

## NOTEBOOK



# Invisible No More!

David Loertscher and Elizabeth "Betty" Marcoux

**T**his issue of *Teacher Librarian* is a continuum of articles addressing the image of the professional teacher librarian and how to remedy concerns you might have regarding it.

It is noteworthy that both strong research and common sense indicate the need for teacher librarians and their programs to be viewed positively and, supported, by their administration. Principals often are the first line of this and, yet, they seem to have less understanding than do other administrators of the school library program and school library professionals. Principals wield considerable influence and, therefore, need at least to understand the vital role we play, or should play, in their schools. While some principals understand fully, many have only a basic understanding, and still others, far too many others, view us and our programs as expendable, particularly during the trying economic times in which we now live. We can change that; you can change that, as several of this month's articles show.

First, David Lankes makes a strong argument for how best to position the teacher librarian as a strong facilitator of learning. He suggests tactical and practical approaches to moving the teacher librarian to the center of learning. Karen Bonanno, a school library leader of Australia, looks not only at where teacher librarians are presently, but also where they need to go and then suggests ways to get there. In tandem, these articles address many of the concerns teacher librarians have today regarding their "invisibility." Bonanno shows how what it is working in Australia can work and will work anywhere in the world.

Dr. Donna Shannon's serious and respected research regarding school principals and administrators is fascinating and enlightening. She examines many of the issues of why teacher librarians aren't as well recognized as teachers and goes forward to suggest ways to develop better relationships and understandings between the school library program and the administration. Her recommendations and findings are to be noted. Betty Marcoux's informal survey of administrators whose schools and districts won the coveted American Association of School Librarians (AASL) 2011 Na-

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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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**Even if only one idea here resonates with you, use it. On days that are worrisome and of concern (and there will be some) regarding your program, turn to this issue to give you ideas and inspiration about how to make the next day even better. You can do it!**

tional School Library Program of the Year (NSLPY) clearly back up the findings about which Dr. Shannon writes.

Virginia Wallace and Whitney Husid suggest ways to do more inquiry-based collaboration in both the real and virtual learning commons. Kristen Rebmann looks at how digital storytelling improves the connections between communication and instruction. An interesting tips and tactics article by Sydnye Cohen and Elizabeth

Spencer suggests a new take on summer reading programs with some interesting Web 2.0 strategies and use of Google docs.

In their columns, the coeditors of *Teacher Librarian* provide information and suggest ways to create a centered learning commons/school library which reflect and incorporate the goals of the school. The research explained by Dr. Loertscher in his What Works column takes a critical look at the foundational components of a learning

commons. Dr. Marcoux's TechNotes column shows how to coordinate what is happening in the school library with standards, especially the Common Core set.

Don't miss the myriad of columns in this issue – they offer many suggestions for resources and ideas that will help bring your program to the center and make the professional's role so much more vital and obvious to other educators and concerned parties. Take the advice offered by Dr. Ann Weeks' Brain Trust column and Mark Ray's Advocacy column. Both Ann and Mark are actively involved in pushing the field to become ever more central to the needs of students and other teachers.

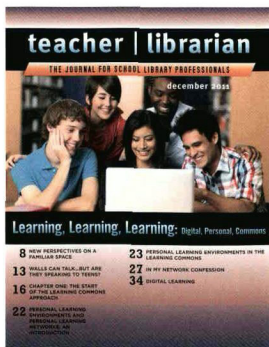
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## WRITE FOR *TEACHER LIBRARIAN*!

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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