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ACHIEVING ACADEMIC STANDARDS THROUGH THE SCHOOL LIBRARY PROGRAM: ADMINISTRATOR PERCEPTIONS AND STUDENT TEST SCORES

Keith Curry Lance and Debra Kachel report some of the findings in Phase 2 of the recent Pennsylvania study on the impact of school libraries, specifically the relationships between administrator perceptions of school library programs and student test scores. The findings are interesting and encouraging, and a valuable tool for the advocacy of school libraries.

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CREATING CULTURALLY RELEVANT COLLECTIONS TO SUPPORT THE COMMON CORE: A FRAMEWORK FOR TEACHER LIBRARIANS

Carol Doll and Kasey Garrison provide a framework for librarians to select and evaluate literature about cultures different from their own experiences and knowledge. Examining the five guiding principles author Ann Nolan Clark believes must be integrated into any book for young readers, Doll and Garrison's article could (and should) be used by all teacher librarians.

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DESIGN THINKING BY ACCIDENT AND DESIGN: HOW ONE SCHOOL DEVELOPED A MODEL FOR 21ST-CENTURY LEARNING (AND A LIBRARIAN AND TECHNOLOGY TEACHER LED THE WAY)

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CHOICES, CHANCES, & CHANGES

Shannon Robinson discusses the transformation of her school media center into a vibrant learning commons for 21st-century learning. The transformation is physical, virtual, and philosophical, and another good model to study.

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NEW WORLD MAN

Ian McEwen, our semi-regular humorist/satirist, provides a timely and insightful look at the contemporary teacher librarian.

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ANOTHER "C" FOR LEARNING

Deborah Owen posits that a fifth "C" – connections – should be added to the four Cs in *Framework for 21st-Century Learning*. Connections can help us look at the bigger picture, not unlike Daniel Pink's concept of symphony. Owen offers approaches to teaching this skill through modeling, visualizing, storytelling, technology, and reflection. A thought provoking and illuminating article.

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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.

Ian McEwen is at his best humor, presenting us with thoughts about how to be a contemporary teacher librarian. His words sync well with what Barnes tells us in the Brain Trust column.

There continues to be great interest and concern about how to best use and implement the Common Core Standards. In several of the columns this month, you will find ideas about how best to present your work within these concepts and those of the 21st Century Learning Debbie Owen's article stresses that within the framework of the 21st Century Learning there needs to be more emphasis on connections. While this is something teacher librarians do now, the article offers ways to connect even more.

In the columns this month, you will find many useful ideas. Joanne Troutner provides another selection of great websites and apps to use with students and for professional development. Lamb and Johnson look at new web developments and tools, including HTML5 and CSS3 and how those and various apps can be used to enhance your library. Mark Barnes, a well-known web designer and education consultant, offers advice and comments from his unique perspective. Mark Ray's Advocacy column offers advice on creating the COOL library - Connected, Open, Outgoing, and Learning-centered.

Enjoy the summer. If you are at the ALA Conference in June, please stop by our booth (# 2344).

NSLPY AWARD WINNERS ANNOUNCED

Just as the June issue of *Teacher Librarian* was going to press, the American Association of School Librarians' (AASL) 2013 National School Library Program of the Year (NSLPY) Award winners were announced. Sponsored by Follett Library Resources, the NSLPY annually recognizes three school library programs that meet the needs of the changing school and library environment and are fully integrated into the school's curriculum. Each recipient receives an obelisk - the symbol of school library excellence and \$10,000 toward its school library program.

The 2013 winners are:

Pennsylvania Avenue School, located in Atlantic City, New Jersey;

Swan Valley High School, located in Saginaw, Michigan;

New Augusta South Elementary School, located in Indianapolis, Indiana.

As we have done for the past several years, *TL* will feature these programs in an article by co-editor Betty Marcoux in an upcoming issue.

ACCESS TO THE DIGITAL EDITION OF *TEACHER LIBRARIAN*

Sometime in June or early July, access to the digital edition of *Teacher Librarian* will require a simple login and be restricted to subscribers only. Subscribers to the print edition will continue to have free access but you will be required to enter your order number and your customer number, both of which are easily found on the mailing label of your copy.

The top line of the label will have your six-digit order number, followed by "TLPB," the publication ID, followed by the customer number, which will be four, five, or six digits. Just enter them on the login page where designated.

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We invite you to share your knowledge, expertise, or research with the *Teacher-Librarian* readership and the greater teacher librarian community. We encourage articles from both practitioners and library educators. Submissions will be considered for publication only if they have not been published previously and they are not under active consideration by another journal. Articles usually range in length from 2000 to 3500 words, but can be longer or shorter depending upon the needs of the topic.

For more information about submission and author guidelines, please visit our website www.teacherlibrarian.com. Click on the "Submissions" tab at the top of the page.

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