Daniel Pearl High School Library Profile

Greta Enszer & Jason Sue

INFO 282: Seminar in Library Management

San Jose State University

December 2020

**Teacher-Librarian**

Greta Enszer

 **Address**

6659 Balboa Blvd.

Van Nuys, CA 91406

 **Email**

gee7422@lausd.net

 Daniel Pearl Magnet High School, named after the journalist who went to neighboring Birmingham High School where the school started ten years ago, is dedicated to providing an exemplary education for 300 students in a personalized small school setting. Our demographics are 53% Latino, 28% Caucasian, 6% African American, 6% Filipino, 4% other Asians, 1% Native American, and 1% Pacific Islander. The student population is 66% Socioeconomically Disadvantaged, 25% Gifted and Talented, 9% Students with Disabilities, 30% Reclassified Fluent English Proficient, and 2% English Learners. 68% of our parents are on Schoology, our learning management system for students.

Daniel Pearl Magnet High School Library's mission is to prepare all students to be digital learners who use technology as a tool to graduate ready for success in college and careers. The DPM High School Library is located in a former classroom and currently houses 2377 books in its collection. To better serve the high school community, the DPH High School Library underwent renovations by moving the majority of its shelving along the walls, allowing for flexible multipurpose learning commons in the center of the library in accordance with the best practices of school libraries. This space will allow the high school library to house classrooms of students and allow teachers to partner with me as the teacher librarian to acquire the digital skills necessary for a 21st century environment.

 Whereas once there was a card catalog, now there is a digital catalog known as OPAC (Online Public Access Catalog). However, just as students needed to be taught how to use a card catalog, they still need to be taught how to use OPAC and digital databases. Our means of accessing reading achievement has changed, but learning to read, as well as analyze text still remains a skill which needs to be taught and also learned.

Elizabeth Haynes (2010) writes about the Class of 2022 and the challenges this group of “digital natives” will bring to librarians and other educators not only because of the anticipated growth and development of hand-held devices and other digital technology but also because of the culture or mindset that these digital natives bring to the classrooms and libraries as a result of their early and ongoing exposure to technology (Nutefall, J., & Chadwell, F., 2012, p. 6).

We must consider the needs of our students, these "digital natives" who may have devices at their fingertips, but not necessarily the critical thinking skills to discern the messages they are receiving.

It is not the presence of school libraries that affect student achievement; rather it is the presence and specific behaviors of a qualified teacher-librarian. Advocates need to address whether the strategies and tool kits are helpful if the behaviors are not practiced. In other words, specific behaviors (e.g., collaboration and informal staff development with colleagues) affect student achievement and coincidentally affect principal perceptions, yet these are not foremost in messaging or in models." (Haycock, K., & Stenstrom, C. 2016).

In our school library, many students need modeling in order to navigate academic databases, and need to learn advanced search techniques to narrow results.

 Daniel Pearl Magnet Library will ensure that library resources maximize responsiveness to student needs by increasing the number of laptop carts from 1 to 3 by August 2020, thereby increasing equity and access. Los Angeles Unified School District will partner with the L.A. Public Library to roll out Student Success Cards to every student by June 2021 so students can check out 3 books with no late fees.

 Daniel Pearl Magnet High School formed the Library Advisory Committee in 2017 which meets every month, gives input on how to spend the book fair money, creates a quarterly newsletter, builds capacity for using the public library databases, promotes national literary events, and plans library field trips in the community.

<https://www.thepearlpost.com/18705/showcase/get-ready-to-book-it-to-the-book-fair/>

<https://www.thepearlpost.com/15848/showcase/6-things-we-loved-at-the-festival-ofbooks/>

 The first year, students voted to visit the Downtown Los Angeles Public Library where we learned about the Los Angeles fire and the artists who contributed to the reconstruction. The next year, the students voted to visit the USC Doheny Library after looking at the website exhibits online. One of our inclusion students also joined the field trip as we are working on increasing his interaction with peers. This field trip included a visit to the Special Collections Room where students viewed historical artifacts such as the 1984 Olympic torch, a book of music from the Medieval Period made out of animal skin, a piece of hair from George and Martha Washington (noting that it had not been DNA tested), a 10,000 year-old bone, sheet music from the Hunger Games, and posters from the Women’s March in 2017. Additionally, during the field trip, students visited the Treasure Room and learned how light and temperature are regulated to preserve the artifacts on display.

 Daniel Pearl Magnet was visited by the Western Association of Schools & Colleges for accreditation. Previously, there was only a single webpage on the school website dedicated to the library. Now, the library website is linked to the school website with multiple webpages: the digital library, the digital catalog, the public library, scholarships, research & citation, digital ethics, book talks, units on Climate Change, Feminism, historical narratives, Reader's Theatre, literacy strategies, and more. The visits can be tracked by WordPress. In the past year, the library website statistics include 10,779 views and 2,397 visitors.

 Daniel Pearl Magnet Library's mission is to prepare all students to be digital learners who use technology as a tool to graduate ready for success in college and careers. Students will graduate from Daniel Pearl Magnet High School as strong communicators with the integrity and leadership ability to be a positive influence at home, in the community, and in the world. As digital citizens, students recognize the rights, responsibilities/opportunities of living, learning and working in an interconnected digital world. They act in ways that are safe, legal, and ethical. The American Association of School Librarians promote the precept that intellectual freedom is every learner's right. In the legacy of Daniel Pearl, a global journalist whose passion for the freedom of expression led to his untimely death, learners will practice exercising their freedom to speak and to critically listen to what others have to say, rather than allowing others to control their access to ideas and information. We develop these dispositions in learners, educators, and all other members of the learning community.

References

Cruz-Jesus, Oliveira, & Bacao. (2012). Digital divide across the European Union. *Information & Management,* *49*(6), 278-291.

Haycock, K., & Stenstrom, C. (2016). Reviewing the research and evidence: Towards best practices for garnering support for school libraries. 22(1), 127-142.

Jain, P. (2013). A paradigm shift in the 21st century academic libraries and librarians: prospectus and opportunities. *European Journal of Academic Research*, 1 (3), 133- 147.

Keeling, M. mary. keeling@nn. k12. va. u. (2013). Mission Statements: Rhetoric, Realty, or Road Map to Success? *Knowledge Quest*, *42*(1), 30–36. Retrieved from https://search-ebscohost-com.libaccess.sjlibrary.org/login.aspx?direct=true&db=ofm&AN=90230624&site=ehost-live&scope=site

Keeling, M., & Mardis, M., (2017). Supporting You, Supporting the Standards: AASL's Implementation Plan. *Knowledge Quest,* *46*(2), 80-85.

King, K. (2012). Advocacy, teens, and strategic planning. *Young Adult Library Services,* *11*(1), 24-26.

Krasulski, M. (2018). Accessing Information Anywhere and Anytime. In S. Hirsch (Ed.), Information Services Today: An Introduction (2nd ed.) (pp. 183-194). Lanham, MD: Rowman & Littlefield.

Matthews, J. (2005). *Strategic planning and management for library managers*. Westport, Conn.: Libraries Unlimited.

Nutefall, J., & Chadwell, F. (2012). Preparing for the 21st century. *New Library World,* *113*(3/4), 162-173.

Pickett, J. (2013). FIRST STEPS with a Library Advisory Committee. *Knowledge Quest*, *42*(1), 14–17. Retrieved from https://search-ebscohost-com.libaccess.sjlibrary.org/login.aspx?direct=true&db=a9h&AN=90230621&site=ehost-live&scope=site

Rosenblum, L. (2018). Strategic Planning. In S. Hirsch (Ed.), *Information Services Today: An Introduction* (2nd ed.) (pp. 231-245). Lanham, MD: Rowman & Littlefield.