Name \*   Lydia Elizabeth Smith-Davis

School \*  Orange Lutheran High School

Principal \*  Mrs. Leslie Smith, M. Ed

School Address \*   2222 N Santiago Blvd, Orange, CA    92867

District \*    Pacific Southwest District - LCMS

Grade Levels \*   9 - 12

Enrollment \*   1300 +

Library Staff \*   Lydia Smith-Davis M. Ed., Teacher-Librarian

Home Address \*   19105 Shoreline Lane #8, Huntington Beach, CA    92648

Home Phone \*   [714-756-2634](tel:714-756-2634" \t "_blank)

School Phone \*   [714-998-5151](tel:714-998-5151" \t "_blank)

List other professional organizations to which you belong. \*   ALA, AASL, CUE, LILi, FOCLIS

E-mail \*   [lydia.smith-davis@lhsoc.org](mailto:lydia.smith-davis@lhsoc.org" \t "_blank)

Teacher collaborator(s) \*   Art Teacher:  Dawn Hamby, M. Ed.

Professional memberships of teacher collaborator(s) \*  CAEA (California Art Education Association), ACSI (Association of Christian Schools International) and ACTS (Association of Christian Teachers and Schools)

Give a very brief description of the school and the library media center, including size of staff, collection, and library facility. \*  Lutheran High School of Orange County is a private Lutheran high school in Orange, California, founded in 1973.  Under the direction of a fully credentialed Teacher Librarian, the library learning commons currently houses a small print collection, access to a variety of academic research databases, 30 i-Mac computers, wi-fi access, and next year all students will be required to have an i-Pad for use at school and home.

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 CSLA's 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" \t "_blank). \*  As part of a 2 year faculty wide program at OLu called CADU (Classroom Assessment:  Development and Use - Tools for Teaching, Grading, and Assessing) I was able to produce a Qualities Matrix for Information Literacy: Grades 9 -12, based on the CA Model School Library Standards.  Lead CADU Instructor, Bill Saunders from UCLA, asked if I would contact our Graphic Arts Dept. to develop a poster outlining the information literacy concepts presented in the QM.  Upon learning of the tool, art teacher Dawn Hamby, asked if I would be willing to collaborate with her *Drawing and Painting* classes to introduce scholarly information for an upcoming project:  taking traditional jeans and using them to give voice to a social issue the students were passionate about.

Briefly describe how state content standard(s) were met with this unit/lesson. \*  Students assessed themselves in terms of where they were on the matrix, in relation to the standards, both before and after instruction.  The matrix was used to guide the research process.  The following standards were met with this unit/lesson:

**CA Model School Library Standards Supporting Common Core**

1.1.a      Identify topics, broaden or narrow a topic, and develop ideas to direct the focus of an inquiry.

1.2.a      Generate research questions based on interests, observations, information, stories, and issues, or on an assigned topic.

1.2.b      Develop and present a clear thesis statement or hypothesis.

2.2.e      Use systematic strategies and technology tools to organize and record information (e.g., anecdotal scripting, footnotes, annotated bibliographies).

3.3.h      Draw clear and appropriate conclusions supported by evidence and examples.

     4.2.b      Contribute actively to the learning community, and participate in groups to pursue and generate information.

4.2.d      Use technology to communicate, share information, and collaborate with others with the same interests.

Describe the roles of each collaborator in planning, implementing, and evaluating the project. Include the role(s) of support staff if applicable. \*  Mrs. Hamby had already introduced the project to her art students.  Many had complained that they knew little, if anything, about contemporary social issues.  After *Google* searching in vain, Mrs. Hamby was excited to learn about Gale's *Global Issues in Context* database.  Art classes were scheduled to come to the library to learn about the database and to use the QM as a research guide to address:

·         Library Anxiety

·      Computer Literacy

·      Question Formulation

·      Distinguishing Types of Sources (Print, Digital, Interview)

·      Identifying Appropriate Research Tools (e.g., databases, general Internet, Google Scholar)

·      Search Strategies (e.g., Boolean, limiting, truncation, advanced searching)

·      Critical Thinking/ Evaluation (e.g., selecting useful articles)

                          ·      Citation/Plagiarism/Intellectual Property/Copyright (using information ethically)  
  
Teacher and Librarian collaborated on instruction in the library.  By the end of the day, Dawn had developed a Google survey based on the QM to be used as a formative assessment (If you have trouble viewing or submitting this form, you can fill it out online:   
[https://docs.google.com/a/lhsoc.org/spreadsheet/viewform?formkey=dFNnS2xPdHhHVEJHNXMwdDloVUtQaWc6MQ](https://docs.google.com/a/lhsoc.org/spreadsheet/viewform?formkey=dFNnS2xPdHhHVEJHNXMwdDloVUtQaWc6MQ" \t "_blank)

Describe your student population and how your unit/lesson addresses your student needs. \*  Although the campus is becoming more diverse, the majority of Orange Lutheran students are middle to upper class, white, and Christian.  Most come from private elementary/middle schools, and the majority have had little or no instruction in digital/information literacy.  Times of transition are especially important.

Describe the resources students used and list specific titles when possible. \*  Students were welcomed to the library and given a brief orientation.  A discussion of information literacy ensued.  Introduction to the library's print resources, library catalog, and research databases, as well as in-depth instruction on finding the Global Issues in Context database was provided.  Students explored a wealth of topics and sources !!!

Reflect on the impact of the project on the library program, changes you would like to make in the future, or particularly rewarding moments. \*  Using the matrix to not only assess student skill but to guide the research process was most rewarding.  Seeing the excitement on the face of a new teacher finding the resources available was irreplaceable.  I loved how she immediately took the hard copy QM and transformed it into a Google survey!

Provide samples and/or visuals of student work. \*