’s see what UCR has of Tom Stoppard’s.” And on it went for years. My librarian was helping me become a better teacher, and that’s one mark of a quality library media program.

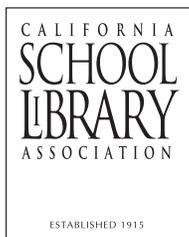
My school has been working closely over the past four years with Dr. Bill Daggett and his International Center for Leadership in Education. We are a part of their Successful Practices Network, which is supported by the Bill and Melinda Gates Foundation. At last year’s Model Schools Conference, I was struck by a statement made by Ray McNulty, the executive director of the network. He said “The primary aim of education is not to enable students to do well in school, but to help them do well in the lives they lead outside of school.”

I remind myself of this goal on a regular basis, the truth it contains, and the role of the librarian in helping my school realize this goal for our students.

There is a current focus in education on the need to prepare our students for the 21st century. What does this mean? What are the 21st century skills we want our students to have? We want them to be – good communicators, able to solve problems, think critically, be wise users of resources and technology, and be information-literate. These skills are the very same skills that form the core of a quality library media program!

I am proud to support a library media teacher at my school who works as a partner with our classroom teachers; a library media teacher who teaches his own lessons and works with teachers to help design their standards-based lessons; a library media teacher who supports all content areas and who serves in a leadership role; and who, above all, helps students learn how to use their minds well. I realize the power of school librarians – they have an impact on every single student in the school, and I am envious of that power – and that joy they share as students pass into their realm and enter a portal that opens to the entire world.

I thank CSLA members for their continued devotion to the students of California.



# The Holocaust: A Cross-Curricular Unit

MELANIE LEWIS, TEACHER LIBRARIAN  
LIBERTY HIGH SCHOOL, MADERA

The principal of Liberty High School in Madera asked **Melanie Lewis**, the Teacher Librarian, to collaborate with teachers to design cross-curricular units to meet the California content standards. In response, she created an exemplary lesson on the Holocaust in collaboration with 10th-grade English teacher Denice Lane, two world history teachers, one chemistry teacher, and two biology teachers. The teachers met together, used a wiki, email, and individual conversations for collaboration. Melanie and Mrs. Lane cotaught three



research lessons in the library lab.

The in-depth study of the Holocaust in world history, the scientific aspects of the Holocaust in biology and chemistry, and Elie Wiesel's *Night* in English provided the students with real-life issues to research. Melanie and her colleagues focused the research on these essential questions: What was the Nazi policy of pursuing racial purity and why was it used primarily against the European Jews? How was science used to support the Holocaust? What were the human costs of the Holocaust? How does the Holocaust compare to genocide occurring in the world today?

The culminating task of the six-week project was a 3-

to 5-page research report using MLA format and at least one primary source document, book, and website. Topics for the reports included "The effect of malnutrition on Holocaust survivors' bodies," "The application of Social Darwinism in Nazi ideology," "The chemical and physical properties of the gases used in the gas chambers and why they were selected," and "The ethical dilemmas of scientists, engineers, doctors asked and/or forced to organize and participate in the Holocaust." In addition, students were asked to write a personal response to this question: "What can be learned about the importance of (a) human action, (b) human rights, and (c) the human spirit?"

Melanie gave students and teachers access to a variety of resources, such as *Night* by Elie Wiesel, videos on the Holocaust from the MCOE Media Center, an education resource kit from the Museum of Tolerance website (<http://teachers.museumoftolerance.com>), Noodletools, Holocaust museum websites, eLibrary, public library databases, and Web 2.0 wiki tools.



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## CALIFORNIA CONTENT STANDARDS

### WORLD HISTORY – 10.8

- 5 Analyze the Nazi policy of pursuing racial purity, especially against the European Jews, its transformation into the Final Solution, and the Holocaust that resulted in the murder of six million Jewish civilians.
- 6 Discuss the human costs of the war, with particular attention to the civilian and military losses in Russia, Germany, Britain, the United States, China, and Japan.

### ENGLISH LANGUAGE ARTS

Reading: 3.0: Literary Response and Analysis

Writing: 1.0: Writing Strategies

1.3–1.8 Research and Technology

1.9 Evaluation and Revision

Writing: 2.0 Writing Applications

2.3 a–d Write expository compositions,  
including research reports

### BIOLOGY

Genetics, Evolution, and Physiology

Chemistry

Atomic and Molecular Structure, Gases and Their Properties, and Reaction Rates

### STANDARDS FOR THE 21ST-CENTURY LEARNER AND NETS FOR STUDENTS

1. Inquire, think critically, and gain knowledge
2. Draw conclusions, make informed decisions, apply knowledge to new situations, and create new knowledge
3. Research and Information Fluency
4. Critical Thinking, Problem-Solving, and Decision-Making
5. Digital Citizenship
6. Technology Operations and Conceptst



## “... pull some books...” and Collaboration Becomes a Reality!

KAREN CHEMLIR MILLER, TEACHER LIBRARIAN  
PALOMA VALLEY HIGH SCHOOL, MENIFEE

**K**aren Chemlir Miller, TL, and Lisa Wood, U.S. history teacher, began their collaboration following Ms. Wood’s request to “have some books pulled” for the



Karen Chemlir Miller



Lisa Wood

G11 Japanese Internment unit. Following a combination of emails and conversations, Ms. Miller expanded the original book request to create a well-planned, collaborative research effort incorporating both Information Literacy Standards from the *CSLA Standards and Guidelines for Strong School Libraries* (2004) and from California History/Social Science Standards.

The essential question was, How did WWII Impact Japanese Americans?

Each student assumed the identity of a Japanese American interred citizen using an internment ID card obtained by the classroom teacher on a trip to Manzanar National Historical Site, near Lone Pine, California.

Each student wrote a personal, fact-based diary drawing on information identified and assembled by the TL using indexes and special encyclopedias, ERIC/National Archives documents (facsimiles), and Internet searches. The TL’s extensive research before the students arrived at the media center, and her planning for differentiated learning, ensured that the students’ work would be productive.

The classroom teacher used the textbook to provide an overview of Japanese internment in WWII. However, by having each student assume the identity of a real person, students were successful in going beyond the textbook, developing world-class research strategies,

using both digital and print resources on the issues as they affected their person. By writing diaries, students were challenged to portray information accurately, as well as creatively. The diary format required reflective thinking and helped avoid plagiarism.

This project took extra effort on everyone’s part. It went beyond what is covered in history textbooks, beyond what students are generally assigned for research, and beyond the local resources.

One extra outcome from this project was the creation of a unique way of having students share limited resources on a narrow topic. Called “Research Round the Clock,”

- students sit at library tables in small groups
- 2 or 3 books of similar nature are placed on the table
- each student at the table is assigned a responsibility:
  - head researcher (to actually handle the book),
  - recorder (to take notes),
  - archivist (takes citation),
  - assistant (records questions the group may develop, go for help, run copies)
- time limit of 5–10 minutes to find 3–4 useful facts from each source on the table
- students move to another table, rotate assigned roles, and begin again.

The TL describes this new process for student collaboration as successful because the shorter time for information search seems doable, each student has an active role, and is a valuable participant. This approach seems to eliminate the student’s excuse, “I can do better work at home.”



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### STANDARDS AND GUIDELINES FOR STRONG SCHOOL LIBRARIES (CSLA, 2004)

- 5 The library media teacher collaborates with other teachers and the community to integrate the best uses of information and communication technologies into the curriculum and instruction

### CALIFORNIA CONTENT STANDARDS

#### HISTORY / SOCIAL SCIENCE

- 11.7 Students analyze America’s participation in WWII
- 11.7.3 Identify the roles and sacrifices of individual American soldiers, as well as the unique contributions of special fighting forces
- 11.7.5 Discuss the constitutional issues and impact of events on the US home front, including the internment of Japanese Americans

## Online Habits

ERIK SCHERER, TEACHER LIBRARIAN  
AMADOR VALLEY HIGH SCHOOL, PLEASANTON

Teens today have grown up with the Internet and feel comfortable with its interactive applications; using internet technology is second nature for many of our teenagers! Collaborating with health teacher and mentor Diane Kratz, second-year Teacher Librarian **Erik Scherer** created a unit assisting student development of safe online habits. This activity discusses with students their successful strategies developed in navigating the pitfalls of the Internet.



Each of four days in the health classroom was filled with activities. Day one included discussing a common vocabulary and showing the PBS *Frontline* special *Growing up Online*. On day two, students were split into eight groups with each group receiving different topics in online articles to read and discuss. The article themes included copyright, illegal downloading, cyber bullying, cyber predators, Internet filters and privacy, Internet and video game addiction, and social networking sites. Each group was given reading prompts. The class discussed the themes with each group leading the discussion. Erik found this component to be the most

interesting part of the unit because it gave students a chance to open up about their own experiences online. Many students have developed very successful strategies about using online applications like YouTube and MySpace.

Students on day three created their own public service flyers (PSAs) and on day four had them presented on the bulletin board. As a concluding SoWhat? activity, the students drew two separate pairs of *Venn Diagrams* where they compared and contrasted strategies for dealing with online situations.

Erik Scherer has decided to expand his audience to the middle school, having the “cool” high school students discuss the PSAs with the middle school students, thus demonstrating mastery of both the information literacy and the health standards while simultaneously providing a service to the community.



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### CALIFORNIA CONTENT STANDARDS

#### HEALTH STANDARDS: GRADE 9

- 1 Demonstrate ways to enhance and maintain personal health and well-being
- 2 Practice behaviors to reduce the risk of becoming involved in potentially dangerous situations and react to such situations in ways that help to protect health
- 3 Promote positive health practices within the school and community, including positive relationships with peers.

#### INFORMATION POWER, INFORMATION LITERACY STANDARDS (ALA 1998)

- 8.1 Respects copyright and fair use
- 8.2 Understands the reasons and methods for citing sources
- 8.3 Understands and respects principles of intellectual freedom
- 8.4 Follows school requirements regarding responsible use of information and communication technologies

#### STANDARDS AND GUIDELINES FOR STRONG SCHOOL LIBRARIES (CSLA, 2004)

*Standard 1:* The student who is information literate accesses information effectively and efficiently

- 1.9 Uses a developmentally appropriate research process to access information.
- 1.9.9 Uses a variety of print and digital reference material (e.g. dictionary, almanac, thesaurus, atlas, encyclopedia, and periodicals) to access information.
- 1.9.18 Uses a variety of print and informational resources to facilitate research

## Covering All the Information Literacy Bases With a Career Research Project

ELLEN SHIMAMOTO, TEACHER LIBRARIAN  
SAN GABRIELINO HIGH SCHOOL, SAN GABRIEL



What do the Big6, resumes, obituaries, graphs, current events, and tombstone inscriptions have in common? They are all components of **Ellen Shimamoto's** Career Research Project for San Gabrielino High School's ninth graders. Shimamoto, San Gabrielino's Teacher Librarian, developed the project in collaboration with her social studies colleagues as a way of assuring that all students at her school receive instruction and practice in the essential information literacy and research skills they will need throughout high school and beyond. The project is part of San Gabrielino's mandatory Introduction to High School freshman one-semester course.

Before Shimamoto approached the teachers of this course, she was already collaborating with many of her classroom teachers and providing lessons in note-taking, plagiarism, evaluation of sources, and other information literacy skills. She found, though, that with the huge number and variety of classes and teachers at her school, not all the students were on the same page by twelfth grade in their knowledge of how to use the library and do research. Students with teachers who included more research projects in their curriculum received more lessons from the Teacher Librarian, while other students received less. She wanted to be sure that *all* students learned *all* the important information literacy skills they will need to succeed in their current and future academic work. Working with the teachers of a mandatory freshman course was the perfect opportunity to reach every student at the beginning of his or her high school career.

What does the project consist of? It covers the Big6 research process, finding and evaluating online sources, using subscription databases, note-taking, graphing methods, plagiarism avoidance techniques, and proper citing of sources. While learning these skills, students also explore a career of their own choos-

ing and a prominent person in that field; get practice writing a resume, an obituary, and a gravestone marker; get experience both interviewing and being interviewed; explore and summarize a current event relevant to their career area; and create a graph of salary trends. All told, students visit the library for 11 days of information literacy instruction from Shimamoto. Each step of the project is scaffolded with worksheets that guide the students in how to create each deliverable and which they can use for future research projects and for practical purposes, such as creating their own resumes for job seeking. What a great way to launch their high school careers!

This successful Introduction to High School course has been renamed Freshman Seminar for the 2008–2009 school year, and the description in the school's curriculum guide highlights the teaching of information literacy as part of the content. Shimamoto's course model could easily be replicated in other high schools and modified for use in lower-grade levels.



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David Crist, Principal



### STANDARDS AND GUIDELINES FOR STRONG SCHOOL LIBRARIES (CSLA 2004)

*Standard 1:* The student who is information literate accesses information efficiently and effectively

1.9 Uses a developmentally appropriate research process to access information

*Standard 2:* The student who is information literate evaluates information critically and competently

2.2 Evaluates authority, credibility, and currency of information

2.3 Selects relevant information during the research process

*Standard 3:* The student who is information literate uses information accurately and creatively

3.2 Composes and revises drafts

*Continued*

*Standard 4:* The student who is an independent learner is information literate and pursues information related to personal interests.

4.2 Uses information literacy skills independently to pursue personal interests

*Standard 6:* The student who is an independent learner is information literate and strives for excellence in information seeking and knowledge generation.

6.1 Evaluates the research process and product

6.2 Reflects upon the process to improve information-seeking skills

#### CALIFORNIA CONTENT STANDARDS

9th and 10th Grade English Language Arts Content Standards for Writing Addressed

#### RESEARCH AND TECHNOLOGY

1.3 Use clear research questions and suitable research methods (e.g., library, electronic media, personal interview) to elicit and present evidence from primary and secondary sources.

1.5 Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).

1.7 Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals (e.g., *Modern Language Association Handbook* and the *University of Chicago Manual of Style*).

#### LISTENING AND SPEAKING

2.3 Apply appropriate interviewing techniques

## PRESIDENT'S AWARD

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### Student Achievement in California School Libraries

**D**oug Achterman was an English teacher at San Benito High School in Hollister, 1984–1991, and was chosen teacher of the year at his school in 1998. He has been a Teacher Librarian since 1999. He has written for *Knowledge Quest*, *School Library Journal*, *Teacher Librarian*, *School Library Media Activities Monthly*, *School Librarian's Workshop*, and the *CSLA Journal*, and coauthored with David Loertscher, *Increasing Achievement through the Library Media Center: A Guide for Teachers* (2003).



He is an adjunct instructor in San

Jose State University's School of Library and Information Science program. Last November, he was honored as one of forty distinguished alumni in the San Jose SLIS program's forty-year history. And in October, Dr. Doug Achterman successfully defended his Ph.D. dissertation, "Haves, Halves, and Have Nots: School Libraries and Student Achievement in California," at the University of North Texas.

▼  
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Krystal Lomanto, Principal

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## ADMINISTRATIVE LEADERSHIP AWARD

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### District Support for Teacher Librarians



**Christopher J. Steinhauser** attended kindergarten through high school in Long Beach, Long Beach City College, and California State University Long Beach where he earned a master's in educational administration. He is a 26-year veteran educator in Long Beach Unified, has earned a well-deserved national reputation for improving student achievement, and has been recognized with a number of awards.

Superintendent Steinhauser is respected as a friendly, tenacious, hands-on leader who helps students reach high expectations. He began as a teacher's aide in an elementary school, continued as an outstanding teacher at an inner-city elementary school, became a vice-principal, and then attained very high student achievement while a school principal. After serving as a program facilitator, he rose to director of special projects, area superintendent, and then deputy superintendent. During that tenure, students in all major racial and ethnic groups throughout the district made unprecedented gains on rigorous State tests. Superintendent Steinhauser became a deputy superintendent in 1999 and was unanimously appointed as superintendent in 2002. He is highly respected by community groups, as well as parents, employees, and teacher librarians.

Mr. Steinhauser has maintained a philosophy that is inclusive of the instruction provided by Teacher Librarians and the equity of access to the curriculum and information that the school library program provides. He initiated a district Professional Development Day for Teacher Librarians, and provides released time to attend. When the State Database Bill (AB333) did not pass, superintendent Steinhauser understood the value of access for our students and purchased and continues to fund a database for all secondary and K-8 schools.

He meets with a committee of Teacher Librarians for regular, continuous planning. Those meetings developed the job description and position for library/information literacy curriculum leader. During previous budget cuts, the position was eliminated and reconfigured to a two-day "Library Coach." The reinstatement of

a 100 percent position has provided a district-wide cohesive instructional focus to standards-based instruction. Evidence of the district's library program has been recognized by local colleges, in that they report that the Long Beach district's students are prepared for library use and research, whereas those coming from districts without a strong library program are not.

While the district did reduce service to elementary schools this fall, Mr. Steinhauser called a meeting of all Teacher Librarians to personally deliver the news prior to the end of the school year. Without the courtesy of his meeting, Teacher Librarians would have been notified by mail of significant assignment changes in the middle of summer. Despite the budget crisis, the superintendent and school board maintain their prior commitment to increasing library staffing when it is fiscally viable, so that each elementary school library is open and staffed five days per week; the optimal goal is moving to CSLA staffing standards in all schools.

Superintendent Steinhauser is working with legislative advocates to bring a bill forward to fund Teacher Librarians in the same model as that of the counselors. He initiated a meeting between Teacher Librarians and the district lobbyist to strategize the most effective use of CSLA's Legi-Day attendance. He has committed to actively lobby state legislators to have the Information Literacy Standard placed in the California Education Code. The superintendent understands that for our students, and all students in California, to compete with students from other states, they must have access to equal instruction and resources.

CSLA joins the Teacher Librarians and media assistants in Long Beach Unified School District in honoring and congratulating superintendent Chris Steinhauser, recipient of the 2008 Administrative Leadership Award.



Christopher Steinhauser  
Superintendent of Schools  
Long Beach Unified School District

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## TECHNOLOGY AWARD

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### Student Success with 21st-Century Technology

**P**amela Todd has been a school leader in incorporating educational technology into teaching at three high schools during her career. In 1995, she established the first student Internet access in the El



Segundo school district by establishing a networked 12-station mini-lab in the library. When she started at Venice High School in 1997, the library had only a single dial-up Internet station shared by students and faculty. She expanded that into 24 workstations connected with a T-1 line installed by corporate and community volunteers. Pam also created the school's first library webpage, gave students and staff

24/7 service through the library website, and taught students how to access and use databases from the Los Angeles Public Library.

She was a founding member of a UCLA-based consortium of university, community college, and public and school libraries to create information literacy strands in content-area lessons and to incorporate them into K-12 classrooms. In 2001, Ms. Todd began incorporating WebQuest inquiry-oriented lessons into her library teaching, and she was able to teach and collaborate with teachers on technology-infused lessons.

Ms. Todd became a National Board Certified Library Media Teacher in 2002 and has presented many professional development sessions about incorporating technology into the school curricula.

In 2005, she accepted her final assignment, Teacher Librarian at Santee Education Complex, the first new comprehensive high school in Los Angeles in 30 years. In cooperation with school councils and community outreach, the number of desktop stations tripled to 36 Internet computer stations for the high school's 2,400 mostly low-income students, many who had little access to the Internet at home. She added a color printer, scanner, LCD projector, and digital cameras for student and faculty use. In 2007, partnership with a local business obtained wireless networking for the library, and a cart of 20 wireless computers was added.

Ms. Todd has been in the forefront of incorporating both technology and educational software programs to help students succeed in the 21st century by weaving information literacy skills into content lessons in the library and preparing them for the technological world.



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*Learning through  
Books, Media and Technology*

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

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**To nominate a school library and a teacher librarian for *Good Ideas!* recognition,** contact Julie Zurek, [julie\\_zurek@cjuhsd.k12.ca.us](mailto:julie_zurek@cjuhsd.k12.ca.us)