

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.

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

COLUMNISTS

Rachelle Lasky Bill, Reid Coldsborough, Suzanne Myers Harold, Sara Catherine Howard, Larry Johnson, Erlene Killeen, Annette Lamb, David Loertscher, Elizabeth "Betty" Marcoux, Kathleen Odean, John Peters, Julie Prince, Joe Sutiff 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

Subscription e-mail:
subscriptions@teacherlibrarian.com

Web site: www.teacherlibrarian.com

ADVERTISING REPRESENTATIVE

The YGS Group,
3680 West Market Street • York, PA 17404
717.505.9701

E-mail: info@theysgroup.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

\$56 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:

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.

All rights reserved. No part of this journal may be reproduced without written permission.

Not responsible for unsolicited editorial material.

Copyright © 2011 by E L Kurdyla Publishing, LLC.



NOTEBOOK



Learning, Learning, Learning: Digital, Personal, Commons

David Loertscher and Elizabeth "Betty" Marcoux

In this December issue we are urging you to consider how small changes in your library can make a big difference in student engagement, learning, and buy-in and this isn't even talking about how administrators, teachers, parents, and community members might support some of these issues.

We are urging you to think about things that may make your life, as well as your students' lives, even more productive. Consider the What Works column, "Common Core, Book2Cloud, PARCC, and Acting NOW!" by David Loertscher. His comments describe how critical a time it is in U.S. education right now as the Common Core Standards are starting to be discussed and implemented in many states and how research technology and the mastery of complex texts provide teacher librarians with a major opportunity to move to the center of teaching and learning. We can move if we realize how to build and execute such tools as knowledge building centers and Book2Cloud replacements of static ebook texts. When collaboration is built into such learning experiences, teacher librarians become essential factors in student success. And he reminds us that if we teach students to create their own personal learning environments, we provide them a magnificent life skill for the 21st century.

Then consider how YOU might switch up what you are doing in your situation that could make a large difference in student learning. Through these articles, think about what you can do to improve your already good services. Sue Gregerson is just getting started and demonstrates that you can really take a lemon situation and make lemonade out of it in her article about the unique challenges and success of what she finds at the Marysville Getchell Campus in Washington state. Gregerson is faced with the task of providing library services to four separate Small Learning Communities (SLC), in four separate buildings on single secondary campus - all the while providing common services. She is a valued member of the curriculum planning team and keeps herself in the forefront of the entire school's vision. Peggy Sullivan provides a look at how the school library environment can make a difference. While acknowledging that funds may be limited, this is an

interesting perspective of a business, but school-oriented person, revealing what can happen when there is consideration for design that supports curriculum like a learning commons model. As she notes, there is a serious message in the YOUMedia space for middle and high school libraries. She has yet to walk into a new school library that speaks as clearly as YOUMedia does about the power of teens and learning. Interesting thoughts.

Thom Markham takes us through Project Based Learning (PBL) as a future model that has seven design principles to establish a PBL program: If you are thinking about PBL, this article should help you move forward. If you are not familiar with PBL, this article will help you understand it. And then there is Sue Kowalski, an AASL NSLMPY winner for 2011. Sue Kowalski explains how, with "a fresh set of eyes," determination, creativity, and a belief in her students, she can offer leadership in the

school and marshal a team consisting of students, teachers, custodial staff, parents, and school administrators to propose ideas for learning and then make them happen. Truly inspirational and within a traditional setting - all of this has been done!

Regarding digital learning, Andrew Churches, a supporter of the 21st Century Fluencies Project and contributor to The Committed Sardine blog, offers a succinct and clear look at four core elements necessary for effective digital learning: effective pedagogy, feedback and reflection, collaboration, and creativity. He also notes the underlying assumptions in which they are embedded. Use his graphic representation for a tool for advocacy.

Speaking of advocacy, be sure you look at the Advocacy column, where Mark Ray, the Washington 2011 Teacher of the Year, talks about how to advocate in and for your school as well as for your school library. A remarkable teacher librarian, Mark shakes

us up with the notion that teacher librarians can be effective contributors to the concepts of student learning. He shows us how to do just that.

Don't miss the reviews this issue offers as there are several that may help you make some of these changes. Investigate how you can utilize this information to support and facilitate your work.

Finally, in the Brain Trust column, Dr. Blanche Woolls, an emeritus professor of our field, talks simply about how we are the owners of our own destiny, and how we can move ourselves forward. Her comments are empowering and visionary. She has seen the field and meets our challenges head on.

And this issue doesn't stop there. In all of the columns you will find inspirational information that will help you as you move your program forward. We look forward to hearing how it is going!

Thank You.



The San José State University School of Library and Information Science recognizes the important role you play in the lives of children. Thank you for ensuring a bright future for today's youth and tomorrow's leaders.

MASTER OF LIBRARY
AND INFORMATION SCIENCE

MASTER OF ARCHIVES AND
RECORDS ADMINISTRATION

SAN JOSÉ GATEWAY PHD PROGRAM

Did you know our School offers a fully-online
Teacher Librarian program?
Learn more at: slisweb.sjsu.edu/tl



SCHOOL OF LIBRARY
AND INFORMATION SCIENCE

