



# 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 Administrator of the Year Award

### PASSPORT TO AMERICA—INTEGRATING INFORMATION LITERACY STANDARDS WITH STATE STANDARDS

In 2000, Carol Ligon was appointed the Director of K-6 Curriculum and Staff Development, this appointment included overseeing the K-6 Library Program, which began a process of change for the K-6 Library Program. Her vision—link the Library to the entire school setting and integrate Information Literacy Standards with the classroom curriculum and state standards.



Teacher Librarians were given the mission to develop instructional opportunities for students attending the library that integrated Information Literacy Standards with State Standards. Passport to America was developed. This interactive program linked Information Literacy with History-Social Science Standards and promoted patriotism and an understanding of democracy.

Ms. Ligon soon realized that the Passport to America program was not enough. Our libraries needed a stronger connection between State Standards and Information Literacy. With that vision in mind, Ms. Ligon provided Teacher Librarians with time and resources to align Information Literacy Standards with English Language Arts Standards, district benchmarks, and district essential standards. She included Teacher Librarians in WestEd staff development, where they learned to use a standards-based instructional planning process. Information Literacy

Standards were written in student-friendly language and were posted, recited, and reviewed with students at the beginning and end of each standards-based lesson. Sample standards-based lessons were developed and posted on a Web site as a resource. Information Literacy Standards were correlated with History-Social Science Standards and Science Standards, as well as the California Standards Test, so that administration and teachers would understand the impact Information Literacy had across all areas of the curriculum. In addition to providing numerous opportunities for Teacher Librarians, storytelling kits, as well as other activities that supported the curriculum, were created for use by the Library Assistants.

Ms. Ligon’s vision that libraries should be linked to the entire school setting and that Information Literacy Standards should be integrated with the classroom curriculum and state standards required a paradigm shift for district administrators, site administrators, teachers, Teacher Librarians, and Library Assistants. Through her guidance and direction and continued advocacy the K-6 Library Program evolved from a provider of preparation time to an integral part of the districts’ and schools’ academic achievement.

Carol Ligon, Director, K-6 Curriculum and Staff  
Modesto City Schools  
Arturo M. Flores, Superintendent

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# Reading With Children

AMY LINDEN, TEACHER LIBRARIAN  
Bear River High School, Grass Valley

When the Child Development teacher at Bear River High School told Amy Linden, the school's Teacher Librarian, that they wanted to have her students learn more about choosing the best literature for young children and different methods to use to make reading fun, she rose to the challenge! Amy was excited to get the chance to reintroduce her students to children's literature and to have them enjoy a fun reading experience with their preschool-aged buddies!



The lesson begins in the library media center with a presentation on the importance of reading to young children. For her presentation, Amy uses data presented by Jim Trelease in his book, *The Read Aloud Handbook*, to illustrate the positive impact reading has on a young child with statistics relating literacy to adult success. She then discusses what the high school

students should be looking for in a book for preschoolers, e.g., engaging illustrations, not too much text, characters they will enjoy, a clever storyline, and repeated words or phrases that invite participation of the preschool child. Ms. Linden utilizes RIF (Reading is Fundamental) pamphlets, "RIF's Guide to Choosing Good Books" and "RIF's Guide

to Preschoolers and Reading" that may be downloaded from their Web site as guides for herself and the high school students. She also discusses techniques that the students can utilize when reading to a young child, such as having the child follow along with her finger on the page, pausing to ask the child comprehension questions along the way, and using more active reading strategies such as character voices, manipulatives, or puppets to act out a story.

Students then select books they will read and check them out. Back in the child development class the students read and analyze their books and stories and then develop strategies for reading with young children. A few days later the students arrive on campus and the fun begins as the teens share one-on-one story time with the preschoolers. The preschoolers love the high school students and have a GREAT time reading with them!



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Jim Nieto, Principal  
Nevada Joint UHSD

## *CSLA'S STANDARDS AND GUIDELINES FOR STRONG LIBRARIES:*

- 1.6.3 Performs a basic search by title, author, subject, and keyword using the automated library catalog
- 1.9.8 Selects and reads familiar and unfamiliar material independently
- 2.1.4 Comprehends basic plot and structure of imaginative literature
- 3.3.3 Orally shares information with peers and other audiences
- 3.3.4 Clarifies and enhances oral presentations using appropriate visual and/or audio enhancements and aids
- 3.3.8 Uses creative and dramatic methods to enrich presentations and products
- 5.1.6 Selects children's authors, appropriate for reading level, as recommended by district and state guidelines and reading lists
- 5.2.3 Understands the reasons for reading and appreciates the expressive differences among formats

## *CALIFORNIA CAREER AND TECHNICAL EDUCATION MODEL CURRICULUM STANDARDS FOR GRADES 7-12:*

- A7.5 Use appropriate teaching techniques and interaction styles for working with children of varying ages, learning styles, and cultural backgrounds
- A8.2 Plan and conduct activities that reinforce foundation skills, reflect an integrated and emergent curriculum, and support school readiness
- A11.2 Know the various types and sources of quality, age-appropriate, and developmentally appropriate teaching materials and equipment
- A11.3 Know how to select and develop age-appropriate and developmentally appropriate teaching materials and resources.



# Super Science Scavenger Hunt

JOAN MCCALL, TEACHER LIBRARIAN

Beattie Middle School, Highland



Linking information literacy and the seventh grade science curriculum is easy for Joan McCall and Lori Simms of Beattie Middle School. The teacher librarian and the science teacher have enjoyed collaborating together since the school opened in 2004. For this project Joan and Lori met for a day during summer vacation to discuss and plan a collaborative lesson. They made a list of the science standards and Lori developed content questions. Together, they hunted for library resources and rewrote the questions directing students to use library skills to find information. The information was then typed up and printed onto card stock. For two days, seventh graders worked in pairs and used library resources to discover the concepts they would be studying throughout the year. These resources included: Grolier Online, Follett Destiny, various free Web sites, World Book Encyclopedia, New Book of Popular Science, American Heritage Student Dictionary, Grolier World of Animals, Prehistoric Mammals, and various other titles in the library collection.

Joan McCall, the Teacher Librarian, described the Super Science Scavenger Hunt as similar to an Anticipation Guide. It's "designed to pique an interest for content to come throughout the year. Students tell me at the end of seventh grade that they still remember the Super Science Scavenger Hunt and had several 'ah-ha' moments throughout the year when they encountered the lesson elaborating topics such as

geologic time periods or cell biology." Acquainting students with the library resources also helps them when they come in for major research projects later in the year. The science teacher, Lori Simms, reported, "I like this activity because it makes students comfortable coming to the library for other classroom research materials, such as information, pictures, and subject-related books as the year goes on." All the seventh graders at Beattie Middle School participated in the Super Science Scavenger Hunt, and Joan has found students like the freedom of working at their own pace and choosing the order in which they will answer the questions. She says she always knows who has the question, What is pus? "I always know who has that question because I hear the alternating 'cool!' or 'yuck!'"

The close collaboration between Joan and Lori for several years has encouraged other teachers at Beattie Middle School to plan collaborative information literacy lessons. In its fourth year as a success, Joan feels the Super Science Scavenger Hunt begins the school year with a "climate of positive expectations for the library."

▼  
Beattie Middle School  
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Angela Neuhaus, Principal  
Redlands SD

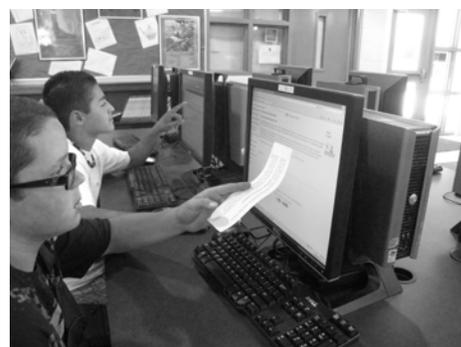
## INFORMATION LITERACY STANDARDS

- 1 The student who is information literate accesses information efficiently and effectively.
- 2 The student who is information literate evaluates information critically and competently.

## SEVENTH GRADE CALIFORNIA SCIENCE STANDARDS

All questions meet strands within the main 7th grade science standards:

1. Cell Biology
2. Genetics
3. Evolution
4. Earth and life history
5. Structure and function of living things
6. Physical principles of living systems
7. Investigation and Experimentation
- 7.b Use a variety of print and electronic resources (including the World Wide Web) to collect information



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# Call of the Wild Field Trip to the Library

DIANE SIKKenga, TEACHER LIBRARIAN  
FRAN ZIMMERMANN, TEACHER LIBRARIAN  
John Burroughs High School, Burbank



Diane Sikkenga and Fran Zimmermann knew that their High School, the John Burroughs High School (JBHS) in Burbank, CA, could have a wonderful partnership with the nearby Huntington Library. The Huntington Library houses the largest collection of the memorabilia and manuscripts of the late Jack London. Sue Hodson, the Curator of Library Manuscripts, had decided that “The Call of the Wild” would be the “Big Read” book of the year. Diane and Fran decided to tie into this opportunity with a collaborative project between the JBHS Library, ELD Levels 3-4 classes (taught by Katherine Tripodes) and the “Big Read” project.

After numerous planning sessions, the scope of the collaboration took the form of a two-part experience for the students of JBHS. Katherine Tripodes would take the lead in developing lesson plans and teaching the novel “Call of the Wild” during the fall of 2008. Diane and Fran would work on a “Field Trip in the Library” concept that would include activities to

enrich the literary experience. This Field Trip would occur on October 23, 2008.

The Field Trip to the library was to be a variety of experiences that would bring deeper understanding for the Klondike that Jack London used for the setting of his novel. The first segment of the day was a presentation by a speaker from the Huntington Library whose topic was the Life of Jack London. This was followed by a reader’s theatre that had previously been written for this purpose. The students then had the opportunity for a harmonica lesson, panning for gold, a simulated hike of the Chilkoot Trail and making a bookmark to commemorate the novel. Lunch included beans, bacon and biscuits. The last activity of the day was viewing a film based on the book and a discussion led by Katherine.

Diane and Fran felt that the entire project was successful and feel very fortunate to have a partnership with the Huntington Library.



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Emilio Urioste, Jr., Principal  
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## CALIFORNIA STATE STANDARDS ENGLISH/ LANGUAGE ARTS ENGLISH GRADE 9 AND 10 READING

### 1.0 Word Analysis, Fluency, and Systematic Vocabulary Development.

Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.

- 1.1 Identify and use the literal and figurative meanings of words and understand word derivations.
- 1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent patterns and themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.

- 3.2 Compare and contrast the presentation of a similar theme or topic across genres to explain how the selection of genre shapes the theme or topic.
- 3.3 Analyze interactions between main and subordinate characters in a literary text (e.g., internal and external conflicts, motivations, relationships, influences) and explain the way those interactions affect the plot.

## ENGLISH GRADES 11-12

### 2.0 Reading Comprehension (Focus on Informational Materials)

Students read and understand grade-level appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in Recommended Literature, Grades Nine Through Twelve (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information.

- 2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace, and public documents.

### 3.0 Literary Response and Analysis

Students read and respond to historically or culturally significant works of literature that reflect and enhance their studies of history and social science. They conduct in-depth analyses of recurrent themes. The selections in Recommended Literature, Grades Nine Through Twelve illustrate the quality and complexity of the materials to be read by students.

- 3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.
- 3.4 Analyze ways in which poets use imagery, personification, figures of speech, and sounds to evoke readers’ emotions.
- 3.7 Analyze recognized works of world literature from a variety of authors:
  - b. Relate literary works and authors to the major themes and issues of their eras.

*Continued on page 7*

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# Reading Connects People— National Poem in Your Pocket Day

MAREN NIELSEN, TEACHER LIBRARIAN  
Clovis East High School, Clovis

JENNY MAMMEN, TEACHER LIBRARY  
Reyburn Intermediate School, Clovis

On May 1, 2009, Maren Nielsen and Jenny Mammen, Teacher Librarians, presented their second annual National Poem in Your Pocket Day at the Library Media Center located at the Reagan Education Educational Center in Clovis, CA. This event, designed to celebrate language, literary traditions, and the power of poetry, involved the entire staff and student body of approximately 3,800 at their respective school sites, Clovis East High School and Reyburn Intermediate School.

This event was born through collaboration between Maren and Jenny and their former English department chair, Laura Collins. Inspired by their desire to celebrate National Poetry Month on a large scale and by information provided on [www.poets.org](http://www.poets.org) about National Poem in Your Pocket Day, they worked together to design an event in which each classroom and office on campus would be provided with an envelope containing poems that supported state standards in their subject content area. During the course of the day every student would receive a poem in each of his or her class periods. For example, students in World History received copies of “Dulce Et Decorum Est,” a poem by Wilfred Owen that dramatizes the horror of gas warfare during World War I, and students in high school English received copies of Maya Angelou’s “I Love the Look of Words,” a poem that relies on metaphor to convey the power of language. The majority of the poems were selected from books in the library collection.

Maren, Jenny, and Laura worked together to develop teacher-friendly mini-lessons to accompany the envelopes of poetry that provided for a range of teacher involvement, from the simple distribution of the poems to full-length lessons. The lessons focused on addressing background knowledge and vocabulary, which are two key areas in which the diverse student body struggles. In addition, the lessons promoted student inquiry and questioning while encouraging students to respond to text, develop their own interpretations, and draw conclusions.

Besides generating excitement for language and the power of poetry among the student body, this event enabled teachers to use poetry as a teaching tool to introduce or review topics, serve as a basis for debates, and promote inquiry. Teachers greatly appreciated the content area connections and noted that the poems helped them information in preparation for state testing. Jenny Reese, a CEHS Social Studies teacher, commented,

“ . . . I had an AP practice test on Saturday in the LMC classroom and during their break one of my students found a few left over poems lying around, and she was so excited. She came back in, with pockets stuffed, and said, ‘Look at all the poems I have!’ Keep in mind she had just gone through a rigorous 55-minute multiple-choice exam, and she was still eager to read poetry, for enjoyment’s sake. Now that’s what it’s all about.”

Numerous students visited the library following the event to seek additional poetry, and parents contacted the library staff to communicate that their students actually shared poems with them!

National Poem in Your Pocket Day proved to be a successful, joyful event that connected staff and students through reading. This annual event will continue to be refined in upcoming years with the hope that all feeder schools will join in the celebration.

CSLA Standard 5: “The student who is an independent learner is information literate and appreciates literature and other creative expressions of information.”

▼  
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# CSLA Advocate for California School Libraries Award

DR. STEPHEN KRASHEN, PROFESSOR OF LINGUISTICS, EMERITUS  
UNIVERSITY OF SOUTHERN CALIFORNIA

Dr. Stephen Krashen, a prolific and outspoken advocate for strong school libraries, is the recipient of the Advocate for California School Libraries Award. This new award was created by the CSLA Board to recognize the



efforts of advocates for strong school libraries who are not themselves associated with a school library. Dr. Krashen is an outstanding example of advocacy for this inaugural award presentation.

Stephen D. Krashen's recent work is centered on one essential idea.

"We acquire language in only one way: when we understand messages, when we understand what people say to us, and when we understand what we read." As he said in an interview included in *Contemporary Authors Online*:

Acquiring language has little to do with memorizing vocabulary lists and learning rules of grammar. It requires only 'comprehensible input' and a low-anxiety acquisition situation. My books attempt to show that this 'input hypothesis' solves many problems in language acquisition research and that the best (and most pleasant) methods are those which provide lots of comprehensible input.<sup>1</sup>

Dr. Krashen promotes free access to books for students who do not have books in their homes and have limited access to public libraries. He speaks out against using scarce educational resources on expensive reading programs that produce data, those based on tests students take after reading selected books or those that state they will strengthen vocabulary development, grammar skills, phonics, and reading comprehension. Instead, he supports the view held by a multitude of well-read school librarians that reading a variety of high-quality books, online news stories, and reference articles on topics that are engaging and well written creates better readers and higher overall student achievement than commercial reading programs.

Dr. Krashen's thoughts have evolved from his research on the theories of *Input Hypothesis* and *Affective Filter Hypothesis*. He found that learning a language requires meaningful interaction and development of the art of communicating, rather than the more academic study of the form or grammar of language. He concludes that "learners with high

motivation, self-confidence, a good self-image, and a low level of anxiety" learn better than those with 'low motivation, low self-esteem, and debilitating anxiety (that) can combine to 'raise' the affective filter and form a 'mental block' that prevents comprehensible input" from teachers and peers. In other words, if learners are self-conscious, embarrassed or feel other social discomfort, those feelings can inhibit their ability to learn and communicate in academic and social situations. Teacher librarians and classroom teachers know very well that students' inhibitions disappear when they begin talking about books they enjoy, particularly when they share their ideas with teachers, parents, and students who have read the same books.

Krashen's research supports a common sense approach to improving reading skills. It's of the utmost importance that educational leaders, administrators, teacher librarians, and school library paraprofessionals in the school community rely on research studies to identify ways to improve the lives of students; and Dr. Krashen's research shows that providing children and young adults access to a large selection of high quality, high interest books and media increases student reading levels as well as their interest. His views are shared by credentialed school library professionals who are develop library book; reference, and online collections aligned to the school curriculum and responsive to the cultural diversity and academic needs of all students in the school community.

Dr. Krashen earned a Ph.D. in Linguistics at UCLA (1972), and is a Professor of Linguistics, Emeritus, at the University of Southern California. He has received awards for his publications, including: the Mildenerger Award from the Modern Language Association of America, 1982; the Robert J. Ludwig Distinguished National Leadership Award from the New York Foreign Language Teachers Association, 1986; the Paul Pimsleur Award for best foreign language education research from the American Council on Foreign Language Teaching for a co-written article, "Second language acquisition through subject-matter learning: A study of sheltered psychology classes at the University of Ottawa."<sup>1</sup>

<sup>1</sup> *Contemporary Authors Online*, Gale, 2009. Reproduced in *Biography Resource Center*. Farmington Hills, Mich.: Gale, 2009. <http://galenet.galegroup.com/servlet/BioRC>

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# CSLA Advocate for School Libraries Award

YVETTE CABRERA, COLUMNIST, *THE ORANGE COUNTY REGISTER*

In the words of Richard Moore, President of CALTAC, California Association of Library Trustees and Commissioners, Yvette Cabrera is the school librarian's dream reporter.



She listens to your story and gets it. She asks detailed questions and follows up with other people you've mentioned. She tracks down the Web sites you send, reads the literature, and figures out how to transform national and state problems into local human-interest news.

Yvette Cabrera writes a column for the Orange County Register. She usually grabs you with an opening and you settle in for an account of something you knew nothing about, but now need to know, as Paul Harvey always told us, the rest of the story.

When Ms. Cabrera first contacted me for a story about school librarians, she didn't just settle for a few minutes on the phone. She came to the house and sat and listened to me go on for over an hour. For that level of endurance, she deserves at least sainthood. But what followed was amazing. She took my anecdotes and my version of history and – checked the facts. She contacted sources. And then she crafted an article that chronicled our tale with vivid description, humor, and drama.

I was hooked. Now every time I saw an article that related to school libraries in Orange County and California, I sent

her a link so she could build her file. Sure enough, when the moments arose, Ms. Cabrera investigated the information and wrote another column.

Yvette Cabrera's detailed biography on the American Press Institute page:

(<http://www.americanpressinstitute.org/content/6529.cfm>) tells us that her main beat is the Latino community. That means that she covers issues as diverse as diabetes and alcoholism, obstacles facing immigrants, and bicultural lifestyles. Like many of us, she is the daughter of immigrants but grew up in California. Like us, she is active professionally, currently President of the California Chicano News Media Association (<http://www.ccma.org/>) and a member of the National Association of Hispanic Journalists (<http://www.nahj.org/>).

Yvette Cabrera's dedication to her community and her zeal to get to the root of a story turns it into moving prose that draws the reader into important issues. As a true friend of students and a champion of those most in need, she deserves recognition by the California School Library Association as an Advocate for California School Libraries Award.



Yvette Cabrera  
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*Continued from page 4*

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## ENGLISH GRADES 11-12 LISTENING AND SPEAKING

### 1.0 Listening and Speaking Strategies

Students formulate adroit judgments about oral communication. They deliver focused and coherent presentations that convey clear and distinct perspectives and solid reasoning. They use gestures, tone, and vocabulary tailored to the audience and purpose.

1.7 Use appropriate rehearsal strategies to pay attention to performance details, achieve command of the text, and create skillful artistic staging.

### 2.0 Speaking Applications (Genres and Their Characteristics)

Students deliver polished formal and extemporaneous presentations that combine traditional rhetorical strategies of narration, exposition, persuasion, and description. Student speaking demonstrates a command of standard American English and the organizational and delivery strategies outlined in Listening and Speaking Standard 1.0.

2.5 Recite poems, selections from speeches, or dramatic soliloquies with attention to performance details to achieve clarity, force, and aesthetic effect and to demonstrate an understanding of the meaning (e.g., Hamlet's soliloquy "To Be or Not to Be").

## INFORMATION LITERACY STANDARDS

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

1.2: Knows parts of a book and digital resources.

1.3: Knows types and location of library materials.

1.7: Uses digital resources to access information.

1.9: Uses a developmentally appropriate research process to access information.

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

2.1: Locates relevant information from appropriate fiction and non-fiction sources in print and digital formats.

2.3: Selects relevant information during the research process.

**Standard 5:** The student who is an independent learner is information literate and appreciates literatures and other creative expressions of information.

5.1: Learns about children's and young adult literatures, authors, and illustrators.

5.2: Appreciates creative expressions in all formats.

**Standard 9:** The student who contributes positively to the learning community and to society is information literate and participates in groups to pursue and generate information.

9.1: Collaborates in formal and informal study and research groups.

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# Technology Award

Sponsored by Follett Software  
Enhancing Student Learning Through Technology

Jane Lofton has helped teachers with everything related to technology. She enthusiastically encouraged and helped teachers develop and incorporate lessons that incorporate technology. She has worked with Moodle, Voice thread to enhance student projects. She has taught lessons



on technical writing and has tied her work to California standards. She collaborates with her teachers. One teacher stated that the pooling of classroom teacher and library teacher talents enabled the students to experience success. Jane is a technology mentor for her district. Using laptops, a project was developed around utopian societies using Voice thread and creative commons images. She has helped teachers to develop and

expand their Web pages. She presents professional development workshops so teachers can learn and use new technology tools. She frames many of her workshops with a contest challenge. She encourages students to become tech-savvy in and out of the classroom by offering a lively website with interactive options. She encourages them to record book reviews for the site and to participate in Teen Tech Week.

Jane herself states, "I make it a priority on a daily basis to promote and use technology with students and teachers in support of my school's educational program and to collaborate with teachers whenever possible on lessons and projects that use technology to enhance student learning. I encourage teachers to use technology as appropriate in lessons and projects. I offer to set up Moodle courses, wikis, blogs, and other software applications for them to use. I teach how to use various applications to both teachers and students."

Besides technology integration instruction, Jane also teaches digital citizenship to students. This includes being safe online, what cyberbullying is and how to avoid it; respecting copyright; understanding fair use, public domain, and Creative Commons; and how to find and cite Creative Commons.



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*Learning through  
Books, Media and Technology*

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

*Good Ideas!* is published by the Curriculum Committee of CSLA, an association of teacher librarians, 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.

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Back issues of *Good Ideas!* are available at [www.csla.net](http://www.csla.net).

**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)**