



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

Today's slides: bit.ly/fontblog @activelearning





Hello!

@activelearning
slides: bit.ly/fontblog

Summer 2017 Professional Development on Makerspaces and Creativity

Librarians, teachers, informal educators, and friends welcome!

5/8	Frankenmuth	Maker Idea Swap (AM) & Gathering Financial Support (PM)
5/24	Ann Arbor	Design Challenges (AM)
5/31	Ann Arbor	Puppet Making (AM)
6/6	Ann Arbor	Google Cardboard (AM)
6/8	Ann Arbor	Fashion Hacking (AM)
6/14	Niles	Making Maker Learners: Introduction to the Maker Movement
6/15	Niles	Day of Design Thinking
6/16	Niles	Creating Design Challenges (AM) & Gathering Financial Support (PM)
6/20	Frankenmuth	Selling Handmade Goods Online (AM) & Digital Art (PM)
6/27	Marquette	Introduction to the Maker Movement
6/28	Marguette	Introduction to Design Thinking (AM) & Maker Idea Swap (PM)
6/29	Marguette	Fashion Hacking (AM) & Selling Handmade Goods Online (PM)
7/12	Frankenmuth	Fashion Hacking
7/18	Alpena	Introduction to the Maker Movement
7/19	Alpena	Fashion Hacking
7/20	Alpena	Design Challenges (AM) & Selling Handmade Goods Online (PM)
8/1	Coopersyttle	Introduction to the Maker Movement
8/2	Coopersytlle	Fashion Hacking
8/3	Coopersyttle	Creating Design Challenges (AM) & Selling Handmade Goods Online (PM)
8/15	Houghton Lake	Introduction to the Maker Movement
8/16	Houghton Lake	Fashion Hacking
8/17	Houghton Lake	Creating Design Challenges (AM) & Maker Idea Swap (PM)
8/22	Renzonia	Introduction to the Maker Movement
8/23	Benzonia	Selling Handmade Goods Online (AM) & Creating Design Challenges (PM)
8/24	Benzonia	Gathering Financial Support (AM) & Maker Idea Swap (PM)
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http://makinginmichiganlibraries.eventbrite.com or contactmichiganmakers@umich.edu

Free SCECH for Michigan educators attending at least three hours







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 4T 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 ofMuseum and Library Services RE-00-15-0113-15.









- 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?

Join Kristin 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.

COURSES

- · Identifying Community Needs
- · Managing a Diverse and Inclusive Workplace
- · Budgeting and Finance

- · Grant Writing and Crowdfunding
- · Public Library Marketing and Public Relations

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



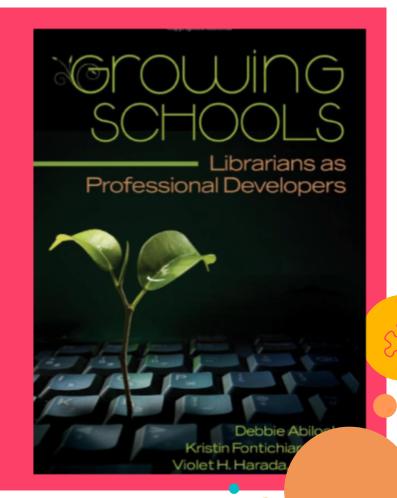
SCHOOL OF INFORMATION M





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











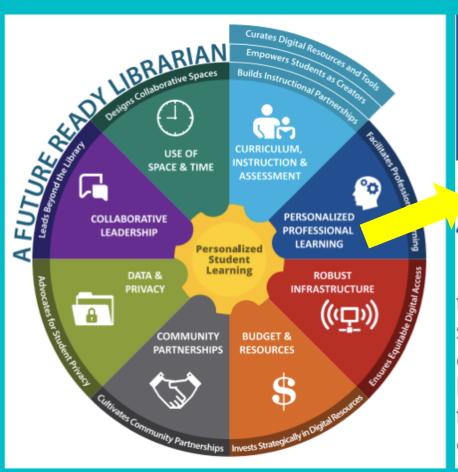




https://futureready.org/program-overview/librarians/





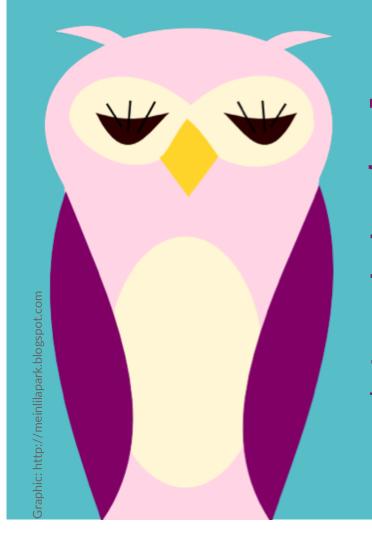


Facilitates Professional Learning

Personalized 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



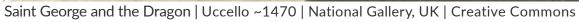
But how do we do that?

And why does that matter?













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?

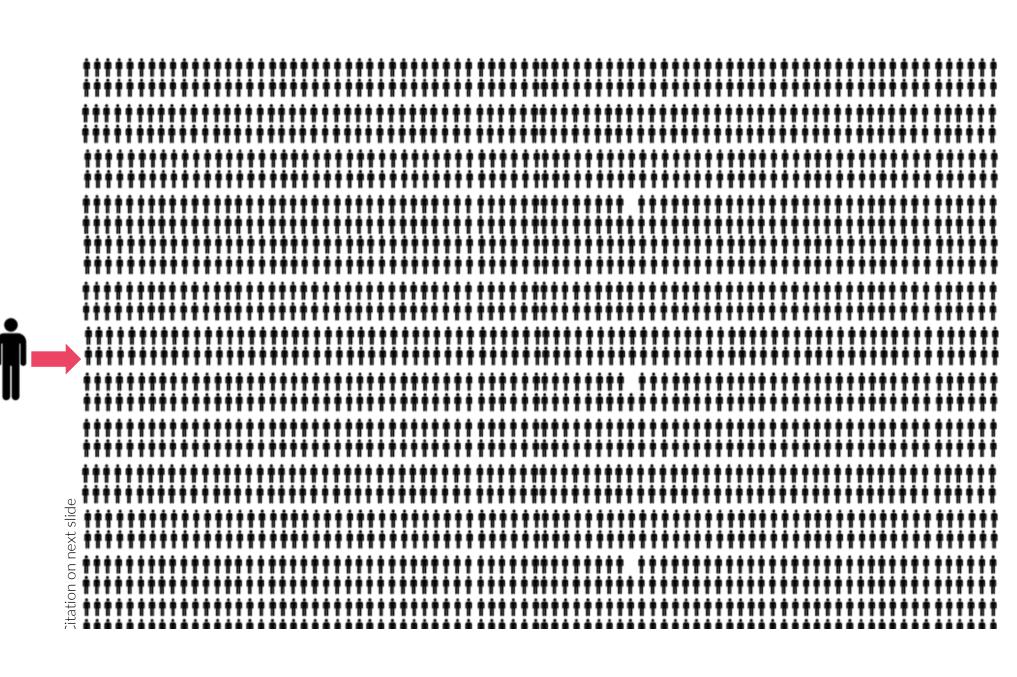


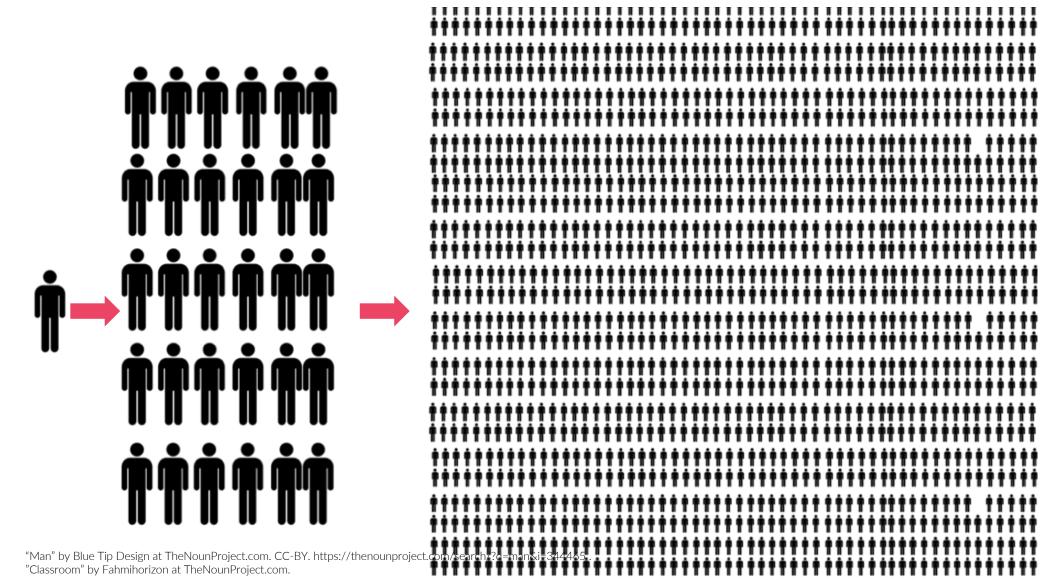


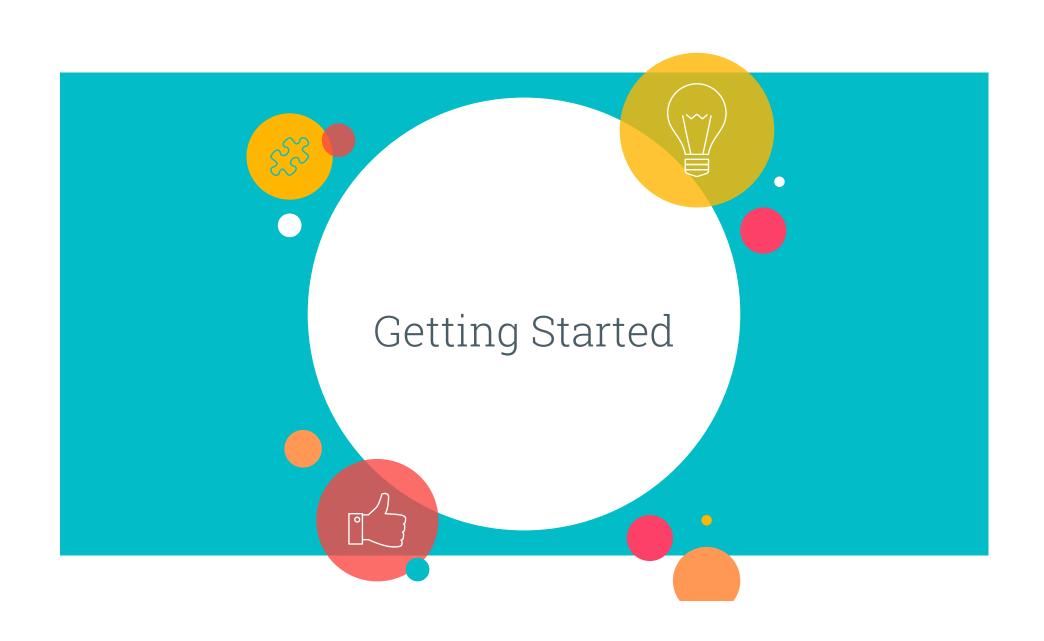
Ask yourself:

Is it more important that kids get the skills or that *I* be the one to teach them?











Tell them what their pain point is, then tell them how you're gonna solve it.

Charles Severance

@drchuck



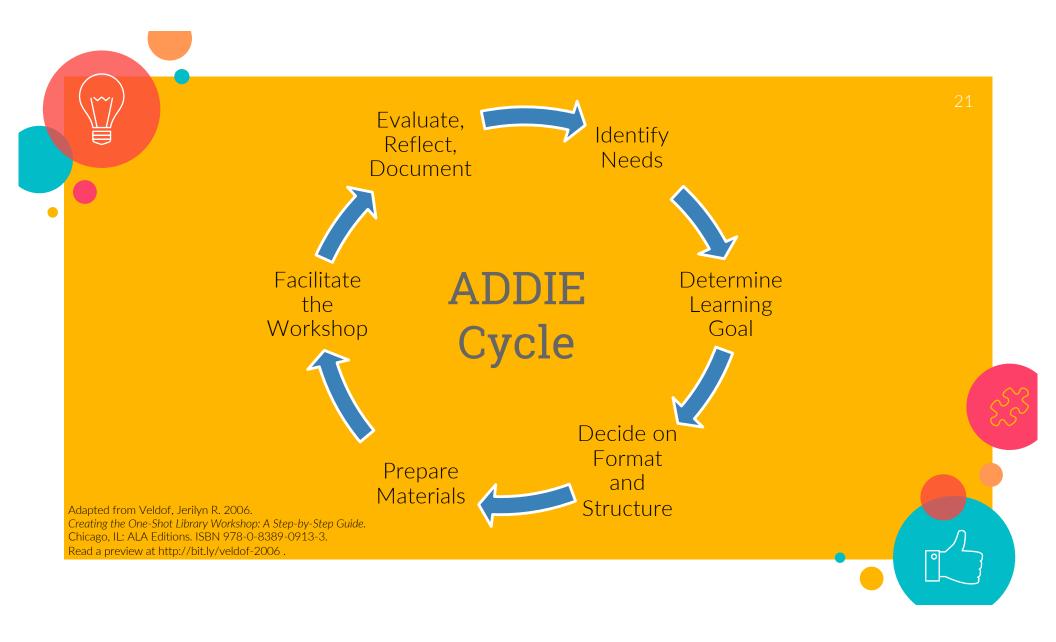




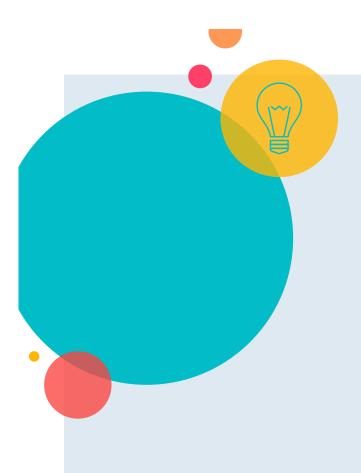
I got some new stuff in the library and I want you to know about it.

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







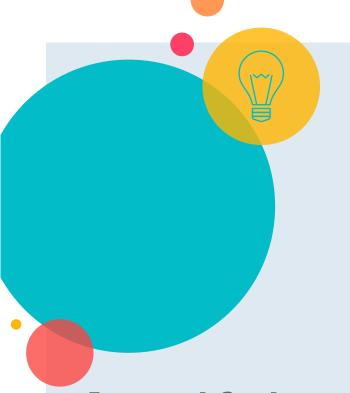


Identifying Needs

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?



Identifying Needs

Fontichiaro, Kristin, and Oehrli, Jo Angela. 2014. "Turning the Tables on Collaboration Part I: Planning for Success." *Library Media Connection*, Jan/Feb., 36-38.



TURNING THE TABLES ON COLLABORATION PART I: PLANNING FOR SUCCESS



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?

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. Angie: Whether you're working in K-12 or hijper 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.

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LIBRARY MEDIA CONNECTION

January/February 2014







TURNING THE TABLES ON COLLABORATION PART I: PLANNING FOR SUCCESS



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Identify

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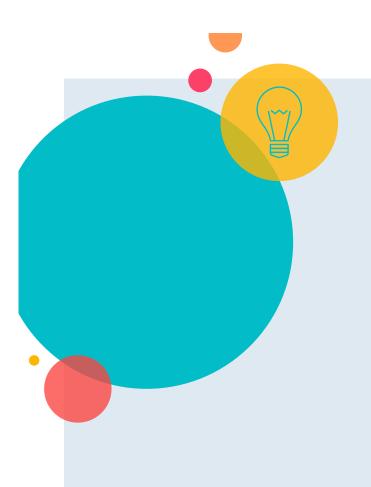
LIBRARY MEDIA CONNECTION

January/February 2014



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Example

Test scores weak in reading non-fiction in grade 3

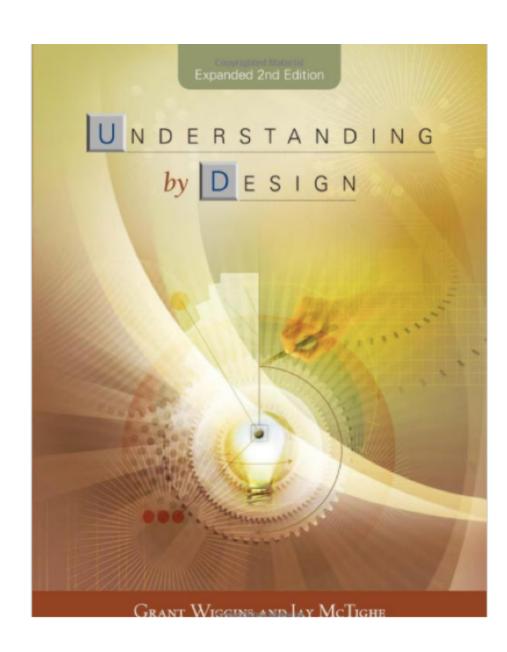
Teachers overheard complaining that they don't have enough non-fiction literature circle materials

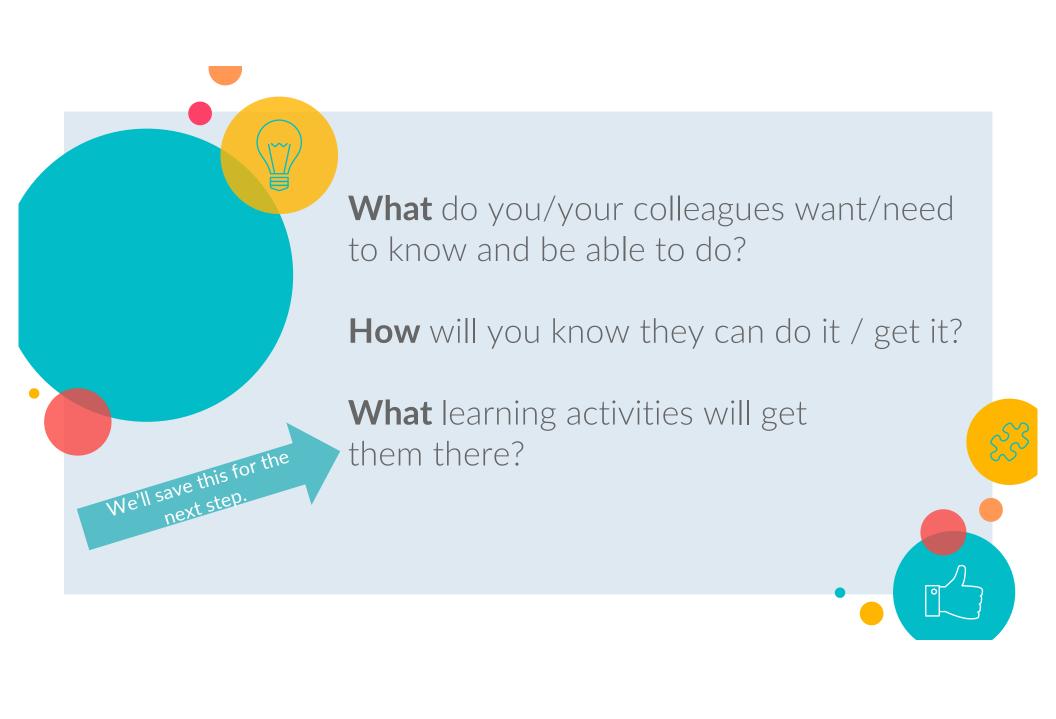
Previous PD was sit and get and low-energy

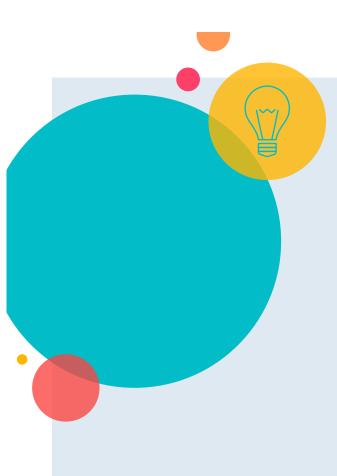




What do I want my colleagues to know and be able to do as a result of my facilitation?







Example

NEED/PAIN POINT:

More leveled non-fiction in the classroom

SOLUTION:

Access Scholastic BookFlix online

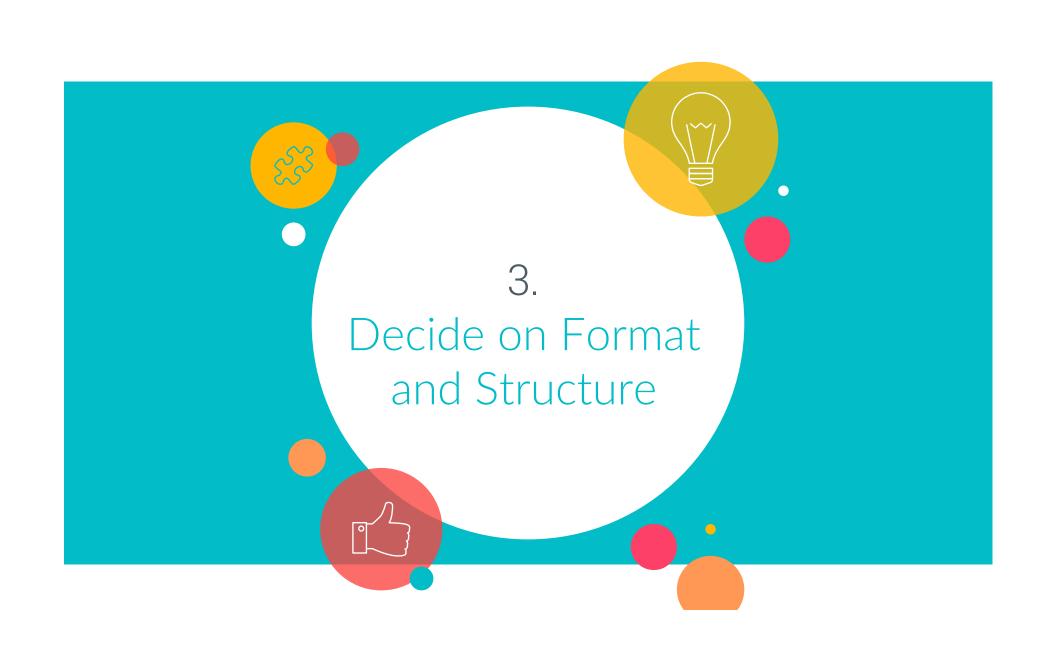
LEARNING GOAL:

Learners will independently navigate BookFlix to find desired material.

HOW WILL I KNOW THEY GET IT?

Observation







Who your learners are

In what format they like to learn

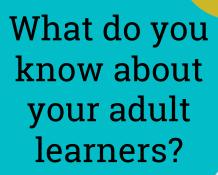
When they prefer to learn (time of day/year), for how long, and with how much stamina

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

Why this is important to them to know

How you can best facilitate learning



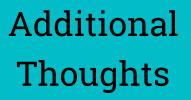


- Need some clarity about what expectations are for their participation/implementation
- Can be **appreciative** that there is a campus resource even though they lack time for collaboration
- May be in survival mode: "Are you helping me or adding to my burden?"
- Want respect for what they know and do; 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



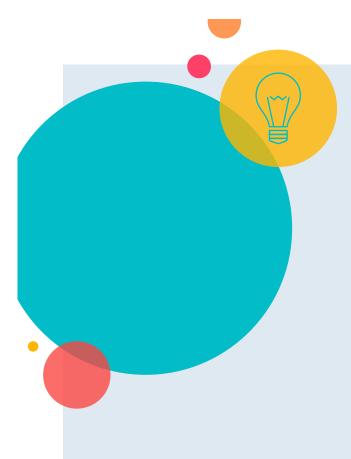


Try to change up activity types (lecture, discussion, turn and talk, jigsaw, poll, etc.) every 10-15 minutes

But activity for the sake of activity isn't awesome

Do **you** like making lesson plans on demand in workshops?



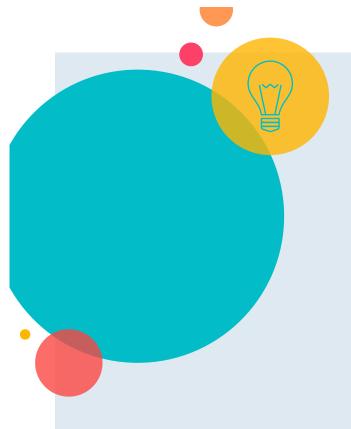


Handouts – your "second monitor"

- 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

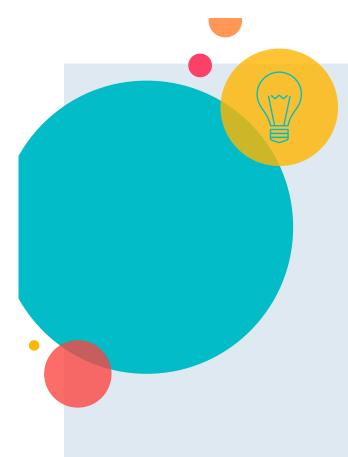


Evaluation Forms

- 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







Feed them

Thank them for being there

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

Reframe discord as data



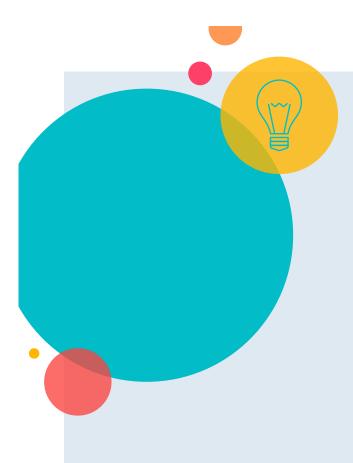


When veteran teachers balk, try to figure out why and what you can learn from that

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





Evaluate/Reflect

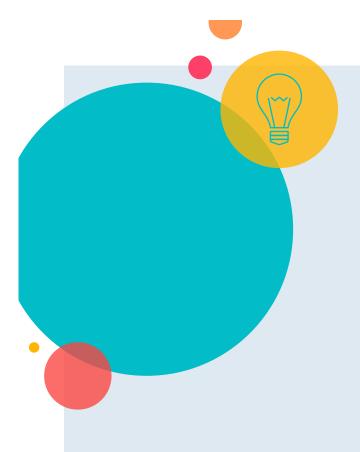
Your/their take on the workshop

Follow-up survey a few weeks later?

Walk the halls/review metrics – is anything changing?

"Digital holidaymakers" (McIntosh)





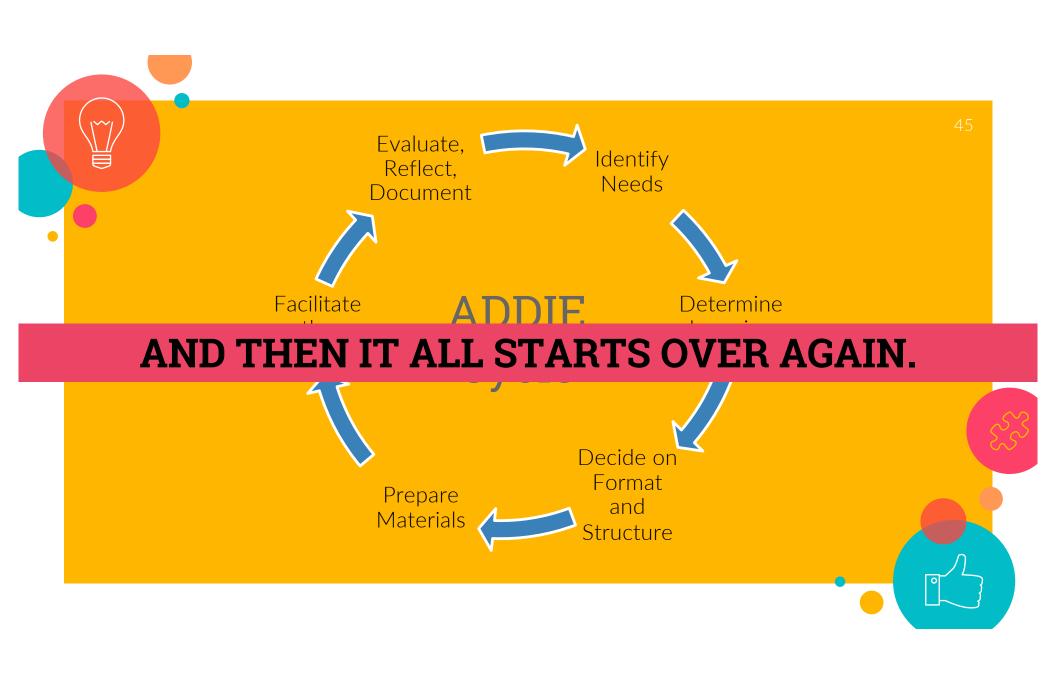
Document

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





Thanks!

@activelearning
font@umich.edu
bit.ly/fontblog

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