

# 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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## NOTEBOOK



# Progress

David Loertscher and Elizabeth "Betty" Marcoux

**A**t *Teacher Librarian*, we as editors and publisher, continue to discuss the role traditional print publications vis a vis electronic publications in the second decade of the 21st Century.

As featured in the April issue, we now offer a digital edition of the journal. In this issue we have included, for the first time, some articles that are "larger" in scope than the text printed in the article. That is, to enjoy the entire thinking and impact of the article, we are now directing the reader to multimedia spaces beyond the print edition. The article might lead you to a full printed document or to a range of multimedia supplements.

This issue is all about ideas for making your school more visible, important, useful and vital. Take these ideas and customize them to fit your situation. For example, the lead article in this issue by Linda Waskow is actually a tour of the development of her elementary learning commons. Waskow gives you ideas about transforming your library. So, at various points in the article, you are directed to a picture, or a video, or a presentation so that you can appreciate what Linda began with, how it developed, and what it is like at the present time. We would appreciate your feedback on our multimedia extensions, whether you are reading the print version, the current digital version on our website, or downloading a particular article from a database. We think it will enhance what authors want to say and demonstrate to our readers. We are eager to have you contribute ideas to make this publication a richer experience.

As our regular readers have discovered, we try to include in each issue of *Teacher Librarian* an article or two on the progress of transforming the school library and the computer laboratory into a learning commons. In addition, we are excited to announce the 16th Treasure Mountain Research Retreat will be held Oct. 26-27 from noon to noon at the Osseo School District, a suburb of Minneapolis, MN. This will happen just prior to the AASL national conference in Minneapolis. The theme for this 16th retreat is "Knowledge Building in the Learning Commons." If you would like more information on this

meeting of researchers and practitioners in the field, email David Loertscher at reader.david@gmail.com and he will invite you to a Google Group where all kinds of information about the "Learnference" will be given. This gathering is termed a "learnference" because it has already begun with a webinar that can be watched any time and it will continue for a year with various events. For those who cannot attend, some of the sessions will be available through Elluminate.

In the first quarter of this year, a report was done regarding the status and use of teacher librarians in Australia (<http://www.apf.gov.au/house/committee/ee/schoollibraries/report/front.pdf>). Some of their recommendations are quite global and need to be considered regardless of geographic status. For instance, there is a recommendation for recognizing the status of teacher librarians as vital, integral partners in the quest to improve the status of student achievement in literacy (including digital literacy) which could and should be supported more at the national level. This is excellent as a recommendation, but again, we need to talk about the local and regional impact the teacher librarian brings first and foremost – what the local and regional perceptions of the teacher librarian are when decision making

occurs. Of course the national perception can't be denied, but that comes from the local and regional perception being best aligned with what students can achieve when a professional is present in the school library first. Resources, including the professional, are impacted by what the perception is of OTHERS regarding their value to student achievement.

A national policy is great, but it can't be the only factor leading to effective use of the school library and the retention of the teacher librarian. For the most recent award winners of the National School Library Program of the Year, or NSLPY, (written about in an article by Marcoux) the common thread is leadership. However, the other commonalities these three winners possess are influence and perception by others outside of the school library – those in educational leadership positions as well as community leadership positions. Funding will always be an issue, but funding will come more readily if the funding of something is seen as trustworthy and of value to the overall health of the student and their needs. Does your program make these issues overt? Does it have value to more than the student and the library?

One of the AASL NSLPY winners this year recently constructed a new high school library that was transformed from

the traditional understanding of the school library to something not unlike a Library Commons in the article by Martin and company. They attest that it isn't enough to have the facility; you also have to have the program to go with that facility. Schwelk and Fredericka talk about a state initiative that allows the profession to develop an environment that is not only a facility concept but a continuing education program. Cook and Cassidy write an article about the work they have done that defines a successful and meaningful collaboration using both people and technology for its success. Savage takes you to a place where you can review what you already do often – she sees it as "planting" the seed as much as planning a project or lesson.

Don't miss the underlying theme of the 2011 NSLPY winners – they all lead and they all are valued by persons beyond the school library. Read how to lead and create value using the three sources that Loertscher offers for summer reading. Consider spending time planning how to begin and continue the influence of your program and yourself as the professional. As you do so look at the other items in this issue – there is so much to help you work on your program!

## 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](http://www.teacherlibrarian.com). Click on the "Submissions" tab at the top of the page.