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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.

**Founder** Ken Haycock  
**Publisher** Edward Kurdyla  
**Coeditor** David Loertscher  
**Coeditor** Elizabeth "Betty" Marcoux  
 editor@teacherlibrarian.com

**COLUMNISTS**

Rachelle Lasky Blix, Reid Goldaborough,  
 Suzanne Myers Harold, Sara Catherine Howard,  
 Larry Johnson, Erlene Killeen, Annette Lamb,  
 David Loertscher, Elizabeth "Betty" Marcoux,  
 Kathleen Odean, John Peters, Mark Ray, Joe Sutliff  
 Sanders, Joanne Troutner, Betty Winalow

**EDITORIAL OFFICES TEACHER LIBRARIAN**

The Journal for School Library Professionals  
 Box 958  
 Bowie, MD 20718-0958  
 Phone: 301-805-2191  
 Fax: 301-805-2192  
 E-mail: editor@teacherlibrarian.com  
 Web site: www.teacherlibrarian.com

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 3850 West Market Street • York, PA 17404  
 717-508-8701  
 E-mail: info@theysgroup.com

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## Rethinking the Past, Reimagining the Future

David V. Loertscher and Elizabeth "Betty" Marcoux

An underlying theme in this issue is the need to rethink traditional concepts and practices to meet the needs of 21st-century learners. Whether it is teaching and learning strategies, policies, physical environment, curriculum, diversity and cultural awareness, or other factors, we need to recognize the changing needs of students in an a radically changing world. An important thread which runs through the articles and columns in this issue is the need to be student-centric.

This issue encourages you to examine carefully what you do and to make sure it fits well with today's learner, that your program focuses on learning and inquiry. Question how and why you do things and how you can improve what you are doing to be effective.

INFOhio, always a leader, is working to enhance their embrace and mastery of Common Core and Ohio standards. Using a very twenty-first century approach, Ohio has created an online tool to support educators involved with inquiry learning and meeting the new standards. While developed for Ohio, it is a model everyone can use.

Reaction to the recent article by Linda Johnson and Jean Donham ("Reading by Grade Three: How well do school library policies support early learning?", *Teacher Librarian*, 40:2, December 2012, pp. 8-12) has been both supportive and defensive. The responses published here by Williams and Haupt show how embracing these concepts, whether initially for or against them, significantly helps early readers become more adept at reading. Killeen's column backs this up with her approach to service and interest for early readers. Crompton reports in his article about the successes and progress being made

in Vancouver, BC, regarding space issues and their challenges when it comes to serving students.

Many of you already may have seen the advocacy video made by a group of Washington librarians and other educators that puts forward what happens in school libraries (see WLMA website: <http://wlma.org/>). Christensen profiles two of the featured speakers in this short film who have been recognized for their passionate work. He moves us toward the concept of students being digital citizens. Hill offers suggestions about using adult nonfiction when exploring the concepts of the Common Core standards. Her suggestions resonate with most standards in schools today. Look at the suggestions Hargadon offers in the Brain Trust column which apply across

education, including teacher librarians. While he has never been a teacher librarian, he is an educator extraordinaire to all of us.

In the Kratt/Pentland article, "Raise Awareness - Raise Confidence: Culturally Responsive Instruction for School Library Candidates," the assertion is made that the formal teaching of cultural responsiveness will raise a teacher librarian's awareness of culturally responsive teaching practices for the benefit of learners.

Learn about various technologies that help us do our work even better - Lamb and Johnson ponder QR codes in school libraries and Goldsborough ponders the viability of the cloud, particularly in light of recent operational difficulties. Marcoux discusses the use of the arts when work-

ing with standards, especially those dealing with STEM. Loertscher offers a look at some of his favorite blogs, websites, and other information sources that form part of his personal learning environment.

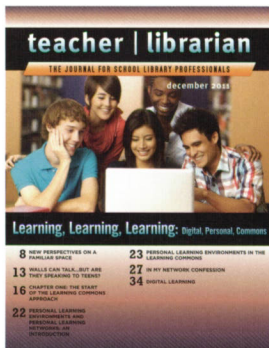
It isn't good enough to have a great physical facility - today it is engaging students in learning that is even more paramount to us. There is a big picture - the ideas in this issue help teacher librarians focus on what counts most for student learning.

# 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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