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Professional Development
Outstanding School Libraries
Common Core Reading/Diversity
Learning Commons
Motivation and Lifelong Learning
Collaboration



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GROWING SCHOOLS: EFFECTIVE PROFESSIONAL DEVELOPMENT

Debbie Abilock, Violet H. Harada, and Kristin Fontichiaro examine issues and opportunities for planning and implementing professional development activities for classroom teachers. Using a small case study, these three leaders provide not only insight into practical activities for PD but also guidance for personal/professional interactions.

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DEFINING A VISION OF OUTSTANDING SCHOOL LIBRARIES

Nancy Everhart, during her recent term as president of the AASL, took a "Visions Tour" of school libraries across the country to collect proficiency data augmented by interviews and observation. Her findings revealed attributes shared by outstanding library programs. Her findings and analysis provide an important and fascinating look at excellent programs.

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CHARACTERISTICS OF THE 2013 NATIONAL SCHOOL LIBRARY PROGRAM OF THE YEAR WINNERS

Elizabeth "Betty" Marcoux, TL coeditor, presents her annual look at the National School Library Program of the Year winners, who provide their own examination of their winning characteristics.

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HOW COMMON IS COMMON? AN ANALYSIS OF THE RECOMMENDED TEXT EXEMPLARS

Elizabeth Burns, Sue Kimmel, and Kasey L Garrison examine a list of exemplar texts included as an appendix to the *Common Core Standards for English Language Arts and Literacy in History/Social Studies, Science, and Technical Subjects*. Their findings are surprising and important, and offer another opportunity for teacher librarians to play a key role in understanding and implanting the CCSS.

29

DOING THE LEGWORK, BUILDING THE FOUNDATION, AND SETTING THE STAGE FOR MEANINGFUL TRANSITION FROM TRADITIONAL LIBRARY TO LEARNING COMMONS

Christina A. Bentheim moved to a new school for the 2013-2014 school year to serve as media specialist and social studies instructional coach. She recounts here her early plans and activities to transform the traditional library into a learning commons for the 21st century. Her ambition, ingenuity, and legwork paid off and her story offers both inspiration and concrete guidance and ideas for others.

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"RESEARCHING STUFF IS THE BEST!" DESIGNING ASSIGNMENTS THAT FOSTER INTRINSIC MOTIVATION

Sherry R. Crow argues that, to make students life-long learners, teacher librarians need to help students discover that information seeking is—at the very least—useful to their well-being and can even be truly joyful. This article discusses tips for making assignments intrinsically motivating to students, namely encouraging student-driven goals, infusing playfulness, and allowing creativity. Crow's findings are important and as useful as the tips. A good balance between academic research and practical advice, this article should be read by practitioners and instructors, alike.

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TIPS AND TACTICS: LIBRARY-CLASSROOM COLLABORATION STIMULATES READING, TEACHES SO MUCH MORE

Patricia Vermillion and Marty Melton, school media coordinator and social studies teacher, respectively, collaboratively developed a program for students to prepare booktalks, from selecting titles, to videoing their classmates' booktalks, utilizing QR codes, more. This deceptively simple program provides students with the opportunity to learn not only content and educational technology, but also self-confidence, public speaking, collaboration. We really like this activity.

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NOTEBOOK



A New Year, New Opportunities

David V. Loertscher and Elizabeth "Betty" Marcoux

School has started, and with it a renewed interest in making this school year memorable and positive for our students.

What about us, though? The pace at which our work is changing and how learning in our libraries is changing leaves us breathless. We find ourselves swirling in a vortex of opportunities and challenges as we weave new ideas and technology into our library programs. We want to help students be even more creative, collaborative learners. Just as we choose to equip our libraries with quality reads, so must we equip students with many quality opportunities. And that isn't easy. We find we must give up much of what we know for much that we are still learning. This issue of *Teacher Librarian* encourages you to stretch and grow, learn and do. Try out some of the ideas – the authors are candid about what worked for them and what they needed to adjust, just as you will in your particular setting.

Abilock, Harada, and Fontichiaro, three leading thinkers in our profession, look at various issues and talk about opportunities to plan and implement professional development activities with classroom teachers. Using a small case study, these three thinkers give us insight into how to create professional development activities to meet the needs of classroom teachers. They help us understand the value of our interactions with others in the education field and how to ensure those interactions are effective. Everhart, a recent AASL president, spent much of her year as president visiting each state's defined "exemplary" school library. She saw many things, and shares with us the insights as well as the common characteristics that she found in these libraries. Look at what she saw and see how many of these characteristics mirror your setting. Marcoux presents her annual look at AASL/Follett NSLPY winners (2013). She asked the winners to evaluate what made them exemplary and what they hope for their libraries' futures. Burns, Kimmel, and Garrison take a critical look at exemplar texts included as an appendix to the Common Core standards. Their findings are interesting and worth noting and offer another opportunity for the teacher librarian to play a key role in the implementation and success of the CCSS.

Bentheim's article describes her work at a new school and how she developed a plan to move the traditional school library into a learning commons. Her leadership, ambition, creativity, and hard work paid off and can be

Stretch your ideas and be a learner just as much as your students. Include your students in your journey and help them become as interested in what their future holds as you are.

seen as a model for others to follow. Crow shows the vital role that teacher librarians can and should play in teaching students to be lifelong learners. Her argument and the practical advice she offers are substantiated by good scholarship. Both practitioners and academics should find this valuable.

The "Tips and Tactics" article in this issue involves collaboration between the teacher librarian and classroom teacher, but Vermillion and Melton take it to a higher level. Working together, they empower stu-

dents to learn on many levels and in many ways. This project is worth emulating.

Visit the fun and useful URLs that Troutner offers us in her "Web Wonders" column. Several were new to us and we are pleased to have found them. See if they will work in your setting. Loertscher and Marcoux review some excellent professional books to inform your practice. As always, our fiction and nonfiction reviewers offer many good titles. Learn from Loertscher and Koechlin about how to work

effectively in an online learning situation that allows all to participate.

Winner's "From the Brain Trust" offers insight from a Mover and Shaker who was a panelist at a White House Champions of Change program. The programs that Ray offers in his column about advocacy should be watched by all of us. Lamb and Johnson's always interesting and valuable suggestions turn to social studies in this issue and Goldsborough and Marcoux offer their usual insight into technology.

There is a lot of valuable advice and information in this issue which we hope you can use. It is important that you know what can work for you. Stretch your ideas and be a learner just as much as your students. Include your students in your journey and help them become as interested in what their future holds as you are.

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