



Good Ideas!

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

American Reform Movements of the 19th and Early 20th Century America

Article by Lydia Smith Davis

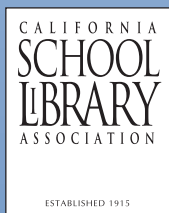
In a state of the art exercise in collaboration, Middle School Teacher Librarian, Kathy Alexander teamed up with 8th grade English/Language Arts instructor, Sharon Barker (CAG-California Association for the Gifted; NCTE-National Council of Teachers of English) and 8th grade History instructor, John McVay (CAG-California Association for the Gifted) to teach research, writing, and a variety information literacy skills. The essential question posed: “How did American social reform movements help to shape current day America?”

The duties for the project were divided as follows:

- **History teacher:** defined the research content area (American Social Reform Movements) and pre-approved 15 topics (students could choose other topics but had to obtain prior consent from the history teacher), provided exemplars for the project wiki, and graded the final research papers.
- **English/Language Arts teacher:** defined the initial research process, created a graphic organizer for students to document their work, scheduled class time in the library to walk through research steps, created a rubric for the presentations, and graded.
- **Teacher Librarian:** created a “wiki-link” as a repository for research materials, created an online pathfinder for each topic, co-taught the research process, and instructed students on the use of electronic databases and other electronic resources, including the use of appropriate citations. *In addition, the Teacher Librarian taught the Language Arts portion of the project to two of the History classes who had a different Language Arts Teacher.*
- **Timeline/Procedure:** Students were scheduled for three class periods in the library (86 minutes each), during which time they were given the requirements for and instructed in the various steps of their English/Language Arts research. They were also given time to complete the steps of their graphic organizers. Students then spent an additional two class periods working in their ELA classrooms to complete their presentations. After the completion of the English/Language Arts portion of the project, the students worked in their History classes to complete the research paper portion of the project.
- **Products:** In order to give students time and a specific process for obtaining an in-depth understanding of the content, the overall project had two “deliverables”:
 - English/Language Arts:** Students turned in their completed graphic organizers and a presentation of their own choosing (*pamphlet, poster, mobile, PowerPoint, iMovie, Animoto*, etc.) to demonstrate understanding of the topic as structured by the graphic organizer. This included development of a thesis statement, use of several “Depth and Complexity” icons (rigor), an evaluation of the movement (critical thinking), and a personal reflection (relevance).



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to present
“Good Ideas”
for creating
information
literate students.*



*Learning through
Books, Media and Technology*

Continued on page 6

Marching for Freedom

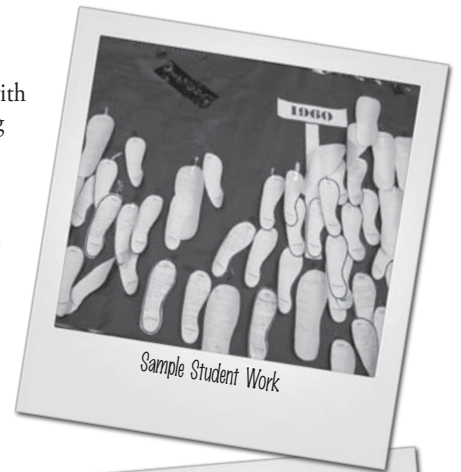
Article by Nikki C. Imai

We all know how difficult it is to launch successful collaborative projects with busy teachers even in the most dedicated of environments, but learning the curriculum and making connections with teachers is especially difficult in a new school, with new facilities, collections and classes. At Mission Oak High School in Tulare, California, Teacher Librarian Christina Larrechea worked successfully with history teachers Carlos Tafolla, Lisa Allen and David Flores, to create an engaging, dynamic experience in living history.

Thanks to Mrs. Larrechea and the support of administration and these dedicated teachers, students gathered at several “checkpoints” around campus to experience different aspects of the American Civil Rights movement in the 1960’s. Mrs. Larrechea and her teacher colleagues put together presentations that incorporated multimedia (such as Dr. Martin Luther King’s “I Have a Dream” speech and period ‘freedom music’ sung by protestors), dynamic interaction (including protest barricades and bus segregation according to colored popsicle sticks), and demonstrations from members of the local community involved in politics and civil rights.

Students were able to board a bus without the luxury of equality, participate in a “sit-in” peaceful protest in the administration building, and listen to their teachers read aloud selections from important biographies, including *Warriors Don’t Cry* (by Melba Pattillo Beals, one of the “Little Rock Nine”) and *Letters from a Birmingham Jail*. At each checkpoint students left paper “footprints” detailing their responses to the experience, many of them extraordinarily personal.

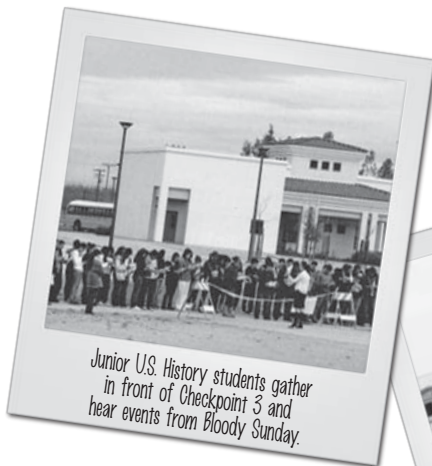
It is truly impressive to see a Teacher Librarian bring so many different elements of a school community together toward one goal. “It is imperative that students see learning not only across the curriculum, but also across teachers and outside the classroom,” says Mrs. Larrechea. In future versions of the Mission Oak High School “March for Freedom,” she hopes to allow students to cast votes on significant issues, bring in uniformed police at a barricade checkpoint, and encourage a culminating project in which students could respond to these inspiring historical stories with their own song, poem, speech or brochure.



Sample Student Work



Junior U.S. History students stand behind the police barricade and listen to some of the principles of Dr. King’s Nonviolent Protests.



Junior U.S. History students gather in front of Checkpoint 3 and hear events from Bloody Sunday.



U.S. History teacher, Carlos Tafolla, reads an excerpt from *Letters from a Birmingham Jail* while standing behind his jail cell.



Teacher Librarian, Christina Larrechea, introduces the students to the community members that spoke about the Civil Rights Movement and Freedoms in general.

Young Author Festival: A Celebration of Creativity and Collaboration

Article by Leslie Schippert, NBCT

With the backdrop of the Pacific Ocean and the city known for its creativity and originality, budding authors at R. L. Stevenson Elementary School in San Francisco planned and participated in an unforgettable *Young Author Festival*, celebrating books and the creative writing process with younger students and published authors. National Board Teacher Librarian Kay Hones, and fifth grade teacher Kelly Raletta, brainstormed this dynamic experience, developing a plan to cultivate fifth graders as mentor writers for younger students. A grant from the Target Corporation supported their efforts to involve children in the innovative process of purposeful writing and self-publishing.

The project began with 5th grade students reflecting on this essential question: **What do you have to think about when writing for an audience?** Ms. Hones helped them elicit and discuss themes of picture books.

While working in groups of two or three in the library, the students further examined picture books for younger children and discussed important elements. Facilitated by the close collaboration of the teacher librarian and the classroom teacher, the fifth graders worked together to develop their original characters and settings, using graphic organizers and storyboards to plan plot elements. They wrote drafts, edited them and wrote final drafts. In the library, they presented their “books” to other groups, and developed rubrics for presenting to small children. Ms. Raletta assessed the students’ writing and made sure of appropriate content for younger children. Finally, after days of purposeful preparation, the fifth graders were ready to share their work at the Young Author’s Festival.

Supported by a grant from the Target Corporation, Ms. Hones and Ms. Raletta were able to include three published authors in the festival. Rick Arruzza, who writes *Sparky the Dog* books, entertained kindergarten students, while first and second graders learned about Tony Robles’ magic fish. Third through fifth graders were fascinated by Oliver Chin’s sharing of the *Year of the Chinese Zodiac*. But the real stars were the students, who shared their self-published books and created further activities for the younger grade students to enjoy.

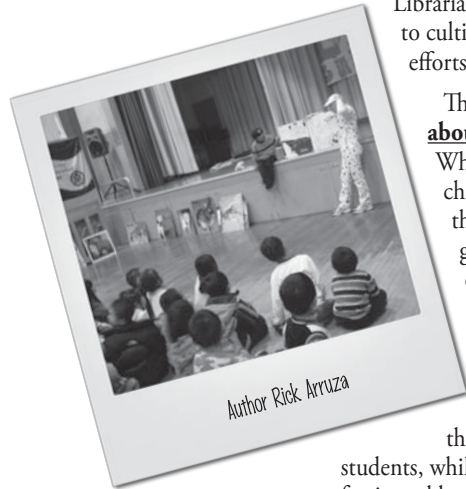
Ms. Hones reflected on the impact of the project and said, “The fifth graders loved being able to work with the younger children. For weeks ahead of time, they commented on what they were doing and how much the primary students were going to enjoy the stories. AND they were right. As I walked around the auditorium with 10 groups of 7-8 primary students listening to a team of fifth graders I saw engagement, eager questions and answers, and FUN!”



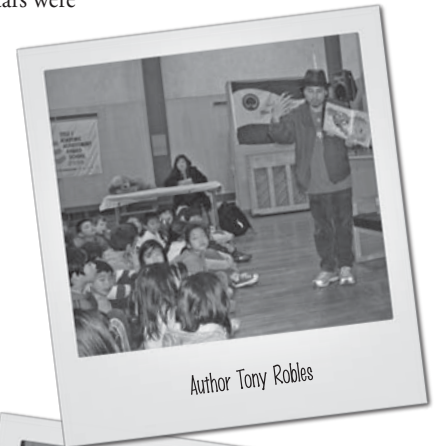
Kay Hones, NBCT, Teacher Librarian
Kelly Raletta, Collaborating Fifth Grade Teacher
Dr. V. Kanani Choy, Principal
R. L. Stevenson Elementary School
San Francisco Unified School District



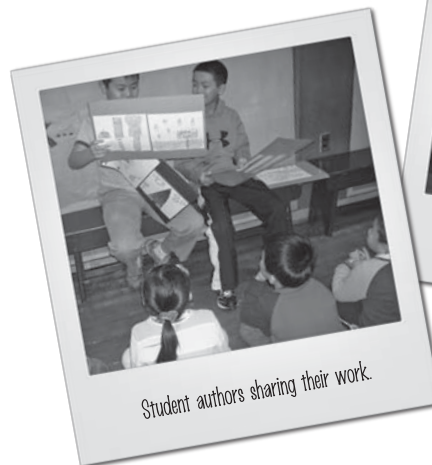
Kay Hones, NBCT,
Teacher Librarian



Author Rick Arruzza



Author Tony Robles



Student authors sharing their work.



Student projects

Technology Award Recipient

Joan McCall



*Joan H. McCall, M.A.,
Teacher Librarian
Beattie Middle School
Clement Middle School
Cope Middle School
Moore Middle School
Redlands Unified
School District*

If you are looking for a teacher librarian at the cutting edge of technology and its integration into education, you need search no further than Joan McCall, Teacher Librarian at Redlands Unified School District's four middle schools.

Kristina Naftzger, Library Paraprofessional at Moore Middle School, one of the four middle schools Joan serves, describes Joan as follows:

"When I think about Joan and technology, I can't help but compare her to a master chef. She's got fresh ingredients at her fingertips (tantalizing internet tools, mouth-watering collaborative lesson plans, savory pathfinders, appetizing Animoto shorts, flavorsome blogs) and blends them into dishes that even the most technologically timid diners can swallow. Joan feeds the more adventuresome eaters too (teenagers among them), who hunger for flashier, speedier, hot-off-the-press delicacies. Instead of relying on traditional fare, Joan innovates, creates, and experiments to craft a technological menu that is modern, stimulating, and best of all, kid-friendly. In short, Joan makes technology not only palatable, but delectable."

Joan describes her passion as a way "to help students use technology to solve problems, to help teachers stay updated with the digital natives in their classrooms, and to support parents who need to stay current with new developments and keep their students safe and savvy online." Joan serves all of her constituents—students, teachers, and parents—in an exemplary and always innovative fashion. And, she does it all despite the challenge—since budget cuts in 2009—of stretching herself between all four middle schools in her district. A key component of her strategy to reach all those who need her is through her web presence. She tells students that there are two ways to visit the library. "One is to walk through the door, and the other is to go online." She maintains a web presence on each school's website, as well as a district-wide website (<https://sites.google.com/site/mrsmccallslibrarypage>), which she uses to aggregate information for students, teachers, and parents of all four schools. Angela Nehaus, Bettie Middle School Principal, explains the site offers "great lessons, PowerPoints and 'Cool Web Links'—perfect for middle school teachers and students. The site continues to grow and improve each year."

Kate Pearne, E.M. Cope Middle School Principal reports, "Joan McCall has been a key part in the success of all four middle schools in Redlands. She firmly believes that educational technology is as important to a student's education as is any subject area, and finds appropriate, meaningful, and easily accessible ways to assist teachers and students in embedding technology into their everyday educational lives."

With Joan's tutelage, Redlands Unified middle school students learn research strategies, become savvy in Internet safety, enjoy virtual book talks, have the opportunity to discuss the latest books on her district's book blogs, use engaging Web 2.0 tools, and much more.

Rebecca Johnston, TL at Redlands East Valley High School in Redlands USD, explains, "Joan is the epitome of the 'technology based' Librarian. She is skilled, creative and motivated to use technology in powerful ways to enhance her own work, to support the teaching staff and most importantly to develop 21st Century information literacy in her students."

Joan McCall is a truly deserving recipient of this year's Technology Award, and offers a model to all TMs for innovative integration of technology in the curriculum.

President's Award

Lynne Sundstrom

Sponsored by DEMCO



We are enthusiastically presenting the President's Award to Lynne Sundstrom, the outstanding Teacher Librarian at Birch Lane Elementary School in Davis. Lynne has brought about significant change in the role of the library at Birch Lane, promoting three successful programs throughout the year that get students reading. One program, the "Battle of the Books" is a reading challenge for students in grades 3-6 in which they read 5-8 chapter books and then compete as a team to answer questions about the books. The program generates much excitement and enthusiasm for reading.

Another program, "Read Around the World," addresses cultural diversity. Students in intermediate grades research several countries and invite primary students to learn about them—their culture, customs, and languages. They share a snack, learn a dance, see national costumes, and travel with passports and "luggage" in a celebration on the quad.

The third program, the highlight of the year, is "Love a Picture Book Month" in February. In response to a *New York Times* article, "Picture Books No Longer a Staple for Children," Lynne sent a letter and scroll signed by 388 students, parents, teachers, and staff challenging that statement. Students read 4,590 picture books that month, and an article about the event was printed in full color in the *New York Times*. Lynne explained "picture books are essential to the development of lifelong readers and learners." Student Michelle Monheit wrote that Mrs. Sundstrom is "very creative and can present reading in a fun, exciting way." After listening to teachers read their favorite book at the Picture Book Evening, parent Dave Ceppos wrote, "A child, a great book, a devoted reader—these things make magic and move mountains. Thank you very much, Mr. Sundstrom, for your passion, leadership and love. It is a debt we owe and can never repay."

Administrative Leadership Award

Victor Uribe

Sponsored by CSLA



Deborah Arroyo nominated her principal, Victor Uribe, to be the recipient of the Administrative Leadership Award because he has helped create a culture in which teachers and students want to effectively use the school library and because of his vision, his leadership, his ability to facilitate (not just administer), and for his commitment to bringing a first-class 21st Century education to the students. He sees the library as an integral way to incorporate technology as an educational tool and provide an access point to information.

Mr. Uribe's vision for hiring the Teacher Librarian for Jurupa Hills High School was that the librarian would be an integral part of the school's Professional Learning Commons model who would co-plan and teach with classroom teachers with a strong emphasis on using technology as a learning tool. The librarian is important because they are specially trained in using 2.0 and other internet-based tools to make instruction appealing and engaging to 21st Century learners. Mr. Uribe directs classroom teachers and students to use the library as a learning commons and work with the Teacher Librarian. He recently told the Fontana School Board that the Teacher Librarian helped write a new information literacy course that will be taught next fall to prepare students for college-level research. Jurupa Hills High School is in the process of becoming an International Baccalaureate school in which the library will be central to the program with an emphasis on research and writing. Appropriately, the Teacher Librarian has been selected as the Extended Essay Advisor. Jurupa Hills High School received an impressive API score of 701 for the first year partly because of the strong school library program with administrative support.

Mr. Uribe, born to a family of migrant workers, struggled in school, but excelled in his high school Spanish classes and began helping others who were learning the language for the first time. He has Bachelor degree in Liberal Studies and Spanish from California State University, San Bernardino, as well as a Multiple Subjects teaching credential. In 1993, he earned a Masters degree in Education Administration and was assistant principal at Southridge Middle School and Kaiser High School before becoming principal there. He was commissioned by the superintendent to open Jurupa Hills High School in July 2009. His professional achievements and honors include being a Teacher of the Year nominee from the California Association for Bilingual Education.

-History: After the presentation products were completed, students continued research in their History classrooms. Background information and lessons on how the reform movements fit into an historical context were provided. Students then wrote research papers, including: a *title page*, *thesis statement*, *supporting arguments*, *endnotes*, and a *bibliography*.

The students involved in this project came from a large, urban school district with a substantial number of English Language Learners, many from low socio-economic backgrounds, with a wide diversity of ethnicities. The classes were both accelerated and non-accelerated. The impact on the school's library program was substantial. "This was a great step forward for the research curriculum at our school," said Kathy. Numerous discussions about collaboration had previously taken place between teacher and librarian, but very little took place in terms of real action. These three teachers, with their individual expertise and the willingness to explore new ways to inspire their students, created a project that not only inspired their students, but it is an exemplary model for other professionals of what can be accomplished when the principles of collaboration are put into practice.



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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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To nominate a school library and a teacher librarian for *Good Ideas!* recognition, contact Tami Tharpe, enochslmt@aol.com.