

teacher | librarian

THE JOURNAL FOR SCHOOL LIBRARY PROFESSIONALS

December 2015

In This Issue . . .

8 At the Core of the Commons: A Personal Reflection

Violet H. Harada

12 Coteaching and the Learning Commons: Building a Participatory School Culture

David Loertscher and Carol Koechlin

18 The Years of Our Learning Commons: A School District's Perspective

Jessica Kohout and Karen Gavigan

24 Project PALS: Ensuring Success in Libraries for Patrons with Autism

Amelia Anderson and Nancy Everhart

26 Tips and Tactics: Genius Hour in the Library

Elizabeth Barrera Rush

31 Academic Commons at Providence Day School, Charlotte, NC

Nicole Collins

36 When a High School Librarian and an English Teacher Team Up, Anything Can Happen: A Year-Long Collaboration with Struggling Students and the PA Common Core

Kathleen Chambers Pagano and Kelly Merrit

**Learning Commons
Coteaching and
Collaboration
Professional Development
Genius Hour**



37 2 1596 *****FIRM 84103
367497 TLPB 42373
DAVID V LOERTSCHER
123 E 2ND AVE APT 1106
SALT LAKE CITY UT 84103-4763
XXXX



CONT

Volume 43
Number 2
December 2015

FEATURES

8

AT THE CORE OF THE COMMONS: A PERSONAL REFLECTION

Violet H. Harada, eminent professor emeritus in the University of Hawaii's Library and Information Science Program, presents a personal reflection about what is truly central to the learning commons—in this article originally prepared as a paper presented at the final Treasure Mountain Retreat. In the process, she notes many pieces published by esteemed colleagues in our field and in the larger educational world. This is an important contribution to the literature of the learning commons.

12

COTEACHING AND THE LEARNING COMMONS: BUILDING A PARTICIPATORY SCHOOL CULTURE

David V. Loertscher and Carol Koechlin provide another collaboration addressing the roles of teacher librarians in 21st century learning and teaching. While arguing the importance of collaboration and coteaching, Loertscher and Koechlin also argue for creating a more participatory culture for students as a way to improve real learning.

18

THE YEARS OF OUR LEARNING COMMONS: A SCHOOL DISTRICT'S PERSPECTIVE

Jessica Kohout and Karen Gavigan discuss the conception, planning, execution, and assessment of a district-wide effort to transform traditional libraries into learning commons. The article relates the efforts to create learning commons in all 29 schools in the Lexington County School District Number One in South Carolina, a daunting task. There is much to admire and learn from their efforts.

24

PROJECT PALS: ENSURING SUCCESS IN LIBRARIES FOR PATRONS WITH AUTISM

Amelia Anderson and Nancy Everhart introduce Project PALS, a project which provides a series of evidence-based, online training modules for librarians to increase their understanding of—and better serve—their library patrons with autism. With the continuing rise in the reported rate of children with autism, this is an important and beneficial program for all professionals.

26

GENIUS HOUR IN THE LIBRARY

Elizabeth Barrera Rush recounts her discovery and investigation of the genius hour concept and her subsequent introduction of it in her library and school, Nichols Elementary in San Antonio, TX. Rush explains the concept and provides a good, detailed account of her experience. This is an exciting concept, and this article offers practical steps we can take to implement our own genius hours.

31

ACADEMIC COMMONS AT PROVIDENCE DAY SCHOOL, CHARLOTTE, NC

Nicole Collins describes the newly designed and renovated Academic Commons, particularly the young adult space, at Providence Day School, where she serves as head and upper school librarian. Collins also explains the planning process, including student participation, for this very impressive facility.

36

WHEN A HIGH SCHOOL LIBRARIAN AND AN ENGLISH TEACHER TEAM UP, ANYTHING CAN HAPPEN: A YEAR-LONG COLLABORATION WITH STRUGGLING STUDENTS AND THE PA COMMON CORE

Kathleen Chambers Pagano, librarian, and Kelly Merrit, English teacher and reading specialist, collaborated on a year-long project to integrate more nonfiction texts and argumentative writing into a program that focuses on struggling secondary students. Pagano presents her perspective, then Merritt present hers. The authors show yet another example of successful teacher librarian and classroom teacher collaboration.

EVENTS

ADVISORYBOARD

Susan D. Ballard
Granite State College, Rochester, NH
sballard@comcast.net

Jennifer Boudrye
Washington DC Public Schools
jboudrye@gmail.com

Gail Bush
National-Louis University, Chicago, IL
gail.bush@nl.edu

Connie Champlin
Library Consultant
cchamp@iquest.net

Bill Derry
Assistant Director, Westport Library
bderry@westportlibrary.org

Ray Doiron
University of Prince Edward Island, PEI
raydoiron@upe.ca

Jean Donham
University of Northern Iowa
jean.donham@uni.edu

Rose Dotten
University of Toronto Schools, Toronto, ON

Michele Farquharson
Kerrisdale Elementary School, Vancouver, BC
mfarquhars@vsb.bc.ca

Carrie Gardner
Kutztown University, PA
carrie.gardner@gmail.com

Sara Kelly Johns
Lake Placid Middle/Senior High School, NY
johns@northnet.org

Doug Johnson
Mankato Area Public Schools, MN
djohns1@isd77.k12.mn.us

Liz Kerr
Ontario Library Association, Toronto, CA
lkerr@accessola.com

Erlene Bishop Killeen
Stoughton Area School District, WI
erlene.killeen@stoughton.k12.wi.us

Marcia Mardis
Florida State University, FL
mmardis@fsu.edu

Joy McGregor
Charles Sturt University, Australia
joymal@bigpond.net.au

Jo Ellen Misakian
Fresno Pacific University, CA
jmisakian@fresno.edu

Betty Morris
Jacksonville State University, AL
bmorris@jsu.edu

Barbara Weathers
Duchesne Academy, Houston, TX
Barbara.Weathers@duchesne.org

Ann Carlson Weeks
University of Maryland
acweeks@umd.edu

Nancy Zimmerman
University of South Carolina, Columbia, SC
npz@gwm.sc.edu

Feature articles are blind refereed by members of the Advisory Board.

Guidelines for authors available online at:
www.teacherlibrarian.com

BESTBUYS

32 Poster

40 Professional Reading
David V Loertscher and
Elizabeth "Betty" Marcoux
Resources for the Teacher Librarian

42 Apps and Websites
Annette Lamb
Resources for Teacher Librarians, Classroom Teachers, Students, and Parents

DEPARTMENTS

6 Notebook
Thank You and Adieu!
David V. Loertscher and
Elizabeth "Betty" Marcoux

48 From the Brain Trust
Valerie Diggs
Learning Commons Pioneer

52 Primary Voices
Erlene Bishop Killeen
Supporting STEM to Remain Relevant

56 InfoTech
Annette Lamb
Makerspaces and the School Library Part 1: Where Creativity Blooms

60 Personal Computing
Reid Goldsborough
Creating Disposable Email Addresses

61 School Library Tech Ideas
Elizabeth "Betty" Marcoux
Organize Students with Technology and the Learning Commons

63 Our Columnists

63 Advertiser Index

BOOKMARKIT

14 Junior Nonfiction
Sara Catherine Howard

21 YA Nonfiction
Sara Catherine Howard

22 YA Fiction Kathleen Odean

23 YA Fiction Kathleen Odean

38 Junior Fiction Betty Winslow

55 Picture Books
Erlene Bishop Killeen

62 Junior Fiction Betty Winslow

is committed to collaborative partnerships for improved student learning through thought-provoking and challenging feature articles, strategies for effective advocacy, regular review columns, and critical analyses of management and programming issues.

Founder Ken Haycock
Publisher Edward Kurdyla
Coeditor David Loertscher
Coeditor Elizabeth "Betty" Marcoux
editor@teacherlibrarian.com

COLUMNISTS

Reid Goldsborough, Sara Catherine Howard, Larry Johnson, Erlene Killeen, Annette Lamb, David Loertscher, Elizabeth "Betty" Marcoux, Kathleen Odean, Mark Ray, Joe Sutliff Sanders, Joanne Troutner, Betty Winslow

EDITORIAL OFFICES TEACHER LIBRARIAN

The Journal for School Library Professionals
Box 958

Bowie, MD 20718-0958

Phone: 301-805-2191

Fax: 301-805-2192

E-mail: editor@teacherlibrarian.com

Web site: www.teacherlibrarian.com

ADVERTISING REPRESENTATIVE

The YGS Group,
3650 West Market Street • York, PA 17404
717.505.9701

E-mail: info@theygsgroup.com

DESIGN AND LAYOUT

Enterline Design Services, LLC
www.enterlinedesign.com

PERMISSIONS

Requests to reproduce items beyond a single copy require permission from the publisher. Send requests to: publisher@teacherlibrarian.com.

SUBSCRIPTIONS

\$60 per year. Bulk rates to one address available.
Subscriptions, Teacher Librarian
Box 958 • Bowie, MD 20718-0958
Phone: 301.805.2191 • Fax: 301.805.2192
Subscription inquiries e-mail:
subscriptions@teacherlibrarian.com
Or subscribe online at: www.teacherlibrarian.com

Teacher Librarian is owned by
E L Kurdyla Publishing LLC.

U.S. POSTMASTER: Teacher Librarian (ISSN 1481-1782 USPS #9-407) (Publications Mail Registration Number 40028609) is published bimonthly except July/August for \$60.00 per year by E L Kurdyla Publishing LLC, Box 958, Bowie, MD 20718-0958. Periodicals postage paid at Bowie, MD, and at additional mailing offices.

ADDRESS CORRECTIONS: Send address corrections (covers only) to Subscriptions, Teacher Librarian, Box 958, Bowie, MD 20718-0958.

All rights reserved. No part of this journal may be reproduced without written permission.
Not responsible for unsolicited editorial material.
Copyright © 2015 by E L Kurdyla Publishing, LLC.

NOTEBOOK



Thank You and Adieu

David V. Loertscher and Elizabeth "Betty" Marcoux

This issue of Teacher Librarian is the "changing of the guard" issue. Dr. David Loertscher and Dr. Betty Marcoux are exiting as co-editors and want to thank everyone for their kind support and wishes over the past years. We very much appreciate your insights and your wisdom – we believe that you have made this journal even stronger!

We want to welcome the new editors to Teacher Librarian – Dr. Debbie Levitov and Dr. Christie Kaaland. They both are strong advocates for school libraries and have done much work and writing to that end. Together they have created a site on school library advocacy (www.schoollibraryadvocacy.org) with which many of you probably are familiar. Debbie is the former editor of another school library journal and has many years in the profession as both a school librarian and administrator. Christie is on the faculty of Antioch University in Seattle and has partnered with many surrounding school districts to develop school library certification programs. She has many years as a teacher and school librarian also.

This issue has some wonderful articles. We hope you will take the time to read them and fit what they say into your practice.

Dr. Harada is featured on why the concepts of the Learning Commons are central to what education can be today. She is followed by an article (Loertscher and Koechlin) about the nature of the Learning Commons and its participatory learning strategies. Gavigan and Kohout talk about how they have incorporated the tenets of the Learning Commons into their school district work, and how it has helped create an environment in which students can thrive and learn (and it hasn't been without effort). Everhart and Anderson talk about Project PALS, a project that has led to practicing what is important when working with autistic students, a rapidly growing population in schools today. Rush takes us on her journey of introducing and using the concepts of the Genius Hour as it applies in the school library.

The various departments and columns offer a truly eclectic mix of information for teacher librarians. From reading about many types of literature and technology in various areas to learning more about the Learning Commons (Diggs gives us insight into the beginnings of the Learning Commons at her school, and Marcoux discusses organizing for learning with the Learning

Commons and technology), this issue offers much to think about in your particular situation.

So, we bid you adieu and welcome the new editors. You will be thrilled with the excitement, enthusiasm, and understanding they bring to *Teacher Librarian*. There are so many of you who have written articles over the years for us, accepting our suggestions and revisions. There are so many of you we need to thank for your work that has stimulated and inspired so many – the concepts of the Learning Commons, the power of technology in learning, the boosts you have freely given to student learning and teaching, and much more. We editors have made a concerted effort to demonstrate the reasons and practices that

There are so many of you we need to thank for your work that has stimulated and inspired so many – the concepts of the Learning Commons, the power of technology in learning, the boosts you have freely given to student learning and teaching, and much more.

make the concepts of the library Learning Commons an indispensable part of any school that wants to reach every child.

Thank you again for your hard work! The students as well as many learners all benefit from your insights. Stay the course

and continue on – as you “suit up and show up” for school libraries and the students they serve. Continue to be the pioneers of student learning at your school, helping bring along the settlers to these new ideas.

WRITE FOR *TEACHER LIBRARIAN*!

The editors of *Teacher Librarian* welcome original articles on any aspect of school 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 and encourage the submission of thought-provoking and informative feature articles. We invite content that offers strategies for effective advocacy, and critical analysis of management and programming issues.

We invite you to share your knowledge, expertise, fresh ideas, or research with the *Teacher-Librarian* readership. We encourage articles from practitioners, school administrators, 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.

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.

teacher | librarian WWW.TEACHERLIBRARIAN.COM