



# Change Brings Opportunity

Elizabeth "Betty Marcoux" and David Loertscher

**T**his entire issue centers on moving to the center of teaching and learning. We ask that you look carefully at how to demonstrate what you are doing and examine why you are doing it.

Change brings opportunity, and with the changes in both technology and the standards in our field, there is much opportunity. The Common Core Standards (<http://www.corestandards.org/>) have been released, is being accepted by many states as the document to rely on, and is being used by the current President of the United States and his Secretary of State to measure how schools are doing. It is way overdue that we spend time with these standards and incorporate them into what we do.

Two Canadian provinces, Alberta (<http://education.alberta.ca/admin/testing/achievement/standards.aspx>) and Toronto ([http://www.oct.ca/standards/standards\\_of\\_practice.aspx?lang=en-CA](http://www.oct.ca/standards/standards_of_practice.aspx?lang=en-CA)) have released new documents that show teacher-librarians great possibilities of how to not only measure their success, but alter some of what they are presently doing in order to better succeed in fostering student learning.

All of this says—MOVE!!! Be sure you are looking at the following three questions carefully every time you do something:

- What is the issue?
- Who are the users that are to be reached with this information?
- How will the level of understanding be measured and for whom?

Consider inviting the IT personnel to the table for a discussion about technology uses related to student learning. Fill them in on possibilities and opportunities. Work with them to put student learning at the top of the page rather than at the bottom of their page.

Now, here are some articles and columns in this issue of the journal to help you begin to demonstrate the contributions you give to teaching and learning:

In "Uncomfortable Bedfellows: Discipline-based Inquiry and Standardized Examinations," Sharon Friesen shares her discovery that in Canada,

## teacher | librarian

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.

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discipline-based Inquiry transforms learning environments through student achievement on standardized provincial examinations. Jean Donham in her article on "Enduring Understandings—Where are they in the Library's Curriculum?" reminds us that the enduring understandings **MUST** be present in a library curriculum for them to be of value and serve the student long. Terri Snethen and Abby Cornelius in "All the Way to the End Zone," prove the importance of assessing student learning and using assessments to guide future instruction by showing what happened in their school.

Then there are some great tips and tactics to consider: Lois Van Buren helps us create a presentation for administrators on a radical change from a Library to a Learning Commons in "Presenting Radical Ideas to Administrators and Faculty." Visit the *Teacher Librarian* web site for a PowerPoint presentation related to her ideas that you can download. Karen Ramsey in "The

School Tech Squad—A Learning Commons Technology Boost" shows how a group of young people underwent a transformation and transformed their school, teachers, and library revealing that the learning commons concept is more than just furniture layout. Great ideas here for working with your facility and students and teachers! Laurie Dias-Mitchell, in "A Harmonic Convergence In The School Library" shows the multimodality of the Dartmouth High School Learning Commons, where they now serve the local learning community and the greater commonwealth, in addition to the nation and the world beyond.

In the column, From the Brain Trust, you will find AASL President Nancy Everhart recommends you get out even more and share your work with others. She urges risk taking, but risk taking that is grounded in good research and practice. She has some great ideas about how, as a practitioner, to evolve into a more central role in the school than held previously.

Lisa Perez gives us a look into the ISTE SIGMS' recently released advocacy statement, "The Role of School Librarians in Promoting the Use of Educational Technologies". This document can be used to provide information on the important role that teacher-librarians play in promoting the use of educational technologies in their schools. Do share this statement with administrators and other library stakeholders.

So there are lots of possibilities and suggestions for how to MOVE, CHANGE, RISK!! Take the opportunity to try something different at our site. Look at the Common Core Standards, look at the four entries that the National Boards have regarding teacher-librarians and see how you can match your practice to what they say. Time to be not a wall flower, but a wall flasher!

## WRITE FOR *TEACHER LIBRARIAN*!

*Teacher Librarian* welcomes submission of articles for consideration for the 2010–2011 volume year. Submissions are accepted for consideration only if they have not been published or submitted for publication elsewhere. Stories usually range in length from 2000 to 3500 words, but can be a shorter or longer depending on need.

Here are upcoming themes with deadline dates.

MONTH	THEME	COPY DUE DATE
February 2011	Technology and the School Library	October 25, 2010
April 2011	Best of the Best Includes 2010's top books, software, audio, etc.	December 10, 2010
June 2011	Curriculum/Intellectual Freedom	February 10, 2011

Throughout the publication year, we also publish Tips and Tactics articles that showcase how to do the job of teacher-librarian well. Therefore, if you have a good idea you would like to share with your colleagues, let us know!

Write to [editor@teacherlibrarian.com](mailto:editor@teacherlibrarian.com) to express your interest and to request our publication guidelines.