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In This Issue . . .

8 CONNECTED LEARNING: LINKING ACADEMICS, POPULAR CULTURE, AND DIGITAL LITERACY IN A YOUNG URBAN SCHOLARS BOOK CLUB

Kafi Kumasi

16 PLANNING AND CREATING A LIBRARY LEARNING COMMONS

Shannon C. Hyman

22 MYLIBRARYNYC: A SUCCESSFUL PUBLIC AND SCHOOL LIBRARY PARTNERSHIP

Andrew Wilson and Leanne Ellis

26 BUMPS, BRUISES, AND BANDAGES: THE TRANSITION FROM TRADITIONAL LIBRARY TO LEARNING COMMONS CONTINUES

Christina Bentheim

29 HYPERTEXT NOVEL STUDIES

Marc Crompton

32 IMPACT OF SCHOOL LIBRARIES ON LEARNING

Dorothy Williams, Caroline Wavell, and Katie Morrison

36 BATTLE OF THE BOOKS

Ian McEwen

38 TIPS AND TACTICS: THE WONDERFUL WORLD OF ITEAM

Shannon Robinson

40 AUTISM AND IPADS: WHAT WE ARE LEARNING

Amy Price

Connected Learning
Learning Commons
School/Public Library Collaboration
iTeams, iPads, and Hypertext
School Library Impact



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CONT



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FEATURES

8

CONNECTED LEARNING: LINKING ACADEMICS, POPULAR CULTURE, AND DIGITAL LITERACY IN A YOUNG URBAN SCHOLARS BOOK CLUB

Kafi Kumasi describes how a Young Urban Scholars after-school book club program was used as a space to implement a connected learning model of library service with teens. The connected learning model seeks to bridge three major spheres of influence in a teen's life: academics, interests, and peer culture.

16

PLANNING AND CREATING A LIBRARY LEARNING COMMONS

Shannon C. Hyman provides a detailed look at her recent challenge to plan and open a new library learning commons in a new elementary school in Henrico County, Virginia. Hyman provides almost a step-by-step guide not only to tangible items such as equipment, technology, and furniture but also to the philosophy and ideas underlying decisions.

22

MYLIBRARYNYC: A SUCCESSFUL PUBLIC AND SCHOOL LIBRARY PARTNERSHIP

Andrew Wilson of the New York Public Library and Leanne Ellis of the New York City School Library System describe a innovative and valuable collaboration between their respective organizations.

26

BUMPS, BRUISES, AND BANDAGES: THE TRANSITION FROM TRADITIONAL LIBRARY TO LEARNING COMMONS CONTINUES

Christina Bentheim continues to report on her year-long transformation of the library at the Harold J. Brinley Middle School in Las Vegas, Nevada. This issue includes a "library lock-in."

29

HYPertext NOVEL STUDIES

Marc Crompton reports on his project to engage students through the creation and use of hypertext novels. The participatory learning for students transcends literature.

32

IMPACT OF SCHOOL LIBRARIES ON LEARNING

Dorothy Williams, Caroline Wavell, and Katie Morrison coauthored a significant report for the Robert Gordon University Institute for Management, Governance, & Society (Aberdeen, Scotland October 2013) on the Impact of School Libraries on Learning.

36

BATTLE OF THE BOOKS

Our favorite library humorist, Ian McEwen, gallantly leads (or follows) his students into a battle of the books.

38

TIPS AND TACTICS: THE WONDERFUL WORLD OF ITEAM

Shannon Robinson tells how and why she developed and iTeam at her school to serve as peer coaches and assist students and faculty with rapidly changing technology. Robinson, inspired by an earlier iTeam article in *Teacher Librarian*, provides advice and guidance for creating an iTeam and explains the benefits and rewards for all members of the school community.

40

AUTISM AND IPADS: WHAT WE ARE LEARNING

Amy Price of the Oakstone School in Ohio offers another article on the benefits of using iPads with students with autism. As with her earlier piece (*Teacher Librarian*, October 2011), this article provides solid information for anyone working with students with autism or other challenges.

EVENTS

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BESTBUYS

- 34 Poster**
- 42 Professional Reading**
David V. Loertscher &
Elizabeth "Betty" Marcoux
Resources for the Teacher Librarian
- 45 Web Wonders** Joanne Troutner
Curriculum Content and Creation Tools

BOOKMARKIT

- 9 Junior Nonfiction**
Sara Catherine Howard
- 10 YA Nonfiction**
Sara Catherine Howard
- 24 Picture Books**
Erlene Bishop Killeen
- 25 YA Fiction** Kathleen Odean
- 30 YA Fiction** Kathleen Odean
- 31 Graphic Novels** Joe Sutliff Sanders
- 33 Graphic Novels** Joe Sutliff Sanders
- 59 Junior Fiction** Betty Winslow
- 61 Junior Fiction** Betty Winslow
- 66 Best New Software**
Joanne Troutner

DEPARTMENTS

- 6 Notebook** David V. Loertscher and Elizabeth "Betty" Marcoux
Show Up
- 48 What Works** Kathryn Roots Lewis and David V. Loertscher
The Possible is Now: The CCSS Moves Librarians to the Center of Teaching and Learning
- 53 From the Brain Trust**
Karen Cator
- 55 Advocacy** Mark Ray
2014 Resolution: Embrace Failure
- 57 Primary Voices**
Erlene Bishop Killeen
What Counts in Literacy Support
- 58 InfoTech**
Annette Lamb and Larry Johnson
Books and the School Library: Obsolete or Optimized?
- 62 Personal Computing**
Reid Goldsborough
A Pixel Is Worth a Thousand Words
- 65 School Library Tech Ideas**
Elizabeth "Betty" Marcoux
BYOD
- 67 Our Columnists**
- 67 Advertiser Index**

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Show Up

David V. Loertscher and Elizabeth "Betty" Marcoux

In this issue there are many examples of professionals showing up to help make the world of teaching and learning a better place. These professionals have not let missteps, controversies, or major or minor glitches change their vision toward improvement.

It may be that you can't complete everything you want in a preferred time-frame or even that in the future it will become whole. But initial and succeeding steps are the beginning. Take time to explore some of the issues these professionals put before us in this issue, and be aware that that they aren't necessarily presenting the whole story, perhaps a work-in-progress. Understand that, despite their own doubt about how to move forward, they did.

Kumasi takes us to a book club started to encourage connections to the academics, interests, and cultures of peer groups. Library services for this book club look quite different from traditional library services and how book clubs usually work.

Hyman and Bentheim take us through the evolutions of different Learning Commons, and address many of the challenges they have encountered along the way. Yes, they are well on their way (and some would say "there") but they see more challenges and indications there is more work to do. Marc Ray, in his "Advocacy" column suggests that failure is another learning experience and not one necessarily to leave behind.

Partnerships between public and school libraries are happening, many out of necessity, as student options for libraries diminish and funding continues to challenge everyone. Wilson (public) and Ellis (school) describe their extraordinary and valuable collaboration, focusing ultimately on the end-user.

There are many ways to engage learners in learning: Crompton talks about how his project engages students in creating and using hypertext novels. McEwen, in his comical manner, talks about the book battle – something most professionals are well aware of. The tips and tactics article talks about an iTeam created as a peer coach opportunity. Robinson talks about how to

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create one and what benefits it brings to the school as a whole. Price uses iPads with autistic students – a wonderful idea that allows these students to feel less marginalized.

Do you need more research that confirms the positive impact of school libraries on student learning? Look to the research

summary of Williams, Wavell and Morrison from Scotland. Use the infographic they present to us. It all makes so much sense.

The columnists have worked hard to develop information useful in you “showing up” for learning. The various lists of materials help you do that. The “What Works”

column by Lewis and Loertscher help you see your role in CCSS and how to grab it. Cator talks about optimal learning of students, past, present, and near future. She addresses being the key learning leader and culture creator of a school. Of course, that comes with listening and caring about learning. She states upfront that teacher librarians need new skills (as do all teachers) but recognizes that the care and love they have for learning remains paramount. She urges that the teacher librarians have a leadership role that needs to be engaged all of the time.

So, show up! That doesn't mean be perfectly on target every time; it means being engaged in whatever is going on. Learn what is important to others and make that a priority for what you are doing also. Engage and invite them into your culture, your agenda. Stay informed and keep others informed.

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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