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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



On Learning from the Best, Becoming the Best, and Being the Best

David Loertscher and Elizabeth "Betty" Marcoux

In this year's best of the best issue of the journal, we are sending you information on how to enhance the already wonderful work you are doing in your school library.

We are moving toward a model that includes both evidence-based practice as well as anecdotal understanding of what it is the school library/learning commons and teacher-librarian contribute to student learning. This is the guide you can rely on to get you to this place. We have included great resources that you can use as well as terrific articles on how to become even more relevant to your program and the students you serve.

Along with the great resources, this issue connects you to various ideas for implementation that may be useful in your situation. Adapt them to work for you—but know these are considered cutting edge and information rich examples of what is working.

We are excited by the article on collaborative teaching by Kathy Kaldenberg. See her article on the collaborative unit with her language arts teacher. She shares with us how her efforts in collaboration are winning over teachers and students as they work on developing their skills and understandings of the best ways to present their learning to others. Be sure to explore the excellent website where she provides many details of the learning experience. The link is available at www.teacherlibrarian.com.

Debra Kachel has pulled together lots of information that gives us strong evidence of the success of our school library programs. It is this kind of evidence-based information that will help us show the positive difference in student learning a strong school library program can make in a school.

In our march toward the concept of a learning commons, take particular notice of the account by Pamela Harland, who shows us how to adapt our libraries to the learning commons model. This article offers great insight into dynamic change as we all move into the second decade of the 21st century. Then check out this month's Brain Trust, which features collaborator

and learning commons queen Carol Koechlin answering questions posed by *Teacher Librarian* about her work in the field. Enlightening!

For this issue's Advocacy column, Michelle Luhtala discusses what it takes to become the school library program of the year, if all we do is follow the LACES model (Literacy, Advocacy, Collaboration, Evidence-based practice, and Social learning).

As we look to the end of the school year, check out our round-up of the best professional books from 2010. Even with the shrinking of the publishing arena in

our profession, we found some wonderful books to pick from and are looking forward to sharing our summer list for you in the June issue.

And finally, but extremely important, we are happy to announce our own amazing board member, Susan Ballard, has been elected as president of the American Association of School Librarians (AASL). We look forward to working with her in showcasing her tremendous abilities and helping everyone else in the school library community to discover what we know about her.

All in all, this publication provides a

wealth of information for you to use as you go forward and work on enhancing your job. Use it as great fodder to improve your work and focus on the important things a learning commons can contribute to the overall learning process. Invite others to consider how the school library program is part of their quest to develop the very best for their students and embrace the opportunities that come as a result of your efforts. Start small, but think big—it will happen.

WRITE FOR *TEACHER LIBRARIAN*!

The editors of *Teacher Librarian* welcome original manuscripts on any aspect of 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 through thought-provoking and challenging feature articles, strategies for effective advocacy, and critical analysis of management and programming issues

We invite you to share your knowledge, expertise, or research with the *Teacher Librarian* readership and the greater teacher librarian community. We encourage articles from both practitioners 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. Articles usually range in length from 2000 to 3500 words, but can be longer or shorter depending upon the needs of the topic.

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.