

# Good Ideas!

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

All students deserve exemplary programs like these.

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

## THIS ISSUE

### Creating Information Literate Students

## 1999 Administrative Leadership Award

### Alvin G. Sandrini

Alvin Sandrini has clearly stated his beliefs about school libraries in a letter that was quoted by the



*Bakersfield Californian*, a daily newspaper: "A library program cannot be seen as a stepchild in the educational family, but rather as a living, vibrant, critical ingredient to a successful, well-rounded

educational opportunity." As superintendent of Norris Elementary School District, he immediately put his philosophy into action by building a new library facility for Norris Junior High (since converted to a middle school). Its size was later increased from 1,000 to 2,000 square feet, and at present, a totally new 4,000-square-foot library is being built on the site.

The K-5 Norris Elementary Library was remodeled not long after Mr. Sandrini's tenure began. When the district's newest school in the three-school district, Olive Drive Elementary, was being planned, Mr. Sandrini insisted that the school be built around the library. He committed a substantial budget for furnishings, books, technology, and staffing.

Mr. Sandrini understands that libraries are more than just facilities. Due to his proactive stance, a credentialed library media specialist and a full-time aide staff the middle school library during the school day. The middle school library is open from 3:30 to 6:00 P.M., as well as during regular school hours, and is staffed during the after-school hours by a credentialed classroom teacher and a library aide. Both elementary school libraries are staffed by a full-time aide. A library technician catalogs and processes library materials for the district. For the past four years, the district has provided a \$15-per-student library book budget in addition to Title VI and SIP funds and contributions from school support groups. All libraries have computers with Internet access.

Mr. Sandrini has worked tirelessly to educate the Board of Trustees and the community as a whole about the essential role school library media centers play in the education of children. Now, not only he, but also every member of the board, is a CSLA Best Seller!

Mr. Sandrini's leadership has ensured that every student in the Norris Elementary School District has access to a vital school library media program.

➤ Alvin G. Sandrini, Superintendent  
Norris Elementary School District  
(Grades K-8, enrollment 1,349)  
6940 Calloway Drive, Bakersfield 93312  
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### A Note to Administrators, Teachers, the PTA, and the School Board

With the publication of *Information Power: Building Partnerships for Learning*, the world of libraries and information literacy has moved into the twenty-first century.

Information literacy, not just literacy, is the key to a student's future. If students can read and understand information using a variety of resources, extract the information they need to accomplish their task, combine it with information from other resources, and synthesize their findings into a usable form, they are on their way to information literacy.

How can we help students onto the information literacy highway? The most effective and efficient way is to mobilize the powerful resources of the library media center, the curricular expertise of the classroom teacher, and the information literacy expertise of the library media teacher to create meaningful projects that enable students to learn *how* to learn as they learn.

The five schools highlighted in the 1999 *Good Ideas* publication demonstrate a commitment to this collaborative learning philosophy and have developed projects worth replicating and expanding upon. These schools are worth a visit if you are looking for innovative curriculum leadership, technology integration, and learning resources management. We hope you find these good ideas helpful in your own quest for excellence and encourage you to share *your* good ideas with us in next year's publication.

## 1999 President's Award Sharon P. Hallberg



"Enthusiastic" is the word used most often to describe this year's CSLA President's Award winner. Sharon Hallberg, library media teacher at Davis Senior High, has the boundless energy it takes to fill the four roles of a library media teacher described in *Information Power II*. She is an exemplary teacher, instructional consultant, information specialist, and program administrator — truly a President's Award winner!

Being an information specialist overlaps with all her roles, especially with that of teacher. Sharon is a mainstay in Davis Joint Unified School District's inservice program and graciously presents programs both within and without the district to classroom and library media teachers. She is an expert on information technology and provides regular instruction in identifying and making use of resources in many formats to students and staff at Davis. Her enthusiasm for innovative teaching methods translates into the development of numerous instructional programs that are used by classroom teachers.

In her role as information consultant, Sharon chairs the Curriculum and Instruction Committee and serves on the district's Superintendent Advisory and Gifted and Talented (GATE) Committees, the

Davis Senior High Site Technology Committee (through which she trained both staff and students in the use of CD-ROM reference stations in the library), and the school's Leadership Team. She has been a mentor teacher for the past six years and has personally seen that each new teacher is well oriented to Davis. During the 1998–99 school year, she served as a beginning teacher support and assessment (BTSA) provider.

Because of Sharon's expertise as a program administrator, Davis Senior High School's library has a high-caliber retrieval system and periodicals, textbooks, and information sources that are up-to-date, well cataloged, logically organized, and easily accessible.

The library is truly the school's pride, a soaring testimony to the belief that a library is central to all a school accomplishes. In recognition of Sharon Hallberg's enthusiasm for and dedication to student and teacher access to information, good books, and technology, CSLA is pleased to present her with its 1999 President's Award.

► Davis Senior High School (grades 10–12, enrollment 1,742)  
1315 West 14th Street, Davis 95616; (530) 757-5400, ext. 123  
Marilyn Mansfield, Principal  
Sharon P. Hallberg, Library Media Teacher  
Davis Joint Unified School District



## 1999 Technology Award Rob Darrow



"Technology is not something you learn and then use; it is something you use and then learn," states Rob Darrow. For him, the use of technology and its integration into the instructional program is an ongoing process that is continually changing and improving. At Alta Sierra Intermediate School, Rob integrates technology into every lesson via Power Point presentations, the WWW, and/or OPAC. The library media center contains 20 computers and 10 OPAC stations.

Rob has created and maintained the Alta Sierra Library Media Center web site, a learning and communications tool for the school, at <http://www.clovisusd.k12.ca.us/dist/sites/intersnd/alta/lmc.html>. He has developed a web page with each visiting class on which he posts teachers' lessons and selected student projects. Students are able to preview lessons. Then classroom teachers and Rob teach from them. In addition, teachers have 24-hour access to the lessons that have been prepared by their colleagues. Rob guides, collaborates with, and challenges the faculty and students to integrate technology into their daily teach-

ing and learning experiences through individual tutoring and group inservices.

Although the focus of the CSLA Technology Award is at the site level, it would be an injustice not to list at least a few of Rob's accomplishments beyond his site. He has served as the CSLA web master and as a member of CSLA's Technology Committee. He has organized the Library of the Future for the CSLA Oakland and Palm Springs conferences and for the California Department of Education (CDE) "Schools In!" conference in 1998. He served on one of CDE's instructional materials panels for history/social science and on the CDE's ad hoc electronic learning resources committee on the implementation of A.B. 2145.

An outstanding teacher and learner, Rob has given of his expertise to support his school's curriculum and to meet the needs of education statewide.

► Alta Sierra Intermediate School (grades 7-9, enrollment 1,650)  
380 Teague Avenue, Clovis 93611; (209) 297-8522  
Carlo Prandini, Principal  
Rob Darrow, Library Media Teacher  
Clovis Unified School District

## Grapes of Wrath Unit

Liberty High School

Inspired by the Bay Area National Digital Library Network, library media teacher Diane Alexander approached English teacher June Hardy about using primary documents, particularly those found at the Library of Congress, for a research project. June was planning to teach *The Grapes of Wrath* to two classes of juniors in the Applied Technology Academy, both consisting primarily of boys who were not academi-

cally oriented. The teachers hoped to spark the students' interest in reading the novel by channeling them into research about the 1930s that would culminate in PowerPoint presentations shared with class members.

On the first day,

students met in the library to see a short PowerPoint presentation on the novel. Diane provided a sheet explaining the assignment, which would be completed in pairs. Students could select their topics from a list including such themes as Dust Bowl, Great Depression, drought, labor movement of the thirties, FDR, technology in the thirties, the New Deal, baseball in the thirties, the movie *Grapes of Wrath*, Woody Guthrie, and others. Once they selected their topics, teams began their research using books and the *American Decades* CD-ROM.

On day two, the students met in the computer lab and used the Internet to gather information. The teachers pre-selected sites, and the list of sites grew as students searched. On day three, Diane demonstrated PowerPoint. The computer lab aide as well as the classroom teacher, who had never before used PowerPoint, assisted students in learning the program and adapting their research product to it. As a guide, Diane created a PowerPoint presentation sheet



Students use the Internet to gather information.

that works like a storyboard, describing each of the six slides they would be creating. Over the fourth and fifth days, each pair of students made six PowerPoint slides, which were printed on one piece of paper and turned in with their notes. On the sixth day, they gave their presentations.

Evaluation was done collaboratively by both teachers using a PowerPoint Project Evaluation rubric designed by Diane. Overall, the students achieved a success rate that pleased everyone and surprised some, while meeting both ALA Information Literacy Standard 3 (using information accurately and creatively) and Liberty High School District

Technology Standards for utilizing computer technology and communication information in a variety of situations.

*Curriculum Connection:* Literature and Social Studies

*Points of excellence* in this project include using technology to extend the abilities and interests of at-risk students, shared assessment, and participation with BANDL (Bay Area National Digital Library).

► Liberty High School (grades 9–12, enrollment 1,820)  
850 Second Street, Brentwood 94513; (925) 634-3521, ext. 5246  
Gene Clare, Principal  
Diane Alexander, Library Media Teacher  
Liberty Union High School District

## There's Gold in That Thar Library

Sheehy Elementary School

Library media teacher Anita Parker has a particular affinity for California history, having taught fourth grade for many years prior to entering the school library world. Each year, she and fourth grade classroom teachers Marie Brantley and Shirley Rush sit down together to develop and refine the gold rush unit that has brought excitement and success to

Sheehy fourth graders.

First, the classroom teachers decide what teaching points in History/Social Science Standard 4.3.3 they want the children to cover. Next, all three discuss how the children will obtain and use that information and how it will be evaluated.

Anita examines the task to

determine the information literacy skills required and formulates ideas for learning centers that will be set up around the library. This year they included

- maps, featuring the different routes to the California gold rush;
- a poster, an LMT-written booklet, and models for the various gold-mining techniques and equipment;
- information on the physical characteristics of gold;
- a tutorial about using the automated card catalog to locate materials concerning the gold rush;
- a bibliographic form to analyze the importance of the materials found;
- a newspaper written as if it were from the gold rush period; and

- the *California Cobblestone's* issue "Gold," concentrating on the biography section.

Anita prepares the materials and sets up the centers in the library media center; then she and the classroom teachers teach the lessons. This year Anita taught the center on bibliographic information at which the students formulated a list of gold rush resources from the automated card catalog and gathered them in the library media center. Then they perused the resources by following a step-by-step graphic organizer to select and record the best resources so they could be located again when needed. The classroom teachers taught the lesson on gathering information from a newspaper, in which students were taught to read headlines and skim articles, understand viewpoints, read picture captions, and summarize current events of the time period using a gold rush newspaper.

For six days the students rotated through the centers while the team taught various points. Children took notes and gathered information from each center so when they returned to their classroom they had enough information to write letters to "family members back on the East Coast." The letters formed the culminating product, which the classroom teachers and LMT evaluated together.

Bringing the gold rush to life is a joy for Anita Parker. Her vision and enthusiasm have made it a virtual reality experience for Sheehy fourth graders.

► Sheehy Elementary School (grades K–5, enrollment 640)  
1240 West Sixth Street, Merced 95340; (209) 385-6607  
Sandy Wilson, Principal  
Anita Parker, Library Media Teacher  
Merced City School District



Fourth graders are immersed in gathering information at a learning center in Sheehy's library.

## The Research Process

### Central Middle School

It may have been Debby Stanley's first year at Riverside's Central Middle School, but she brought with her a wealth of information literacy expertise that she has been refining since her years as a graduate student in Fresno Pacific College's Library Media Program. What she's done, in fact, is devise a replicable six-step framework for the research process that she has been able to successfully adapt with students from kindergarten through high school. Buttressing the research process itself are a series of duplicatable, fill-in-the-blank forms that include a unit collaboration form, a research checklist, bibliography forms for each resource format, notecard sheets, and research tracking sheets so teachers can monitor students' progress.

The unit Debby described for this *Good Ideas* issue involves completing a science "Report of Information" on the characteristics of a mammal with a seventh and eighth grade combination class of phase I and II English Language Learners. These students often lack basic concepts, such as the one covered in this unit, upon which middle school content learning is based. The unit, which addressed Life Science Content Standard C and eight of the nine Information Literacy Standards, resulted in a highly successful student-centered project.

The six steps of Debby Stanley's research process are as follows:

1. Topic: The students search the library's resources to assess whether their mammal topic has at least three sources of information.
2. Subtopics are identified through class discussion (prearranged with the teacher). Students learn that the subtopics are the *key* to information management, forming the frame for finding information, taking notes, and deciding what information to skip or include.
3. Sources include what constitutes a source, the number required for this project (3), format, and the process of giving credit using *MLA* style. The second day the students learn to fill out the fill-in-the-blank *MLA* bibliography cards.
4. Read/Think/Select: Students learn to read a chunk (usually a paragraph) *before* selecting facts, then decide what was important, and finally select a few key facts from each chunk to match subtopics.
5. Note Taking: Students receive instruction on note



Debby uses technology as an aid to instruction.

taking, which Debby has refined to a near art using a note-taking form with eight "cards" per sheet. Students use the read/think/select strategies to evaluate information and record one important fact per card. The goal is three subtopics, which equal three sources, leading to 10 note cards per day over three days.

6. Sort and Number Notes: After three days of note taking, the students learn how to sort and number notes to prepare for writing. Then the classroom teacher begins writing the rough draft with the students. Computer time is scheduled so students can turn those drafts into finished reports.

Not only are students successful in finding, evaluating, and using information for a content area project, they become enthusiastic patrons of the library media center. But this is no surprise to Debby. She has found the same success despite the grade level, demographics, or size of any school at which she's been assigned. Now, her spin on the research process, *Practical Guide to the Research Process*, is being published by Libraries Unlimited.

*Curriculum Connection:* Science

*Points of excellence* in this project include being a change maker and bringing a new element to a new school.

► Central Middle School (grades 7–8, enrollment 600)  
4795 Magnolia Avenue, Riverside 92506; (909) 788-7280  
Debbie Dauphine, Principal  
Deborah B. Stanley, Library Media Teacher  
Riverside Unified School District

## MHT (Molecular Historical Transfer)

Einstein Middle School



Albert Einstein eighth grade students begin their research in the library for a U.S. history project.

Four years ago classroom teacher Chuck Green became frustrated when his students approached the study of historical figures by focusing on a rote chronology of life events. He thought it would be compelling for students to research and recreate the life of a historical figure, but he knew that success would require collaboration with a research professional and an extensive investment in materials.

Once the concept of MHT (molecular historical transfer) was firmly in mind, Chuck sat down with library media teacher Sue Miller to find out if such a history unit would be possible. With the support of principal

Rob Jones, who earmarked additional funding for the library to build the collection to support the curriculum, MHT has grown into a continually improving, dynamic unit that also addresses Information Literacy Standard 3: The student who is information literate uses information accurately and creatively.

Before individual research begins in the library, students study the time period (westward expansion) through textbook reading and class discussion. They then select one of 63 historical figures with whom they will change places and have "two days in the library to become reacquainted with yourself before you write about and tell us your amazing story!" During their first day in the library, Sue Miller teaches a lesson on selecting and using information from print and nonprint resources, and students fill in their MHT data sheets with what they find. The data sheets — which ask the focus questions about background, struggles, attitudes, and accomplishments, and include space for bibliographic information — are an effective management tool for the



MHT collaborators: Chuck Green, U.S. history teacher, and Sue Miller, library media teacher.

student, teacher, and library media teacher. These are collected at the end of day one so the teachers can evaluate them to best assist students who need help the second day.

Students work on their written and oral reports for an additional week, and the project culminates with full-scale, costumed oral presentations in which the historical figures tell their stories and explain why their accomplishments are important to eighth graders today. The presentations are videotaped and evaluated by students and teachers for presentation and content.

The videotaped productions have inspired other history teachers to replicate the unit, and now upwards of 170 students a year have the opportunity to transform themselves into someone else and earn (and learn) a place in history!

### Curriculum Connection: Social Studies

*Points of excellence* in this project include identifying support of the administration.

- Albert Einstein Middle School (grades 7–8; enrollment 1,000)  
9325 Mirandy Drive, Sacramento 95826; (916) 228-5807  
Rob Jones, Principal  
Sue Miller, Library Media Teacher  
Sacramento City Unified School District



## Women's History through Their Quilts

Orville Wright Middle School

One of the high points of eighth grade at Orville Wright Middle School is Connie Reed's Humanitas Creative Expression class. Using what students are learning about the United States' western expansion period in social studies, library media teacher (LMT) Nancy Voils teams up with Connie and her students for a three-month research project that culminates in



Students plan how to arrange their squares into a quilt.

written and oral presentations, as well as production of an authentic historical quilt.

The purpose of the project is to learn more about this period in United States history, especially as expressed by women through their quilts. Students choose one aspect of life from a hundred years ago and, using a minimum of three different types of sources (video, print, electronic, museum, etc.) will, over the period of the project, (1) prepare an outline of questions to be answered, (2) create an appliqued felt picture representing their aspect, (3) produce a three-way stand-up poster for display of their written information and procedures, and (4) make an oral presentation to the class.

Intensive and extensive collaboration for this project follows these steps:

- *Classroom:* Initial introduction during the study of pioneers and westward expansion through the social science curriculum schedule.
- *Library:* Vocabulary of words and phrases associated with the nineteenth-century women's

movement and quilts and quilting.

- *Library:* "Hearts and Hands" video note taking (notes graded by classroom teacher).
- *Classroom:* Quiz on vocabulary and video information (graded by classroom teacher).
- *Classroom:* Brainstorm ideas and select theme for class quilt project.
- *Classroom:* Students draw rough drafts of their "squares" for the class quilt.
- *Library:* Students finalize sketches, share ideas, receive advice (sketches graded by LMT and classroom teacher).
- *Classroom:* Students begin cutting shapes from felt (stored in plastic ziplock bags).
- *Library:* Lesson on various sewing stitches and techniques. Sewing begins.
- *Classroom and Library:* Sewing. Half the class works in each space over a three- to four-week period of time.
- *Library:* Research assignment on quilts and the history of quilting explained and introduced.
- *Library:* Students complete research project.
- *Classroom:* Students make stand-up display units of their research findings.
- *Classroom:* Evaluation of quilt squares and written project (LMT) based on (1) neatness, (2) completeness, (3) following directions, (4) creativity/originality, (5) stitching, and completeness and accuracy of information.
- *Library:* Public speaking lesson.
- *Library:* Oral presentations with second class visiting as an additional audience. Evaluation based on (1) voice projection, clarity, (2) description of felt square, (3) personal significance, and repre-



Boys and girls beam with pride in their finished product.



Collaborating with LMT Nancy Voils is an annual event for classroom teacher Connie Reed.

sensation to theme (graded by credentialed teacher).

- **Library:** Individual squares collected and placed onto a whole quilt by students and the LMT and basted into position. The LMT and parent volunteer sew final product together.

The quilt project, which addresses six of the nine Information Literacy Standards, is a model for building a successful long-range project embedded with regular checkpoints and feedback incorporating varied learning modalities.

*Curriculum Connection:* Humanities and Social Studies

*Points of excellence* in this project include project over an extended time period, but specifically defined, and addressing a variety of learning modalities.

- Orville Wright Middle School (grades 6–8, enrollment 1,275)  
6550 West 80th Street, Los Angeles 90045; (310) 670-5666  
John P. Haydel Jr., Principal  
Nancy Voils, Library Media Teacher  
Los Angeles Unified School District

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is published by the Curriculum Committee of CSLA, an association of library media teachers, 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.

MARY HOFMANN AND SHIRLEY WEISMAN, *Editors*