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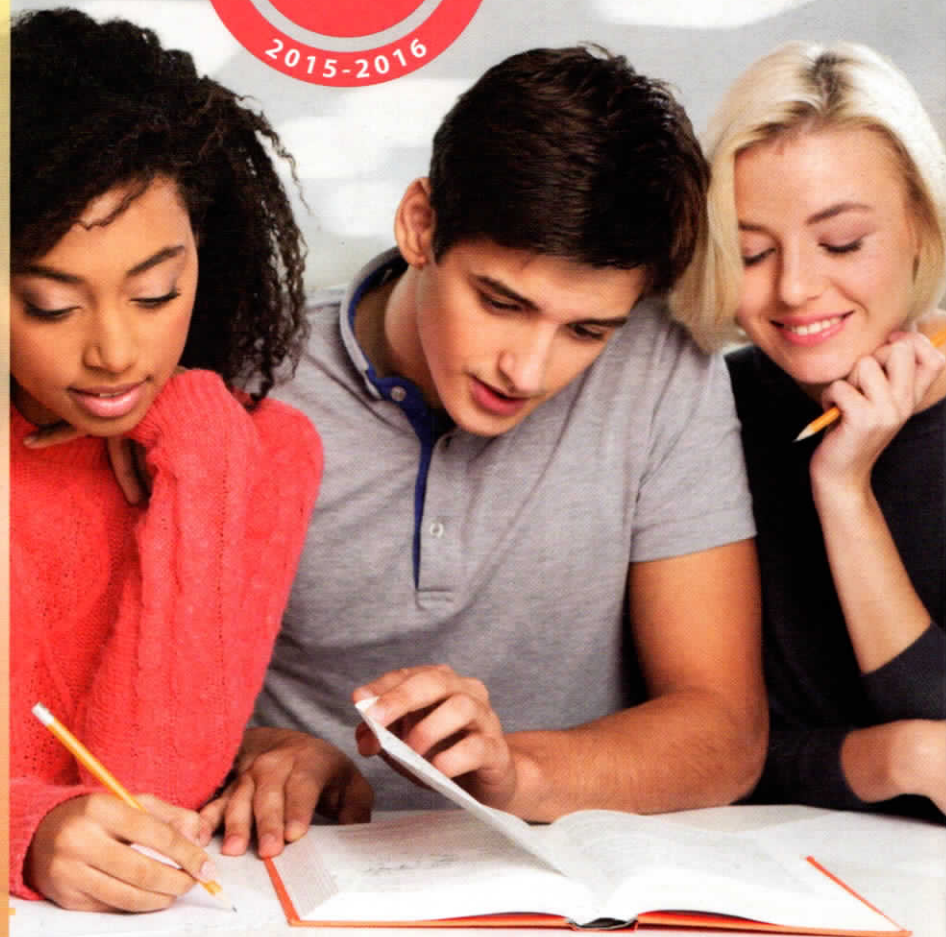
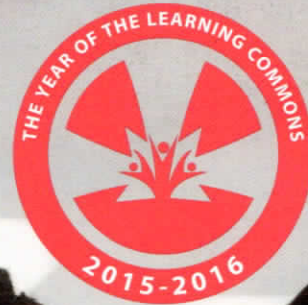
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COTEACHING: A SUCCESS STORY

Sydnye Cohen presents a powerful argument for co-teaching and collaboration between teacher librarians and classroom teachers. Her case is strengthened by the first-hand experience she recounts. The article also provides a good profile for the role and responsibilities of 21st-century teacher librarians and the importance of learning commons. A valuable article with both general/theoretical and specific/real-world evidence

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THREE HEADS ARE BETTER THAN ONE: LIBRARIANS, READING SPECIALISTS, AND CLASSROOM TEACHERS IN THE LEARNING COMMONS

Deborah J. Parrott and Karin J. Keith offer an interesting and useful look at coteaching and the collaboration of teacher librarians, classroom teachers, and reading specialists. Utilization and exploitation of both the virtual and physical learning commons plays an important role.

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LEARNING COMMONS OR MAKERSPACE? DON'T FORGET THE LIBRARY

Ryan Steele, our favorite principal, writes another insightful article from the perspective of an activist principal who "gets" the role of libraries and librarians in schools. He addresses one of the "fears" that many persons have as school libraries change and adapt to the ever-evolving 21st-century learning environment.

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WHAT'S IN A NAME: REIMAGINING THE SCHOOL LIBRARY PROGRAM

Michelle Easley and Marie Yelvington describe the approach taken by Fulton County, Georgia, schools to reimagine school libraries for 21st-century learning and to designate school librarians as media and educational technology instructors (METI). The authors explain the philosophy adopted by the county, the planning process they followed, and finally, implementation of new roles in new learning commons. Their example of the new learning commons at Centennial High School is very impressive. A very interesting and useful article.

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AN ASSESSMENT OF THE AVAILABILITY OF HEALTH SCIENCES CAREER INFORMATION TO YOUNG PEOPLE IN RURAL ILLINOIS

Kelly K. O'Brien and Martin MacDowell report on their study concerning the adequacy and availability of information on health science careers in a group of libraries. Health science and careers are two areas of great interest and importance in today's world. To address some of the shortcomings they discovered, the authors created a list of resources which are provided with the article.

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EXTRAORDINARY DEEDS: AN INVESTIGATIVE PROBLEM SOLVING PROJECT

Linda Swenson underscores the importance of coteaching and collaboration in her presentation of a project at the elementary division of the International School Nido de Aguilas, in Santiago, Chile. The project, incorporating 10 lessons, was designed for students to consider what it means to be good citizens while learning the investigative problem solving process. The article and project provide many good ideas and activities worth emulating.

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DIGITAL GAMES FOR 21ST-CENTURY LEARNING: TEACHER LIBRARIANS' BELIEFS AND PRACTICES

Amanda S. Hovious and Richard N. Van Eck note that, while, video games as tools for learning in K-12 have been a topic of intense discussion over the last 15 years, most studies have looked at classroom teachers' acceptance and use of commercial off-the-shelf games. The authors' study examines the issue vis a vis librarians. A fascinating study and article on a fascinating and important topic.

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NOTEBOOK



Some Summer Reading

David v. Loertscher and Elizabeth "Betty" Marcoux

There is much information in this issue that will help you with your thinking about your particular situation. We hope it encourages you to try something different, whether an aspect of your program or an entirely new direction. Several articles address Learning Commons philosophy and coteaching and collaboration: Cohen, Parrot & Keith, Steele, Easley & Yelvington, and Swenson. In a way, each succeeding article strengthens the message. Please note that much of the supportive documentation they use reflects what we have stated and cited previously about the Learning Commons.

Summer (in the USA and in Canada) is upon us. We hope you use your time to reflect on what has been happening in your school facility, and what can happen in your school facility that will make student learning even more important.

Cohen argues for coteaching and collaboration, particularly with emphasis between the classroom teacher and the teacher librarian. She uses her own experiences to illustrate how this can happen. Cohen makes a strong argument for the roles of teacher librarians and learning commons in 21st century learning. Parrot and Keith continue this conversation with their article and specifically address coteaching and collaboration between teacher librarians, classroom teachers, and reading specialists. They emphasize the importance of the physical and virtual learning commons. Steele, the intrepid principal of an elementary school that has embraced the concept of the learning commons, shows us how not to "fear" but rather embrace change as exciting and fulfilling. Easley and Yelvington look at the approach that Fulton County, Georgia, has taken to make school libraries and school library professionals integral to and at the center of learning. Their practical and insightful thoughts provide us great lessons. Swenson's article, highlighting her work at an international school in Chile, provides more information and ideas we can emulate. Yes, the momentum is global, and the issue is universal – improving the learning of all students.

Health sciences and health science careers are topics of great importance and currency. O'Brien and MacDowell report their findings from a study they did about the adequacy and availability of information in that area. While recognizing the inadequacy of information in many libraries, they provide a good list of resources to help begin the process of reconciling this issue.

Health sciences and health science careers are topics of great importance and currency.

Hovious and Van Eck look at video games as a learning opportunity – something that even today is hotly debated. They purport that teacher librarians are a very important element in facilitating them as learning opportunities.

Professional Reading and resources in this issue are fewer than normal but perhaps more provocative. Loertscher provides a selection of books challenging some of the very basic tenets of traditional education, and challenging all of us

to examine what 21st century learning and teaching might be, should be, or need to be.

Kirkland and Koechlin, guest authors in the “What Works” column, provide great insight and information in their explanation of *Leading Learning: Standards of Practice for School Library Learning Commons in Canada*. Marcoux reflects on the issue of learning and technology and how they are so intertwined when it comes to learning.

Cohen is not only the author of the lead

article in this issue but also is our Brain Trust fellow. She talks passionately again about the development of the learning commons philosophy in your school. Lamb and Johnson talk about the GPO (Government Publishing Office) and its update as well as its role in your work. Lamb also continues her great reviews of outstanding apps and websites. Killeen emphasizes the need for more diversity among children’s books and Goldsborough addresses the timely issue of cloud computing and storage concerns.

Please enjoy this issue; we think it is a strong one that can inspire lofty thoughts and aspirations. We wish you a thoughtful summer, and a fun one.

WRITE FOR **TEACHER LIBRARIAN!**

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