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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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NOTEBOOK



Teacher-Librarians and the Common Core Standards

David Loertscher and Elizabeth "Betty" Marcoux

For several years, the National Governor's Conference has been at work creating and publishing the Common Core Standards (CCS) set which has now been adopted by some 37 states in the United States and from which the Obama administration is encouraging its Race to the Top initiative.

The purpose of the Common Core Standards is to standardize what is taught in language arts and mathematics but with implications for social studies and science. In addition, Arne Duncan, United States Secretary of Education, has announced that beginning in 2014, new national tests will focus on a student's ability to solve problems. Teacher-librarians are poised to be direct facilitators of all of this.

The Common Core Standards are very friendly to the concept of the library/learning commons and to technology. In this issue, the editors have studied the Common Core Standards carefully and have recommended to teacher-librarians ways to move into the center of reading and language arts—particularly the focus of the CCS on research and writing. Not an easy document to understand, the editors of teacher-librarian have developed strategies and insights into how to best address the CCS from the teacher-librarian point of view.

As we write, conversations are going on about the CCS in most of the schools and school districts across the United States. We urge teacher-librarians to use our study as a means to understand the connections among the CCS and the many other national documents that are "competing" to

redefine quality education. We must be at the table as leaders in building high quality learning experiences that push the library/learning commons program into the center of teaching and learning. This our chance to shine.

In this issue, we cover various aspects of standards and other concerns that you will want to be paying attention to. There are several lead articles that center on the issue of standards. Loertscher and Marcoux present an overview of the Common Core Standards and attempt to show how they fit into your work with other standards. They emphasize the point that it is not a choice whether to work with them, it is a choice only as to how to make them part and parcel of the work already being done in a school library. Klock argues that teacher-librarians are at the epicenter of using these and other standards in collaborative ways that will help students advance their academic success. Fontichiaro and Johnston give an update on the status of the

American Association of School Librarians' L4L initiatives and show how they correlated to the new National Technology Standards as well as the Partnership for the 21st Century Skills standards.

These articles are followed with a strong research project by Meyer that shows how group work can and cannot be helpful to students, suggesting that group work be more carefully monitored. Sullivan takes the facility of the school library and correlates it more to the marketing of the environment such that it will be of greater benefit to both students and teachers when they use it. Krashen explores the idea that reading can have a major impact on slowing the aging process of many individuals. Montelongo explores the concept of using a cognate database that will help ELL students learn more rapidly in different languages.

All of the columns in this publication speak about constructive uses of various information points to advance the work

done in a school library, and they all can be tied quite effectively to standards work.

Take some time this month and next to reflect on what you are doing and how it interacts with these new standards. Get to know the standards and find ways to integrate them into your work on a daily basis. Document their presence in what you do; use them to plan for student achievement actions. Report to everyone how you "fit" into this picture and how the school library program can effectively be a vital part of this new quest for quality instruction and problem solving—all leading to greater student achievement.

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 to express your interest and to request our publication guidelines.