How do we close the achievement gap?

We begin with thinking about how we structure learning for adults in every school.

KSDC's Spring Conference Provides Vision, Ideas For Closing Achievement Gap

By Debbie Kleinau
KSDC 2006 Spring Conference Chair

KSDC partnered with Midwest Equity Center at Kansas State University to present "Working to Close the Achievement Gap." Educators were offered a wide variety of best practices, deepening knowledge, and leadership tools during the 2006 KSDC Spring Conference and pre-conferences, held February 7-9 at the Wichita Airport Hilton.

Pre-Conference Sessions

Three pre-conferences were led by expert educators.

Δ **Dr. Bethanie Hamel Tucker**, of Aha! Process, Inc. and an associate of Ruby Payne, highlighted *A Framework for Understanding Poverty* by sharing how economic class affects behaviors and mindsets, discipline interventions that improve behavior, and resources that make a difference in success.

Δ **Dr. Jenny Bay-Williams**, Kansas State University Associate Professor, presented *Integrating Standards-Based Content With Sheltered Instruction Strategies for English Language Learners*. SIOP, an effective learning strategy for ELL students, connects the standards with learning in a non-threatening environment.

Δ **Joellen Killion**, the Director of Special Projects for the National Staff Development Council, shared strategies on *Using the NSDC's Innovation Configuration Maps to Refine Professional Development*. Participants explored ways to use the IC maps to plan, design, implement, and evaluate professional development.

Keynote Address

The next morning following the flag ceremony presented by ROTC students from Wichita West High School, **Joellen Killion** challenged more than 135 educators in *The Role of Professional Development in Closing the Achievement Gap*. Her state of the union address of professional development in education compared components of early inservice training to ideal professional development in learning communities. She encouraged attendees to develop a new understanding of professional development, to include a change in the "language" of adult learning. (*See page 3*.) Killion emphasized that how a school structures learning for adults "directly impacts" how it structures learning for students. She concluded by challenging attendees to "be a leader of learning in your school system." A question and answer session was held following the keynote for those who wished clarification.

Breakout Sessions

Within two days, 30 breakout sessions were offered in 75-minute and two-hour sessions for deeper understanding. Identified strands were diversity and equity instruction and assessment strategies, parent and community involvement, learning communities that provide equal access for all students, and ESL/ELL programs and strategies. Practicing educators shared topics that ranged from using PLC's to reach AYP to vocabulary

Inside This Issue

President's Column
Powerful Professional Learning Leads To Successful Schools

By Lisa Brookover
KSDC President

What a successful spring conference! Once again Joellen Killion reminded us how powerful professional learning is for the success of our schools. Joellen's message to us that day created more questions for me. I wanted to know more about her thoughts on professional learning. With membership in NSDC, members have access to past publications. I discovered that Joellen has been writing for NSDC about professional development and student learning since 1998. Her articles have included the importance of the leadership role, the link of adult learning to student learning, teachers being staff development leaders, and evaluation of professional development. I highly recommend her article in the JSD Fall 2003, *8 Smooth Steps: Solid Footwork Makes Evaluation of Staff Development Programs A Song*.

Joellen's message to us in Wichita was clear. We must take action to ensure that all teachers, in all schools, have quality professional learning.

So how do we accomplish that? How can **one person** make a difference? How can **you** make a difference in your sphere of influence?

As the president of KSDC, I urge you to take time to reflect on your personal definition of high quality professional learning.

• What does that mean to you?
• What does it look like?
• How does it make you feel?

Then think about how you can be a leader in carrying out the message.

• What are the barriers?
• How do you address those?

As in good teaching, preparation is key. Put the time and energy into your plan of how you can make your classroom, school, district, education agency, whoever you touch in your position, the most effective learning environment. Then go after it!

Thank you to all the presenters at our conference! The sessions I attended were very informative. I especially had fun with the students from Wamego and their LINK CREW activities for freshman transition. Congratulations to our outstanding award winners! Remember they will be presenting their material at future conferences. ■

Conference Committee Gets The Spotlight

By Jill Smith
KSDC President-Elect

In this issue I wanted to highlight the wonderful work of our Spring Program Committee. The sessions for our 2006 annual conference were well-planned and offered many ideas for working to close the achievement gap.

The following were on the Spring Conference Planning Committee:
Debbie Kleinau -
Conference Chair
Kathy Boyer and Jane Groff -
Facilitators
Dan McAdam (chair), Joan Hearne, Kristi Orcutt, DeAnne Heersche, and Patti Bishop -
Hospitality and Equipment

Adrian Walker (chair), Mary Adcock, and Barb Maughmer -
Program
Barb Maughmer (chair), Jane Groff -
Publicity
Janel Andrews -
Registration
Sue Kidd (chair) and Mary Adcock -
Vendors
Sandee Crowther -
KSDC Executive Secretary
Tom Jerome -
KSDC Treasurer
Mary Adcock -
KSDC Publications Coordinator

Thanks to these wonderful people that donated their time and efforts, in addition to their "day jobs", we were able to host a valuable conference to educators in the State of Kansas! ■

Spring Conference Focuses On Closing Achievement Gap

strategies for ELL 's and from building family-school partnerships to SIOP content. Educators gathered in hall-ways, at the many vendor booths, and during lunch discussing what they had learned in their sessions and how they could begin implementing some of these ideas in their classrooms and schools.

Election for 2006-2007 KSDC Board

KSDC Board of Directors election results were announced. Those winning seats for the 2006-2007 term are:
- Deb Perbeck, President Elect
- Marty Christie, Service Center
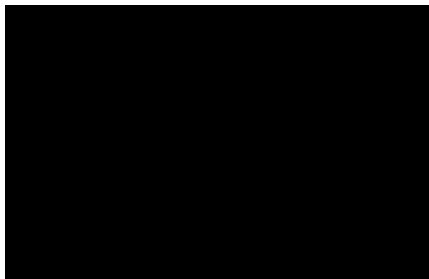
Phil Keidel, a member of the Quality Practices Action Team, writes his own definition of quality professional development as a part of the activities at the Spring board meeting.

Representative
- Janice Craft, KSDE Representative
- Kelly Gillespie, Representative B West of 281
- Janet Neufeld, Representative B East of 281
- Marty Anderson, Principal
- Robin Dixon and Kim Thomas, Teacher Representative B

The 06-07 term of office begins with the board advance in June.

KSDC Awards

A highlight of the conference was the presentation of KSDC awards to

"Before I came to this conference, I thought NCLB was just a government mandated impossibility. In Kansas, we were already doing the best that could be done in educating most of our students. I now understand that it's about not being satisfied with educating most of our children, but continually striving to educate all of our students.

Jacqueline Grogan
Foreign Language/Social Science
Ellis High School

individuals, schools, and districts that are having success with Professional Development.
- **2006 KSDC Systemic Learning Award:** USD 458 Basehor Linwood Public School District
- **2006 KSDC Professional Learning Community Award:** Blue Valley High School-USD 229 Blue Valley Schools, and Olathe East High School-USD 233 Olathe
- **2006 KSDC Impact Award:** Joyce Adams-Charles O. Stone Interme-diate Center in Garden City Public Schools. *(See page 5 for further details on the 2006 Award winners.)* ■

New Understanding of Professional Development

FROM	TO
Done *to* us	Done *by* us
Occasional	Constant
Fragmented	Coherent
Short-term	Long-term
Process-focused	Content-focused

Changing Our Language

FROM	TO
Conduct...	Facilitate...
Attend...	Collaborate...
Do...	Learn/Apply...
Inservice day...	Job-embedded...
Getting my hours...	Improving my practice and students' learning...

Looking for 24/7 staff development?

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

KSDC
www.ksdc.us
KLFA
www.kansaslearningfirst.org
NSDC
www.nsdc.org

Killion Shares Ideas
For Embedding Standards In Day-To-Day Work

By Melisa J. Hancock
Teacher in Residence
Kansas State University

Joellen Killion shared ideas for *"Moving the NSDC Standards for Staff Development into Practice through Innovation Configurations"* during her pre-conference session February 7.

Killion is the Director of Special Projects for the National Staff Development Council. In her work with NSDC, Killion focuses on improving teacher quality and student learning. She has extensive experience in training and human resource development services.

Killion began the pre-conference session with a review of the NSDC Standards for Staff Development. *(See below.)*

Participants then explored the structure and uses of NSDC's

The creed Killion lives by is:

Excellence can be achieved if you. . .
Care more than others think is wise
Risk more than others think is safe
Dream more
than others think is practical
Expect more
than others think is possible

Innovation Configurations. The steps of the Innovation Configuration include:
• Describe a new initiative to stakeholders
• Set long-range and interim goals
• Establish realistic expectations and a timeline to implement each part of the initiative
• Monitor and gauge implementation through observations

• Guide teachers, teams, and principals in self-assessment
• Gather data to diagnose emerging staff needs for professional development.

Participants in Killion's session developed skills to use the NSDC's Standards Innovation Configurations to improve quality of professional

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Revised NSDC Standards For Staff Development

Context

Learning Communities: Staff development that improves the learning of all students organizes adults into learning communities whose goals are aligned with those of the school and district.

Leadership: Staff development that improves learning of all students requires skillful school and district leaders who guide continuous instructional improvement.

Resources: Staff development that improves the learning of all students requires resources to support adult learning and collaboration.

Process

Data-Driven: Staff development that improves the learning of all students uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement.

Evaluation: Staff development that improves learning of all students uses multiple sources of information to guide improvement and demonstrate its impact.

Research-Based: Staff development that improves the learning of all students prepares educators to apply research to decision making.

Design: Staff development that improves the learning of all students uses learning strategies appropriate to the intended goal.

Learning: Staff development that improves the learning of all students applies knowledge about human learning and change.

Collaboration: Staff development that improves the learning of all students provides educators with the knowledge and skills to collaborate.

Content

Equity: Staff development that improves the learning of all students prepares educators to understand and appreciate all students, create safe, orderly, and supportive learning environments, and hold high expectations for students' academic achievement.

Quality Teaching: Staff development that improves the learning of all students deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately.
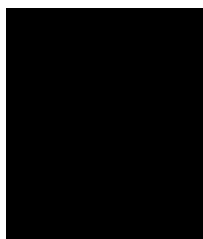
Family Involvement: Staff development that improves the learning of all students provides educators with knowledge and skills to involve families and other stakeholders appropriately.

First, Build Relationships

"No significant learning occurs without a significant relationship." Dr. James Comer

By Terry Eis
KSDC Past President

Learning to effectively teach children of generational poverty requires first building relationships with them. This was the chief theme that Dr. Bethanie Hamel Tucker shared with attendants in her session *"A Framework for Understanding Poverty"* at the recent KSDC Spring Pre-Conference.

Dr. Bethanie Hamel Tucker

While developing relationships with our students seems obvious, we aren't always aware of the cultural differences children bring to the classroom. Lacking this most important understanding often prevents us from connecting with students in ways that make learning more possible for them. Dr. Tucker suggests that to build that relationship, we must know and acknowledge the following:

- Hidden rules exist within socio-economic classes that children learn by living in the situation;
- Cultural differences are part of generational poverty and impact the way in which children function in a predominantly middle-class environment;
- Children must be taught how to navigate among cultures if they are to succeed and escape the negative impact of poverty;
- Moving from the culture of generational poverty to that of middle class is painful because it often requires giving up close relationships for a time;
- Relationships and education are the two keys to helping children move from, or remain in, poverty; and
- Resources (emotional, intellectual, physical, relational, financial) are needed to succeed.

As our student population becomes more diverse, we must learn to speak the language of the many cultures they bring with them. Knowing and understanding our students and them knowing and understanding us will be the starting point for ensuring that all children have a high-quality and challenging education, enabling them to achieve to their highest levels. ■

KSDC Names 2006 Award Winners

By Vicki Bechard
Awards Team

Who's doing best practice? What schools are out there on which to model your school's professional learning efforts? How can implementation of staff development activities impact student performance? Kansas is a state filled with schools and educators who are making a difference in student performance.

KSDC annually recognizes the best models of professional learning in the state. 2006 award winners were recognized at the KSDC Annual Conference luncheon, held February 9 in Wichita.*(Look for articles about the work being accomplished by the 2006 award winners in the May issue of Direct Connection.)*

And The Winners Are...
Systemic Learning Award
USD 458 Basehor Linwood Public School District
This award was accepted by Assistant Superintendent, Bill Hatfield; PDC President and Assistant High School Principal, Sandry Guidry; PDC Vice President and Elementary representative, Nancy Jones; and Middle School PDC Representative, Donna Gunter.

The Basehor Linwood School District is being recognized for working hard to provide resources and guidance in staff and professional development, which resulted in a dramatic improvement in student performance.

Professional Learning Community
Blue Valley High School, USD 229
This award was accepted by Scott Bacon, Principal; Bev Bertolane, Social Studies Department Chair; Karen Nixon, Math Teacher; and Elizabeth Parks, Director of Assessment and Research.

Professional Learning Community
Olathe East High School , USD 233
This award was accepted by Dr. Tom Barry, Principal; and Richard Luckert, English Teacher.

Blue Valley High School and Olathe East High School are being recognized for implementing staff development that links to improved student performance. Both schools are implementing the Professional Learning Communities Model and were selected based on the strength of evidence of creating a culture of learning.

Impact Award
Joyce Adams, Principal
Charles O. Stone Intermediate Center
Garden City Public Schools
Adams is being recognized for taking her professional development to the levels of application and impact on student performance by implementing a new discipline program in her building.

Staff Developer Of The Year
In Spring 2007, districts will be asked to nominate someone that has made a difference or has shown leadership in Staff Development for their district. This can be someone within the district or an outside consultant. All persons nominated will be recognized.

Apply For 2007 Awards
Don't forget to apply for the KSDC Staff Development Awards for 2007! Application information will be made available beginning in July, with follow-up reminders sent out in the fall. The application process includes rubrics to determine your level of implementation and impact. Even if you don't apply, use the rubrics to assess the quality of your own staff development process! ■
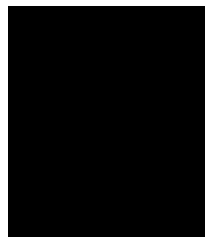
NSDC Conference Brings Results In Learning New Ideas, Strategies

By Janice Craft
KSDC Mini-grant recipient

Janice Craft received a KSDC mini-grant that funded her registration costs for attendance at the 2005 NSDC Annual Conference. In this article, Craft shares information from sessions she attended at that conference.

Music for Staff Development

Using Music to Create Dynamic Cultures for Staff Development by Rich Allen, PhD was the most practical and exciting session I attended at the 2005 NSDC Conference. Dr. Allen advises the use of music in four distinct capacities.

Janice Craft

Set the right tone for your session by selecting music to create an atmosphere or reinforce a theme. "Whether setting an upbeat, exciting tone or a quiet, contemplative one, starting with music will help students relax and become focused on the information they are about to receive," states Allen. He recommends a comprehensive resource, *The Green Book of Songs by Subject* by Jeff Green, which thematically lists over 35,000 popular songs and album tracks of all genres and eras.

Utilize bright, upbeat music during periods of audience movement. Do this in order to motivate participants "to accomplish the task more rapidly, and with a sense of animation and enjoyment," states Allen.

Play soft background music during discussions . These discussions can involve pairs, triads, or small groups. This "pads the room so that sound from one group is less likely to interfere with sound from another group," advises Allen.

Use music at the close of a session. This final opportunity allows presenters to leave a lasting impression with participants, many of them humming as they head back to their desk or car.

Allen advises use of music from the 1960s and sells a CD of 200 popular songs from this era. His CD is original artists, not rerecordings. He also lists www.itunes.com as an excellent resource. Not only does this website offer downloadable songs for $1.00 each but it also provides free software to help manage the music catalog you are creating. A final resource he recommends is *The Ultimate Book of Music for Learning*, a guide to creating classroom-tested songs for any learning environment. The book includes lists of songs from the 60s, 70s, 80s and beyond. It also includes lists of great closing and novelty songs.

If you are considering incorporating music into your presentations you should also consider investing in an Apple iPod and a Bose SoundDock with credit card sized remote and very small but powerful speakers. All these resources are discussed at Allen's website: www.impactlearn.com.

How Leaders Build Professional Learning Communities

Another especially helpful session was the Pre-Conference *How Leaders Build Professional Learning Communities: Translating Theory into Practice* conducted by Jon Saphier. Saphier cited experts including Barth, Sparks, Newmann & Wehlage, McLaughlin & Talbert, Senge, Fullan, Lencioni, Schmoker, DuFour—even Senator John McCain. Saphier also relied heavily on his own research and lengthy career in education.

It would be impossible to share all the information from this session so let's focus on a few key points.

1. **The DNA of school leadership** has three elements:
   - Academic focus
   - Productive professional relationships
   - Shared beliefs and values

2. **Build more productive professional relationships** in three phases, Saphier advises. First, develop the ability to speak openly and non-defensively. It is especially important to master these communication skills to better deal with situations where emotions and conflict are high. At this initial stage, it is also advisable to deal with dysfunctional behavior and set limits rather than negotiate.

"Once leaders have built skill at handling difficult conversations with some confidence and facility, the next phase of the work is for leaders to bring these skills to the teams they directly lead," writes Saphier.

Finally, leaders should teach, encourage and facilitate these skills in fellow leaders, challenging them to grow.

Trust is...

a willingness to be vulnerable based on the confidence that the other person is...

• Benevolent	• Honest
• Open	• Reliable
• Competent	

Why Trust Matters

• Promotes learning	• Focuses energy
• Supports professionalism	• Strengthens community
• Builds bridges	

3. **Do not to climb the ladder of inference**, Saphier frequently reminded participants. From observable data and experiences one selects specific data, adds meaning and makes assumptions based on these meanings. Next one draws conclusions, adopts beliefs and takes actions based on these beliefs. This also sets up a reflexive loop where beliefs affect what data is selected next time.

Saphier advises balancing advocacy and inquiry as a means of interrupting a climb up the ladder of inference. "Seek to understand the rules that govern why people do what they do," he writes. Clearly state what you think and why you think it while being open to being wrong. Encourage others to challenge your views and explore what might stop them from doing so.

4. **Choose your stance.**
   • What is *non-negotiable*?
   • What do you *stand for*?
   • What do you *invite* people to study, discuss, investigate?
   • What do you *support*?
At the same time one should examine principles, practices, structures, and policies in light of these four questions.

5. **World Café** — a large group technique that takes people deeper into dialogue before coming to closure. Process: pose three questions (one broad, one less broad, one fairly specific) and provide paper on each table for written responses—one question per paper. Participants rotate from one table to another, leaving the paper behind with their comments. At the close of this activity the facilitator gathers the papers, types the comments and distributes them at a later date.

Trust Matters

Since my own doctoral research was on the topic of trust, I was particularly interested in the NSDC session titled *Trust Matters: Leadership for Successful Schools* by Megan Tschannen-Moran.

March 2006

> *Working in a team... Individuals can discover new ideas and views by collaborating with their teammates— discoveries they would never have made on their own.*

The session was organized around a recently published book by the same title which participants were expected to read before coming to the session. The author defines trust as a willingness to be vulnerable based on the confidence that the other person is:
   • Benevolent
   • Honest
   • Open
   • Reliable
   • Competent
She spends time defining each of these constructs in detail in her text and makes a case for why trust matters. Her opinions on the importance of a high trust environment align with my own; trust promotes learning, focuses energy, supports professionalism, strengthens community and builds bridges.

It is impossible to talk about trust without also addressing betrayal and the seduction of revenge. Tschannen-Moran advises against the temptation of revenge while at the same time providing a roadmap for a more productive response that interrupts this dysfunctional spiral. Whether deliberate or inadvertent, the perpetrator of betrayal should practice The Four A's of Absolution.
   • Admit it
   • Apologize
   • Ask forgiveness
   • Amend your ways

Implementing NSDC's Standards for Staff Development

Staff Development 101: Implementing NSDC's Standards for Staff Development by Saundra Rowell and Pat Roy was a Pre-Conference Session loaded with information. The presenters continued to reinforce the notion that staff development should be results-driven, research-based, and job-embedded throughout their session. They encouraged us to be creative in our approach to finding the necessary time to provide high quality staff development. Some suggestions

The Four A's of Absolution
   • Admit it
   • Apologize
   • Ask Forgiveness
   • Amend Your Ways

included
   • **Bank time** by lengthening the school day or scheduling early dismissal or late start days
   • **Buy time** by hiring substitute teachers and utilizing their time in a creative way
   • **Common time** can be created by organizing specials into blocks of time or scheduling planning periods to overlap
Other suggestions included enlist administrators to teach classes on occasion, add professional days to the school year, practice team teaching, or utilize college interns.

Rowell and Roy led participants through exercises designed to foster critical thinking and evaluation skills, offering three organizing questions to encourage evaluation:
1. How do we know?
2. What evidence supports that?
3. What else do we want to learn?

In a similar vein they discussed Black Box Evaluation which focuses only on results rather than what occurs in the program that is the focus of the evaluation. Instead, they advise Glass Box Evaluation which clearly articulates a theory of change and provides information on what the evaluation contributes to the program's outcome. This model provides information on what occurs and how it occurs within a program. Both implementation and impact are evaluated.

When evaluating data the presenters advised uncovering "patterns and relationships among the data." They concluded that, "Working in a team, individuals can discover new ideas and views by collaborating with their teammates—discoveries they would never have made on their own."

Rather than comparing data from one

Fall Institute…..*That Works!*

By Lee Cox
and
Volora Hanzlicek
2005 Fall Institute Chair

Nearly everyone in education today recognizes the contribution that Robert Marzano, Debra Pickering, and Jane Pollock have made to our understanding of how effective teaching influences student achievement. Whether discussing the *"Instructional Strategies That Work"* theme of the KASCD/ KSDC Fall Institute or the research-based strategies articulated by Marzano, Pickering, and Pollock in "Classroom Instruction That Works", the emphasis should be on the last two words….*That Works!*

Those words were echoed throughout the two days of Fall Institute in Wichita on November 2 - 3, 2005. Mark Forsyth brought the nine effective teaching strategies to life for more than 200 teachers and administrators during the first day of the Fall Institute.

As the participants began to work together in small groups, one courageous teacher said, "I knew what I was doing worked…but I didn't really know why it worked!" By enumerating the nine effective teaching strategies in order of their effect sizes, Mark Forsyth provided practical information to shed light on the why, when, and how the

Mark Forsyth, Fall Institue presenter, and Volora Hanzlicek, Institute Chair, put together two days of learning focused on *"Instructional Strategies That Work"* for KSDC's 2005 Fall Institute.

strategies work. He summarized the research and the theory behind each strategy. The participants discussed the implications to their own classroom practice. The first day provided a valuable research base for day two's activities.

On the second day presenters came from various districts to share their own experiences with the strategies. Breakout sessions included:
- **Cooperative Learning**, helping participants gain ideas on how to group students to make learning more meaningful and fun for all students;
- **Walk-through Supervision Tool**, presenting a way to integrate the role of leading staff and using the strategies while managing routine classroom walk-throughs;

- **Homework**, offering ideas on how to deepen understanding and skills related to content after the initial instruction;
- **Application of Strategies in Instructional Planning**, applying the strategies specifically in a lesson;
- **Questioning**, guiding teachers on the implementation of this strategy;
- **Using Strategies in your Mentoring Program**, focusing on the strategies integrated into a district mentoring program;
- **Non-linguistic representation** sharing of many ideas for classroom application; and
- **Differentiated Instruction**, providing participants with ideas on how to integrate Understanding by Design, Classroom Instruction that Works Strategies, and differentiated instruction.

After information was presented, participants were allowed to generate and discuss ways to integrate the concepts into their own practice.

The two days were "excellent" stated one evaluation. For some it was affirmation of "What Works." For others it was taking many ideas supported by research back to implement in their own educational roles.

While the conference was a great success, KASCD, KSCD and the educators in Kansas wish to convey our sincere sympathy to Dr. Pickering. Pickering was unable to present at the Institute due to the death of her mother. She will present a pre-conference for the 2007 Spring Conference. ■

Take Note...

Instructional Strategies *THAT WORK!*

1. Identifying similarities and differences

2. Summarizing and notetaking

3. Reinforcing effort and providing recognition

4. Homework and practice

5. Nonlinguistic representation

6. Cooperative learning

7. Goal setting and feedback

8. Generating and testing hypotheses

9. Cues, questions, and advance organizers

All school districts will need to engage students with diverse backgrounds in order to achieve higher standards.

Day One

Dr. George McKenna made history as principal of George Washington Preparatory High School in 1970. At the time, this high school was one of the most notorious and violent in Los Angeles, replete with gangs, drug dealing and gunfights. McKenna and his reform tactics turned George Washington Preparatory High School around, transforming it from a failing institution to one where nearly 80 percent of its graduates go on to college.

McKenna's programs have been modeled throughout the nation. He has served as a consultant to numerous school districts and law enforcement agencies. He is also the author of several articles that have appeared in local and national newspapers and educational journals. McKenna has received more than 400 citations and awards from civic, legislative and professional organizations. His work led to his being the subject of the award-winning HBO movie, *The George McKenna Story*, starring Denzel Washington.

Day Two

Day Two features a selection of informal, interactive breakout sessions. Practicing educators will share successful strategies modeled after those discussed by Dr. McKenna.

Look for more information in the next issue of Direct Connection or on the KSDC website, www.ksdc.us ■

KSDC Mini-Grant Recipient Reports On Learnings From NSDC Conference

teacher to another, a typical first instinct or response, they advise asking questions about the data.

For non-disaggregated data:
- Do some students achieve at higher levels than others? In what area? To what degree?
- Are there patterns, surprising or expected results?

For disaggregated data:
- What are the lowest and highest performing groups?
- Are there differences between gender or socioeconomic group or racial or ethnic groups?

Next, summarize the data by identifying the problem but "avoid the urge to brainstorm solutions. That step will come later." Craft one or more statements based on observation of the data that best describes the problem(s).

Finally, "for each data summary statement brainstorm all the possible reasons why the data show what they do." For each of these reasons then identify the data or facts that support the reason. "Continue asking 'why' until the root cause of the problem or need has been identified."

Making the connection between learning and improvement can be

facilitated by utilizing the five components of a SMART goal:
- Strategic & Specific
- Measurable
- Attainable
- Results-based
- Time Bound

Rowell and Roy also reminded participants of five major purposes for professional learning:
- Developing awareness
- Building knowledge
- Translating into practice
- Practicing teaching (or leading)
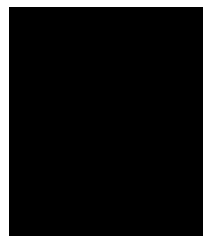- Reflection

Examining all aspects of a professional development plan from this perspective assures the maximization of any staff development plan. However, don't expect immediate results. With these five purposes in mind, create initial, intermediate and long term goals. Research findings support the idea that it takes about three years to see significant improvement.

A KSDC mini-grant will fund the registration fee for attendance at the NSDC conference or the spring KSDC conference. Look for more information about KSDC's mini-grant program and eligibility requirements in the September issue of Direct Connection. ■

Killion Pre-Conference Addresses Use Of Innovation Configuration

learning within their own schools and/or districts. Standards of learning

Joellen Killion

community, leadership, design, and equity were explored. Through discussions, participants generated possible uses of the Innovation Configurations to improve professional learning and then planned changes and/or actions to take in their own school and/or district so that teachers are operating at the highest level as described in the standards. Finally, participants discussed the roles of key leaders and what they would have to know and be able to do in order for those behaviors to happen. ■

Does your District have experience with
Engaging Diverse Students and Parents?

Share your story....
Be a presenter for the FY 2006 Fall Institute

General Information

Don't miss Fall Institute 2006, titled "Engaging Diverse Students and Parents" for two great days of staff development. Day one brings Dr. George McKenna whose work led to his being the subject of the award winning HBO movie, *The George McKenna Story*. Day two will follow with various educators that have worked successfully with families and students. Come join day two of the Fall Institute and share your successes with students and parents. All breakout sessions will be at the Hilton Wichita Airport Executive Conference Center in Wichita, Kansas Thursday, October 19, 2006.

Items to Consider in Your Proposal
• Presentations should give participants an example of how a strategy is used successfully with
   students.
• We would like you to present two times so as many people who want to attend your session
   can. Each session will be an hour and one half in length.
• The session format must be interactive.
• If you need AV equipment we would ask that you bring what you need.
• All presenters must pre-register for the conference, but receive *free registration*.
• Presenters are responsible for handouts. You will need 60 copies. Any handouts left after the
   presentation will be placed on a resource table.

Submit the proposal via e-mail by March 31, 2006.
E-mail: Pbishop@usd345.com
Or fax your typed proposal to the attention of: Patti Bishop FAX # 785-286-8542

Presenters will be notified by April 15, 2006 regarding proposal acceptance

To submit a proposal include the following information:

Name/Names _____

Job Title (s)_____

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Identify the topic you would like to share_____

   on a separate sheet:
      • List your experiences with this strategy
      • Briefly describe the activities you would use to share this strategy

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KSDC's Vision:

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

How do we turn vision into reality?

One at a time...

individual by individual...

"we're not going to get there if we don't take a step."

Joellen Killion

Some ways to step into change:

In terms of **Leadership**...

1. Be a model of what professional learning looks like.
   "Pull up your sleeves and work alongside the staff."
2. Create a vision of what quality professional learning looks like.
3. Have conversations with staff about "what works."
4. Communicate. Listen.
5. Make changes one person at a time.

In terms of **Belief Systems**...

1. Be clear about the expectation that every teacher in every building will experience quality professional learning every day.
2. Have conversations with staff about the definition of quality professional learning.
   Ask staff to develop their own personal definitions of quality professional learning.
3. Offer team building experiences.
4. Create a "no excuses" list. Discuss each item and then move forward.

In terms of **Structural Changes**:

1. Create opportunities for professional learning to happen within the school day.
2. Do walkthroughs and offer feedback.
3. Change the structure of existing meetings to focus solely on professional learning.
4. Investigate grant opportunities to fund professional development.

This list was compiled from ideas shared during the board development activity at the Spring KSDC board meeting.

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