


Some Things Just *Never End*

By Terry Eis
KSDC President

One of my most favorite stories is the romantic account of the rise and fall of the mythological good King Arthur and his near perfect kingdom of Camelot. Even though the young Arthur rose to great heights as a king and was responsible for bringing civility to a war-torn England, his grand accomplishments were undone by his most loved and trusted family-members and compatriots, people who loved Arthur but didn't quite grasp his vision and passion for justice. It seemed a tragic defeat for such a beautiful beginning. For someone totally caught up in the splendor and purity of Arthur's grand designs for "might to be used for right" and for "justice for all" to become more than a political slogan, seeing this beautiful world collapse was devastating. Hope for a triumphant ending was dashed.

At the end of T.H. White's novel *The Once and Future King* is a scene portraying the aged Arthur preparing to do battle against his evil son Modred and rebellious Knights of the Round Table. Arthur, despairing and feeling a fool for believing in such a grand purpose, one carrying such hope for a better life for his kingdom, ponders the question of what went wrong. It's in this state that the broken king hears a noise inside his tent. Turning toward the noise, Arthur demands to know who is there. A small boy, Thomas of Warwick, reveals himself to the king, afraid of what the

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for all eternity.*



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outcome of this chance meeting will be. Arthur, weary and defeated, questions Thomas about what he's doing at the battle-front when he should be home with his family. Thomas bravely proclaims that he's come to fight for the King, to defend "might for right" and "justice for all." Arthur wonders where this child has learned such an "antique" belief. Thomas replies, "From the stories people tell," and this triggers a glimmer of hope in the King.

What Arthur began to realize is that hope doesn't die; it's reborn countless times in the hearts of those who come after, those who hear the stories and are captivated by their messages. Arthur saw Thomas, a small boy captured by dreams of knighthood, bravery, chivalry, and justice, as the "light," and so he knighted the boy Sir Thomas of Warwick, the Light-Bringer, and sent him home to safety to fight the fight, to keep alive the hope of a better tomorrow. This was young Thomas' mission bestowed upon him by a dying king.

As we bring to a close another school year, I wish to remind you that each day as you step into your district office, your school, your classroom, as you work with fellow educators and with students, you are imparting a message. When you teach, you touch lives for all eternity. I know that reads much like a bumper sticker we could purchase from websites catering to educators, but nothing is truer.

I wish to leave you with the truth that the good you have done, the sacrifices you have made, the frustrations you have endured serve a greater purpose. You stand as a light in a world that is sometimes not so bright, you provide hope for children that tomorrow will be better.

What you do isn't always about meeting
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Calendar Countdown

KSDC Summer Happening

Content Literacy Coaching

July 18-22, 2005

Auburn-Washburn

NSDC Summer Conference

for School-based

Staff Developers

(a first-time event)

July 17-19, 2005

Chicago, IL

2005 Fall Institute

Instructional Strategies That Work

Deb Pickering

November 2-3, 2005

Wichita Airport Hilton

Wichita, KS

NSDC Annual Conference

December 3-7, 2005

Philadelphia, Pennsylvania

2006 KSDC

Spring Conference

Meeting The Needs

Of All Students

By Reducing

The Achievement Gap

in partnership with the

Midwest Equity Center

February 7-9, 2006

Wichita, KS

KSDC Board Meetings

Board Advance

June 8-9, 2005

The Barn

Direct Connection is a publication of the Kansas Staff Development Council



An affiliate of the National Staff Development Council



Membership Dues To Increase In September

By Tom Jerome
KSDC Treasurer

KSDC plans to increase its membership dues beginning with the 2005-2006 membership year (Oct. 1 - Sept. 30). This increase will help offset the continuing rise in operating costs as well as provide funds for the development of new programs and services. The dues increase will take effect on Oct. 1, 2005. Members who pay dues prior to Sept. 1, 2005 for the 2005-2006 membership year will be allowed to join using the current dues structure. This applies to all types of membership: agency, building, and individual.

Beginning Oct. 1, 2005, dues for KSDC membership will be as follows:

- **\$40** for **AGENCY** Membership. Agency members may also add additional buildings to their membership for **\$15 per building** (up to 10 buildings -- all over 10 buildings are at no additional cost) if submitted with agency membership. (Maximum of \$190 per agency.)

President's Column

Some Things Just Never End

continued from page 1

AYP and reaching certain assessment goals; it's often about the smile you give a surly teenager or the hug you force yourself to give the little guy who really needed new clothes, a toothbrush and toothpaste and a "good scrubbin'," as my mom would say. It's about the way you get up on days you should really stay home because you're sick and go to school anyway because no one can teach those kids as well as you; it's going the extra mile to make sure you're giving your students the best educational experience so they can have hope-full lives. It's swearing that you'd rather be a greeter at Walmart than teach one more year and then eagerly anticipating the start of the new school year and new opportunities to

- **\$40** for **BUILDING** Membership (independent of an agency)

- **\$15** for **INDIVIDUAL** Membership

Even with the new dues rate, the top ten reasons to join KSDC still apply:

10. Network with some of Kansas' best educators.

9. Add KSDC Membership to your resume! It will look great!

8. Attend KSDC-hosted seminars and conferences at a special rate!

7. Learn and share ideas that can be put to use immediately.

6. Get a nationally-recognized publication four times a year.

5. Stop by the KSDC website for updates of organizational news.

4. Take advantage of KSDC's mini-grant support.

3. Get involved in improving student learning statewide by volunteering to be a part of the KSDC Board or an action team.

2. Building and agency memberships available for only dollars per person.

1. It's only \$15.00: Less than the cost of a dinner at a restaurant. ■

share your passion for learning. It's in the "stories you tell."

As you leave your classroom for the summer or wish your colleagues a good vacation, take time to reflect on all the lives you have touched this year and send them on their way, bearing the "light of hope." You create a legacy in each student you teach and each colleague with whom you work.

So, as King Arthur sent young Thomas off on the mission of bearing light, he realized that what he thought was "The End" was yet another "Beginning."

I wish you many more "endings" and countless "beginnings." Thank you for all you do to make our profession one of hope for children across the state of Kansas. Some things *never* end. ■

May 2005

Summer Happening Focuses On Content Literacy Coaching

By Sherry Reed
Summer Happening Chair

Attendees at the KSDC Summer Happening will center their studies on *Content Literacy Coaching: Teaching That Makes Sense For Secondary Schools*. The week-long training will be held July 18- 22, 2005 at the Shuler Education Center, 5928 SW 53rd Street, Topeka, KS.

As more and more schools struggle to meet the expectations of NCLB and AYP, professional development provided by school-based Content Literacy Coaches will help schools target weaknesses in literacy to make measured gains in student achievement. KSDC is offering this week-long academy type learning experience for all teachers, administrators, reading specialists, curriculum coordinators, and staff developers who want to take the next step and become Content Literacy Coaches. All participants will benefit from this trainer of trainers for secondary educators (grades 7-12) interested in developing school-based leadership to enhance literacy achievement of all students. The real focus of the week is to train participants to act as literacy coaches in their schools so that they can improve comprehensive literacy instruction for secondary students in all subjects.

The trainers for this Summer Happening are content literacy experts, veteran classroom teachers, and trainers in reading.

- **Mickey Bogart** is a former Kansas Master Teacher and Milken National Educator, who spent 32 years in the classroom before joining the faculty at Kansas State University as a Content Reading Instructor for the College of Education. Bogart has also served

on the MCREL Board of Directors.

- **Carol Adams**, also a former Kansas Master Teacher, is a secondary language arts teacher in USD 383, Manhattan, and Bogart's former team teaching partner! Adams is a staff development leader in her district, specializing in reading and writing in a secondary literacy approach.

These ladies bring powerful experiences both from their classrooms and from their work as Content Literacy Coaching trainers.

The participants in this exciting Summer Happening will receive resources beyond the training, including several valuable materials to support the work of the Content Literacy Coach including books, research articles, and other materials. Participants are asked to bring the results from the Kansas Reading Assessment for their schools, any text resource used with students, including textbooks, and one 2", three-ring binder for materials.

The training will be held at the Shuler Education Center at 53rd and Wanamaker in Topeka, which is also the central office for USD 437 Auburn Washburn. The training will be for five days, the week of July 18-22. Training hours will be from 9:00 a.m. to 3:30 p.m. each day, Monday through Friday. Registration costs are \$350.00 for KSDC members, and \$390.00 for nonmembers. Costs include continental breakfast and catered lunches, materials, and the training!

For participants interested in lodging, a special rate of \$65.00 has been secured at the AmeriSuites in Topeka. To make reservations, please call the hotel directly at 785-273-0066. Please mention the KSDC Summer Happening to receive the special rate. ■

Register **NOW**
for **SUMMER HAPPENING**

- Complete this form.
- Enclose your check or PO made to:
Kansas Staff Development Council
- Send form and payment to:
Debbie Miller
Shuler Education Center
5928 SW 53rd Street
Topeka, KS 66610

Name _____

Institution _____

Content Area Taught _____

Address _____

City _____

Zip _____

Phone _____

E-mail _____

Registration Deadline
July 1, 2005

Space is Limited!

We will cap registration at 50!

Cost

_____ KSDC Member	\$ 350.
_____ Non-member	\$ 390.

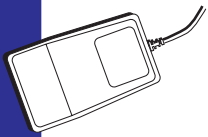
Cost includes: Continental breakfast each day, catered lunches, and materials.

If you are not a member, please take this opportunity to join for the 2004-2005 membership year by paying your dues along with this registration.

Dues for the 2005-2006 membership year will be due on October 1, 2005.

Total from above \$ _____
KSDC Individual Membership
(\$10.00) \$ _____
Total enclosed \$ _____
Enclosed is my check # _____
Enclosed is PO # _____

NO TELEPHONE REGISTRATIONS
WILL BE ACCEPTED.



Information on staff development?
It's just a click away.....
KSDC — www.ksdc.us
NSDC — www.nsd.org
KLFA — www.teachkansas.org

KSDC Coaching Project Leads To Reflection, Growth

By Sue Kidd and Marceta Reilly
KSDC Past Presidents

Just listen. What a gift we give one another. A listening ear, an open heart, and the capacity to help a friend reflect and grow; that is the gift we, as KSDC members, give to one another and instill in our leaders.

The KSDC Coaching Project is also a unique way to provide leadership development and support for the members of KSDC. The concept grew from the understanding that to grow as an organization KSDC must develop capacity within our own leadership. KSDC members noted that it would be beneficial to increase our internal capacity to develop our own leaders. Then those leaders can have the skills to increase the capacity of all of our members. To accomplish this, KSDC turned to coaching. (KASCD adopted a similar project.)

What is Coaching?

Coaching is the process of assisting the client to move toward goal clarity, to consider multiple pathways for accomplishing the goal, to select a strategy that holds the greatest potential for impact, and to design a plan of action for goal achievement. It is a model of professional development embedded within the reality of the job so that the work is about the real issues or concerns of the school leader. Some examples might include:

- implementing research-based strategies in the classroom
- redesigning faculty meetings so that they are instructionally focused
- closing the achievement gap between subgroups of students
- increasing the rigor of instruction

But coaching is different from
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consulting in specific ways:

Consulting/Counseling Is:

- Based on a diagnosed weakness and often focuses on the past.
- Based on content and process expertise.
- Centered around a group or organizational focus.
- Expected to have and give answers.
- Based on what they know.
- Hired to “fix” perceived weaknesses within groups or organizations.

Coaching Is:

- Based on strengths and is present and future focused.
- Based on process expertise and is content free or content neutral.
- Individual focused.
- Dedicated to listening fully and refraining from giving advice.
- Able to set aside what they know to allow different, personal answers to arise from within the client.
- Hired to build upon perceived strengths of individuals.

One also begins to understand the coaching relationship by listening to how coachees describe their coaches.

Coaches are “non-threatening, unbiased, and confidential.” Coaches force coachees to focus their energy and challenge them to grow. Coachees describe the process as giving them the freedom to propose ideas, create solutions, and share frustrations and

feelings without fear of consequences.

Can Coaching Make a Difference?

For many years, educators have experienced changing expectations and responsibilities. As accountability has increased, the relationship between leadership, teacher quality, professional development, and results for students has become even more critical.

Retention of competent and skilled

leaders has become more and more of an issue due to the isolation and the stress associated with the role. With every new principal and superintendent, the investment of time in training and development has become an enormous cost to a district. And with that cost, comes the question of impact – Is this professional learning making a difference?

From a study of outcomes compiled for a coaching group by Shirley Hord, Scholar Emerita of the Southwest Educational Development Laboratory in Austin, TX, principals indicated the following positive outcomes that resulted from their coaching experience:

1. Principals reported that they had sharpened their focus, or better identified the direction to take with their work.
2. Principals noted schema (tools or processes) that they had learned that they now used in their everyday work. Further, they noted skills that they gained that they used with their staff or taught their staff to use.
3. Principals expressed a new-found confidence in themselves and their leadership abilities.

When specifically asked how the coaching experience had assisted the principals in supporting teachers and students in increasing student achievement, they reported that they were more focused and gave clearer directions regarding instructional strategies needed to reach higher student success. They gave clearer and more frank feedback to teachers in need of assistance. They were listening more and looking for a number of possibilities and solutions to problems rather than acting on the first idea that occurred to them. They were using data to change teacher and student behaviors regarding academic achievement.

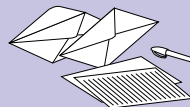
Coaching for Excellence

In his paper entitled, *Do Principals Need a Coach?*, Graham Hoult reports what business leaders have long realized. “Coaching is about self-actualization: achieving high

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Looking For Further Resources?



Hoult, Graham. (2000). *“Do Principals Need a Coach?”*
APAPDC National Online Conference 2000.

Hord, Shirley. (2003). *Coaching for Results: A Study of Outcomes.*
Austin: Southwest Educational Development Laboratory.

Institute Work Centers On Instructional Strategies

By Volora Hanzlick
2005 Fall Institute Chair

The magic number is 2014, right?

Are you wondering how your district will achieve all students proficient by then?

Is your district struggling to make Adequate Yearly Progress?

Research by Wright, Horn, and Sanders (1997) documents the most important factor in student learning is the teacher. Do you or the teachers in your district have the tools to push student achievement higher?

In the book, *Classroom Instruction that Works*, Marzano, Pickering, and Pollock (2001) identify nine classroom strategies that highly effective teachers use to make a difference in achievement for all students. The Fall Institute 2005, to be held in Wichita, KS November 2-3, will examine each of the strategies and provide each participant with new tools in reaching proficiency for all students. Return to your district with a full tool belt of information that can be used individually or in professional learning communities.

Day One

Debra J. Pickering will cover the nine categories of instructional strategies. She will summarize the research and the theory behind each strategy and discuss the implications to the classroom practice. The first day will provide a research base for day two's activities.

Day Two

Day two will be breakout sessions led by practicing educators who will share their success using classroom strategies. Each workshop participant will have the opportunity to choose three different strategy sessions. Each session will consist of interactive activities and ideas for practicing teachers, support staff, and administrators to take back to their district for implementation.

Registration will be online at www.ksdc.us. or via hard copy. Follow the link *Nov. 2-3, 2005 Fall Institute* for the brochure and more information.

Call the Hilton Airport hotel directly to make lodging arrangements (316-945-5272). A special rate of \$84. + tax per night can be received by mentioning KSDC. In order to obtain this rate, hotel reservations need to be made by October 19. ■

Coaching Brings Focus To Work, Life Goals

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performance: going beyond the limits... Major corporations can access the best professional development money can buy but they seek the services of a coach. Why? Because it delivers bottom line results."

Imagine this concept applied to education — a leadership coach for every educator; someone who works to manifest the excellence that exists within each of us. "Coaches can be trusted and have much experience on which to base their guidance. Coaches offer new ways of thinking and are a confidant in whom to confide. Discussions with a coach give one a sense of control and provide an antidote for loneliness at the top." Coaches help set
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achievable goals and empower principals to generate solutions that will ultimately make a difference for students. One client speaks explicitly of the power of coaching, "It has truly reshaped the way I think about and act out my role as an educator."

About the Authors:

Marceta A. Reilly is a retired school superintendent from Hoyt, KS. Reilly serves as an Associate Professor at the University of Kansas and is also a consultant and a coach. Reilly is a past President of KSDC.

Sue Kidd is a Resource Specialist at the Educational Service Center, Greenbush and is a past President of KSDC. ■

Register **NOW**
for the **FALL INSTITUTE**

- Complete this form.
- Enclose your check or PO made to:

Kansas Staff Development Council

- Send form and payment to:

Janel Andrews

210 Range
Colby, KS 67701

Name _____

Job Title _____

District/Agency _____

Address _____

City _____

Zip _____

Phone _____

E-mail _____

Cost

Registration **prior to** October 19, 2005

_____ KASCD/KSDC Member	\$ 200.
_____ Non-member	\$ 225.

Registration **after** October 19, 2005

_____ KASCD/KSDC Member	\$ 250.
_____ Non-member	\$ 275.

Cost includes: Continental breakfast and lunch both days, and handouts.

If you are not a member, please take this opportunity to join by paying your dues along with this registration.

Total from above \$ _____

KASCD Individual Membership
(\$30.00) \$ _____

KSDC Individual Membership
(\$15.00) \$ _____

Total enclosed \$ _____

Enclosed is my check # _____

Enclosed is PO # _____

*Continental breakfast served each day
from 8:00 - 8:30 a.m.
with the learning beginning at 8:30 a.m.
Day one ends at 4:00 p.m.
Day two ends at 2:30 p.m.*



Winner's Circle Stories

KSDC Award Winners Share Stories Of Learning, Results, Success

Process Of Applying

*For KSDC Systemic Learning Award
Leads To Reflection, Growth*

By Diane Owen
Interim Director of Staff
Development, USD 500

Applying for the Kansas Staff Development Council's Systemic Learning Award is a professional growth experience in itself. It is a rewarding activity on its own, whether you win the award or not. The rubric is extensive and detailed, and offers districts a powerful opportunity to measure their progress in professional learning.

In a district the size of Kansas City, Kansas (approximately 20,000 students and 1,600 teachers), staff development is managed and supported in several different offices. It was the Office of Professional Development which led the process of gathering evidence for the 12 components of the rubric.

We began by simply reviewing the rubric to consider whether we were even remotely close to an award level. Several areas immediately popped into focus as being either a strength or opportunity for improvement. Realizing that we could demonstrate evidence for Level 4 in many of the 12 areas, we began the process of gathering that evidence.

The final product was a notebook similar in style and length to many of the accreditation notebooks produced over the years of QPA. As we collected evidence, it became clear that the best way to help readers understand what was being submitted was to write an accompanying narrative for each standard of the rubric. After a pause to reflect on the size of that task, we went ahead and composed descriptions to explain the evidence and demonstrate achievement of the appropriate level.

The resulting descriptions have been
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posted on the KCK website and can be viewed at http://www.kckps.org/staff_dev/new/awardksdc.pdf. While this document does not contain the supporting evidence, it provides an idea of the kind of narrative that supported our choice of level.

Interestingly, we benefited from review of both strong and less strong areas. For example, the Learning Communities standard includes at Level 4 the point that "All educators are part of school-based learning teams that meet several times a week to plan instruction, assessment, examine student work, and/or solve problems." As a core element of our district improvement model *First Things First*, all teachers are assigned to a Small Learning Community to accomplish just those tasks. It's a part of how we do business in KCK; it was gratifying to see what a critical component of the rubric that is. On the other hand, we discovered that our evaluation of professional development is not to the level of rigor that we would like it to be, tending to rely heavily on Kansas Assessment results. The rubric gives us ideas of how we can improve in our evaluations, and helped us identify an area for growth.

Anyone who is considering applying for this award should look on the process as one of professional growth for your district. It's an excellent way to help staff focus on the rubric in a very practical way.

**Staff Development –
The Journey To Student Improvement
At Rolling Ridge School**

By Lori Stamp Fielder
Principal, Rolling Ridge Elementary

Years ago, student learning was characterized by desks in neat rows with students working alone, quietly. Much has changed, hasn't it? Educa-

tional literature shares that students must be actively involved in their learning – that authentic learning takes place when students talk to each other, negotiate, problem solve, and set goals. Why would adult learning be any different?

Rolling Ridge teachers apply the same principles to their professional growth that has produced results with students, but this did not happen overnight. It has been a transition from the traditional "sit and get" in-service sessions (of not so long ago) to teams of teachers taking charge of their learning. And, we are still in the midst of this transition. Luckily, our staff is comprised of educators who know and embrace the concept that growth is an ongoing process and do not use excuses for lack of progress. Standing still, we are sure to regress. Taking on too much – that overwhelmed feeling – can invite inertia. Finding that place in between that sustains teacher motivation and the desire to move forward is a challenge in itself. I would not want anyone to assume we have all of the answers, as for every answer, another question follows.

To reach our goals, particularly in reading and math, Rolling Ridge educators knew that we needed to make some changes in our instructional approach. Educators work hard as it is, so working smarter, instead of harder was the direction we sought.

Reaching this point has truly been a process of change (sometimes a little painful) which spans over 10-plus years. With the inception of QPA coupled with greater district emphasis on student achievement, we began looking more closely at data and curricular goals. Teachers began to more clearly see the need to make changes in "the way we do business" in the classroom. Alignment of our curriculum with state standards became

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May 2005

KSDC Minigrant Winner Finds Ways To 'Expand' Toolbox

By Tom Krebs
KASB Board Development Specialist
KLFA Chair

I took part in the KSDC "Expanding Your Toolbox" Conference in February with two goals:

- The Kansas Association of School Boards is committed to helping school boards and administrators develop and support improved instruction. By

attending the sessions with Charlotte Danielson, I knew I was going to have a great opportunity to learn about quality instruction using her Frameworks perspective and to then share that with our members.

- The Kansas Learning First Alliance, of which I'm currently serving as Chair, has as a mission of making Kansas first in the nation in teaching

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Tom Krebs

KSDC Award Winners Share Tips For Staff Development

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a priority. We also looked closely at adult learning and began dialoguing about best practices, teacher strengths and needs. Teachers started taking charge of their own learning. Still another component was the addition of collaborative team planning on a weekly basis. Team meetings started out having a principal driven agenda... and evolved to teacher-driven, focused on student improvement goals. Initially, we didn't realize that we were employing an early form of *Professional Learning Communities* (Rick and Becky DuFour). Over the past few years, our collaborative efforts have continued, becoming more refined and strategic as we observed increasing student gains. Our efforts were showing payoffs...the greatest incentive to keep forging ahead.

District support was an important ingredient in our recipe for school improvement and quality staff development. Instructional Resource Teachers (master teachers) and curriculum coordinators provide countless opportunities for staff to participate, practice and implement better strategies in their classrooms. In addition, our assessment department provides us with disaggregated assessment data allowing us to make data driven decisions for the success of all students regardless of academic standing, socio-economic level, gender or ethnic group.

Continuous growth is ongoing, and a process. It can take many forms depending upon the learning needs of teachers and the needs of students. Here at the Ridge, we have become
May 2005

passionate about continuous improvement and are committed to continuous learning. Teachers participate in results-based professional growth opportunities and realize that success is a collaborative effort. A visitor would see staff development to look something like this at Rolling Ridge today. . .

- **Whole group staff development** (scheduled on district in-service days) is tailored to the learning needs of the staff. Needs are identified through teacher self-reflection, a keen awareness of student data, and state standards. For example, assessment information confirmed that vocabulary was a weak skill area for our students across all grade levels. Thus, we examined current vocabulary practices, explored best practices and determined what changes in our instructional practices would impact students' achievement at higher levels.
- **Grade level "professional learning community" teams** collaborate weekly to analyze student assessment data, student work, and discuss instructional practices to best meet student needs. Support staff members are connected with a grade level team so that all staff are working toward the same student improvement goals.
- **Study Groups** are another form of professional growth at Rolling Ridge. From the desire to keep abreast of best practices, teachers form study groups which meet monthly. Books such as, *On Solid Ground* by Sharon Taberski, *Reading With Meaning* by Debbie Miller, and *Are They Really Reading* by Jodi Crum Marshall are a few

books that staff have studied.

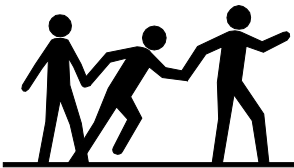
- **Peer Coaching** is another method of skill refinement at Rolling Ridge. For example, to strengthen our guided reading skills, teachers observed each other, provided feedback, practiced and discussed techniques to improve reading instruction.
 - **Instructional Resource Teachers (IRT)** are unique to Olathe District Schools. The IRT assigned to our building is available to model lessons and strategies, and to co-plan with any teacher who is working on his/her professional skills, especially new teachers.
 - **Individual Focus Time** is time scheduled during the professional calendar that allows staff time to work on individual professional growth areas reflected in their professional growth action plan. This addresses the need often reflected in the statement "If I only had the time."
 - **Teachers as Presenters** is the ultimate way to grow professionally. The highest level of learning is to successfully educate another. Last year, staff was involved in approximately 35 staff development opportunities as presenters.
- As can be seen above, staff development at Rolling Ridge is a beehive of activity, all designed to meet the individual learning needs of teachers, so they can meet the individual learning needs of students and reach our School Improvement Goals. Ten years from now, this list might look differently . . . that's the price of continuous growth, and why would we want it any other way! ■

2006 Spring Conference To Center On Diversity, ESL Strategies That Can Address Needs Of All Students

By Debbie Kleinau
2006 Spring Conference Chair

The KSDC Spring Conference will be held February 8 and 9 at the Wichita Airport Hilton Hotel with the pre-conference on February 7. For this conference, KSDC will partner with the Midwest Equity Center based at K-State to present *Meeting the Needs of All Students by Reducing the Achievement Gap*.

We, as educators, are responsible for the learning of all students. Join us for



this timely conference that will provide a series of diversity and ESL strategies to help educators meet the needs of all students.

* * * * *

February 7 Pre-conference Speakers:

Ruby Payne trainer TBA

Understanding the Framework of Poverty

A Framework for Understanding Poverty is a powerful tool for educators to use when dealing with children from poverty. The book discusses the hidden rules that govern how each of us behaves in our social class. Those rules, because they are hidden and only known to those within the group, prove to be a major stumbling block for individuals trying to move to a new social class. Students from poverty often languish in classrooms run by

members of middle class because those are the rules that govern.

The pre-conference will also feature study on another topic to be announced soon.

* * * * *

February 8-9 Conference

Keynote Speaker will be announced soon.

Tentative proposal strands:

- Diversity and Equity Instruction and Assessment Strategies
- ESL/ELL Programs & Strategies
- Parent & Community Involvement
- Learning communities that provide equal access for all students

Joellen Killion from NSDC will be just one of the featured speakers.

Conference proposals are due September 30, 2005. See page 9 for the proposal form. ■

NSDC Summer Conference for School-Based Staff Developers (a first-ever event)

July 16 to 19, 2005
Chicago Marriott Hotel

Three Keynote Speakers
45 breakout sessions

Participants will:

- Acquire tools such as examining student work, developing common assessments, and using data to support PLCs.
- Strengthen leadership, facilitation, and coaching skills.
- Take away strategies that worked in schools to close the achievement gap.

Registration Cost:
\$370 per person

For registration details,
go to www.nsd.org

Mini-Grant Winner Learns More About KSDC Resources, Activities

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and learning. Although I had worked extensively with KSDC leadership, I was limited in my knowledge of their resources and activities and hoped to learn more about their work.

I attended both the Pre-Conference session with Danielson and both of her sessions during the conference. As a result, I know a great deal more about the Frameworks, how they work in thinking about identifying and developing teacher leaders, and how Danielson's Frameworks fit into an evaluation system. I believe a very valuable part of her work is the creation of a common vocabulary people can use as they discuss quality teachers and their characteristics. Her rubrics are a great tool for conducting objective discussions about quality teaching.

I also attended three other break-out sessions and the General Session with Dr. Thomas Guskey. All of them were quality sessions, and I took something valuable from all of them. I also particularly appreciated the networking opportunities I had. The pace of the conference was fast enough to hold my

attention, but had time built in that allowed me to have beneficial conversations throughout all three days.

The Friday luncheon was also valuable. It was great to see how the KLFA work on the staff development rubric that was jointly developed by KLFA, KSDC, and KSDE has paid off. Professional development is a key ingredient for districts and buildings being successful under the new QPA. The awards portion of the program was a very positive reminder of how KSDC is motivating Kansas educators to make what professional development opportunities they have even more effective.

Thank you for the opportunity to attend.

Tom Krebs received registration costs to the KSDC Conference through the KSDC mini-grant. The KSDC mini-grant provides for the cost of registration for a member to attend the annual NSDC conference or the KSDC Spring Conference. See the September issue of Direct Connection for further information on requirements for the mini-grant and application details. ■

Proposals may be submitted
online at: www.ksdc.us

You're Invited to Submit a

Proposal



for the spring conference of the
Kansas Staff Development Council

MEETING THE NEEDS OF ALL STUDENTS

by reducing the achievement gap

February 8-9, 2006 — Wichita Airport Hilton — Wichita, KS

(Pre-conference February 7, 2006)

Proposal Strands:

- Diversity and Equity Instruction & Assessment Strategies:** This strand targets innovative and effective processes, strategies, and implementation of diversity and equity which link school improvement to student learning.
- ESL/ELL Programs & Strategies:** These sessions are to focus on programs and strategies that provide training and support for teachers and administrators in the education of ESL/ELL students.
- Parent & Community Involvement:** This strand targets effective programs and processes in place to actively engage parents, community members, legislators, members of the media, and business partners in the continuous improvement of diverse populations of students.
- Learning Communities that Provide Equal Access for All Students:** The presentations in this strand should describe how research-based learning communities can increase student test scores and decrease achievement gaps based on income, race/ethnicity, and language proficiency.

Title of Presentation (as you wish it to appear in the program)

Primary Presenter Name _____

Position/Title _____

Institution _____

Work or Home Contact Information

Address _____

Work Phone (area code) _____

City/Zip _____

Fax _____

E-Mail _____

Proposal Strand (Check the one your presentation best addresses.)

Diversity & Equity

ESL/ELL Strategies

Parents/Comm Inv.

Learning Communities

Program Abstract (Please attach your program description of no more than **50 words**, as you wish it to appear in the program.)

Presentation Options (Check length and type.)

75 minutes

2-hour workshop

Informational

Interactive

Audio-Visual Needs (Presenters must provide their own computers and projectors for Power Point presentations. No technical assistance will be available.)

Overhead

Screen

Chart/Easel

Target Audience (Check each appropriate category.)

Teachers

District Administration

Higher Ed

Pre-service Teachers

Principals

Parents

Classified

Additional Presenters: (Please attach a list of names, complete addresses, telephone numbers, and e-mail addresses. For more than four presenters, please indicate a title for the group.)

Verification: *On behalf of the presenter(s) listed in this proposal, I understand I (we) must register for the conference and be responsible for all conference registration fees and other expenditures. I understand that it will be my responsibility to notify each of my co-presenters regarding the status of the proposal, the date, time and location of the presentation should it be accepted.*

Submitter signature _____

Date _____

Please submit your proposal to:

Debbie Kleinau KSDC Spring Conference Chair USD 383 2715 Hobbs Dr. Manhattan, KS 66502

Fax: (785) 587-2064 E-mail: debbiek@manhattan.k12.ks.us

PROPOSAL DEADLINE: September 30, 2005

KLFA Celebrates Six Years Of Achievement

The Kansas Learning First Alliance (KLFA) celebrated six years of work at its March meeting. Founded in January, 1999, KLFA brings together a growing variety of organizations interested in making Kansas first in the nation in teaching and learning, the KLFA

mission. Twenty-four organizations comprise KLFA, which ensures many educational perspectives are voiced as it works to improve teaching and learning in the state. Parents, board members, administrators, curriculum specialists,

teachers and system accountability experts were among the 29 members from 15 organizations in attendance.

In order to accomplish its mission, three goals have been identified, each with a workgroup charged to support it. The three goals are improving student achievement; strengthening the

professional development of educators; and engaging the public in school improvement and student achievement efforts.

For much of this year, the first two groups have worked together to plan and create a resource document that

will draw on research efforts coordinated by KLFA and others, particularly work done by the national Learning First Alliance. The handbook is tentatively scheduled to be released in the late summer or early fall. It will demonstrate

clearly how quality professional development and curriculum alignment lead to success on the state assessments.

The Public Engagement group continued its work to help educators and educational organizations better understand what recent surveys and

focus groups have said about the public's support of public schools. The Learning First publication, *A Practical Guide to Promoting America's Public Schools: Values, Vision and Performance*, makes it clear educators need to understand public support exists for public schools, but it has changed. Until public education advocates recognize and respond to these changing perspectives, many quality achievements of public schools will be overshadowed by rhetoric that paints schools as unsafe, ineffective and inefficient institutions. The group is working to help both educators and the public deal with these changes in public support.

Dr. Sandee Crowther, Executive Secretary of the Kansas Staff Development Council (KSDC) and Lawrence USD 497 Executive Director Planning and Program Improvement, will replace Tom Krebs, KASB staff member, as the Chair of KLFA at its June 1 meeting. Blake West, Vice President Kansas-National Education Association, was elected to replace Crowther as Chair-Elect. Each will serve two-year terms. ■

*KLFA brings together
a growing variety
of organizations
interested in making
Kansas first
in the nation
in teaching and learning.*

KSDC Roundup

Meet The Newly Elected Members of the 2005-2006 KSDC Board

As a part of the annual meeting, held in February, KSDC members voted to elect new board members. These board

members will begin their term of office at the board advance in June.

Elected into office are the following:



Barb Maughmer (right) introduces the newly elected members of the 2005-2006 KSDC Board. Pictured from left to right: Adrian Walker, Teacher A; Jim Karleskint, Central Office Rep.; Jill Smith, President-Elect. Not Pictured: Sherry Reed, Secretary; Teresa Miller, Higher Ed Rep.; Vickie Bechard, Rep A East of 281; Tina Buck, Rep A West of 281. The 05-06 term of office begins with the board advance in June.

Jill Smith, President-Elect. Smith is the principal of Sunflower Elementary School, USD 497, Lawrence.

Sherry Reed, Secretary. Reed is the Curriculum Coordinator for Auburn Washburn, USD 437, Topeka.

Adrian Walker, Teacher A. Walker is a high school science teacher at Manhattan/Ogden high school, USD 383, Manhattan.

Teresa Miller, Higher Ed Rep. Miller is an Associate Professor in the Department of Educational Leadership at Kansas State University.

Vickie Bechard, Rep A East of 281. Bechard is a teacher/steering chairperson in McLouth Schools, USD 342.

Tina Buck, Rep A West of 281. Buck is a sixth grade teacher at Medicine Lodge Middle School.

Jim Karleskint, Central Office Rep. Karleskint is the Director of Curriculum and Instruction for Royal Valley, USD 337. ■

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KSDC Mission

The KSDC
will promote student learning
by supporting educators
in defining, refining
and advocating best
staff development practices.

KSDC Beliefs

We believe:

- The ultimate purpose of staff development is to improve student learning.
- A staff developer is anyone who systematically enables others to change their professional behavior.
- Effective staff developers use a research base to continually define and refine best practices.
- Collaboration strengthens staff development.
- Effective organizational development is required if all students are to learn.
- Organizational development requires individual change.
- Each educator has a moral responsibility to improve professional effectiveness through lifelong learning.
- Reinforcement and support systems are critical to the transfer of learning into practice.
- Ongoing assessment is critical for effective staff development decisions.

Kansas Direct Connection is published four times a year by the KSDC.

Opinions expressed in this newsletter are not necessarily those of the KSDC Board of Directors.

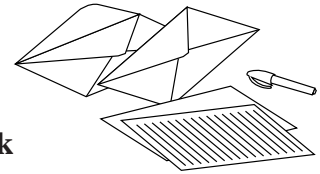
Want more information on staff development?

It's just a click away.....

KSDC www.ksdc.us
NSDC www.nsdcd.org
KLFA www.teachkansas.org

Conference Notes

Food For Thought From Recent Kansas Conferences



To enhance student achievement educators need to do more than tweak the system. We need to look at the underlying structures of what we do.

This work can be looked at as four circles:

- *What we want* (“Walking across” stage: What do we want for all students?)
- *What we believe* (Should school be fun. What impacts learning?)
- *What we know* (The research base: How kids learn; What we do.)
- *How we are organized* (All of these need to be aligned. If it doesn’t pass that test – then schools should not be doing it.)

-- Charlotte Danielson, presentation at the Spring KSDC pre-conference

Common Mistakes In Building Consensus

- Trying to go it alone rather than building a guiding coalition
- Using a forum that is ill-suited to the dialogue that is typically necessary for consensus (small group settings, instead of whole group settings)
- Using a process that allows cynics and skeptics to dominate
- Pooling opinions rather than building shared knowledge
- Thinking consensus is needed on each specific detail of implementation
- Setting an unrealistic standard for consensus (Do not expect **all**.)

Definition of consensus: We’ve arrived at consensus when all points of view have been heard, and the will of the group is evident — even to those who oppose it.

-- Rick Dufour, presentation at the Spring KSDE pre-conference



KSDC’s Goal:

All teachers in Kansas will experience high quality professional learning by 2007.

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