

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



Happy Summer

David Loertscher and Elizabeth "Betty" Marcoux

June is such an important month. Many of us are saying goodbye to students who now move forward in their education and lives while preparing to greet new students who will arrive in a few short weeks to experience what we offer them.

This is a time to reflect upon what we are offering, both to those who are departing our ranks and those who soon will join our ranks.

In this issue we once again urge you to try on various things to see how they fit into your program or extend what you are already doing. There is no getting around it, the Common Core Standards are here to stay, and we need to learn about them, use them, and incorporate them into our programs. If you have not done so already, it is time to see how they extend and enhance what we do or can do. It also is time to think creatively about how we can do even more with less – and technology certainly offers us that rich opportunity.

Most of all, we can't be in the isolated arena – and we need to think about how we can become even more centered on what is happening in our schools.

This issue is about all of these things and more. The Common Core is explored in several articles and columns, and the role we play as teacher librarians related to these standards is addressed. After all, we are poised to best facilitate them and use them in active, meaningful ways. Rebecca Morris offers her insights into how reading and the Common Core Standards help us become even better instructional leaders, and Elfrieda Hiebert looks at the issues of text complexity as it relates to the Common Core – both articles are superb examples of how we, as teacher librarians, can facilitate their use. Chance and Lesesne talk about how old understandings for reading can benefit from new technologies as well as reinforce their emphasis on pleasure reading.

Lyn Hay washes us with great ideas that Australia is now doing to benefit student learning. She gives us insights and pictures of how to make these things happen in our schools. Crow and Robins urge us not to forget the element of "play" in learning, providing us with great citations to back

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up their assertions. Bailey and Paul tell us about some most interesting findings about school libraries and teacher librarians they have garnished from a recent study done in Maryland. This is definitely food for thought regarding what teacher librarians do regularly and the significant impact it has on student learning.

June also signals the beginning of a summer that can be a good time for con-

templation by all of us. Loertscher and Marcoux present reviews and recommendations for some wonderful professional reading which deserves attention, and Loertscher also talks about a recent study that offers us a chance to not be so isolated. Marcoux talks about how technology and leadership by the teacher librarian go hand in hand. Mark Ray continues in this issue to do his teacher of the year work by

suggesting an innovative and very creative way to have impact and not isolation. Think TOY. . . .

There are so many things this issue offers: from the Bush Brain Trust that hails the importance of being good at what you do, to the ideas Lamb and Johnson offer regarding technology, to the ideas of texting as a social phenomenon offered by Goldsborough. You will find lots of collection building suggestions in various columns, as well as ideas about how to make summer more than just another concern for you and your students.

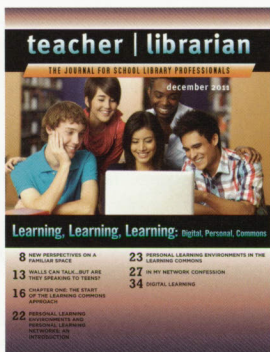
Spend some time with this issue – it is worth it! Take it with you as you journey to rejuvenate your dedication as an educator – it will help you. Happy summer!

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.

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