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NOTEBOOK



The Best of the Best

David Loertscher and Elizabeth "Betty" Marcoux

The editors of *Teacher Librarian* devote the April issue each year to the "best of the best."

It includes some handy lists of best books and media against which you can check your collection, and a list of the best professional books of the year which address best practices and theory for day-to-day operations and professional development. This issue also includes some of the best examples of teacher librarianship and the Learning Commons concept we have found.

This year we present the first annual *Teacher Librarian* Leadership Awards. For 2012 the recipients are cited for their outstanding contribution to the field and to the vision of the Learning Commons concept. In our lead article, each honoree provides a short description of how they have succeeded in a certain endeavor or of a certain belief underlying their professionalism. We believe that all of us can benefit from their examples.

Mitchell and Potvin-Shafer discuss their Toronto-based Learning Commons that has been a part of their very successful and pioneering EEL program. This article is full of photographs that show how they married a facility and philosophy to give students the best of a 21st century learning environment. It is a best example of a Learning Commons in terms of how it is used.

The American Association of School Librarians (AASL) announced their list of best websites recently. Israel and Moorefield-Lang discuss how this list came to be, providing criteria that can be applied readily to other websites that you might want to consider. This is a not-to-be-missed list of great places for students to go and use.

Back to Canada, once again we provide the lists of excellent resources for both children and youth as selected by *Resource Links*, the outstanding Canadian journal connecting classrooms, libraries, and learning resources. As noted earlier, the Professional Reading section by Loertscher and Marcoux features some of this year's best resources, in addition to our regular reviews. Loertscher looks to a Canadian study on Learning Commons and writes a response to its finding in his "What Works" column.

The Common Core Standards just keep moving forward. Millar, a senior associate with the office where these were originally crafted, has gathered a short "best" list of valuable resources related to these standards. All of us

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can use these most valuable, timely information resources.

Then, in our regular columns, there is a myriad of ideas that are of great use in school libraries. In a Tips & Tactics column, for instance, McEwen has given us a delightfully humorous approach to "deselection" that makes sense and is comically crafted to make this not so wonderful action more enjoyable. Troutner offers great tools that enhance web searches as well as

using social media and ties many of them to curricular foci. Mark Ray, the Washington State Teacher of the Year and a teacher librarian, makes the case for how to best use a cloud and make it advocate for your program. And of course, the veritable sage Dr. Vi Harada gives strong advice on how to make the most of the school library program in the "Brain Trust" column.

So much is happening! From Lamb and Johnson's ideas about graphic inquiry to

Killeen's comments on how to best honor children in our work, it all takes strategic planning, something Marcoux discusses in the column "School Library Tech Ideas" as she writes about how to best plan for what works best in your library.

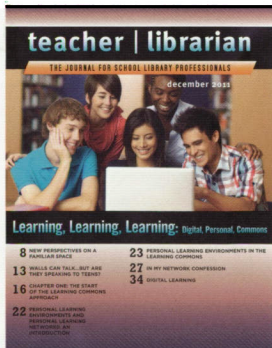
So take some time to explore these articles and columns. You will find great information to help you do your work even better. Be a risk taker, a pioneer, someone who introduces something to your educational community that improves everyone's environment.

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. Click on the "Submissions" tab at the top of the page.



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