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THE PUPIL INVESTIGATOR MODEL: A DULL DAY IN A FIFTH-GRADE CLASSROOM

Scott L. Hunsaker and Rebecca Haslam-Odoardi, authorities in the field of education for the talented and gifted, present a unique perspective on inquiry which the Common Core Standards has brought to the fore. The authors present a scenario which includes close collaboration between teacher librarians and classroom teachers.

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ENGAGING STUDENTS IN THE HERITAGE CHRISTIAN SCHOOLS LEARNING COMMONS

Pippa Davies provides insight into the melding of the virtual and physical learning commons and the philosophy underlying them. Her experience (and success) is inspiring and offers many guideposts for others to follow.

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EXCITING TIMES -- A TRANSFORMATION OF MEDIA CENTERS, MEDIA SPECIALISTS, AND LEARNING: A DISTRICT'S PHILOSOPHY

Joanne Sobolik, Elizabeth Russell, Holli Klatt, Debbie Thompson, Kim Jones, and Stephanie Wieczorek, teacher librarians in the Kettle Moraine School District, offer a district-wide look and program to turn school media centers into 21st century learning commons. Elementary, middle, and high schools were included in the planning and execution of a great team/district plan.

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Christina A. Bentheim continues her series of articles recounting her yearlong effort to transform her middle school library into a vibrant learning commons. This installment also offer some great ideas for activities, collaboration, and curriculum.

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THE BADGE OF EXCELLENCE: WHAT ARE THE CHARACTERISTICS OF WINNERS?

TL coeditors Elizabeth "Betty" Marcoux and David V. Loertscher address some of the aspects of excellent programs through a look at some schools named exemplary by the Partnership for the 21st Skills. They also present some from a teacher librarian whose students have excelled in the prestigious Intel science competition.

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CURATION OF DIGITIZED ARTIFACTS IN THE STUDY OF HISTORICAL FICTION

Ewa McGrail and Kevin Powell note the virtually endless amount and types of information available today, including such digital artifacts as texts, photographs, and video clips of tools and objets d'art of the past. Citing the need for curation, the authors offer high-quality websites with digitized artifacts online; recommend social bookmarking sites that can be used to curate online collections of artifacts; and recommend projects that can encourage authentic research and thinking about artifacts and connect their students to the historical fiction and nonfiction they read.

On the cover:

Students work in the learning commons at Heritage Christian School, Kelowna, BC. See p. 16 for article.

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Excellence

David V. Loertscher and Elizabeth "Betty" Marcoux

This issue highlights many great educational opportunities for students today and illustrates how teacher librarians can make a difference in the quality of students' learning experiences.

This issue isn't about having a large budget or a large infrastructure—it is about what can be done in your particular situation. There are illustrations to help you decide what might work, as well as suggestions for how to improve education for students.

We hope you will take the time to read about the various award winners discussed in these articles and consider what part of their programs you might want to incorporate into yours. We show you how to start small and start friendly and include examples of what might happen if you do. We discuss individual school progress and exemplary programs, as well as district programs. We take you through all of the grades in schools today and even have examples of how things might look in both private and public education. These professionals are just like all of us—they work hard at what they do, and some even get recognized for that hard work. Many of us don't, but we still work hard.

Hunsaker and Haslam-Odoardi present us with an inquiry model that they use in their work with gifted and talented students. It is a model that works well with all students and the Common Core. The scenario they present involves concerted collaboration between the classroom and the school library.

Davies takes the concepts of the virtual learning commons and the physical learning commons and meshes them together into one philosophical understanding. She shows us how to do this by sharing her successful experiences.

Bentheim has a well-illustrated article that is the next in her series of articles about her yearlong effort to transform her traditional library setting into a learning commons setting. She offers ideas about encouraging collaboration, participating in activities, and examining the curriculum in general.

Six teacher librarians from the Kettle Moraine School District in Wisconsin describe their district-wide effort to transform traditional school libraries/

This issue isn't about having a large budget or a large infrastructure—it is about what can be done in your particular situation.

media centers into 21st century learning centers, or learning commons. Elementary, middle, and high schools are included. The many illustrations provide inspiring before and after (and soon to come) records of their work.

Marcoux and Loertscher explore the teacher librarian's role in winning recognition for excellent work at their schools. They even include a response they got from a private school about the "indirect" way teacher librarians help students win in science at their school.

Another great source of information

comes in this issue with the article about digitizing artifacts. The curation of artifacts in the study of historical fiction by McGrail and Powell offers great ideas on how to make this a part of our work. And it is work that many teacher librarians have already begun.

This issue's columns offer great advice, from collection development to advocacy to technology. Lamb's *Infographics* is the first of a two-part series and is highly illustrated. Loertscher, in his *What Works* column, talks in detail about the changes that have come in collection development.

A faculty member at San Jose State University, Loertscher is looking at how the concepts of collection development are shifting but always remaining core.

Marcoux takes a look at the issue of winning, emphasizing that mistakes can also be seen as learning lessons, and technology is an area where that can happen. She talks about how the teacher librarian can and does affect student learning and facilitation of that learning. She suggests that correct selection may not be something everyone can do but certainly the teacher librarian.

So pause a minute to allow yourself to grow and learn with this issue. Make it your goal to be the best you can be, knowing that stumbles along the way will help you get there. Take in the advice and concepts of the authors in this issue. Become the star in your school!

WRITE FOR *TEACHER LIBRARIAN*!

The editors of *Teacher Librarian* welcome original manuscripts on any aspect of library services for children and young adults that will contribute to excellence in programs and improved support for their delivery. We are committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, and critical analysis of management and programming issues

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