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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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The Journal for School Library Professionals

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ADVERTISING REPRESENTATIVE

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DESIGN AND LAYOUT

Enterline Design Services, LLC
www.enterlinedesign.com

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SUBSCRIPTIONS

\$56 per year. Bulk rates to one address available.

Subscriptions, Teacher Librarian

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Phone: 301.805.2191 • Fax: 301.805.2192

Subscription inquiries e-mail:

editor@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 \$56.00 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.

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NOTEBOOK



Relax, Refresh, Rejuvenate

Elizabeth "Betty" Marcoux and David Loertscher

Relax! Teacher Librarian has a new owner, but that can only mean we will be better.

From the publisher's letter on page 3, you can tell this is an exciting time for us. Edward Kurdyla has been our publisher for the last five years, but with the focus as owner of this journal and VOYA: the Voice of Youth Advocates, we assure you the horizon is bright.

Refresh! This issue's focus on literacy and especially family literacy reminds us of its place in 21st century society. Consider when United States Presidents and First Ladies want to do a photo op in a school invariably they are shown reading to children in the school library. When various politicians want to leverage the issue of education in their campaigning, it is usually from a school library setting. Among the many and varied political messages delivered, the one most used (usually an unfunded mandate) is that which states reading aloud and literacy are central to the hopes and dreams for children of this nation. It is interesting however that we never see these politicians in a circle teaching the kids anything about phonemic awareness or giving the children a reading test. Yet, the emphasis on many formal reading programs has nothing to do with reading enjoyment and its contribution to literacy, and many do not support research on how to improve reading.

We were thinking about these concerns when *TL* editors talked with VOYA editor-in-chief Rosemary Honnold about publishing companion issues in June. Together with our respective advisory boards we decided on the topic of family literacy. What resulted was a collaboration in which VOYA spotlights the teen perspective and *TL* focuses on the school library point of view. What a great opportunity! The clear fact is that schools cannot teach basic 21st century skills in a vacuum without the support of the home. In this environment with the most media variety in world history, learning to read and reading to learn, as well as the lifelong habit of reading remain central and seems will remain central as far into the future as we can see.

In this era of diversity of cultures and a wide range of affluent levels ranging from total poverty to the mega rich, the support or neglect of foundational literacy is a major predictor of success in school. If parents, for whatever reason, do not value reading or have books everywhere around the

house, or neglect to read to their children and teens, or use media as babysitting entertainment, or do not talk about the mass media or the messages, or never discuss the news or analyze political spin with their children—these children will struggle in school trying to catch up. Obviously a sizeable segment of the United States population of children and teens are not rising to the increased requirements of literacy and 21st century skill attainment.

Rejuvenate! Throughout this issue, authors and columnists have joined us in providing some basic ideas and directions for teacher-librarians and the entire school community to consider in involving the entire family in improving literacy. It also allows us to consider how we can rejuvenate our practice, thoughts, beings, as we move toward the next academic year.

Rosemary Chance wrote a great introductory article on family literacy programs and an interview by Brehm-Heeger with the current ALA President (Camila Alire)

sheds light on her ideas and initiatives on family literacy. You can explore with the Hughes-Hassel, Koehler, and Barkley article on the specific literacy concerns of the African American transitional reader and learn about a reading workshop technique that may help boost reading from Beard and Antrim. Then Sydne Cohen provides insights on how to successfully and effectively integrate the learning commons concepts into the work of the teacher librarian.

Of course the seminal article by Lance, Rodney, and Schwarz on how collaboration perceptions by administrators, teachers, and teacher-librarians affect student achievement is a very valuable citation to add to our list of supporting research evidence about school libraries and their place in student achievement. This June issue is chock-full—from the Loertscher What Works column to Marcoux's Tech Notes column, to the summer reading list they created together, especially in light of Gorman's explanation of how these lists come

about. Finally, explore how one teacher-librarian (Harland) has created a Kindle book club in her school.

So, you may have noticed that *TL* has established a new web site that will be more interactive! We hope it will become the go-to place for you to discuss your opinions, concerns, thoughts, and comments about various issues raised in the publication as well as various items of interest to the teacher-librarian profession. Also, check us out on Twitter (TLmag) and Facebook. We are ready to refresh our existence as we become more connected to the academic needs of today's teacher-librarians.

Take time to enjoy a few days of summer; relax and contemplate what comes next. Take this issue with you so you have it to refer to when you have an opportunity to reflect on past and future practice. And we invite you to return to your school library rejuvenated with ideas about how to further rejuvenate your school library program!

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 1,200 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
October 2010	Moving to the Center of Teaching & Learning: Demonstrating It!	June 10, 2010
December 2010	The Challenge of New Standards <i>Common Core Standards, etc.</i>	August 10, 2010
February 2011	Technology and the School Library	October 10, 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

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