

Spring Conference Registration —  
It's *as easy as a click*  
Just go online to [www.ksdc.us](http://www.ksdc.us)

## Attend KSDC's Spring Conference as you ... *Work To Close The Achievement Gap*

By Adrian Walker  
Spring Conference Program Chair

The **KSDC Spring Conference** will be held February 8 and 9 at the Wichita Airport Hilton Hotel. The pre-conference will be held February 7. KSDC has partnered this year with Midwest Equity Center of Kansas State University to present "*Meeting the Needs of All Students by Reducing the Achievement Gap.*" Identified strands are: Diversity & Equity Instruction & Assessment Strategies, Parents & Community Involvement, Learning Communities that Provide Equal Access for All Students and ESL/ELL Programs & Strategies.

### February 7 Pre-Conference Speakers

**Dr. Bethanie Hamel Tucker** of Ocean Isle Beach, NC, has been a professional educator since 1972. She is currently a professor of education at Averett University in Danville, VA. She researched and developed the Tucker Signing Strategies for Reading, which are highly successful with struggling readers. Dr. Tucker works with Ruby Payne and Aha! Process, Inc., based in Highlands TX. Her

session is titled **A Framework for Understanding Poverty** and topics include how economic class affects behaviors and mindsets, discipline interventions that improve behavior and eight resources that make a difference in success.

**Dr. Jenny Bay-Williams** of Manhattan, KS has presented internationally on such topics as integrating strategies for English Language Learners (ELL), using children's literature in mathematics, and implementing a standards-based mathematics program. She is an Associate Professor at Kansas State University. Dr. Williams' session is titled **Integrating Standards-Based Content With Sheltered Instruction Strategies For English Language Learners**. SIOP has proven to be an effective learning strategy for ELL students and connects the standards with learning in a non-threatening environment.

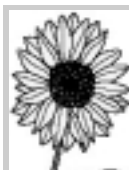
**Joellen Killion** is the Director of Special Projects for the National Staff Development Council. She authors NSDC's column on *Code of Ethics*. She has served as a staff developer, curriculum coordinator, and national consultant. Her session is on **Using the NSDC's Innovation Configuration Maps To Refine Professional Development**. Participants will explore ways to use the IC maps to plan, design, implement and evaluate professional development to a new level.

### Conference Keynote Address

**Joellen Killion, Director of Special Projects NSDC**, will present **The Role of Professional Development in Closing the Achievement Gap**. She will explore how to create learning that touches beliefs and aspirations of educators.

### Conference Overview and General Information

Conference Sessions on Wednesday and Thursday will include over 30 quality presentations/sessions related to the strands identified above. Mylearningplan will sponsor a reception Wednesday afternoon. ■



## Inside This Issue

President's Column .....	page 2
<i>Think Time</i> .....	page 2
KSDC Membership.....	page 3
KSDC Awards .....	page 3
NCLB .....	page 4
Candidates for Office .....	page 6
Meet the Board.....	page 11
<i>KSDC Mission</i> .....	page 11
Meeting via Marratech ..	page 12

## Calendar Countdown

### 2006 KSDC

#### Spring Conference

*Meeting The Needs*

*Of All Students*

*By Reducing*

*The Achievement Gap*

February 7-9, 2006

Wichita, KS

*presented in*

*partnership with the*

*Midwest Equity Center*

### 2006 Fall Institute

#### Engaging Diverse

*Students and Parents*

*in the Educational Process*

*George McKenna*

October 18-19, 2006

*Wichita Airport Hilton*

Wichita, KS

*presented in partnership*

*with KASCD and the*

*Midwest Equity Center*

## KSDC Board Meetings

### Spring Board Meeting

February 7, 2006

5:30 p.m.

*Wichita Airport Hilton*

### Board Advance

June 7-8, 2006

*The Barn*

Valley Falls, KS

## Website Connections

KSDC — [www.ksdc.us](http://www.ksdc.us)

KLFA — [www.teachkansas.org](http://www.teachkansas.org)

*Direct Connection* is a publication of  
the Kansas Staff Development Council



## President's Column

# 'Tools For Quality Practice' Offers Resources For School Improvement

By Lisa Brookover  
KSDC President

If you haven't heard about the "*Tools for Quality Practice*," you need to check it out! KLFA, in collaboration with KSDE and KSDC has conducted several major research projects since 2000. In keeping with KLFA's goal to make Kansas first in the nation in teaching and learning, they have assembled a resource guide, "*Tools for Quality Practice*" that includes this research.

The guide is arranged in eight parts:

- **Executive Summary** provides some background about this project and an overview of the content included in the resource guide.
- **Improving Teaching and Learning in All Kansas Schools** highlights research findings about the general topic of school improvement and restructuring.
- **Professional Development** introduces "best practice" in professional development that is linked to improved student learning.
- **Improving Student Achievement in Reading** includes resources to positively impact student achievement in reading.
- **Improving Student Achievement in Mathematics** offers resources to positively impact student

achievement in math.

- **Partnerships for Improvement** provides "helps" to create strong community and parent connections.
- **No Child Left Behind** offers a detailed description of how NCLB has been implemented in Kansas and its connection to the QPA process.
- **Collection of References** details a complete list of all reference within each of the individual sections of the resource guide.

The Professional Development section is organized by five themes that are based on the twelve NSDC research-based standards, beliefs, observable actions, questions to discuss and examples of school-focused quality professional development.

So next time you are looking for research to complete an improvement plan, best practices in professional development, strategies that work for reading and math, or answers to questions over NCLB, go to [www.teachkansas.org](http://www.teachkansas.org) and click on "Tools for Quality Practice." You will find a wealth of information that will enhance the improvement process and quality of teaching in your district. Be looking for presentations over this resource guide at future state conferences, including the KSDC Spring Conference, February 8-9, in Wichita. ■

## Think Time

How would people in your district or school react if they saw this poster in your school or district?

### Most High Quality Professional Learning:

- Takes place at school, not away from school
- Occurs daily, not occasionally
- Engages teams, not individuals
- Relies on discussion, not presentation
- Requires initiative, not passivity
- Stimulates thinking, not inattention
- Emphasizes creation, not replication
- Sparks investigation, not transmission
- Generates understanding, not confusion

# *KSDC Awards Team Makes Call For Award Applications*

By Sherry Reed  
Awards Chair

*Does your Building or District Meet the Standard of Excellence in Staff Development?*

Imagine the scene: “We are proud to recognize this school for meeting the state standard of excellence in reading, math, writing, and staff development! This school is a learning community for students and adults!”

The KSDC Awards Team is awaiting your application! We see another banner in your future!

The purpose of the KSDC awards program is to provide recognition and celebration of exemplary Kansas programs in staff development.

**Please apply today for any of these awards—the deadline is December 15!** All awards will be presented at the 2006 Spring Conference in Wichita.

**Impact Certificates** honor educators who are taking professional development to the levels of impact! We know that almost every teacher in Kansas can apply for this award! PDCs—this is a chance to recognize your “master implementers,” those teachers who

really understand their learning impacts students every day. Award winners will receive a one-year individual membership in KSDC.

**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. We would like to encourage all schools to consider applying for this award, especially those schools which can show that staff development efforts are equating in improved student performance. All applicants will be recognized, with two buildings selected for the award. The awarded buildings will receive a banner for the school announcing the award, a one-year building membership in KSDC, two registrations at the KSDC Fall Institute, and a staff member in the KSDC Staff Development Mentor Program.

**The Systemic Award** is the district level award for districts which can provide evidence of movement on the KLFA/KSDC/KSDE Staff Develop-

ment 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 two districts being selected for the award. The awarded building will receive a banner for the district announcing the award, a one-year agency membership in KSDC, two registrations at the KSDC Fall Institute, and a staff member in the KSDC Staff Development Mentor Program.

Please encourage your school and/or district to consider submitting an application for these awards. The award-winning applications will be on display at the Fall Institute and the Spring Conference. Application information and the KLFA/KSDC/KSDE Staff Development Rubric can be downloaded from the KSDC website, [www.ksdc.us](http://www.ksdc.us). 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](mailto:reedsh1@usd437.net). ■

---

---

## Membership: Making A Difference Together

By Terry Eis  
KSDC Past-President  
and Membership Chair

I’m not a joiner by nature. In fact, I avoid signing up for things because I generally don’t want the “inconvenience” that is inherent with being part of something. But, occasionally, I fight my natural inclination, pay my dues, and become a member. One such “moment” came when I joined Kansas Staff Development Council (KSDC), a decision I have never regretted.

Membership entails innumerable roles, rights, and responsibilities. Electing to become an educator, we chose to associate ourselves with one of the most vital institutions serving others. Few other *memberships* carry the weight of responsibility and  
*December 2005*

supreme satisfaction that this one does.

Because I believe so strongly in the importance of high quality education and services to children and young people, I believe that we now have a greater imperative than ever before to join with others to provide a high-quality, broad-based education for *all* children.

Some of the charges brought against our current public education system are more than justified, but *we* should be the ones to acknowledge those deficiencies and address them vigorously. *We* are the individuals best able to build an educational system that will work well for all children and meet the challenges of a very different Kansas and United States. *We know* the right things to do; we need to *do* them.

Making education in Kansas

responsive to and anticipatory of the needs of its children requires that we commit to working together.

Working together implies “membership.” Membership that produces results requires more than paying dues, holding office, and attending meetings. Membership means *doing*. Membership means *giving* as well as *getting*. Membership means becoming part of a collective force.

Membership in Kansas Staff Development Council is a beginning place for that concerted effort. In this organization, active participants will find the enthusiasm, passion, support, and professional growth to strengthen them in their endeavors to improve the quality of education. These attributes are measured out in great portions

*(continued on page 5)*

**Direct Connection** Page 3

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

By Hayes Mizell



*NCLB has increased the pressure on educators to raise levels of student performance. One result, however, is that not all school systems and schools are responding thoughtfully.*

Hayes Mizell shared highlights from the NCLB Task Force of the National Staff Development Council at a meeting of staff development leaders held last summer. 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 NCLB to advance and improve professional learning. To this end, the task force initiated a survey to gather information about how educators "are currently experiencing the No Child Left Behind (NCLB) Act as it relates to professional development.



*Bad staff development is not an accident. It occurs because of apathy, neglect, or ignorance.*

One open response question on the survey provided respondents the opportunity to "provide additional information concerning personal experiences with how NCLB is impacting professional development." More than 500 people took the time to reply with one or more sentences, and some wrote a paragraph. Responses confirm many educators are frustrated and angry with NCLB; most of the responses were highly critical of the law or its implementation, though few respondents distinguished between the two. While the responses varied, many comments centered around specific concerns including:

- inadequate funding,
- the law's expectation that all children should progress each year towards performing at the proficient level,
- the emphasis on testing,
- the burdens of paperwork, and
- the need for parents to take more responsibility.

**What did the respondents say about professional development?**

Many of the respondents have not had positive professional development

experiences. Responses included:

- "Professional development in my district is substandard...Much of the staff development offered is 'make and take' types of activities. Activities that are thought to be 'cute' and 'fun;' cookie cutter types of activities. Frankly, 'fun' becomes boring very fast if it's not coupled with 'interesting/challenging.'"
- "Our PD days are spent listening to another staff member read a Powerpoint presentation (that we already have in print) to us. Discussion is almost futile."
- "The single most frustrating thing as a classroom teacher is the ineffective staff development."
- "As a tenured teacher, I find much of this staff development training to be repetitious and a waste of time."

**These statements confirm what we all know**—there has been and there continues to be a lot of bad practice that masquerades as "professional development." This is why one part of NSDC's work, and part of our work, must be to name and shame these practices and speak out against them. We have failed to communicate to educators who are victims of bad staff development that they can count on NSDC as their ally and advocate, and that NSDC has a programmatic commitment to rid public education of boring, disrespectful, demeaning, and ineffective practices that claim to be "professional development." As the lyricist Johnny Mercer wrote in a 1945 hit song, we have to not only "accentuate the positive," we also have to "eliminate the negative."

NCLB has increased the pressure on educators to raise levels of student performance. One result, however, is that not all school systems and schools are responding thoughtfully. At both the district and school levels, there are many examples of ineffective planning and management of NCLB

December 2005

implementation. Teachers, of course, bear the burden of this, and their work is made even more difficult when administrators fail to make good use of an asset like professional development.

There are at least two problems.

**First**, too few central office administrators and school principals know how to organize professional learning effectively. This is true even if the NCLB were a perfect law, which it is not.

**Second**, in the context of NCLB's demands, too few administrators are inclined to or know how to collaborate with teachers in organizing professional learning that will cause—"cause," not merely "help"—teachers to improve student performance.

This means that NSDC, and the state affiliates, must target central office administrators and school principals as potential agents of change and more aggressively make the case that if they engage teachers in organizing professional learning, they will more likely meet the NCLB's student performance goals. In the current NCLB environment, professional learning should be a process that teachers find renewing and useful, rather than annoying and burdensome. If school systems mismanage NCLB implementation to the extent that it further erodes the credibility of professional development, it will make it much more difficult for NSDC and the affiliates to achieve the goal of all teachers in all schools experiencing high-quality professional learning.

Looking for good news?

In sharp contrast to the negative feedback from some of the respondents, some educators believe both NCLB and the professional development it has stimulated are having positive effects. Those respondents noted:

- "NCLB has been the catalyst for all 25 of our schools to inspect and investigate all professional development offerings before committing to the sessions. We use the same high standards when the district sponsors professional development activities."
- "NCLB is having a tremendous effect on our professional development. I think it is a great way of making sure each and every teacher will have a

December 2005

greater impact on their students."

- "NCLB has increased the quality of professional development along with virtually eliminating the 'one shot deals' and 'dog and pony shows.' Staff development is now focused on the effect of long-term support services based on current research. Classroom instructional practices are a reflection of research-based best practices and student learning/achievement has improved."
- "The professional development in our school has caused our staff to open up to new ideas and teaching strategies. We are collecting and analyzing data on student achievement and this drives our professional development initiatives."

What, then, is the bottom line of the survey's findings?

Certainly, the survey results confirm that it is difficult to generalize about the NCLB's impact on professional development. A great deal depends on how central office leaders and principals approach the task of implementing the law.

- Some approach it as a **compliance chore** and go through whatever motions they believe are necessary to satisfy the law's requirements, even if the end result is more alienated teachers.
- Others experience the law as a **wake up call** and are increasing not only the amount of professional develop-

ment but also its substance and utility.

- For other district and school leaders, the NCLB has **validated and reinforced** their commitments over some years to steadily improve professional development and results. The survey reveals that what front-line educators think about NCLB and professional development largely reflects their experiences that are shaped by local central office administrators and/or school principals. Bad staff development is not an accident. It occurs because of apathy, neglect, or ignorance. When those conditions prevail, it is not the NCLB that is to blame.

What can help?

- **Continue** moving beyond one or two conferences a year, or publishing a few newsletters.
- **Understand** that changing policy means very little if it does not result in changed practice.
- **Listen** to disappointed and frustrated teachers whose staff development experiences fall far short of meeting their needs, and give voice to their concerns.
- **Look** to state affiliate members as a help in developing and applying practical evaluations of professional development.
- **Stay focused** on whether and how professional development is really improving teacher and student performance. ■

---

## Membership: Making A Difference Together

(continued from page 3)  
in KSDC.

As an organization, KSDC has a need for more active participation from existing membership; we need new members, educators with diverse backgrounds and perceptions; and we need young educators, those new to the profession who have the fresh perspectives and who need the wisdom of the experienced educators. We need to be united in purpose and supportive of each other and all educators in the pursuit of excellence. Together, we become forceful advocates and agents of positive change.

If you are currently a member of KSDC, find ways to participate at a

higher level. Introduce ideas that have yet to be explored. Encourage colleagues to become part of the KSDC. Purchase a membership on behalf of a new teacher or pre-service teacher, and then bring him or her along to KSDC functions. If you aren't a member, join and bring to the organization your expertise and willingness to work with us. If you are new to the profession, KSDC welcomes you for your perspectives and offers to you the expertise of many respected, highly effective and experienced educators.

Time is running out. Education as we know it *will* change. Who is responsible for the change is up to us. ■

## KSDC Officer and Board of Directors

### President Elect

- Jim Karleskint
- Deb Perbeck

### Service Center Rep

- Marty Christie
- Darla Smith

### KSDE Rep

- Janice Craft
- Jane Groff

### Representative B

#### West of 281

- Kelly Gillespie

#### Representative B

#### East of 281

- Tom Gibson
- Diane Gross
- Janette Luthi
- Jan Neufeld
- Geri Parscale

### Principal

- Marty Anderson
- Phil Keidel

### Teacher B

- Robin Dixon
- Kim Thomas

*Thank you to all of the candidates for their willingness to serve KSDC.*

*The election will be held on the morning of February 8, 2006.*

*Vote for one candidate in each category. Results will be announced at lunch on February 8, 2006.*

## Members To Vote On Officer, Board Candidates For Coming Year

Nominees for **President Elect**



### **Jim Karleskint**

#### **Current Position:**

Assistant Superintendent,  
USD 337 Royal Valley

#### **Previous Positions:**

- High School Social Science teacher
- Middle School Principal
- High School Principal

#### **Education:**

- BS — Secondary Education, Pittsburgh State University
- MS — Secondary School Administration, Pittsburgh State University
- Ph.D. — Curriculum & Instruction, University of Kansas

#### **Staff Development Activities:**

Facilitated staff development in areas of: assessments and rubrics, curriculum mapping, instructional strategies, K-12 curriculum alignment, development of district professional development plan, data analysis, and planning for school improvement. Served on QPA Advisory Committee.

Some recent training attended: How to Use Evaluation to Make Your PD Plan More Powerful (Champion), Assessment for Learning (Stiggins), Assessing Impact: Evaluating Staff Development (Killion), Framework For Teacher Leadership (Danielson)

#### **Statement:**

*My doctoral dissertation focused on adult learning and commitment to professional development. One of the best predictors for commitment to adult learning is quality professional development. We must strive to provide quality learning opportunities for educators to meet the demands of our changing profession.*



### **Deb Perbeck**

#### **Current Position:**

Superintendent of Schools,  
USD 503 Parsons

#### **Previous Education Positions:**

- Teacher
- School counselor
- Building administrator

- Director of school improvement and staff development

- Assistant superintendent

#### **Education:**

- BS — Education, Kansas State University
- Masters — School Counseling, Wichita State University
- Specialist — School Administration, Wichita State University
- Doctorate — School Administration, Wichita State University

#### **Staff Development Activities:**

KSDC Board – 2 terms

#### **Statement:**

*Quality professional development is a core element in the school improvement process for all educators, regardless of the role we serve. As we strive to improve the achievement and performance of all children who come through our doors, each of us must acquire or continuously enhance our knowledge base and skills, as well as our attitudes and beliefs. It is essential for each of us to continue to develop ourselves in order to meet the ever-changing needs of our students and the expectations placed on us by our community, state, and nation. We can accomplish our goals by using a powerful combination of knowledge, application, reflection, and evaluation – the basic components of professional development.*

Nominees for

### **Service Center Representative**



### **Marty Christie**

#### **Current Position:**

Staff Development  
Coordinator, Smoky Hill  
Education Service Center.

#### **Previous Positions:**

- Classroom teacher for over 20 years

#### **Education:**

- BS — Secondary Education, Kansas State University
- MS — Secondary Education, Kansas State University

#### **Staff Development Activities:**

In my present position, I oversee the

*December 2005*

staff development activities for Smoky Hill ESC. In this capacity, I schedule and supervise the many learning opportunities that the service center sponsors. Additionally, I have worked with our Cycle of Excellence Program for School Improvement and directed our Fast Track Program for principals and building leaders. For the past ten years, I have also coordinated our Beginning-Mentor Teacher Program.

**Statement:**

*Professional learning is vital for educators today. We need to learn all that we can in order to best meet our students' needs and help them become successful. Furthermore, we live in an exciting time when much is known about brain research, student engagement, effective instructional practices, etc. With such an abundance of research and knowledge, educators must become informed professionals whether it is through individual study and reflection or through collaborative learning communities.*



**Darla Smith**

**Current Position:**

Assistant Director, Smoky Hill Education Service Center

**Previous Positions:**

- Instructional Coordinator, Language Arts and Social Studies, USD 260 Derby
- Director of Staff Development, South Central Education Service Center
- Teacher; USD 260 Winfield, Grades 7-12

**Education:**

- Bachelor Degree — Education & Psychology, University of Kansas
- Masters Degree — Education, University of Kansas

**Staff Development Activities:**

- Assistant Director, Smoky Hill ESC
- Instructional Coordinator, Derby USD 260
- KSDC — Publications Coordinator and participated in professional development activities related to the organization
- Director of Staff Development, SCESC
- Teacher, Winfield — Presented workshops on Cooperative Learning December 2005

**Statement:**

*Professional learning is the key school improvement. Professional learning should focus on what is most important in terms of ensuring all students learn. These opportunities should involve educators in a wide variety of staff development activities. Professional learning activities should include: attending a class, collaborating with colleagues to plan lessons, observing others in the classroom, participating in an online educational opportunity, visiting a model school, participating in coaching, keeping a journal of practices, and writing curriculum. We know that teachers make the difference, professional learning opportunities ensure that teachers continue to develop the skills needed to prepare young people for the future.*

Nominees for **KSDE Representative**



**Janice Craft**

**Current position:**

KSDE Consultant in Teacher Education and Licensure & HR Consultant for Staff Development

**Previous positions:**

- Project Manager, Touchstone Applied Science Associates
- Adjunct Professor of Communications Raritan Valley Community College, Somerville, NJ
- Brookdale Community College, Lincroft, NJ
- DeVry College of Technology, North Brunswick, NJ
- Owner of consulting firm providing training to business and education leaders

**Education:**

- BS — Language Arts Education, University of Kansas
- MS — Educational Policy and Administration, University of Kansas
- EdD — Educational Leadership, University of Sarasota

**Staff Development Activities:**

Founded agency-wide wellness activities in response of complaints of high stress. Activities included weight watchers, eight-week walking competitions, yoga stretches, monthly brown bag lunches focusing on stress

reduction and improved health habits, quarterly guest lectures on wellness. Instituted quarterly Staff Development Newsletter to promote wellness activities, core and technology training courses offerings. Instituted new core training course in ethics and have become active in Statewide Training Action Team and Diversity Network in order to better and more fully serve the KSDE staff.

**Statement:**

*Professional learning is the single most critical aspect of school reform. How can we expect professional educators to improve their daily practice without continually gaining new skills, engaging in analysis, reflection and communication with others in their learning community? Only by cooperatively addressing the needs of the individuals, the classroom, the building, the district through continuously engaged learners at all levels of the community will reform take hold and student achievement advance.*



**Jane Groff**

**Current Position:**

KSDE Consultant for Student Support Services

**Previous Positions:**

- Elementary Education Teacher
- Early Childhood Special Ed. Teacher
- Director of Home-School Cooperative Education

**Education:**

- Masters of Education

**Staff Development Activities:**

- KSDE Staff Trainings
- Family-School-Community Partnership Trainings
- IHE Teacher Candidacy Programs
- Facilitator Trainings
- PDC Council

**Statement:**

*I believe that professional learning increases student achievement. I believe that professional learning should be targeted and related to teachers' practice. It should be site-based and ongoing — part of the teacher's work week. This type of professional learning benefits all students in every Kansas school.*  
(continued on page 8)

---

# Officer and Board of Directors Candidates

---

(continued from page 7)

Nominees for **Rep. B West of 281**



**Kelly Gillespie**

See the nominations board at the Spring Conference for resume information

Nominees for **Rep. B East of 281**



**Tom Gibson**

**Current Position:**

Instructional Coordinator for Data/Integration, USD 260 Derby

**Previous Positions:**

- Technology Coordinator
- Technology Resource Teacher
- Vocal Music Teacher

**Education:**

- BME — Wichita State University
- MME — Wichita State University

**Staff Development Activities:**

Responsible for the creation and delivery of many staff development offerings most often regarding curricular and technology-related topics. Served on several curriculum review committees. Presented at several regional and national conferences.

**Statement:**

*It is important for organizations like KSDC to support Kansas educators, and if I can, I will try to do my part to support KSDC.*



**Diane Gross**

**Current Position:**

Assistant Superintendent for Instructional Services, USD 261 Haysville

**Previous Positions:**

- Director of Secondary Curriculum for USD 261 Haysville
- Haysville Alternative High School Principal, USD 261 Haysville
- Math Instructor, USD 259 Wichita and USD 383 Manhattan

**Education:**

- BS — Math Education, Northeastern Oklahoma State University
- ME — Educational Administration and Supervision, Wichita State

Page 8 **Direct Connection**

- EdD — Currently in the doctoral program in Educational Leadership, Wichita State University

**Staff Development Activities:**

- Haysville Professional Development Council Chairperson
- Member of KSDC and NSDC
- Presenter at KSDC Fall Conference
- Professional Learning Communities
- Haysville Leadership Academy
- Mentor Program for both Teachers and Principals, USD 261
- Walk Throughs for Curriculum and Instruction Monitoring, USD 261
- Instructional Practices Inventory (IPI) for Monitoring Student Engagement
- Kolbe Instinctive Abilities Index

**Statement:**

*Professional learning is the foundation of professional growth and the driving force for student learning in our schools. It is imperative that as professional educators we understand that we have an obligation to share, learn, and collaborate with our colleagues in order to become facilitators of learning through modeling. As our educational systems continue to change and evolve to meet the demands of the 21st century and beyond; so must each of us.*



**Jannette Luthi**

**Current Position:**

Curriculum Director, USD 446 Independence

**Previous Positions:**

- Family and Consumer Science Teacher
- Work Study Teacher
- Curriculum Director

**Education:**

- Bachelors of Science — Vocation Education, Kansas State University
- Masters of Science — Community College Education, Pittsburg State
- Building Level Administration Certificate, Pittsburg State University
- District Level Administration Certificate, Pittsburg State University

**Staff Development Activities:**

- Vocational Education Staff Development activities
- School to Career Staff Development

activities

- Various Staff Development activities for district and buildings

**Statement:**

*Quality Staff Development is the gift we give our employees to assist them in their growth process to become professionals who meet the needs of all students. KSDC is a vehicle that will help us design that gift. I would be honored to be involved in the design process.*



**Janet K. Neufeld**

**Current Position:**

Director of Instruction and Professional Development, USD 373 McKinley Administrative Center

**Previous Positions:**

- Counseling Education Consultant and District Support Team, KSDE
- Kansas AP Project Director
- High School Guidance Counselor
- Classroom Teacher

**Education:**

- Bachelor of Arts — Bethel College
- Kansas Certification
- Art and Social Science Education
- District Leadership Building Administrator
- All Level Building Leadership
- Secondary Guidance Counseling
- M.Ed — Wichita State University
- Building Administration, Pittsburg State University
- District Leadership, Pittsburg State University
- Ed.S — General School Administration, Pittsburg State University (June 2006)

**Staff Development Activities:**

Most recently I was a consultant at the Kansas State Department of Education. I was the school counseling consultant as well as a member of the district support team, assisting districts or districts with schools on improvement. In addition, I served as the Kansas AP project director and as a member of the career cluster design team for career and technical education.

As a curriculum director I guide the work of instruction and professional  
December 2005



development in our district. I facilitate and guide staff development in the areas of new teacher training and induction, PDC council, instructional strategies and curriculum alignment. I serve on external technical assistance teams and am the district QPA administrator.

Our district is currently undergoing an aggressive professional development cycle in the areas of cognitive coaching, data driven dialogue, mentoring matters and adaptive schools. Collaboration and collegial relationships based on learning focused conversations are a direction of choice for professional development and curriculum leadership in our district.

**Statement:**

*As a Kansas educator, I am proud to say I am part of one of the greatest educational teams in the nation. Kansas educators are among the finest. I am proud to connect leadership and learning and partner with KSDC to facilitate the professional development for those not only new to the profession, but to those who are the voice of experience. I consider it an honor to be nominated as a representative of KSDC and ask, "How may I serve?" I am committed to providing an atmosphere of rigor, relevance and relationships in our district and state schools. The students, parents and community are partners in the district development of best practices and instruction. NSDC and KSDC support strong, strategic and embedded professional development for all staff and districts and bring support to new levels of student learning and achievement.*



**Gerri L. Parscale**

**Current Position:**

Professional Development Coordinator, USD 207 Fort Leavenworth  
Bradley Elementary Principal, USD 207 Fort Leavenworth  
New Teacher Coordinator and North Central Coordinator, USD 207 Fort Leavenworth

**Previous Positions:**

- Piper Elementary School West Principal
- Principal of Overbrook Attendance December 2005

- Center, USD 434
  - Principal of Stanton County Elementary Schools
  - Teacher, Topeka and Kansas City, Kansas Public Schools
- Education:**
- Bachelor of Science — Education, University of Kansas
  - Masters of Arts — Elementary Administration, University of Missouri, Kansas City
  - Specialist in Education — Pittsburg State University

**Staff Development Activities:**

During the past years, my involvement in professional development has increased. Since 2001, I have been involved in providing quality professional development for staff members at Piper and Fort Leavenworth. As professional development coordinator for USD 207, it has been my responsibility to design in-service activities for all certified and classified staff. The main focus of our in-service opportunities has been building and implementing Professional Learning Communities (PLCs). In addition to this main focus, learning opportunities have been designed around curricular needs such as building pacing guides, scope and sequencing and curricular alignment with the Kansas Standards. Our last in-service, "Making the Connection Through Staff Development" allowed staff to choose from 14 different speakers in three sessions to help all staff to tailor their professional learning to their needs.

**Statement:**

*Staff Development is key to achieving success in all areas of education. As we prepare for state assessments, in implementing professional learning communities, by designing and aligning curriculum or in working for continued personal learning, high quality in-service opportunities are vital. It is the role of professional developers to provide quality opportunities for all to continually learn in his/her profession. By providing quality professional development, we continue to provide for increased student learning.*

Nominees for  
**Principal Representative**



**Marty Anderson**

**Current Position:**  
Principal, Parsons High School

**Previous Positions:**

- Assistant Principal, Parsons High School
- Assistant Principal, Independence High School
- Interrelated Special Education Teacher

**Education:**

- BA — Secondary Special Education, Adams State College
- MS — K-12 Learning Disabilities, Pittsburg State University
- Ed.S. — Building and District Leadership Studies, Pittsburg State University

**Staff Development Activities:**

In my 22 years in education I have continually found myself as a participant and leader in professional development. The past ten years I have been involved with the brain research and how to integrate best practices into the classroom. Prior to that I had extensive training in Harry Wong's and Madeline Hunter's work. In both training experiences what was crucial was not what I knew but rather what I was able to communicate to my peers and colleagues. To me professional development is sharing, knowledge and experiences.

**Statement:**

*In today's educational environment the instructional leader must know how to communicate and employ those proven practices which will help increase student achievement. Professional development in my opinion is the place to be, where the biggest bang for the buck can truly be realized. Professional staff must have a clear vision and the vehicle in place to empower the shared vision. Successful professional development is the "edge" that enables good schools to be great schools.*

(continued on page 10)

---

# Officer and Board of Directors Candidates

---

(continued from page 9)



## Phil Keidel

### Current Position:

Elementary Principal,  
Holcomb & Wiley Elementary  
schools, USD 363 Holcomb

### Previous Positions:

- District Coordinator for QPA, staff development & federal programs, USD 363 Holcomb
- K-12 Principal/Athletic Director, USD 300, Protection
- 7-12 Principal/Athletic Director, USD 468, Healy
- Industrial Arts/Drivers Ed Teacher USD 468, Healy
- Industrial Arts Teacher USD 210, Hugoton
- QPA Chair and team member

### Education:

- B.S.— Southwestern Oklahoma State University
- M.S. — Fort Hays State University

### Staff Development Activities:

- Member District Professional Development Council (17 years)
- Co-Chair District Professional Development Council (5 years)

### Statement:

*I believe that providing educators with the knowledge and skills that are needed to educate students in today's world is one of the most important elements in education. There is no job in the world where on-going training and in-service is not needed and education is no exception. We cannot ask teachers and staff to perform duties they have not been prepared for and get the results we, and our communities, are expecting.*

Nominees for  
**Teacher B Representative**



## Robin Dixon

### Current Position:

Sixth Grade Teacher,  
Jay Shideler Elementary,  
Topeka, Kansas.

### Previous Positions:

- Middle School Teacher
- Fourth Grade Teacher

Page 10 **Direct Connection**

- Elementary Reading

### Education:

- Bachelor's degree — Elementary Education, University of Kansas.
- Master's degree — Curriculum and Instruction, University of Kansas
- Masters degree — Education Administration, Washburn University

### Staff Development Activities:

I have served as a district staff development trainer in many capacities. I spent five years on a district reading cadre that inserviced teachers in best reading practice through the "Road to Results" staff development model. I planned in-service and made presentations to sixth grade teachers. In addition, I have worked with staff development and technology as a trainer. I assisted in developing inservice focused around technology and presented to middle school teachers. As a member of the school's North Central Accreditation team, I have also developed a staff development plan to align to the NCA plan and also helped organize inservices and present to staff. I have worked with new staff as a mentor and developed a building mentoring program. Finally, I have given several inservices at state level at conferences.

### Statement:

*I believe that professional learning is the most important item that teachers invest in. It is through professional learning and sharing that educators grow in their knowledge, gain insight into teaching, and ultimately increase student achievement. It also affords educators the opportunity to work with other educators so that a support system is created where educators can meet and collaborate with one another to increase and enhance teaching and learning.*



## Kimberly Ann Thomas

### Current Position:

Fifth Grade Teacher, McLean  
Science/Technology  
Elementary Magnet School,  
USD 259 Wichita

### Previous Positions:

- Grades 1, 3, 4, 5 classroom teacher;

Title I teacher – Grades K-5,  
Riverside Elementary, Enterprise  
Elementary, Lawrence Elementary,  
Woodland Health/Wellness Magnet,  
McLean Science/Technology Magnet,  
USD 259 Wichita

- First Grade Teacher, USD 357  
Belle Plaine

- Second Grade Teacher,  
USD 267 Renwick

### Education:

- Bachelor of Arts — Elementary Education, Wichita State University
- Master of Education — Elementary Curriculum and Instruction
- Additional Credits: Kansas State University, Emporia State University, Friends University
- Certification/Licensure: Building Administrator/Leadership- K-9; National Board Certification – Middle Childhood Generalist; Reading Specialist – K-9; Teacher – K-9

### Staff Development Activities:

- Presidential Excellence Award for Math and Science Teaching State and National Leadership Team
- Kansas Teacher of the Year Leadership Team
- Mentor for National Board Certification Candidates
- Facilitator of Math, Reading, and Writing Workshops for Parents
- Member & Chair of Building Quality Performance Accreditation Team
- Member & Chair of Wichita USD 259 Professional Development Council

### Statement:

*I am committed to strengthening the teaching profession through continuous staff development which incorporates research-based strategies and best practices. Teachers should participate as active, responsible members of the professional community, engaging in a wide range of reflective practices in conjunction with the Professional Standards for Teachers as they set goals for their professional development. My vision is to see Kansas teachers first in the nation in teaching and learning. ■*

December 2005

# 2004-2005 Board of Directors

## President

Lisa Brookover  
USD 445  
615 Ellis  
Coffeyville, KS 67337  
Phone 620-252-6400  
[brookoverl@cvilleschools.com](mailto:brookoverl@cvilleschools.com)

## President-Elect

Jill Smith  
USD 497  
15502 254th St.  
Lawrence, KS 66044  
Phone 785-832-5870  
[JSmith@usd497.org](mailto:JSmith@usd497.org)

## Past President

Terry Eis  
KSDE  
1430 SW Summit Woods Dr.  
Apt. 3  
Topeka, KS 66615  
Phone 785-296-6714  
[teis@ksde.org](mailto:teis@ksde.org)

## Secretary (2007)

Sherry Reed  
USD 437  
3577 Arkansas Rd.  
Pomona, KS 66076  
Phone 785-339-4044  
[reedshl@usd437.net](mailto:reedshl@usd437.net)

## Board Of Directors

### Teacher A (2007)

Adrian Walker  
5114 Vista Acres  
Manhattan, KS 66503  
Phone 785-587-2150 x309  
[debbiek@manhattan.k12.ks.us](mailto:debbiek@manhattan.k12.ks.us)

### Teacher B (2006)

Mary Thoman  
Concordia Elementary  
1500 East 9th  
Concordia, KS 66901  
Phone 675-243-8853  
[mthoman@usd333.com](mailto:mthoman@usd333.com)

### Principal (2006)

Dan McAdam  
Catholic Diocese  
1521 Lookout Drive  
Wichita, KS 67230  
Phone 316-261-5861  
[dmcadam@stjosephwichita.com](mailto:dmcadam@stjosephwichita.com)

### Classified Rep. (2007)

OPEN  
**Higher Education Rep. (2007)**  
Teresa Miller  
KSU  
1511 Deep Creek Lane  
Manhattan, KS 66502  
Phone 785-532-5609  
[tmiller@ksu.edu](mailto:tmiller@ksu.edu)

### Rep A East of Hwy 281 (2007)

Vicki Bechard  
USD 342 McLouth  
20064 K92 Hwy  
McLouth, KS 66054  
Phone 913-796-6122  
[bechardv@mcloth.org](mailto:bechardv@mcloth.org)

### Rep A West of Hwy 281 (2007)

Tina Buck  
USD 254  
212 East Lincoln  
Medicine Lodge, KS 67104  
Phone 620-886-5644  
[tbuck@cyberlog.com](mailto:tbuck@cyberlog.com)

### Rep B East of Hwy 281 (2006)

Deb Perbeck  
Parsons USD 503  
2900 Southern, Box 1056  
Parsons, KS 67357  
Phone 620-421-5950  
[dperbeck@vikingnet.net](mailto:dperbeck@vikingnet.net)

### Rep B West of Hwy 281 (2006)

Pam Gaschler  
Ft. Hays Ed. Serv. Cntr.  
305 Pickens Hall  
Hays, KS 67601  
Phone 785-628-4382  
[pgaschler@fhsu.edu](mailto:pgaschler@fhsu.edu)  
**KSDE Representative (2006)**  
Jane Groff  
KSDE  
120 SE 10th Ave.  
Topeka, KS 66612  
Phone 785-296-2226  
[jgroff@ksde.org](mailto:jgroff@ksde.org)  
**Service Center Rep. (2006)**  
Carol Simoneau  
ESSDACK

1500 E. 11th, F16a  
Hutchinson, KS 67501  
Phone 620-663-9566  
[carols@essdack.org](mailto:carols@essdack.org)

### Central Office Rep. (2007)

Jim Karleskint  
USD 337, Royal Valley  
15912 166th Rd.  
Mayetta, KS 66509  
Phone 785-966-2246  
[karleskintj@rv337.k12.ks.us](mailto:karleskintj@rv337.k12.ks.us)

### Ex Officio

### KSDC-KASCD Liaison

Patti Bishop  
3421 NW Rochester Rd.  
Topeka, KS 66617  
Phone 785-286-8530  
[pbishop@usd345.com](mailto:pbishop@usd345.com)  
**KASCD-KSDC Liaison**

Lee Cox  
USD 361, 124 N. Jennings  
Anthony, KS 67003  
Phone 620-842-5183 x302  
[leec@usd361.k12.ks.us](mailto:leec@usd361.k12.ks.us)

### KNEA Liaison

Judy Rapp  
12216 Blackfoot Drive  
Olathe, KS 66062  
Phone 913-829-9196  
[jrapphc@olatheschools.com](mailto:jrapphc@olatheschools.com)  
**Spring Conf. Chair (2006)**  
Debbie Kleinau  
Manhattan USD 383  
2715 Hobbs Dr.  
Manhattan, KS 66502  
Phone 785-587-2060  
[debbiek@manhattan.k12.ks.us](mailto:debbiek@manhattan.k12.ks.us)

## Nominating Com. Chair

Terry Eis  
**Program Committee Chair**  
Jill Smith

## Fall Institute Chair (2005)

Volora Hanzlicek  
Sabetha 441  
107 Oregon  
Sabetha, KS 66534  
Phone 785-284-2175  
[hanzlicv@sabetha441.k12.ks.us](mailto:hanzlicv@sabetha441.k12.ks.us)

## Quality Practices Chair

Deb Perbeck  
**Advocacy/Collab. Chair**

Sue Kidd  
Ed. Service Ctr., Greenbush  
16879 46th St.  
McLouth, KS 66054  
Phone 785-863-3425  
Fax 785-863-3425  
[sue.kidd@greenbush.org](mailto:sue.kidd@greenbush.org)

## Awards Chair

Sherry Reed

## Membership Chair

Terry Eis  
**Middle School Forum Chair**  
Cathy Colborn  
Medicine Lodge MS USD 254  
100 E. 1st  
Medicine Lodge, KS 67104  
Phone 620-886-5644  
[ccolborn@cyberlodg.com](mailto:ccolborn@cyberlodg.com)

## Publications Chair

Mary Adcock

## Staff

**Executive Secretary**  
Sandee Crowther  
Lawrence USD 497  
110 McDonald  
Lawrence, KS 66044-1063  
Phone 785-832-5000  
[scrowthe@usd497.org](mailto:scrowthe@usd497.org)

## Publications Coordinator

Mary Adcock  
Buhler USD 313  
2501 E. 30th  
Hutchinson, KS 67502  
Phone 620-662-4891  
[mjadcock@cox.net](mailto:mjadcock@cox.net)

## Treasurer

Tom Jerome  
Box 458  
Eudora, KS 66025  
Phone 785-542-2170  
[Tjrome815@aol.com](mailto:Tjrome815@aol.com)

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.



## 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 Teams Begin Meeting Via Marratech

KSDC Action Teams can now hold meetings via cyberspace, thanks to the organization's purchase of an "auditorium seat" from ESSDACK. The "seat" allows KSDC members to hold virtual, real-time meetings from any number of locations. It only takes a few steps to get started with Marratech. Any KSDC action team or member group can schedule time in the KSDC "auditorium seat" by contacting Executive Secretary Sandee Crowther, [scrowthe@usd497.org](mailto:scrowthe@usd497.org)

### Getting Started With Marratech

#### 1. Download and Install the Marratech Pro Client

— Open your web browser and type the following address: <http://flexevent.org>  
— Click on the Client Download link, which will direct you to the Marratech Pro download page.  
— Fill out the required information and click download. (If you are prompted to save the file to disk, do so.)

— When the download is finished, run the installation file and follow the onscreen instructions.

— Marratech Pro is now installed.

#### 2. Configure your Settings

— Now run the Client from your Programs menu or Applications folder. (It will be named Marratech 5.1 and will have a green icon.)

— When the program starts you will first be asked to go through a setup wizard. Fill out the basic information and follow the setup instructions.

— Note: The setup wizard is not required, you can simply click cancel to exit the wizard and start Marratech.

— Once Marratech starts, you will see a viewer window that is actually a web browser built into Marratech.

— In the address bar at the top of the screen type <http://flexevent.org> again and press enter.

— From this page you will be able to access several areas. The most important being the Marratech Portals. You can click on the Auditorium/Public Rooms link to access our Auditorium

and several rooms that are open to the public for online conferencing. The Private Rooms link will direct you to a portal for private rooms that have been purchased through ESSDACK, which require authentication to access.

— Once you open the portal, you will see a list of available rooms. To join a meeting in a designated room, simply click the room name and you will be logged in automatically.

— Once you have entered a room, the room name will appear in the title bar of the Marratech window and you should see any other participants in the participants window.

#### Tips to Make the Most of a Marratech Conference

- Wear an ear phone or headset if you are the only person at your location. This will eliminate feedback that disrupts the conference.
- If you have multiple people involved in the video conference at your location turn your volume down as much as possible.
- Isolate yourself from external noise at your location. Background noise can be very disruptive. ■



### 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

**Lisa Brookover, President**

USD 445

615 Ellis

Coffeyville, KS 67337

**Sandee Crowther,**

**Executive Secretary**

Lawrence USD 497

110 McDonald Drive

Lawrence, KS 66044

