

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



# Common Core, Student-Centered Learning, and Collaboration

David Loertscher and Elizabeth "Betty" Marcoux

As editors of *Teacher Librarian*, we continue to believe that our profession is at a major juncture. In the United States, the Common Core Standards provide a key reason for the teacher librarian to move to the center of teaching and learning.

There are so many opportunities throughout these standards to "move in," that we are afraid for those who try to continue doing what they have always been doing. We continue to search for both researchers and practitioners who recognize the great potential and are doing something about it. And, we are very encouraged with the results created by those who take risks and take a leadership position in school improvement. For those in Canada, we are indeed pleased with the spread of the Learning Commons concept that is transforming many school libraries across the provinces. We sense the excitement and appreciate the leadership that many are demonstrating.

In this issue you will find a myriad of good practice and hints for how to improve student learning with you helping to do this.

Donham and Johnson have analyzed the need to revisit and reevaluate circulation policies, especially pertaining to younger students. They show corollary evidence between early reading and student success, and suggest that limiting access to library materials may negatively impact reading abilities of these students. McEwen takes this a step further as he humorously addresses the problems of "lost books" and how many times this is more the focus than the student reading them.

There are two very important articles that take student learning involvement to higher levels. Co-editor Dr. David Loertscher introduces two different ideas: one all about teaching and learning and one all about creating and using effective, technology-savvy students in the school library. Both demonstrate that empowering students to perform some of these tasks collaboratively creates a sense of school-wide participatory learning. Both of these are successful endeavors, and may help in creating a vision for something at your school that will be just as successful and meaningful. Schwartz has done something like this and she writes about it in her article about the "MOUSE"

brigade that helps prepare students for meaningful work in their futures.

Valenza talks about how the use of "Flipping" is a way to be innovative and creative when teaching and learning. She gives us thought about how to create an interactive area for all kinds of life skills – discussion and collaboration, critical thinking, and creativity. No longer is passive learning or rote retention needed for students to learn. Then there is the Jones/Green article that suggests a new approach to collaboration. In it, the authors propose that the teacher librarian is pivotal to making virtual collaboration with its design and development effective. Again, life skills at their best.

Not to be forgotten is the Cohen article about how teacher librarians can implement and effectively use the Common Core Standards at their school. She offers many ideas about specific applications and software accomplish this – a very useful collection of tools.

Troutner offers yet another fine collection of websites and Lamb offers strategies and tools to use the power of technology and differentiation to involve and empower students in their own learning. In the Bookmarks, fiction and non-fiction, as well as graphic novel and picture book suggestions are in the mix of this issue. Collection development is alive and well with these suggestions.

In the "What Works" column, Steve Hargadon is interviewed by Dr. Loertscher and his graduate assistant, Jennifer Gulassa. Hargadon is a person to know as a most friendly, but outside visionary voice to the profession of teacher librarianship. His web-site is worth looking at: <http://www.stevchargadon.com/>.

In his Advocacy column, Mark Ray continues to report from his travels and experience as the Washington state teacher of the year. In this issue he provides advice and tips that administrator and other decision makers offer to teacher librarians to

strengthen their advocacy and, therefore, their roles. Very interesting.

Killeen discusses the benefits derived from serving on professional committees, particularly the award selection committees of ALA and its divisions. Goldsborough's Personal Computing column, titled "Preparing for the Next Emergency," is most timely in the wake of Hurricane Sandy.

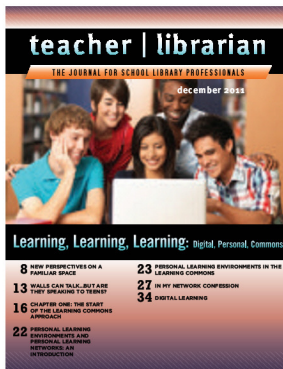
In reading this issue, grab at the best of the ideas here and use them to the advantage of the students and teachers you serve. One of the best questions we can all ask ourselves as professionals is how we are changing our programs to meet all the new needs, the information environments, and the new technologies around us? What are we doing differently than we did last year? What are the best teaching and learning experiences we have had? What new visions do we have for success? We look forward as editors to a bright new year of professional progress. Please share with us your successes as you meet both the new opportunities and the inevitable challenges.

## 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 3800 words, but can be longer or shorter depending upon the needs of the topic.

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