

Quality Practices At Work...

Professional Development Plan Builds Results In Student Achievement



By Deb Perbeck
Representative B East of Hwy. 281

The Parsons District Schools received a Kansas Reading First Grant in the summer of 2004. A team of teachers, representative of the three elementary schools, and the assistant superintendent wrote the grant and spent a great deal of time reviewing Scientifically Based Reading Research (SBRR). Some of the reasons for applying for the grant included inadequate scores of the majority of our students on the second grade Diagnostic Assessment and the fifth grade State Reading Assessment. Through reflection of our research, we discovered that due to a lack of knowledge and training, we had not provided adequate SBRR strategies for all students, including our large population of low socio-economic and minority students. Another reason to complete the application was the high mobility of our students and the lack of consistency in reading instruction among our elementary schools. The purpose of the Reading First program was to promote fluency, vocabulary, comprehension, phonics, and phonemic awareness of K-3 students by providing high quality, research based instruction in a balanced literacy approach.

Literacy coaches were hired for each elementary school. A ratio of 1 coach to

approximately 15 teachers allowed for coaching sessions each week for each participating staff member. The results-based professional development included intensive and focused attention to the essential components of reading instruction. The activities scheduled had presenters (state literacy consultant, coaches and/or other qualified individuals) whose materials paralleled the SBRR information discovered through the research. The literacy consultant, coaches and team aligned identified goals with the appropriate resources.

With the support of the literacy consultant, the literacy coaches each kept a log of contacts involving modeling, team teaching, or other assistance implemented. Based on these data, coaches recommended appropriate resources to enhance individual staff instruction. Also noted were team members' strengths so that they might be paired with other staff members to promote team teaching. The coaches monitored teachers' understanding and implementation of SBRR strategies and their use of appropriate materials in the classroom and library. Having a librarian in each building who also taught reading half time interfaced appropriate SBRR instruction and literature rich resources between classrooms and the library. This carried over for the 4th and 5th grade students during library time, strengthening the entire reading program.

The literacy coaches also acted as a support group for one another. Weekly collaboration enabled the coaches to share ideas and provided consistency throughout the district. This improved delivery of services to transient students within the district and created an allegiance to high expectations for all three elementary schools.

The literacy coaches received training from the State for required Reading First assessments. As needed, State-trained individuals instructed other staff members who were required to give assessments. Training in the test administration of the Dynamic Indicators of Basic Early Literacy Skills (DIBELS), Peabody Picture Vocabulary Tests III

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Calendar Countdown

2005 Fall Institute Instructional Strategies That Work

Deb Pickering

November 2-3, 2005

Wichita Airport Hilton

Wichita, KS

*presented in partnership
with KASCD*

NSDC Annual Conference

December 3-7, 2005

Philadelphia, Pennsylvania

2006 KSDC Spring Conference

Meeting The Needs

Of All Students

By Reducing

The Achievement Gap

February 7-9, 2006

Wichita, KS

KSDC Board Meetings

Fall Board Meeting

November 2, 2005

5:30 p.m.

Wichita Airport Hilton

Spring Board Meeting

February 7, 2006

5:30 p.m.

Wichita Airport Hilton

Board Advance

June 7-8, 2006

The Barn

Valley Falls, KS



President's Column

What Shall We Choose — Change Or Slow Death?

By Lisa Brookover
KSDC President

As another school year begins, take time to reflect on where you, your students, building, or district is headed. What do you envision for your students?

KSDC encourages you to collaborate with us in fulfilling that vision for students. A book I recommend you add to your library is *Conversations That Matter* by Dennis Sparks, Executive Director of the National Staff Development Council. One of the conversations Sparks includes is with Robert

Quinn, author of *Deep Change: Discovering the Leader Within and Change the World: How Ordinary People Can Accomplish Extraordinary Results*.

“Deep change assumes that one person can change the larger system or organization in which he or she exists....When we have successfully experienced a deep change, it inspires us to encourage others to undergo a similar experience. We are all potential change agents. As we discipline our talents, we deepen our perceptions about what is possible....**We must continually choose between deep change or slow death.**”

Quinn continues to write that it's natural for all human beings to experience disappointment, failure, and difficulty, and it's very, very easy over time to get committed to our comfort zone, that place of habit in which we know we can exist without

effort. Over time, these habits are equivalent to slow death- **if I am not learning, I am dying.**

Wow! Powerful words and great sources for conversation with colleagues. These conversations are the first step to establishing that vision.

KSDC's mission is to promote high standards in student achievement by

advocating, modeling, and providing resources for quality professional learning. To help realize that mission, KSDC offers educators a way of helping their organizations successfully experience deep change through professional learning. The

importance of professional learning for all educators is supported through the network of our membership, conference offerings, publications and website. KSDC collaborates with other associations and is actively involved with Kansas Learning First Alliance. KSDC continues to grow and envision great successes for Kansas students and educators.

Visit the KSDC website at www.ksdc.us for information about KSDC and upcoming institutes and conferences for this school year. Reference archived editions of *Direct Connections*, and access other pertinent resources to assist you in your professional growth.

Again, what do you envision for yourself, your students, your building and your district this year?

... Is it a slow death or will it be a fulfilling life? ■

*'Deep change assumes
that one person
can change
the larger system
or organization
in which he or she exists...
When we have
successfully experienced
a deep change,
it inspires us
to encourage others...'*

Direct Connection is a publication of
the Kansas Staff Development Council



An affiliate
of the
National Staff
Development
Council

Fall Institute Explores 'Instructional Strategies That Work'

By Valora Hanzlicek
Fall Institute Chair

Are you looking to improve your state assessment scores for all students? Then you'll want to join us for the KSDC/KASCD Fall Institute. The institute will be held November 2-3, at the Wichita Airport Hilton Executive Conference Center in Wichita, KS. "*Instructional Strategies That Work*" will be the focus of the two-day conference.

Just take a look at what's in store.

On 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 classroom practice.

Pickering, one of the authors of *Classroom Instruction that Works*, has over 25 years of experience in various levels of education. This experience, coupled with her knowledge in research and development, substantiates her expertise in student learning, curriculum, instructional targets and assessment that identify learning goals.

Attendees will learn how certain strategies can help in the venture to "Leave No Child Behind."

Day Two builds upon the research base of day one. During day two, participants will attend breakout sessions led by practicing educators who will share their successes using classroom strategies. Each session will consist of interactive activities and ideas for practicing teachers, support staff, and administrators to take back to their district for implementation.

Breakouts choices that are available are:

A. Cooperative Learning

Participants will gain ideas on how to group students to make learning more meaningful and fun for all students. *The targeted audience for this session is primary.*

B. Walk-through Supervision Tool

This session presents a way to integrate the role of leading your staff as they use the strategies and learn to implement routine classroom walk-
September 2005

throughs. *The targeted audience for this session is instructional leaders with management responsibilities.*

C. Homework

How do you deepen understanding and skills related to content after the initial instruction? *This session will help you generate some ideas.*

D. The Application of Strategies in Instructional Planning

How do we apply the strategies in our lessons? *Participants will be asked to think about the strategies in a three-phase planning process that supports daily instruction.*

E. Questioning

Questioning can increase the depth of student learning and eventually increase student interest. *This session will provide information that will help guide teachers as they implement questioning in order to increase student learning in their content.*

F. Non-linguistic

Students store knowledge in two ways, linguistic (with words) and nonlinguistic (with images). Simply using non-linguistic representation can increase the effects of achievement. *Participants in this session will leave with some classroom ideas on how to use non-linguistic representation.*

G. Differentiated Instruction

This breakout session will first provide participants with ideas on how to integrate *Understanding by Design*, *Classroom Instruction that Works* strategies, and differentiated instruction. After information has been presented, *participants will be allowed to generate and discuss ways to integrate the three concepts into their own practice.*

H. Using Strategies in your Mentoring Program

How do you support new teachers in your district? *This breakout session will allow you to see how one district uses the strategies in their mentor program.*

Each attendee will be able to attend three breakout sessions. Cost includes: Continental breakfast both days, and handouts. ■

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

600 W. Third

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.

Breakout session choices:

Session 1 (8:30-10:00 a.m.) *Choose one.*

_____ Cooperative Learning

_____ Walk-through

_____ Homework

_____ Instructional Planning

Session 2 (10:15-11:45 a.m.) *Choose one.*

_____ Cooperative Learning

_____ Questioning

_____ Non-Linguistic

_____ Differentiated Instruction

Session 3 (1:00-2:30 p.m.) *Choose one.*

_____ Walk-through.

_____ Non-Linguistic

_____ Differentiated Instruction

_____ Mentoring Program

Total enclosed \$ _____

Enclosed is my check # _____

Enclosed is PO # _____

You can see a schedule of the Institute and register for the conference online at the KSDC website, www.ksdc.us

KSDC Spring Conference Topics Feature Strategies To ‘Close The Achievement Gap’

By Debbie Kleinau
Spring Conference Chair

The KSDC Spring Conference will be held February 8 - 9, 2006 at the Wichita Airport Hilton in Wichita, KS, with a pre-conference to be held Tues., February 7. The conference focus will be on “Working to Close the Achievement Gap.”

The conference keynote address will be on “The Role of Professional Development in Closing the Achievement Gap,” presented by Joellen Killion, Director of Special Projects for NSDC.

Pre-Conference featured topics and presenters include:

1. Integrating Standards-Based Content with Sheltered Instruction Strategies for English Language

Learners to Enhance Student Achievement

*Dr. Jenny Bay-Williams,
KSU College of Education*

Sheltered Instruction Observation Protocols (SIOP) has proven to be an effective learning strategy for ELL and low-achieving students. By connecting the standards with SIOP strategies, all students gain a better understanding of the content in a non-threatening environment. This session will connect SIOP to mathematics instruction.

2. A Framework for Understanding Poverty

*Dr. Bethanie Hamel Tucker,
Aha! Process, Inc.*

Increase your knowledge and understanding of the poverty culture as outlined by Ruby Payne. Topics include how economic class affects behaviors

and mindsets, why students from generational poverty often fear being educated, discipline interventions that improve behavior, and resources that make a difference in success.

3. “Using the NSDC’s Innovation Configuration Maps to Refine Professional Development” —

half-day session

*Joellen Killion,
Director of Special Projects for NSDC*

Educators from across the state can share their expertise and experiences through offering to present a breakout session. Proposals for breakout sessions are due September 30, 2005. Proposals can be submitted using the form on the next page or online via the form in the Spring Conference section of the KSDC website, www.ksdc.us.



Professional Development Plan Yields Powerful Results

continued from page 1
(PPCT-III) and the Early Reading Diagnostic Assessment (ERDA) was provided. Later, teachers were assisted with the interpretation of the test results – using their class data.

On-going support for trainers and coaches was provided in several ways. The district and building administration acted as both a resource and support system for all staff. Administrators’ communication with the literacy consultant, coaches and teams, as well as classroom observations of staff members, was instrumental for the implementation of the program. The literacy consultant was available to train, confer with, and lend guidance to the coaches. The literacy consultant also assisted in classrooms when deemed appropriate by the administration, coach, and/or team. The coaches acted as leaders, facilitators and monitors for the program. Coaches and participating staff supported each other by sharing ideas, responsibilities and giving feedback. Selected professional development at all levels addressed

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needs that arose through on-going communication with the involved parties (self-analysis, coaching sessions, monthly meetings, etc.).

Staff worked collaboratively by grade levels and teams to analyze their own data to drive future planning and instruction. All K-5 teachers and K-12 Special Education teachers received training opportunities throughout the year. Scheduled professional development totaled 28 hours and monthly collaboration meetings totaled 22 1/2 hours (2 1/2 hours/session x 9 months). These meetings provided instruction, sharing of ideas, guidance and encouragement based on testing data as well as coach and staff observations. Supplemental training was available for individuals and small groups as needed. Book studies on reading comprehension and reading strategies were conducted by district personnel and attended by the majority of the elementary staff.

A self-evaluation by staff was used at the onset of the program based on the results-based staff development plan.

Staff indicated which benchmark level they were at for each of the five reading components, as well as SBRR strategies. At the culmination of the first year of Reading First, the same tool was used to allow staff to see growth and target areas for future development. The literacy coaches’ logs will also be used to assist in guiding plans for the future.

As a school district we have learned and grown together throughout this first year of the Reading First program. The first year of any school improvement program is usually one of high anxiety and we experienced our share of tribulations; however, our staff is amazed at their increased knowledge about teaching reading. Our staff is better equipped to use educational research and use action research to determine the impact of improvement strategies. Regularly analyzing and reflecting on data from the multiple assessments and observations over the next few years will help us to monitor the progress of our efforts and the impact on student achievement. ■

September 2005

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, equity instruction, or assessment strategies which link school improvement to student learning, particularly in terms of reaching "at-risk" populations.
- 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 learning communities can build teams that create results for students: increasing student test scores while decreasing achievement gaps based on income, race/ethnicity, and language proficiency so that no child is left behind.

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 you 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

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

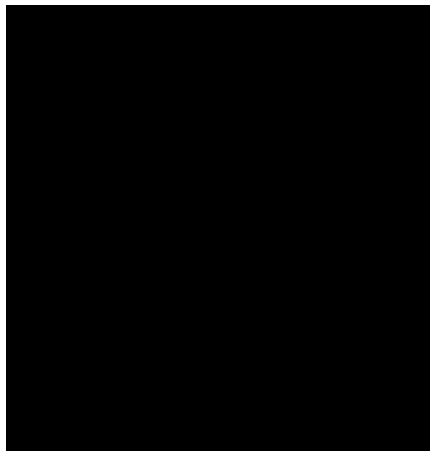
PROPOSAL DEADLINE: September 30, 2005

KSDC Board Joins In An 'Extreme Makeover'

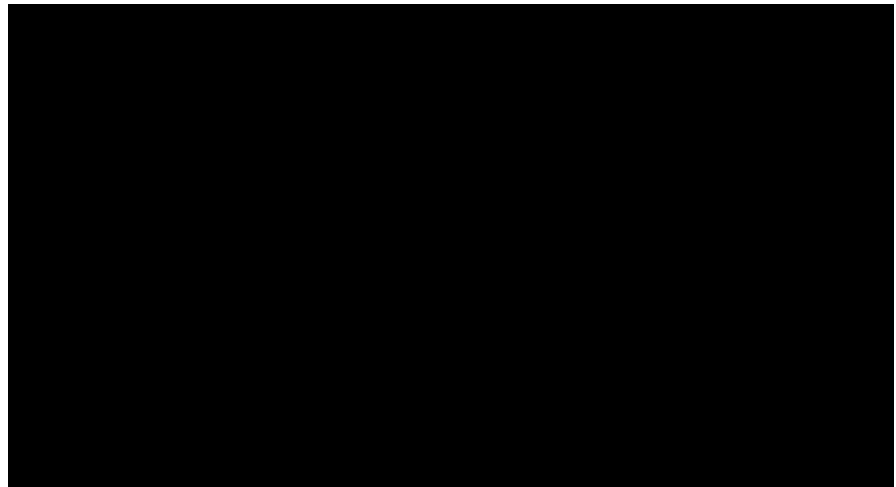
By Terry Eis
KSDC Past President

Any of you who are homeowners and who have owned the same home for many years remember waking up one day to realize that the ol' hacienda was in need of some significant changes. Maybe your kitchen appliances were original -- still that lovely 1970s harvest gold and avocado green. Perhaps the shag carpet was just a bit too shaggy or the single bathroom no longer was large enough to accommodate the needs of appearance-sensitive teenagers. Whatever the situation, you knew it was time for an "extreme makeover" to make "Home, Sweet Home" comfortable and suitable for your present and future.

As a group the KSDC board found that over the last 17 years (the birthdate of KSDC) vocabulary has changed somewhat in context and connotation. We acknowledged that demands for educational excellence and accountability have placed even greater emphasis on quality, ongoing professional learning. We accepted that while what we have accomplished and what we offer is exceptional and successful, technology provides enhancements for delivery of services to our members



Outgoing President Terry Eis unwraps a gift given as a remembrance of her year in leading KSDC. Eis, who encouraged KSDC members to continue the "work" of professional development, received a small "Rosie, the Riveter" action figure. Incoming President Lisa Brookover shows the gift to the board.



KSDC members met in early June for the Board Advance. The work of the advance was built around the theme "Extreme Makeover." Each board member received a KSDC "Extreme Makeover" t-shirt.

and educators throughout the state.

Action teams worked together to assess their purposes within the overall organization. Teams established goals, strategies, actions, resources, and timelines to assist them in fulfilling their purposes and enhancing, through their activities, the mission and vision of KSDC.

During the 26 hours we spent together, we worked, relaxed, enjoyed each other's company, and didn't finish our work! We did leave with a great beginning and understanding of who we are, what we believe, what we hope to accomplish, and how we plan to move forward. We have a blueprint.

As a maturing organization, KSDC has a history of accomplishing significant contributions within the educational community. Among the National

Staff Development Council affiliates, KSDC leads the way in practice and process. Our organization is an example others often follow. We want to remain so both now and in the future. We desire to maintain and extend services to educators throughout Kansas and we want to be "state of the art" in delivering those services.

Kansas Staff Development Council is a dynamic organization of exceptional educational leaders in the state. For KSDC to continue its mission and to achieve its vision, we need the support and energies of all educators who want to make a difference. Contact any KSDC board member (contact information available on page 11 of this issue) to discover how you can become an active participant. ■

Information on staff development?

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

www.ksdc.us

KSDC's website includes information about KSDC, *Direct Connection*, and news on upcoming conferences



*Looking for more ideas?
Stop by the these websites:
NSDC - www.nsd.org
KLFA- www.teachkansas.org*

Survey Results Show Educators' Experiences With Professional Development Provisions Of NCLB

By Hayes Mizell

Hayes Mizell shared highlights from the NCLB Task Force of the National Staff Development Council. The role of the NCLB Task Force is to assist NSDC in monitoring how the No Child Left Behind Act is impacting professional development and, to the extent possible, inform NSDC members about how they can use the NCLB to advance and improve professional learning. The following notes are from a presentation Hayes Mizell made about the survey during a meeting of state staff development leaders this past summer.

The survey had three purposes:

- **First**, the NCLB Task Force sought information about how educators “are currently experiencing the No Child Left Behind Act as it relates to professional development.”

- **Second**, through questions the survey posed, the Task Force wanted to inform respondents about NCLB provisions that impact professional development.

- **Third**, the survey provided a way for NSDC to assess the state of staff development more generally.

The survey was not “scientific,” but the Task Force believes the survey results provide useful information from which NSDC can gain some insights.

The survey consisted of 22 questions. Most of these were multiple choice and several provided the opportunity for respondents to provide additional information. The final two questions were open-ended and optional. Results of the survey can be viewed at: <http://www.surveymonkey.com/Report.asp?U=88437870258> Hayes encouraged viewers to click on the “view” icon that appears at the bottom of last two survey questions.

Over a period of several months, 2,123 persons completed the survey. The largest number of respondents came from a handful of states, Kansas September 2005

being listed as one of the highest. There was little response from large states such as California, New York, Pennsylvania, Michigan, and Illinois. The survey results, therefore, are not geographically representative, but that is not to say that they are not broadly representative of educators' experiences.

Regarding the demographics of the 2,122 respondents, they were generally balanced among those who work in urban, suburban, and rural settings and also an approximate balance in how the respondents characterized their daily work places.

- Thirty-eight percent worked in elementary schools;
- 23 percent in middle level schools;
- 24 percent in high schools.

Only 12 percent of the respondents worked in a school system's central office. Sixty percent of the respondents described themselves as teachers and a total of 28 percent indicated they were either an administrator, instructional coach, or a central office coordinator of staff development. Fourteen percent of the respondents said they held some other position.

The NCLB Task Force posed three questions to assess respondents' knowledge of the No Child Left Behind Act.

- 3 percent said they did not know the NCLB includes provisions relating to professional development
- 15 percent said they had “limited” knowledge based on “what others tell me.”
- 40 percent said they had an “average” understanding.
- 36 percent described their knowledge level as “above average.”

The Task Force also wanted to know whether and to what extent respondents to the survey understood how their school systems are using NCLB funds.

- 59 percent said they had “a general

understanding” of how their districts or schools are using NCLB Title I funds.

- 42 percent said they lack such knowledge.

One minor, but important, provision of the law states that NCLB-funded professional development should **not** include activities that are “1-day or short-term workshops or conferences.” However, 49 percent of the respondents said that during the 04-05 school year, they had “personally experienced.. approximately the same proportion” of such workshops or conferences as during the 02-03 school year.” Another 13 percent said they had experienced **more** such professional development than two years ago. Thirty-seven percent indicated they had experienced “significantly fewer” one-day or short-term workshops than in 02-03.

Another question asked about respondents' impressions of the qualitative impact of the NCLB. Based on their “personal experience and knowledge” what did they consider to be the “primary result” of the NCLB requirements regarding professional development. The survey provided respondents six ways in which to respond.

- The largest percentage, 29 percent, replied that based on their experience, the NCLB was “having no discernable effect on improving the performance of educators or students.”
- 20 percent said the NCLB is “improving the quality of teaching.”
- 21 percent indicated they did not know what effect NCLB requirements are having on professional development.

Further information on respondents specific comments concerning professional development in the December issue of *Direct Connection*. ■

KSDC Continues, Expands Awards Program

By Sherry Reed
Awards Chair

Will you make the State Standard of Excellence in 2006? In math? In reading? In professional learning?

Your building may be one of many who are awaiting the official October release of the Standard of Excellence schools. You may be a part of a learning community who worked hard to achieve the Standard of Excellence in math, reading, science, or social studies. You are working hard for students in your building. What about the adult learning community? Could you, your school, or your district be recognized for Standard of Excellence in Professional Learning?

The KSDC Awards Team plans to recognize several levels of professional learning in the next year. Applications are available online at www.ksdc.us. Please visit the website and check out the winners of the 2005 awards!

KSDC recognizes individual excellence in professional development for individual adult learners! Individual awards have been available since 2002, beginning with the **FUN Certificates** for recognition of participating in KSDC professional development activities. In spring 2004, KSDC made available **Impact Certificates** for educators who are taking professional development to the level of impact. In spring 2005, the awards program expanded to recognize buildings and districts. All of these award opportunities, **plus one more**, will be available in spring 2006.

The Professional Learning Communities (PLC) Award is the building level award for schools which can provide evidence of movement on the KLFA/KSDC/KSDE Staff Development Rubric, based on the standards for staff development by the National Staff Development Council. Schools which can show that staff development efforts are equating in improved student performance are encouraged to apply. All applicants will be recognized, with up to two buildings selected for the

award. See the application on the KSDC website for details!

KSDC recognizes districts. The Systemic Award is the district level award for districts which can provide evidence of movement on the KLFA/KSDC/KSDE Staff Development Rubric, based on the NSDC Staff Development Standards. If your district has been working hard in providing resources and guidance in staff and professional development, it is time to be recognized! All applicants will be recognized, with up to two districts being selected for the award. An application is on the KSDC website.

A new award will be added to the KSDC Awards program! The KSDC Staff Developer of the Year recognition is a non-competitive award where districts will be invited to nominate the individual (either internally or externally) who has had the most impact on improving student achievement through professional learning. Remember—**EVERYONE** can be a staff developer! Every individual nominated will be recognized at the KSDC Spring

Conference and will be awarded a one-year membership in KSDC. Superintendents will be contacted for nominees in November.

Please note that the deadline for applications is December 15, 2005. This deadline is earlier than last year, and is the deadline for all applications: Systemic Learning Award (district), Professional Learning Communities Award (school/building), and the Impact Certificate. No certificates for application efforts will be awarded in 2006—plan to use student data and other evidence to prove impact!

All award recipients will be recognized at the KSDC Spring Conference, February 7-9, 2006. Make your plans to apply and attend the KSDC Spring Conference now!

Please encourage your school and/or district to investigate the application process for these awards. If you have questions about verification of evidence or the application process, contact: Sherry Reed, Awards Team Chair, USD 437, Auburn Washburn Curriculum Coordinator, reedsh1@usd437.net. ■



Join Us!

KSDC Wants YOU!

*The work of school improvement
and professional learning is ongoing.*

**KSDC's mission and vision focus is
on providing quality professional learning for Kansas educators.**

**If KSDC is to reach its goals,
we need your support and expertise.**

Improving professional learning for all educators to bring
improved student achievement comes from the best of the best.

Become part of our Design Team today.

*For more information about how you can join KSDC
and become involved with our work,
contact Terry Eis, KSDC Past President at
terrye5@cox.net*

This will be the best professional time of your life!

Mini-Grant Helps Members Attend Conferences

Looking for a way to get to Philadelphia, Pennsylvania to attend the 2005 conference of the National Staff Development Council (NSDC)? Thinking it would be helpful to join educators from around the state in learning at the 2006 KSDC Spring Conference? The KSDC mini-grant provides opportunities for two winners to do just that!

The KSDC mini-grant provides for two conference registrations: One for registration for the annual NSDC conference, and the second for registration for the Spring KSDC Conference. To apply for this mini-grant, address the following five questions in a written narrative. (Check the NSDC website, www.nsd.org, for details on that

conference.)

1. Describe how funds to attend and/or present at the Spring KSDC or Winter NSDC Staff Development Conference during 2005-2006 will increase student achievement. List the title of presentation/workshop sessions you plan to attend and show how you think they will enhance educational opportunities for students.

2. In attending the conference, what are your learning goals? In selecting which conference sessions to attend, what do you need to learn? How do you know you need to learn that particular knowledge, skill and/or process?

3. Provide a brief description of a product, including date(s) for anticipated implementation/completion that

The KSDC mini-grant provides a chance for members to attend the NSDC conference and the KSDC spring conference

you expect to create to enhance student achievement as a result of attending the conference.

4. Describe how your project will be monitored and evaluated in terms of student outcomes and overall impact. What data will you gather to use? Upon return, you will be required to complete an evaluation report which should include what the presenter said about curriculum, assessment and/or instruction that changed you in terms of knowledge, skills, or processes. What have you done differently in your classroom as a result of learning new knowledge, skills, or processes?

5. How will you disseminate the information you learned at the conference and the impact it has on student achievement?

Along with the written narrative, complete the application below. Send both items to:

KSDC Executive Secretary
Santee Crowther
110 McDonald Dr.
Lawrence, KS 66044. ■

Bring In **3** — Get Something *Free*

KSDC members can win big! They don't have to match all five numbers in the Kansas lottery. All they have to do is promote membership in KSDC.

Any member who secures KSDC membership from three new non-current members becomes eligible to win a free registration to any KSDC-hosted workshop or pre-conference. **As a bonus, members who renew current membership on or before October 1, 2005 also become eligible to win the free registration.**

Why join KSDC?

The benefits are plentiful. KSDC

members are able to learn first-hand about effective staff development practices. They have the opportunity to network and build collegial relationships with people from all levels. They receive publications and newsletters and can participate in the fall and spring conferences at member-only prices. Lastly, they become part of a support system that leads to professional growth.

So reach out and help someone hook up with the power of KSDC. Be sure to send in your own membership registration form, too! ■

Kansas Staff Development Council Member Mini-Grant Application 2005-2006 KSDC/NSDC Conferences

Name _____

Grade Level _____ Subject _____

School _____

Address _____

Superintendent's or immediate supervisor's signature _____

Deadline for submission:

On or before **October 1, 2005 for NSDC**

On or before **December 15, 2005 for Spring KSDC Conference**

Send this form, along with written narrative, to: Santee Crowther, KSDC Executive Secretary,
110 McDonald Dr., Lawrence, KS 66044.

PLUG INTO EDUCATIONAL POWER



CONNECT with the wisdom and experience of other educators

Stay CURRENT on the latest research-based strategies

LINK up with resources that bring results

Discover an OUTLET for sharing your success stories

KSDC Membership

It's a sure-fire way to SPARK a friendship or two
and ENERGIZE education for all students

PLUG into that power today by completing the Membership Application below.

KSDC Membership Application

Cut
on
dotted line
and send
ASAP.

_____ \$40 **AGENCY** Membership — *Service centers, interlocals, higher education departments, or district central offices.* Membership includes:

- one copy of newsletter (agency may photocopy)
- member rate for conference registrations (for certified and classified agency staff, not assigned to an individual school)

_____ \$15 **BUILDING** Membership — *Individual buildings with separate street addresses such as high school, middle school, or grade school. Agency members may add additional buildings to their membership for \$15 per building if submitted with agency membership. (Maximum of \$190 per agency for 10 buildings or more.)* Membership includes:

- one copy of newsletter for each building (building may photo copy)
- member rate for conference registrations (building staff, certified and classified)

Please complete a membership application for each building.

_____ \$40 **BUILDING** Membership (*for building joining separately*) — Membership includes:

- one copy of newsletter (building may photo copy)
- member rate for conference registrations for certified and classified building staff

_____ \$15 **INDIVIDUAL** Membership — *A membership for one individual.* Membership includes:

- one copy of newsletter
- member rate for conference registrations

Name _____ Position/Title _____

District/Agency/Building Name _____ USD # _____

Mailing Address _____

City/State/Zip _____ Day Phone _____

E-Mail Address _____

Referred by _____

This is a _____ new membership _____ renewal membership _____ I belong to NSDC

**Send completed form with check or P.O. to:
Tom Jerome, KSDC Treasurer, Box 616, Eudora, KS 66025**

KSDC membership must be current to receive the conference registration discount. The 2005-2006 membership year is October 1, 2005 through September 30, 2006. If you have questions regarding your membership status, contact Tom Jerome at 785-542-2170.

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KSDC Mission

The Kansas Staff Development Council (KSDC) promotes high standards in student achievement by advocating, modeling, and providing resources for quality professional learning.

KSDC Beliefs

We believe:

- The ultimate purpose of staff development/professional learning is to improve student achievement.
- A staff developer is anyone who systematically empowers others to change their practice through professional learning.
- Effective staff developers use a research base to continually define and refine best practices.
- Effective collaboration is essential for our organization, quality staff development, and professional learning.
- 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.

Stepping Into A Virtual World

KSDC Board Votes To Purchase Virtual 'Seat'

By Terry Eis
Past President

Members of the KSDC board agreed during the Summer Advance to purchase a virtual auditorium "seat" from ESSDACK. What does this mean for KSDC?

As an initial venture into the virtual environment, KSDC hopes to utilize Marratech, a virtual, real-time meeting room, to hold action team meetings, executive board meetings, and other kinds of conversations that at present require board members to coordinate busy schedules and travel long distances.

Marratech is easily accessible online and can be downloaded from www.marratech.com at no cost to the user. To access KSDC's private and secure room requires members to have the web address, log-in name, and password. Just as in most of our work environments, a process for reserving the room for a meeting is in

place and must be followed. Users are able to communicate with each other, see each other, and share online documents on an interactive white board, which is part of the system. In addition to having Internet access, users need audio capabilities on their computers, and, for real fun, a small camera. The cameras allow users to see each other during the meeting. KSDC hopes that through the use of Marratech, we will be better able to enhance communication and participation among members, eliminate the inconvenience of conflicting schedules and travel and time away from work, and use funds more effectively. As we become more adept at using Marratech, and as more educators across the state gain familiarity with this method of communication, KSDC hopes to utilize this technology in a number of ways to deliver quality professional learning opportunities and increase our influence on professional development across the state. ■

Leadership Coaching Gives Support, Assistance

By Charyll Boggs
Past President

I had the opportunity last year to participate in a KSDC project designed to provide ongoing support and assistance to school leaders through the leadership coaching model. As staff developers we know that coaching is critical to the successful implementation of new ideas and major changes, and we know that education is in a major state of "change" at this time. It behooves all leaders to successfully navigate this change.

The coaching that I experienced was provided by *Coaching for Results, Inc.* It is personalized and driven by the person being coached. I had the support to reflect in my personal and professional life. I had the opportunity to reflect on how I could make decisions based on my needs and goals.

For me, coaching let me discover within myself the answers for which I was searching. It gave me tools to be a better leader and a better listener. I continue to grow and learn in this coaching process. ■



KSDC's Vision:

The Kansas Staff Development Council (KSDC) will engage all Kansas educators in high quality professional learning by 2010.

Kansas Staff Development Council

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