TODAY

- Who is this woman?
- What is Future Ready Librarianship?
- Professional learning cycle
- Methods of facilitating professional learning
- Q&A

Today’s slides: bit.ly/fontblog
@activelearning
Hello!
@activelearning
slides: bit.ly/fontblog
DO YOUR HIGH SCHOOL STUDENTS UNDERSTAND STATISTICS, DATA VISUALIZATION, AND DATA PRIVACY IN THE REAL WORLD?

Join us for a free, two-day online exploration of data and statistics in the real world of high school students. From wondering if one’s Facebook data was scooped up by Cambridge Analytica to calculating sales discounts to understanding data in scholarly articles, secondary students encounter data everywhere—and it can be confusing for them and us! We can help when we fold data literacy skills into our existing information literacy work. Come join the conversation.

A satellite conference of the LT Virtual Conference led by the U-M School of Education, this conference is a project of the University of Michigan School of Information and the Inter-University Consortium for Political and Social Research and made possible in part by the Institute for Museum and Library Studies BE-60-15-0487-03.

LEARN WITH THE UNIVERSITY OF MICHIGAN WITHOUT LEAVING HOME!

Public Library Management

- Are you a new public library manager or director?
- Just want to test the waters to see if moving to management is right for you?
- Want to show your supervisor you’re ready for more responsibility?
- Need professional development for a new employee?

Join Kristen Fontichiaro and Lionel Robert, professors at the University of Michigan School of Information, and public library leaders Josie Parker and Larry Neal, in high-quality professional development geared toward public library managers. Study for free or pursue a Verified Certificate to highlight the knowledge and skills you gain. Choose one course or the eight-course Professional Certificate.

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- Personnel Management
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- Infrastructure Management
- Strategic Planning
- Grant Writing and Crowdfunding
- Public Library Marketing and Public Relations

To find available courses, please visit edu and search for "PUBLIC LIBRARY MANAGEMENT"
Contact: publiclibrarymanagement@umich.edu

4T Virtual Conference on Data Literacy - July 11-12, 2018
Sign up to be notified when registration is open! http://dataliteracy.umich.edu/conference
Hello!

2015 At the ALA Annual in Chicago, Growing Schools: Librarians as Professional Developers received the LMC/ARBA Best of Reference Award for the “Best Professional Guide for School and Youth Librarians.”
What does great PD look and feel like?
https://todaysmeet.com/TXLApd
What does **bad PD** look and feel like?
https://todaysmeet.com/TXLAPd
Facilitates Professional Learning

Leads professional learning to cultivate broader understanding of the skills that comprise success in a digital age (e.g., critical thinking, information literacy, digital citizenship, technology competencies, etc.)
There are many ways to be a leader, but being a leader is not negotiable.

- @judylawson, UM School of Information

Graphic: http://meinilapark.blogspot.com
But how do we do that?
And why does that matter?
Saint George and the Dragon | Uccello ~1470 | National Gallery, UK | Creative Commons
Show of Hands:
Raise your hand if you anticipate that LMS staffing will stagnate or shrink in your district in the next ten years?
Show of Hands:
How many of you can say with certainty that they have at least one meaningful learning experience with students each year?
Ask yourself:
Is it more important that kids get the skills or that *I* be the one to teach them?
Getting Started
Tell them what their pain point is, then tell them how you’re gonna solve it.

Charles Severance
@drchuck
I got some new stuff in the library and I want you to know about it.

I did something cool and I want to get some approval from my peers.
Identify Needs

Determine Learning Goal

Decide on Format and Structure

Prepare Materials

Facilitate the Workshop

Evaluate, Reflect, Document

ADDIE Cycle

1. Identifying Needs
Identifying Needs

**Research:** What is the required curriculum? What do test scores indicate?

**Listen and observe:** What do colleagues and students struggle with?

**Ask:** Who are “my” learners? How do they prefer to learn?
Kristin Fontichiaro is a school librarian turned information school faculty member. Jo Angela (Angie) Oehrli was a classroom teacher who now works as an academic librarian. What happens when the librarian becomes the teacher and the teacher becomes the librarian? That’s what we set out to discover when Angie, who serves as the librarian for the University of Michigan’s Children’s Literature Collection, became the embedded librarian in Kristin’s course on children’s literature. The class is an accelerated survey course of media—print, digital, and multimedia—for children and young adults, from birth to age eighteen. Given the quantity of genres and formats of the course, the course is structured around how to select materials and respond to local culture and needs. Implicit in the course are professional practice questions, such as: How do we shift from picking books that you personally like to selecting on behalf of the user? How do we overcome our own personal preferences and biases? How do librarians develop the ability to think beyond themselves?

Angie: Whether you’re working in K-12 or higher ed, you have to find the plan, as much as you can. Find a low level of entry to find out about the class. Talk to other students. What has the class been about? What are you working on?

Kristin: Before our first meeting, you found the previous year’s syllabus online on the school’s website and had already been through it. You didn’t say, “Walk me through the class, week by week.” That would have been really hard for me to find time to do. Instead, you looked over the past year’s topics and already had a set of possible ways in which you and the library could support those topics.

Angie: If you can look at last year’s information and be very specific about showing possible enhancements and realistic about what you can do to help with those enhancements, success is far more likely.

You never go to a person and say, “Why don’t you have this stuff done yet?” As the librarian, you have to roll with things.
TURNING THE TABLES ON collaboration part I: Planning for success

By Kristin Fontichiaro and Jo Angela Oehrli

After the course concluded, we talked regularly about how switching roles in collaboration had impacted us. Eventually, we sat down and recorded our conversation to help us distill lessons learned. In this article, the first in a two-part series, we share six lessons learned about collaboration. We hope that our conversation will help you and your teaching partners think in fresh ways about the triumphs and tensions of collaboration.

lesson #1: know what’s going on, and only ask the questions that move things forward.

Kristin: We didn’t collaborate on a project; we worked together on a class. And one of the things that I didn’t realize until months after the course ended was how rarely during the term you asked me for course information.

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Identify needs

Example

Test scores weak in reading non-fiction in grade 3

Teachers overheard complaining that they don’t have enough non-fiction literature circle materials

Previous PD was sit and get and low-energy
2. Determining Learning Goal
What do I want my colleagues to know and be able to do as a result of my facilitation?
What do you/your colleagues want/need to know and be able to do?

How will you know they can do it / get it?

What learning activities will get them there?

We’ll save this for the next step.
Example

NEED/PAIN POINT:
More leveled non-fiction in the classroom

SOLUTION:
Access Scholastic BookFlix online

LEARNING GOAL:
Learners will independently navigate BookFlix to find desired material.

HOW WILL I KNOW THEY GET IT?
Observation
3. Decide on Format and Structure
Who your learners are

In what format they like to learn

When they prefer to learn (time of day/year), for how long, and with how much stamina

Where they prefer to learn (home, library, classroom, lab)

Why this is important to them to know

How you can best facilitate learning
What do you know about your adult learners?

- Need some **clarity** about what expectations are for their participation/implementation
- Can be **appreciative** that there is a campus resource even though they lack time for collaboration
- May be in **survival mode**: “Are you helping me or adding to my burden?”
- Want **respect** for what they know and do; not lectures
- Like **choices** and **variety**
- Feel **overwhelmed** by so many demands; **wary**
- May be **out of practice** being a learner
- Crave insights that are **relevant** to their curriculum/class
- Learners may be at **different levels**
- May **fear** that others will discover that their “ignorance”
- Have **developed habits that work for them**; that comfort may make them less interested in change.
Lecture isn’t your only option

PLNs, FB Groups, Twitter chats
Concierge PD
Exploratorium
Webinars
PLCs
Blogs
23ish Things
Reading Groups, Deliberative Dialogue, Jigsaw
Job-Embedded PL
Lesson Study
Try to change up activity types (lecture, discussion, turn and talk, jigsaw, poll, etc.) **every 10-15 minutes**

But activity for the sake of activity isn’t awesome

Do you like making lesson plans on demand in workshops?
4. Prepare Materials
Handouts – your “second monitor”
- Always brand these with your name and contact info: good handouts get passed around
- Any logins, passwords needed that day
- Email duplicate copy to participants after workshop

“Subversive Handout” (Iris Jastram)
- Contact info
- Link to more resources
- Anything that doesn’t fit in the time allocated
**Evaluation Forms**

- Paper or digital (Google Forms, SurveyMonkey)
- No more than 7, of which <4 are open-ended
- Save quotes/stats for annual report
- Wily librarians can seed their evaluation forms with questions that point to the need for more resources / time
- Don’t ask a question if you don’t plan to change
5. Facilitate the Workshop
Feed them

Thank them for being there

Don’t waste their time with activities that won’t lead anywhere

Reframe discord as data
When veteran teachers balk, try to figure out why and what you can learn from that.

Recognize that change is hard and that lots of “critical” district initiatives vaporize. To conserve energy and stay sane, the temptation is not to engage and just wait for it to pass.

**Acknowledge their reality:** their time is limited and valuable; their job is hard; their curriculum is overpacked; they are under a lot of district/parental pressure.
6. Evaluate, Reflect, Document
Evaluate/Reflect

Your/their take on the workshop

Follow-up survey a few weeks later?

Walk the halls/review metrics – is anything changing?

”Digital holidaymakers” (McIntosh)
Attendance/impact/materials usage related to workshop for your annual report

Make notes on what you’d do differently next time

Note to principal (work that email subject line!)

Posts on social media
AND THEN IT ALL STARTS OVER AGAIN.
Remember
~ Prioritize student learning, not who does the teaching
~ Think smart about how to get to impact, not busyness
~ You see everything – you’re perfect to take this on!
~ There are many ways to lead – find one that works for your personality.