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THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

december 2013

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Resilient Children
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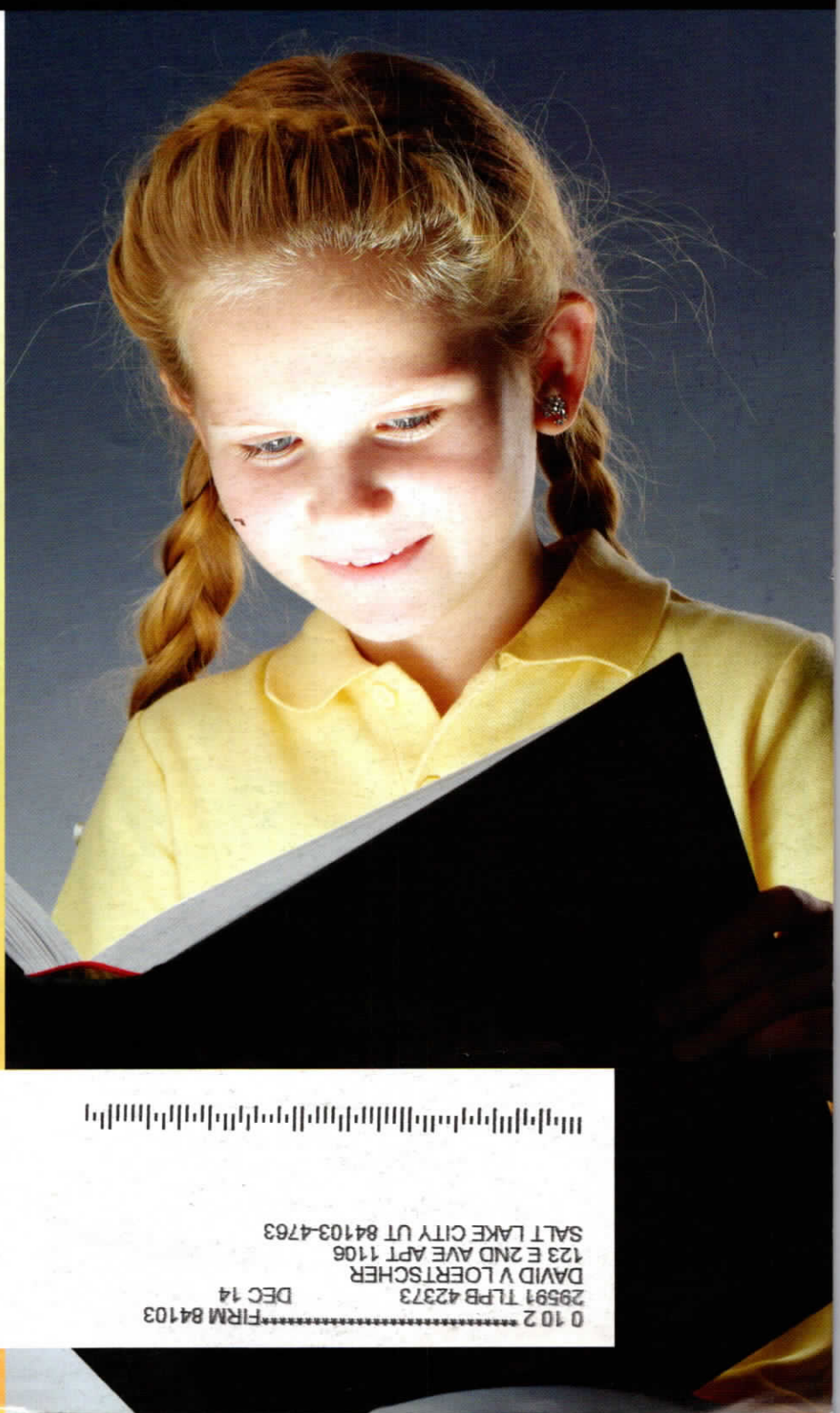
Collaboration



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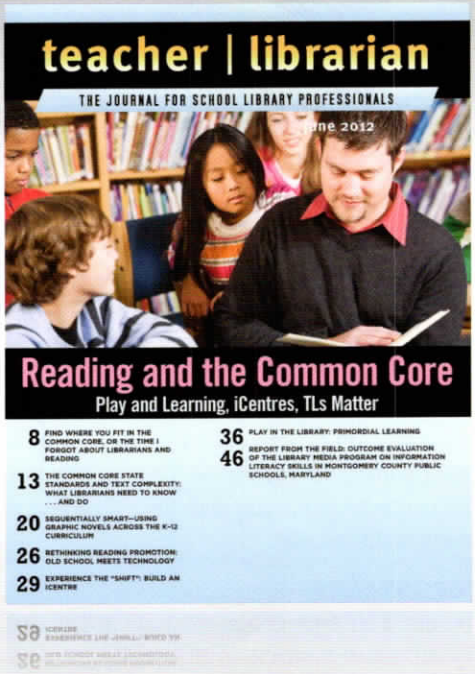

Professional Development Information Literacy
Collaboration Advocacy Common Core
Management Technology
Leadership Learning Commons

David V. Loertscher &
Elizabeth "Betty" Marcoux,
co-editors

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Volume 41
Number 2
December 2013

FEATURES

8 **THE POWER OF (IN) THE (IM)POSSIBLE: PRINCIPLES OF THE POSSIBLE**
Dr. Ross J. Todd offers his perceptions and analyses of the ongoing development of school libraries within the context of a possible-impossible dichotomy which he sees essentially as a construction of the imagination, a limited one at that, reinforced by complex contextual dynamics. Ross's research and thinking place him at the forefront of our field.

16 **REDEFINING TECHNOLOGY IN LIBRARIES AND SCHOOLS: AASL BEST APPS, BEST WEBSITES, AND THE SAMR MODEL**
Melissa Jacobs-Israel and Heather Moorefield-Lang note that students can have varying levels of engagement with technology in the classroom. At what level is technology being used to enhance student learning, and at what level is it being used to truly transform education? The authors for this article introduce the American Association of School Librarians new Best Apps and Best Websites list, created each year with free educational resources. The Substitution Augmentation Modification Redefinition (SAMR) Model is discussed along with how sites and apps from AASL's Best Lists can be integrated with the levels of this model.

20 **WHY ARE RESILIENT CHILDREN IMPORTANT?**
Carol Doll explains that research has identified six factors that can help at-risk children succeed: (1) knowing they can succeed academically, (2) self-directed learning goals, (3) behavioral self-control, (4) a positive relationship with an adult, (5) strong peer relationships, and (6) positive connections between home and school. Based on the body of research about resilient children, this article shows school librarians how to use this information to help all children succeed in school.

23 **INFOHIO: FILLING THE GAP BY CONNECTING COMMON CORE STATE STANDARDS AND THE SCHOOL LIBRARY**
Jennifer Schwelik, Gayle Geitgey, and Melissa Higgs-Horwell present a fascinating look at the tools and programs developed by INFOhio to assist teachers, students, and librarians deal with the implementation of the Common Core State Standards and additional Ohio standards for the purpose of improving student learning and performance. There is much to learn from the impressive work of INFOhio, including their IMatrix system and the Ohio PreK-12 Digital Library. Their work is important and inspiring.

29 **CONTINUING THE TRANSITION WORK FROM TRADITIONAL LIBRARY TO LEARNING COMMONS**
Christina A. Bentheim, in the second of a series of articles, continues her reporting on the transition of her traditional middle school library into a learning commons for the 21st century. This installment covers the opening and first quarter of the 2013-2014 school year.

38 **EARTH PALS**
Matthew Winner and Sherry Gick teamed up across the miles to have third grade classes in Maryland and Indiana work collaboratively on projects designed to address environmental problems. This student-centered and student-driven project is an example of meaningful 21st century teaching and learning.

40 **TECH SHERPAS: STUDENT PERSPECTIVE ON LEARNING THROUGH TEACHING**
Austin Taylor and Jess Cloutier, two members of the Tech Sherpas from Maine Regional School Unit #19, discuss the origin and goals of the group and, more importantly, provide a student view of learning and teaching. We can all learn from this.

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Feature articles are blind refereed by members of the Advisory Board.

Guidelines for authors available online at: www.teacherlibrarian.com

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is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

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Box 958
Bowie, MD 20718-0958
Phone: 301-805-2191
Fax: 301-805-2192
E-mail: editor@teacherlibrarian.com
Web site: www.teacherlibrarian.com

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The YGS Group,
3650 West Market Street • York, PA 17404
717.505.9701
E-mail: info@theygsgroup.com

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Enterline Design Services, LLC
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Or subscribe online at: www.teacherlibrarian.com

Teacher Librarian is owned by
E L Kurdyla Publishing LLC.

U.S. POSTMASTER: Teacher Librarian (ISSN 1481-1782 USPS #9-407) (Publications Mail Registration Number 40028609) is published bimonthly except July/August for $60.00 per year by E L Kurdyla Publishing LLC, Box 958, Bowie, MD 20718-0958. Periodicals postage paid at Bowie, MD, and at additional mailing offices.

ADDRESS CORRECTIONS: Send address corrections (covers only) to Subscriptions, Teacher Librarian, Box 958, Bowie, MD 20718-0958.

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Enthusiasm, Excitement, and Inspiration

David V. Loertscher and Elizabeth "Betty" Marcoux

The tide of concerns about shrinking library staffing and budgets seems to be turning.

Budgets aren't necessarily better in many places but the profession seems to be moving toward a more positive point of view by emphasizing its impact, even with constrained resources. This seemed palpable at the recent American Association of School Librarians (AASL) conference held in Hartford, Connecticut, which had a very positive and inspiring tone. While professionals still worry about staffing and budget, many have worked hard to turn this dilemma into a learning experience. Such topics as "Whether to Dewey or not to Dewey" were discussed passionately but amicably. LM-Net seems increasingly amiable and interesting. AASL-forum is working to become a forum for serious inquiry about practice and learning.

Another notable characteristic of the conference in Hartford was what we think was a great mixture of young and old, experienced teacher librarians and newcomers to the field. We benefit so much from both and from their interactions. Welcome new professionals – you have much to learn from the sages in our profession but you bring new ideas and interests to our field. Welcome new ideas! They are challenging some of our tried and true (and not-so-true) practices in innovative and creative ways.

In this issue there are many articles to challenge you as you seek to improve and enrich your programs. Dr. Ross Todd, an internationally known scholar and researcher in our field, writes about his perceptions that lead to his analyses of school libraries within the context of imagination and other dynamics. His article is complimented by articles that frame how to best serve children in our programs while making them even more resilient (Doll); how to make sure that technology is well used in our schools (Jacobs-Israel/Moorefield-Lang); and a fascinating program for addressing the Common Cores Standards and understanding not only their purpose but also their challenges (INFOhio).

Bentheim continues her series about how she is converting her traditional school library into a learning commons which embraces 21st-century skills. Winner (a recent Brain Trust author) and Glick team up long distance to

Budgets aren't necessarily better in many places but the profession seems to be moving toward a more positive point of view by emphasizing its impact, even with constrained resources.

collaboratively work on projects with their 3rd grade students that specifically address environmental concerns but generally teach research, collaboration, planning, technology, and much more. Taylor and Cloutier, students at the Maine Regional School Unit #19, show how being a member of the "Tech Sherpa" group brings a perspective about learning and teaching from which both students and teachers benefit.

This month's columnists impart their usual wisdom on a broad range of subjects. Marcoux and Loertscher present reviews on a number of professionals books; the Bookmarkits note useful books for student reading and learning; and Killen addresses the use of graphic novels to meet specific Common Core Standards. Troutner offers another interesting and very useful websites and apps, and Lamb and Johnson turn their keen analysis and insight to Facebook. Ray's "Advocacy" column gives you a chance to take the "COOL" test. The "Brain Trust" features Liz Kerr, longtime teacher librarian and conference coordinator for the very active and influential Ontario Library Association. Kerr's insights are valuable. In his What "Works" column, Loertscher is joined by Derry and Preddy to discuss makerspaces in the learning commons.

The range of topics and insights offered by our many authors and columnists always amazes us. It is hard to think of another profession where such talent abounds and where expertise and advice are shared so willingly. As we have said before: take what you can use from the insight, innovation, and creativity offered in this issue and try them out in your world.

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