teacher | librarian

In This Issue . . .

Administrators Perceptions

Diversity and the Common Core

Design Thinking

Learning Commons

Making Connections

teacher | librarian

CONT

FEATURES

ENTS

BESTBUYS

BOOKMARKIT

DEPARTMENTS

Summer Reading

David V. Loertscher and Elizabeth "Betty" Marcoux

Summer is here (or almost). Most of us know this isn't a "break" for us; instead, we view it as a chance to restart our engines, hone our skills, and look toward the coming school year with enthusiasm and new knowledge that will help us do our work even better!

The June issue of *Teacher Librarian* is perfect for summer reading, offering some great advice you can use next year, and some interesting ideas to think about and investigate over the next couple of months. Take this publication with you places, and spend time reading as well as thinking about how you can use much of the information with your program. Don't forget, you can get the full issue (and back issues) in the digital edition using your mobile and not-so-mobile devices.

One famous and respected researcher has collaborated with another expert in our field to present findings from research they conducted recently in Pennsylvania. Keith Lance and Deb Kachel discuss the relationship between school administrators' views of school library programs and student test scores. While there is a lot of interesting information in the findings, the bottom line reinforces the significant effects of school libraries on student achievement. It is interesting to read this alongside Donna Shannon's "Perceptions of School Library Programs and School Libraries: Perspectives of Supportive School Administrators" in the February 2012 issue of *TL*.

Carol Doll and Kasey Garrison discuss how to select and evaluate literature from cultures other than your own. They provide reference to the five guiding principles that Ann Nolan Clark stresses as important when looking to any literature, and how these five principles help us guide young readers toward worthy literature.

Susan Faust and Jenny Howland provide us with an understanding of their journey toward design thinking and collaboration with other professionals in their school. They offer great models and concepts about design thinking that will work in many situations.

Shannon Robinson takes us on a journey of how she transformed her school library into a learning commons for the 21st Century. While the physical transformation has been extraordinary, equally impressive are the creation of a virtual learning commons and the adoption of a new philosophy.

Managing PLN Info and Instructional Design Challenges

David V. Loertscher

Warning: I will ask readers of this column to go online and comment on the ideas here.

For most of us, I suspect, we have attended conferences, read professional magazines such as *Teacher Librarian*, and worked our way through professional development opportunities locally in order to stay current in our jobs. However, with the development of personal learning networks, we can sit down at our computers every day and get a stream of information flowing toward us from blogs, tweets, Pinterest, Facebook, and listservs, just to name a few. And, so the question arises for us all: How much time should we devote each day in order to keep up?

Furthermore, how do we store and retrieve the best of the best ideas that stream by us so that we can use them as we interact with our faculty, administration, and other professional colleagues? As a professor, I usually send out to my students the best of what comes across my own desk that is connected to what we are working together on during the term. In turn, they take a subset of what I send out, add it to the best of what they are reading and we have a blog where we are both reading and discussing our own "Infobase" collection. Thus, instead of assigning a few articles that everyone is supposed to read, we all contribute and build our knowledge together as a collaborative. I don't think that we are perfect by any means, but the results I see when my students reflect on major topics and issues are infinitely better than what I used to get even a few years ago.

However, I am never satisfied that I have discovered a way to maximize my own learning in the small amount of time I have and wonder how you, as readers, do this? I myself every day: What is the best use of my time right now? In the amount of time I spend learning, how can I maximize what I know and am able to do?

In the area of instructional design, I have created, with the help of my graduate assistant, Jennifer Gulassa, a summary of the best of the best that information I have sent out to my students over the last three months, in the order it was sent.. Here is the Google Site and at the bottom you can add comments, questions, and other resources:

https://sites.google.com/site/bestoftheweb2013dvl/

My question to you is what do you do with a stream of information such as this?

- Bookmark it? Then what?
- Put it in "Evernote" or some other tool?
- Blog about the best of the best?
- Do nothing but know you can find nuggets when you need them?
- Is trying to organize the stream really worth the effort and time it takes?
- Is this skill something with which every student should be equipped in the current world of information and technology?

These are the questions that might lead to a conversation about both the topic of instructional design and the strategies we all use of keep on learning and growing.

Now to the topic of instructional design itself.

I am alarmed by the current efforts to measure what every student is doing at every moment during the day in order to diagnose and provide intervention. So, while I am impressed with the major themes of Common Core and the new national science standards, I worry about the testing. Do you want to know what your students are doing at every single moment? Do you want others to know what you are doing every single moment? This is a current hot topic for discussion that we could and should think about carefully as Common Core is or is not implemented in our schools.

Despite that alarm, I am impressed with the sheer number of voices out there developing and creating more constructivist ideas

> **I am alarmed by the current efforts to measure what every student is doing at every moment during the day in order to diagnose and provide intervention. So, while I am impressed with the major themes of Common Core and the new national science standards, I worry about the testing.**

Despite that alarm, I am impressed with the sheer number of voices out there developing and creating more constructivist ideas where the individual learner is in the driver's seat, as opposed to top down regulated learning that increases boredom and makes dropout rates skyrocket.

where the individual learner is in the driver's seat, as opposed to top down regulated learning that increases boredom and makes dropout rates skyrocket.

Two examples from the list on the website give us a taste of the best ideas. Number two is a voice from students. Number 70 is the voice of the witty and insightful Sir Ken Robinson. You can find both easily on YouTube without typing in the full link below:

2. If Students Designed Their Own Schools, Youtube by chazyvr This is similar to the above article about designing curriculum that has kids solving real problems. These kids actually create their own curriculum and learn various skills as they solve their unique essential questions.

http://www.youtube.com/watch?feature=player_embedded&v=RElUmGI5gLc#!

70. How to Escape Education's Death Valley, by Sir Ken Robinson on YouTube. This most recent lecture by Robinson sums up his many other speeches about what is wrong with education and how to fix it. http://www.ted.com/talks/ken_robinson_how_to_escape_education_s_death_valley.html?utm_source=newsletter_weekly_2013-05-10&utm_campaign=newsletter_weekly&utm_medium=email&utm_content=talk_of_the_week_image

And then the question arises as covered in number six:

6. Can Student-Driven Learning Happen Under Common Core, on Mindshift by Marsha Ratzel. The article talks about how student driven learning begins with an essential question (like our KBCs) and

examines whether this type of learning is compatible with Common Core. (Included is a link to an article about Project Based Learning being "worth the trouble.")

http://blogs.kqed.org/mindshift/2013/02/can-student-driven-learning-happen-under-common-core/?utm_source=feedburner&utm_medium=email&utm_campaign=Feed%3A+kqed%2FnHAK+%28MindShift%29

Within these three resources, we have brain teaser upon brain teaser to think about this summer and beyond. What do we as teacher librarians really embrace about teaching and learning in the current world of information and technology? What are we doing about it? Now, over to you for the conversation.

GRAPHIC NOVELS

LOU!

Julien Neel. *Lou!* Graphic Universe, 2012. $8.95. Grades 5 and up.
Vol. 1: Secret Diary. 978-0-7613-8868-5.
Vol. 2: Summertime Blues. 978-0-7613-8869-2.
Vol. 3: Down in the Dumps. 978-0-8225-9165-8.
Vol. 4: The Perfect Summer. 978-0-8225-9169-6.

Lou is almost a teenager, but don't hold that against her. She's the star of a rare combination in comics: a critical success (winner of the Youth Award for ages 9-12 at the world-famous Angoulême Comics Festival) and a runaway pop hit, too, with appearances in various languages in comics and animated television around the world.

And it's easy to see why the whole world has fallen in love with her. She's a sparkling combination of spunky (she frequently takes care of herself when her mother is off being a famous writer...or playing video games) and self-conscious (*does* Tristan like her? Does she like him?). She surrounds herself with interesting people who see what an interesting person she is, even when she doesn't see it herself. She designs her own clothes—with mixed but enthusiastic success. She moves easily among pushy friends, stylish friends, nerdy friends, and even her mother's friends, with a conviction that people are basically good and ought to be able to get along. The comics are drawn with daring, using vibrant colors to match Lou's bursting personality, but when the mood turns introspective, the colors slip effortlessly into muted ambers. There's even a hint of manga influence, as the characters' faces take on whatever ludicrous proportions are most appropriate for their emotions-of-the-moment. *Lou!* deserves every bit of its international acclaim, and you might as well get on the bandwagon now.