



# 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

SCHOOL LIBRARIES ARE NOT ONLY SURVIVING BUT THRIVING!

Michael Hanson has been serving the Fresno Unified School District as superintendent since 2005. He is responsible for leading California’s fourth largest school district and overseeing the academic performance of more than 73,000 students, as well as managing a \$1 billion budget. Under his leadership, Fresno Unified School District has posted five straight years of improved academic performance. He assembled and led a team that transformed the district’s finances from the brink of bankruptcy to stability with consecutive balanced budgets, a significant reserve to weather challenging budget times, one of the lowest central administrative ratios in the state, and consecutive unqualified audits.



The Fresno USD maintains 24 full-time Teacher Librarian positions—at middle and high school levels—along with paraprofessional staffing in each elementary library. In these trying budgetary times, Michael Hanson has worked to keep Teacher Librarians at all middle and secondary schools. It is important to note that two years before he came to Fresno USD, Teacher Librarians were eliminated at all schools, except those where principals had other funding. The positions were restored the following year and Mr. Hanson has stabilized the program throughout the district by keeping these valued employees in place. The Teacher Librarians have not been on the list to cut since he arrived in the district five years ago. The district has been forced to cut 34 million dollars from its 2010-11 budget. It is a testament to Michael Hanson’s work that his school libraries are not only surviving, but are actually thriving.

Prior to Mr. Hanson’s arrival in the district, the sole source of funding for library resources was School Site Council allocation. This often resulted in a disparity between schools within the district. For the past two years and including the 2010-11 school year, he has allocated half a million dollars for library resources each year, breaking the district’s long-standing under-funded library tradition. Consistent funding has allowed school libraries to purchase and maintain current, relevant print and nonprint resources.

Superintendent Hanson has demonstrated his understanding of the importance of libraries in the district in a number of ways including:

- Providing increased and consistent funding to libraries;
- Keeping Teacher Librarians at middle and high schools;
- Visiting the school library when he visits schools;
- Asking the right questions when he is in the library; and
- Taking a very real interest in *what* Teacher Librarians are doing and *how* they are doing it.

Prior to joining Fresno Unified, Hanson served as associate superintendent for Elk Grove Unified School in Sacramento County. He is a San Joaquin Valley native who grew up in Dos Palos. He resides in Fresno with his wife and three children who attend Fresno schools. Superintendent Hanson attended college at UCLA where he earned a degree in Economics. He went on to earn a Master’s in Education with a specialization in Teaching and Curriculum from the Harvard Graduate School of Education and a Certification in Educational Administration from Syracuse University.

Michael E. Hanson  
Superintendent, Fresno Unified School District

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## Read Around the World

LYNNE SUNDSTROM, TEACHER LIBRARIAN

Birch Lane Elementary, Davis

Lynne Sundstrom of Birch Lane Elementary worked closely with teacher-collaborators Carole Hughes and Sally Palow to create a dynamic, multi-level library and literacy program that introduced primary and intermediate students to geographical and cultural diversity as well as information literacy techniques. The program lasted ten whole weeks and captured the attention and enthusiastic participation of 20 teachers and staff members, 75 intermediate students, and more than 300 primary students! *Read Around the World* is a wonderful example of the potential of the leadership efforts of library professionals, especially when supported by teacher colleagues.



Short weekly library classes of twenty-five minutes introduced primary students to the concept of foreign travel, including practical and cultural concerns, and eventually branched out into continent-specific travel lessons introduced by Google Earth presentations and read-aloud book talks. Book displays and geographical tours made the “travel experience” interactive, and demonstrated the possibilities that reading can provide for an imaginative mind, encouraging them to find out about people and places. Young students lacking in personal experience and cultural perspective learned with their peers about diverse cultural experiences across geographical boundaries, such as losing a tooth, eating lunch, and playing games.

While the younger students were crafting classroom passports with group pictures and packing “suitcases of imagination,” older intermediate students were working with their teachers in the computer lab and library, learning how to create presentations (both digital and physical) and researching Cinderella stories from around the world.

Intermediate students then went on to craft lessons for the younger students, learning how to evaluate their own understanding and engage others in learning what they learned. Immediate feedback in the form of reaction from their peers drove home the importance of effective communication and research evaluation; older students were also graded on their projects by their teachers. More traditional materials, such as essays, were also produced in the course of the ten-week project, providing ample opportunity to teach the research process and the all-important skill of resource evaluation.

In a spectacular culmination of school-wide effort, *Read Around the World* ended with a final *Read Around the World Celebration*, an outdoor cultural fair that involved booths manned by intermediate students (armed with their research and cultural activities), hundreds of elementary school students “traveling” from country to country and booth to booth, and a colorful army of teachers, staff, student-teachers, and parents.

With the research assistance and creative example from Ms. Sundstrom and her tech-savvy library technician, the students of Birch Lane Elementary packed away research skills, cultural diversity, literacy understanding, problem-solving ideas, evaluative techniques, and a truly colorful experience into their brown-paper bag “suitcases”—all of which must match their souvenirs and new taste for foreign cuisine perfectly.



Birch Lane Elementary  
1600 Birch Lane  
Davis, CA 95618  
Kathy Tyzzer, Principal  
Davis Joint USD



Primary students enjoy samples from *Desserts Around the World* and hold up their souvenir kite from China.



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# CSLA Advocate for California School Libraries Award

PATRICK NELSON

Patrick “Pat” Nelson, School Library Advocate and owner of Mrs. Nelson’s Library Services in Pomona, CA (a division of Mrs. Nelson’s Toy & Book Shop), was selected for the CSLA Advocate for School Libraries Award due to his instrumental role in creating and developing a statewide school library advocacy campaign.



Through the CALIBK12 listserv in February 2010, Pat learned that a grassroots effort to create an advocacy “slogan” among school library people across California was underway. “Read. Think. Grow. Fund School Libraries,” “Save California School Libraries,” and “Libraries Lead Learning” were the top three slogans based upon a vote across CALIBK12. Then school library personnel were asked to contribute artwork to the effort through the listserv so that buttons with the artwork and slogans could be created.

It was hoped that a student, Teacher-Librarian, Library Technician or some other person would come along and contribute their extraordinary artistic contributions to the cause, but that didn’t happen. There were a couple of good artistic pieces submitted. Marie added them to a wiki at <http://sladvocacy.wikispaces.com/>. But there was not a lot of art to choose from. Pat Nelson saw the few pieces of artwork submitted on the wiki and realized that he had the connections and ability to garner the support for the cause from famous children’s book illustrators. So he contacted Marie Slim and CSLA President, Rosemarie Bernier to offer help. And, he immediately agreed to become a CSLA “Best Seller.”

Pat started with Marla Frazee. He would see her soon and ask her for any contributions. He also mentioned early on that he might be able to get Brian Selznick to create a design. Pat then spoke with Joe Cepeda and Marianne Wallace, who he said were “thrilled” and “eager to help.” Marla Frazee confirmed that she would be “willing and honored” to contribute.

Pat then wrote a short letter for the SCIBA (Southern California Independent Booksellers Association) and NCIBA (Northern California Independent Booksellers Association) newsletters. He said that he wanted to get other bookstores involved in this campaign since their goals for literacy are very similar to CSLA goals.

Caroline Arnold came on board the effort with her beautiful panda design followed by Brian Selznick’s winning design and David Shannon’s hilarious contribution. At this point Pat Nelson was formatting much of the artwork, add-

ing the lettering for the slogans and was emailing members of the cause to keep things on track for a March deadline.

Aliki donated two extraordinary designs at the beginning of March. And, David Selznick’s Hugo Cabret design arrived March 5th, just in time for the voting! The “winners” were decided and are listed at: <http://sladvocacy.wikispaces.com/>.

Penguin Publishing donated books to the campaign and Pat realized that an auction might help raise advocacy funds. CSLA Southern Section accepted Pat’s donations from Penguin, other publishers, artists and authors for a silent auction at the CSLA Southern Section Workshop on March 27, 2009. The silent auction was a success! Pat also created stunning posters of the Marla Frazee design and donated one to each of the CSLA Southern Section Workshop attendees! The “winning” illustrator designs were made into buttons and sold statewide through CALIBK12 and Zazzle.com and sold at the workshop, at cost).

Pat Nelson got permission from all the artists that all the designs could be used across the country to promote school libraries. He communicated back and forth between other “members of the cause” and the illustrators. School library staff are encouraged to use the designs on buttons, t-shirts, letterhead, newsletters, posters, websites and any other way to get the message out that “Strong School Libraries = Strong Students!”

The Kazu Kibuishi design with Miskit arrived in April and was adopted by many CALIB-ers and CSLA members as their avatar on various social networks. Some members still use the Hugo Cabret design as their avatar on Facebook, nine months after winning the highest number of votes.

Pat Nelson posted CSLA Advocacy Links on Mrs. Nelson’s website at <http://bookcompany.mrsnelsons.com/support.html> and worked with Marie Slim to distribute the designs to school libraries across the nation. His efforts were documented in “Illustrators Join the Fight to Save California School Libraries,” an article by Rocco Staino for School Library Journal, April 28 2010 [http://www.schoollibraryjournal.com/slj/articles/funding/884777-347/illustrators\\_join\\_the\\_fightto\\_save.html.csp](http://www.schoollibraryjournal.com/slj/articles/funding/884777-347/illustrators_join_the_fightto_save.html.csp) and in other industry publications. The illustrations are available for free download at the School Library Advocacy wiki at <http://sladvocacy.wikispaces.com/>

Thank you, Pat Nelson, for your time, enthusiasm, attention to detail and dedication to literacy, students and school libraries! Your advocacy efforts are appreciated and extolled by the California School Library Association.

# Good Ideas!

## Application Form 2011 Good Ideas! World Class Teaching and Standards

**Instructions:** All applications MUST be submitted online via email. Email your completed application by Friday, April 29, 2011 to the CSLA office, [info@csla.net](mailto:info@csla.net). For questions, email Leslie Calderera at: [leslie.calderera@lausd.net](mailto:leslie.calderera@lausd.net) or [lesliecalderera@gmail.com](mailto:lesliecalderera@gmail.com).

*Allow as much space as needed to provide complete information. Outline form is sufficient and direct quotes are appreciated.*

Name \_\_\_\_\_

School \_\_\_\_\_

Principal \_\_\_\_\_

School Address \_\_\_\_\_

District \_\_\_\_\_

Grade Levels \_\_\_\_\_ Enrollment \_\_\_\_\_ Library Staff \_\_\_\_\_

Home Address \_\_\_\_\_

Home Phone \_\_\_\_\_ School Phone \_\_\_\_\_

E-mail \_\_\_\_\_

List other professional organizations to which you belong. \_\_\_\_\_

Teacher collaborator(s) \_\_\_\_\_

Professional memberships of teacher collaborator(s) \_\_\_\_\_

1. Give a very brief description of the school and the library media center, including size of staff, collection, and library facility.
2. Describe one of your collaboratively planned and implemented library media units of instruction or lessons, and how it successfully met the information literacy standards in CSLAs Standards and Guidelines for Strong School Libraries model school library standards as outlined in [www.cde.ca.gov/ci/cr/lb/documents/schlibstandrevdraft.doc](http://www.cde.ca.gov/ci/cr/lb/documents/schlibstandrevdraft.doc).
3. Briefly describe how state content standard(s) were met with this unit/lesson.
4. Describe the roles of each collaborator in planning, implementing, and evaluating the project. Include the role(s) of support staff if applicable.
5. Describe your student population and how your unit/lesson addresses your student needs.
6. Describe the resources students used and list specific titles when possible.
7. Reflect on the impact of the project on the library program, changes you would like to make in the future, or particularly rewarding moments.
8. Provide samples and/or visuals of student work.
9. Include, as applicable, any of the following: copies of forms or materials you may have created or used for the unit/lesson, and/or photos of you and your students in action in your library. Teacher Librarians who are featured in Good Ideas! 2011 will be required to submit numerous photos (digital preferred) NO LATER THAN May 31, 2011. Please make sure your students have turned in your district photo/publicity release forms and keep copies in your files.
10. Include the following information in your Good Ideas application, which will allow the Curriculum Committee to put your lesson into the Standards in Action format:
  - The essential question students answered while working on the project
  - The California Content Standards and CSLA Library Standards addressed by the project
  - Planning by both you and the classroom teacher
  - Resources used
  - The timeline and library time required for the project
  - The procedure
  - The product created
  - How students were assessed/evaluated (include rubric if you had one) and/or how the lesson was concluded or summarized

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# Ingenious Innovators & Superb Scientists

KATIE WILLIAMS, TEACHER LIBRARIAN

Gale Ranch Middle School, San Ramon

Working with wikis makes group work fun! When Science teacher Barbara Weisbrod approached Teacher Librarian, Katie Williams with an eighth grade project on scientists and their contributions, Katie saw the opportunity to use Web 2.0 technology to enhance the project experience for the students.



Katie showed Barbara how to work with pbworks and together they planned and built the structure of the wiki. Once the wiki site was constructed, Barbara took over administering the site by assigning logins and passwords and preparing the students for using the wiki. Katie was responsible for creating a list of resource links and reviewing search strategies and bibliographic format for the project. Together they answered the questions the students came up with as they worked on their assignment. Barbara used the project rubric to evaluate the students work and final presentation while the students completed a self-assessment of the wiki process and how their team worked together.

The students were divided into teams, which consisted of one student from each of Barbara's six classes. The students needed to find information about the scientist's childhood

and teen years, personality, education, major accomplishments and current status. They used a variety of resources such as the OPAC, Gale Virtual Reference Library, Gale Biography Resource Center, EBSCO Student Research Center and Today's Science to gather their data. Since none of the students on the team were in the same class, they used the wiki to communicate, compile their research, and create their final project. This particular format not only engaged student learning but made it easy to match high and low achieving students across a diverse student population.

This first time project collaboration was a great success. The students enjoyed working with wikis and got excited at each class to see what their teammates had added to their project. In addition, the students were extremely diligent about verifying the information that had been uploaded and ensuring that it was properly cited. Based on all of the good feedback, Katie and Barbara have decided to work with a neighboring middle school next year on this project in order to expand the students' experience with networks.



Gale Ranch Middle School  
6400 Main Branch Road  
San Ramon, CA 94582-5978  
Lisa Ward, Principal  
San Ramon Valley Unified School District

## *INFORMATION LITERACY STANDARDS*

- 1.3 Identify and locate a variety of resources online and in other formats using effective research strategies. Students identified and located a variety of resources, both online and in print. They were able to use our catalog, our virtual reference sections, and outside websites. They showed an ability to check the authority of the sites they visited.
- 1.4 Retrieve information in a timely, safe, and responsible manner. Students were on task in the library and the computer lab the entire time.
- 2.1 Determine relevance information. Our students found this took on new meaning with this project. In addition to determining the general relevancy of the information, they also needed to assess whether it was information that was still needed as their group members added to the wiki throughout the day. This also addressed standard 2.3 as students modified their research strategies with their changing information needs.
- 3.1 Demonstrate ethical, legal, and safe use of information in print, media, and digital resources. As students reviewed what others on their team had written throughout the day many of them were concerned that copying and pasting was done. They were able to communicate with each other via wiki comments and email to clear up any kind of plagiarism that was apparent. They were also required to cite all their sources, including pictures that they used in this project.

## *EIGHTH GRADE CALIFORNIA SCIENCE STANDARDS*

### *Eighth Grade California Science Standards*

- 2.b Students know when an object is subject to two or more forces at once, the result is the cumulative effect of all the forces.
- 2.c. Students know when the forces on an object are balanced, the motion of the object does not change.
- 2.d. Students know that when the forces on an object are unbalanced, the object will change its velocity.
- 2.f. Students know the greater the mass of an object, the more force is needed to achieve the same rate of change in motion.
- 2.g. Students know the role of gravity in forming and maintaining the shapes of planets, stars and the solar system.
- 3.a Students know the structure of the atom and know it is composed of protons, neutrons, and electrons.
- 3.f Students know how to use the periodic table to identify elements in simple compounds.
- 4.b Students know that the Sun is one of many stars in the Milky Way galaxy and that the stars may differ in size, temperature, and color.
- 4.d Students know that stars are the source of light for all bright objects in outer space and that the Moon and planets shine by reflected sunlight, not by their own light.
7. The organization of the periodic table is based on properties of the elements and reflects the structure of atoms.

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# Technology Award

Sponsored by Follett Software

Collaborating with Teachers to Integrate Technology into the Curriculum

Marie Slim works as the Teacher Librarian at Troy High School. Before working as a Teacher Librarian, she was a Spanish teacher. In her words, "I have had a fascination with educational technology, and this love of all things geeky led me from the Spanish classroom into the library



classroom..." She keeps in contact with her many mentors through social networking applications and thus has ongoing professional development. She completed CSLA's Web 2.0 in 2007 and became a cheerleader. Marie keeps up with this program through iGoogle's RSS feeds.

In her teaching Marie generally demonstrates effective use of technology using the same tools she wishes to teach students and teachers. She uses technology to simplify content for the user. By exposing students and teachers to numerous effective Web 2.0 applications, Marie helps them develop "a treasure trove of different ways to access, evaluate, and use information. In order to make students and staff comfortable with educational technology, she starts off with easy stuff and then scaffolds her instruction to teach more difficult types of tools. Marie

also demonstrates effective use of technology by sharing products of class collaboration with students and staff making the means of communication the message. In addition, she promotes tools by showing their ease of use and makes them user-friendly by putting things into layman's terms, creating a video or screencast, creating a pathfinder, or by using screenshots.

Marie has taken an active role in collaborating with teachers to integrate technology into the curriculum by continually being attentive to assignments and projects and to teachers' time constraints and information-seeking behaviors. She has transformed teacher's "bird units" in to meaningful, engaging assignments. She presents staff in-services on technology, and she finds it enjoyable to share technology so she can make a fellow teacher's life easier.



Marie Slim  
Troy High School  
2200 East Dorothy Lane  
Fullerton, CA 92831  
Margaret Buchan, Principal  
Fullerton Joint UHSD



950 Glenn Drive, Suite 150  
Folsom, CA 95630  
[www.csla.net](http://www.csla.net)

*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.

*Editor:* Leslie Calderera

*Contributing Writers:* Leslie Calderera, Rosemarie Bernier, Terry Lai, and Marie Slim.

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 Leslie Calderera, [leslie.calderera@lausd.net](mailto:leslie.calderera@lausd.net) or [lesliecalderera@gmail.com](mailto:lesliecalderera@gmail.com).