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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



Weaving Technology into What You Know and Do

David Loertscher and Elizabeth "Betty" Marcoux

The idea of "job insurance" through technology is part of the focus of this issue as well as determining why taking control of the information used in a school in a timely and effective manner will help the teacher-librarian in the quest to continue to be the information broker of the school.

Mardis Et Everhart ask you to be the expert by not only knowing and using digital textbooks in your school, but also surrounding them with the wealth of information that will augment what is in the hands of students and teachers. It requires active understanding and participation in the curriculum and, knowing what resources are available requires timely, unit-driven compilations of information that interfaces information resources with each and every unit. This article is important because it emphasizes the opportunity teacher-librarians have to capture all information resources including textbooks as a part of their library collections.

Carol Koechlin, in her article on Knowledge Building with a vignette by Michelle Luhtala, writes that a teacher-librarian at the center of teaching and learning within a learning commons is the hope for the sustainable school improvement sought by every administrator. Reinforcing some of what Koechlin says, White sees the learning community collaborating across different venues, sharing and creating information in the midst of learning about it. Herring writes about a research study in Australia that examined student beliefs regarding information literacy and how transfer of information could be developed.

The articles ask you to think about how you can weave meaningful technology strategies into what you know already. The AASL/ALA Emerging Leaders article gives us relevant web sites to consider that relate well to the new AASL Standards for the 21st Century Learner. The Brain Trust column is about how a strong partnership between technology and the school library is accomplished and is very successful. Use some of their ideas to move your agenda forward.

Then, consider how you will use the National Common Core Standards at your library. In this publication, Hill discusses the standards as a way to encourage the development of deep reading skills. See what you think.

Additionally, there are two very important documents that need to be highlighted for teacher-librarians. First, AASL (American Association of School Librarians) has compiled a great crosswalk between their standards (<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/learningstandards/standards.cfm>) and the Common Core Standards (<http://www.corestandards.org/>) on the AASL web site (<http://www.ala.org/ala/mgrps/divs/aasl/guidelinesandstandards/commoncore-crosswalk/index.cfm>) It is an effective way to view the two sets of standards and see how much they mirror each other. It serves to allow the teacher librarian to visualize how these two sets align and can be used. It also allows for the customization of the school's use of them to advance their units of instruction. A learned committee

of teacher-librarians (<http://www.ala.org/ala/mgrps/divs/aasl/aboutaasl/aaslgovernance/aaslcommittees/commoncore.cfm>) led by Marcia Mardis put this document together.

Another vitally important document, the National Education Technology Plan 2010 (NETP) (<http://www.ed.gov/technology/netp-2010>) has been released and asks that technology take its rightful place in both everyday living and learning. It suggests that there is opportunity to advance student learning through the effective use of technology. It offers five areas to consider: learning, assessment, teaching, infrastructure and productivity. Authored by a very prestigious and learned group of individuals (<http://www.ed.gov/technology/netp-2010/technical-working-group>), this plan calls for applying technology in ways that will improve the education system and learning strategies of students.

There are many opportunities in this issue to develop great strategies for how to best use technology in learning, with the school library being integral to its curricu-

lum. Be the connection, make the technology used work effectively for student learning, be the chief information officer who makes it all come together meaningfully. Historically this has been happening in many places, and the teacher librarian has been the one to make this happen regardless of the hurdles.

In this publication Lisa Perez talks about a new column she will write for the *Teacher Librarian* web site that will announce for fee and free webinars for teacher-librarians. Be sure you not only read the print publication but look to the web site (<http://www.teacherlibrarian.com/>) for more information and up to date announcements!

There are so many opportunities printed here for you as the professional to expand the use of technology to what you are already doing, and to gather ideas about how to further this partnership. Look to the Professional Reading section for ideas that will help you with this; look at the various columns offered you to help you define what you need to better your situation and make your "job" even more exciting!

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
April 2011	Best of the Best Includes 2010's top books, software, audio, etc.	February 10, 2011
June 2011	Curriculum/Intellectual Freedom	March 1, 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.