

New School Year... New Beginnings...

The only joy in the world is to begin.

– Cesare Pavese



On the Road Again

By Sue Kidd
KSDC Past President

When I began teaching almost 30 years ago, I walked into the classroom knowing nothing compared to what I know now. Yet, at this point in my career, I find I still know only a small portion of what I need to know.

That first step in the journey to becoming a “seasoned” educator led me down a path of surprises and unpredictability. Those first two years, I stumbled along in the tall grass and over fallen limbs and roots erupting from the broken ground of unfamiliar turf. On occasion the fog would clear, and I’d actually get something right; I’d manage to avoid some of the pitfalls I’d already experienced. I was learning, but I was traveling alone.

Over the next 21 years my journey found me following wise and *continued on page 2*



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Calendar Countdown

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*

NSDC Annual Conference

Staging Noteworthy
Performances

December 2-6, 2006

Oprayland Hotel

Nashville, TN

KSDC Spring Conference

January 31-February 2, 2007

Making An IMPACT

Wichita Airport Hilton

Wichita, KS

KSDC Board Meetings

October 18, 2006

5:30 p.m.

Wichita Airport Hilton

January 31, 2007

5:30 p.m.

Wichita Airport Hilton

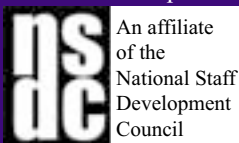
Board Advance

June 13-14, 2007

The Barn

Valley Falls, KS

Direct Connection is a publication of
the Kansas Staff Development Council



President's Column

Quality Professional Learning 'Mind-on' & The Final 2%

By Jill Smith
KSDC President

As you begin your new school year, I wanted to share some highlights about what KSDC has done to plan for the new year. During our KSDC Summer Advance, we had the opportunity to share our own personal definitions of quality professional development/learning. Through this sharing, we developed a common language and laser talk for audiences that we may be able to influence. Hayes Mizell offers many insights into quality professional learning that I wanted to share with you along with some modified components. Quality professional learning includes the following components:

- Takes place at school
- Occurs daily
- Engages teams to collaborate
- Relies on discussion
- Requires active participation and initiative
- Stimulates thinking
- Emphasizes creation of
- Sparks investigation
- Generates understanding
- Involves problem solving and ownership

Our group discussed many more ideas that helped to create quality professional learning. An idea that

really gave me pause was an idea of "mind on." Lisa Brookover, past president, attended a learning opportunity and the speaker was talking about the power of hands-on, plus the more powerful approach of "mind on." "Mind on" not only stimulates the thinking process, but also creates those connections to prior learning. It doesn't just affect one modality, tactile, but affects the wealth of modalities that we all use.

When we plan our professional learning opportunities for others, are we tapping into the "mind on" theory that can truly impact the learning of others? Dennis Sparks highlights this "mind on" philosophy in *JSD, Journal on Professional Learning*, Spring 2005, Vol. 26, Number 2, when he talks about affecting the final 2%. The final 2% is when the most powerful learning experiences create new neural networks in the brain and develop relationships that sustain us and our work. Learning reconfigures the brain. Staff should be involved in learning as they engage in the core tasks of teaching and solving real problems with others over time. I would encourage you to think about the "final 2%" and the "mind on" approach as you plan your professional learning opportunities for the school year. ■

On the Road Again

continued from page 1

experienced mentors, people who led by example. I watched, I listened, I followed, and I learned. One day, I paused in my journey long enough to realize that I had become, if not a leader, at least someone walking alongside my mentors; and I was becoming one of them - an educator with her own knowledge, experience, and fledgling wisdom.

In the years since, I journeyed out of the classroom and into other unfamiliar places. I have found that I have many

more mentors from which to learn, more of what I know to share, and many more turns and forks in the road to take in becoming wise. I have learned that to be the best and to give my best, I can't stop traveling; I can't be content with what I have learned and call it "good enough."

As long as there are children to teach, young educators to assist, colleagues to support, and much to learn from all of them, I will seek wisdom and be on the road again. ■



Engaging Diverse Students and Parents

Fall Institute Explores Instructional Strategies That Lead To Success For All

By Patti Bishop
Fall Institute Chair

The 2006 Fall Institute will focus on "Engaging Diverse Students and Parents." The institute, hosted jointly by KSDC and KASCD, will be held October 18-19 at the Hilton Wichita Airport Executive Conference Center in Wichita, KS.

Day One

Lessons from McKenna

Dr. George McKenna made history as principal of George Washington Preparatory High School in 1970, transforming it from a failing institution to one where nearly 80 percent of its graduates go on to college. McKenna's programs have now 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. His work led to his being the subject of the award-winning HBO movie, *The George McKenna Story*, starring Denzel Washington.

Day Two

Successes from Kansas

Day two will be filled with breakout sessions during which practicing educators will share their successes. Each session will consist of interactive activities and ideas for practicing teachers, support staff, and administrators to take back to their district for implementation. Sessions include:

Diversity, Parents, Teachers:

How We Can Work Together

Dr. Davila, KSU

This session focuses on group activities and discussion on how to make parents feel comfortable in public school.

Strategies for Creating Partnerships with Families from Diverse Socio-Economic Backgrounds

Katherine Spratt

This session features whole group, September 2006

small group, pairs and facilitation activities aimed at learning how to develop partnerships with parents.

NCLB Strategies for ELL

KPIRC, Nancy Kraft

KPIRC has established strategies which help educators work with school-based and school-linked programs to help them solve and communicate more effectively with parents.

Engaging Men as Volunteers

Judy Chamberlain and Debbie Johnson

The regular presence of male figures in an elementary school will enhance school climate and improve learning, and classroom instruction for all.

Sheltered Instruction

Observation Protocol (SIOP)

Southwest Regional Plains

Service Center, Mike Toole

Learn how to apply this model in consistent and effective ways for use in both ESL and content area classrooms.

Effective Instructional Math Practices

Southwest Regional Plains Service

Center, Joyce Frederiksen

Learn to apply effective instructional practices that can improve the academic success of diverse learners.

Meeting the Academic Needs

of Students in Poverty

DeAnne Heersche

Heersche will focus on understanding poverty, brain research in the classroom, and teaching at-risk students to help teachers gain a clearer understanding of the needs of at-risk students in the regular classroom.

AVID Program: Encouraging At-Risk

Students to be College Bound

Staci Valdez and Denise Wren

AVID targets students in the academic middle who have the desire to go to college and the willingness to work hard. An AVID teacher is a facilitator and an advocate for students.

Registration Online

Further details on the institute and online registration are available online at the KSDC website, www.ksdc.us.

Registration can also be via hard copy. ■

FALL INSTITUTE Registration

• Complete this form or register online at www.ksdc.us.

• Enclose your check or PO made to:

Kansas Staff Development Council

• Send form and payment to:

Janel Andrews PH: 785-460-5002

600 W. Third, Colby, KS 67701

Name _____

Job Title _____

District/Agency _____

Address _____

City _____

Zip _____

Phone _____

E-mail _____

Cost

Registration **prior to** October 1, 2006

_____ **KASCD/KSDC Member** \$ 200.

_____ Non-member \$ 225.

Registration **after** October 1, 2006

_____ **KASCD/KSDC Member** \$ 250.

_____ Non-member \$ 275.

_____ **KASCD Membership** \$ 30.

_____ **KSDC Membership** \$ 15.

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

Breakout session choices:

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

_____ Diversity

_____ SIOP

_____ NCLB Strategies

_____ AVID Program

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

_____ Men as Volunteers

_____ Effective Math Practices

_____ Creating Partnerships

_____ AVID Program

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

_____ Diversity

_____ Creating Partnerships

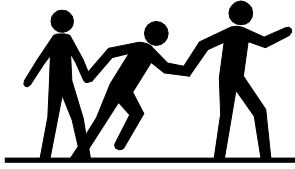
_____ NCLB Strategies

_____ Students in Poverty

Total enclosed \$ _____

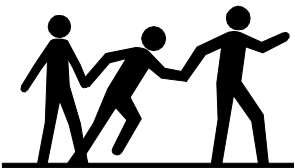
Enclosed is my check # _____

Enclosed is PO # _____



Professional Learning Communities

- create supportive learning environments that hold high expectations for all students
- deepen educators' knowledge of their content area and knowledge of effective instructional practices
- enable and encourage systematic change through professional learning
- establish a research base to continually define and refine best practices



2006 KSDC Award Winner

Olathe East Develops PLCs

The Kansas Staff Development Council awarded Olathe East High School with its prestigious Professional Learning Community Award in February 2006. Professional Learning Communities (PLCs) are small teams of teachers, usually organized into course-specific groups, that collaboratively determine — in alignment with school goals and district and state standards — what students should learn, how their learning will be measured, and how to respond and adjust to student performance data. Olathe East has been using PLCs as its primary means of school improvement and staff development for the last two years.

The teacher teams collaboratively determine what will be taught yearly, by semester, quarterly and even daily.

They collaboratively write assessments tied to state and district standards to determine whether students have learned. The teams use student performance data to determine what changes to lesson plans and instructional strategies are necessary to help sustain continuous improvement.

Olathe East's data from recent state assessments and standardized tests reveal a significant improvement that correlates with staff development initiatives, including PLCs.

Olathe East staff and students will work to maintain the standard of excellence on state assessments to increase rigor and students' skills without diminishing hope; and to refine efforts to narrow the achievement gaps between the majority and the cultural, ethnic, and economic minorities. ■

KSDC Awards Program Expands Again, To Include District Staff Developer Award

By Vicki Bechard
Awards Team Chair

Is your district or building providing teachers with the knowledge and power to make a difference for kids? If so, KSDC wants to recognize those quality staff development practices. Recognition can be received at the district, building, or individual level. Awards are given in the areas of:

- **Systemic Learning Award** – This is a *district* award for district-level leadership in providing resources and guidance for staff and professional development, which results in improvement of student performance.
- **Professional Learning Communities Award** – This is a *building* level award for implementing staff development and creating a culture of learning that links to improved student performance.
- **Impact Award** – This is an *individual* award for taking professional development to the levels of application and impact on student performance by implementing strategies or programs in

the classroom or building that improve student performance.

• **District Staff Developer Award** – This is an *individual* award whereby districts can nominate someone that has made a significant impact or contribution to the staff development efforts within that district in the last year. All those nominated will receive recognition and a complimentary, one year membership in KSDC.

Those interested in applying for the awards can view the rubric and/or obtain applications on-line at the KSDC website. The application deadline for the Systemic, PLC and Impact Awards is **December 15, 2006**. Award winners will be notified in early January, and asked to attend the KSDC Spring Conference to receive their award. In addition they will be required to write an article for the *KSDC Direct Connection* and present at the 2008 conference.

The deadline for the District Staff Developer Award is **October 31, 2006**. Those nominated will be recognized at the KSDC Spring Conference. ■

KLFA Organizations Identify Responsibilities To Achieve Mission

Being an advocate for public education and/or specific portions of the public education mission is a major responsibility for 13 Kansas Learning First Alliance members. That fact, although not surprising, was one of many gleaned by KLFA members as they reviewed the results of a project set into motion over a year ago. The project called for each member board of directors to identify policies and practices its organization does to help make Kansas first in the nation in teaching and learning. KLFA members spent much of their May meeting discussing the results of those conversations and generating ways they can be used in the future to help KLFA and each member share the benefits of high-quality public schools with the public.

Ten organizations reported they were responsible for providing technical support, resources and models. Different examples of those included monitoring school improvement efforts, addressing both academic and practical applications, helping students access community resources, addressing state

and federal mandates and providing research-based information about teaching and learning. Nine organizations saw themselves responsible for providing quality professional development for teachers, paraprofessionals, school board members, instructional leaders, and special education teachers and administrators. Seven organizations reported being responsible for providing information about best practices. These included showing correlation between professional development and student achievement and promoting cooperative and collaborative curriculum planning and decision making.

Supporting pre-service education,

collaborating with other partners, supporting recruitment and retention of quality teachers, supporting parental involvement, providing recognition of quality and providing support for leaders were other areas claimed as responsibilities by KLFA members.

Members also looked at the KLFA website, which now can be found at www.kansaslearningfirst.org. Plans were made to revise the website, particularly in light of its new address, recent accomplishments and new initiatives. Also approved were plans to move forward with supporting a statewide initiative with the Partnership for 21st Century Skills. ■

NSDC News

NSDC Announces Change In Leadership

*Sparks steps down
Hirsh named executive director*

NSDC Executive Director Dennis Sparks has announced his intention to step down from that position, effective June 30, 2007. The NSDC Board of Trustees has named Stephanie Hirsh, now deputy executive director, as the organization's new executive director, effective July 1, 2007.

NSDC president William Sommers said, "Dennis Sparks has provided NSDC with remarkable leadership over the last 22 years. Everyone who has worked with him holds him in high regard and will miss his contributions

to the work that we do."

Apply To Present At The 2007 Summer Conference In Denver

NSDC invites you to submit a proposal to present a session at the 2007 Summer Conference. We hope you will carefully consider this opportunity to share lessons learned with educators from across the country.

Converging Forces for School-Based Professional Learning will be held at the Hyatt Regency Denver July 15-18, 2007. This conference is designed especially for teacher leaders and the administrators who support them. Schools are encouraged to send teams of educators.

Proposals to present are due October 1, 2006. For more information, go to www.nsd.org. ■

Membership Recognition

The following members were recognized this summer for their commitment to KSDC.

Five Consecutive Years of Membership

Diane Gross
Volora Hanzlicek
Mary Ellen Isaac
Jim Karleskint
Terri Kimball
Becky Rojas
Barbara Russell
Carol Simoneau
Blake West

Ten Consecutive Years of Membership

Cathy Colborn
P. Kay Duncan
Jack Furan
Dan McAdam
Sandy Morris
Dr. Jill Smith

COMING SOON
to a computer near you....

MindBytes



The KSDC Advocacy Team will soon begin publishing *MindBytes*. *MindBytes* are short staff development tips. They are quick tips, based in the *Tools for Quality Practices* and the Staff Development Standards. They will be sent using the state's list-serves and housed on the KSDC website., www.ksdc.us. Be on the lookout each month for a math, a reading, and a general staff development *MindByte*. ■

In Search Of...Quality Practices

By Deb Perbeck
KSDC President-Elect

The Quality Practices Committee of the KSDC is working on a project using the information found in the Kansas Learning First Alliance document, *Tools for Quality Practices: Professional Development* found at http://www.kansaslearningfirst.org/9-28-05_project/profdev.pdf. Of the five themes presented in this section of the document, the Quality Practices Committee will focus on Theme 4: Learning Communities. The group is currently working on gathering information, samples, and interviews from those who are successfully implementing the Professional Learning Communities philosophy in their schools. The committee will then prepare the information to be posted on the KSDC website so that others may access it and form or continue to develop their Professional Learning Community (PLC).

Phase One: Getting Started – Forming a Group

The first phase of the project is to identify what is needed to start a PLC in your school. The committee identified four categories of information to gather. Below is a list of the categories with examples of the type of specific information needed.

- **Procedures:** These may include samples of detailed and focused agendas as well as the specific roles of the PLC members during the meeting.
- **Expectations:** What are the specific rules of the PLC? What is the primary work of the PLC and did you measure effectiveness? These may include samples of team rules, main focus of the PLC in your school, and how results were assessed.
- **Relationships:** How did your PLC move from collegial relationships to one of collaboration? What specific team building activities did your PLC find helpful? How did you work out the inevitable conflicts among members?

Page 6 **Direct Connection**

• **Support:** What specific resources were needed to set your PLC in motion and what did that assistance look like? These might include how you set aside time for meetings, the meeting location,

and what specific administrative support was given.

The need of the committee is for the membership to forward samples, information, and names of persons who might be interviewed by Deb Perbeck at dperbeck@vikingnet.net. The committee knows that there are very

successful PLCs working all over the state of Kansas. Our desire is to bring that information to the membership so that all schools may access the resources proven to be helpful in the development of Professional Learning Communities. If you have suggestions or ideas to support this effort do not hesitate to contact Deb Perbeck by email or phone (620) 421-5950. When resources for Phase One are established online, **Phase Two: Collective Inquiry – Getting to the Work** will begin. Check back to the KSDC website throughout the year for updates.

Quality Practices Team Needs You!

Letter to KSDC members:

Professional Development is the biggest thing we as principals can do for our student's achievement. All research indicates this and when you think about it, it does make sense. If our teachers have more tools to transfer information to students, the achievement gap will disappear. So why is there very little out there to lead principals down this path?

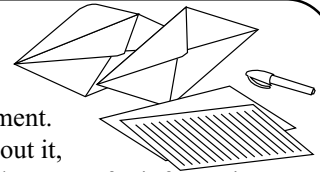
A year ago my superintendent suggested I become a member of KSDC and I obliged, not knowing why. I thought of it as one more obligation....

As a member and former board member of other National and State Principals' Associations, the emphasis was usually about Instructional Strategies, Programs, Research or School Improvement. The link that was missing, in my opinion, were those skills to engage the adult learner or to teach those skills we have learned. Think about it. Most of us we have taught children our entire life. Even though there are some commonalities, the adult learner is definitely a different animal. We, as principals, need more information and support in the area of Professional Development. In my experiences as an assistant principal, the principal designed and implemented "in-services" in order to provide information. These in-services were nice. We usually had food and enjoyed a day off from students. Never did we actually measure the impact of any in-service! If you want school improvement to hook into actual school gains we have to look more closely into the whole professional learning concept. If you are struggling with the entire Professional Development gig, or want more information, let me make a few suggestions:

- Become a member of KSDC.
- Become a member of NSDC.
- Talk to other colleagues.
- Ask for help.
- Complete a needs assessment document.
(Typically offered through service center providers.)

After my first year as a principal, one thing has become very clear. The schools that focus on a target and support teachers to reach the goal will be successful. The support needed is quality Professional Development. It is the fuel needed to reach your destination. Have a great year learning!

Marty Anderson, Principal, Parsons High School



Making An IMPACT: Spring Conference To Focus On Strategies That Lead To Improved Performance In Education

By Adrian Walker
Spring Conference Chair

The KSDC 2007 Spring Conference will be held at the Wichita Airport Hilton Hotel. The pre-conference date is January 31 and the main conference February 1 and 2. This conference, **Making an IMPACT**, will include strands to focus on improving performance in education. This includes student performance as well as systemic, administrative and professional development. Please plan to attend and gain new understandings and information about specific strategies to:

- teach all kinds of learners,

- increase staff morale,
- offer quality professional development,
- implement small learning communities, and
- involve parents and communities.

January 31 Pre-Conference Classroom Instruction That Works: Focused Study

Dr. Debra Pickering

This presentation will provide participants with an opportunity to gain a more in-depth understanding of two of the nine instructional categories in *Classroom Instruction That Works*, the ASCD publication that reviews decades of research and makes specific instructional recommendation.

The first focus will be on setting objectives and providing feedback. The goal here will be to understand better the types of learning goals we have for students and the type of feedback that is likely to enhance student learning. Participants will practice using rubrics as feedback, but then go further and examine grading practices that provide good feedback and that motivate students.

The second focus will be on the category of nonlinguistic representations. Participants will understand how to use images at every grade level, across all content areas. Nonlinguistic approaches will be applied to improve reading comprehension, summarizing and note-taking, and vocabulary learning. Emphasis will also be on building academic vocabulary in a school-wide and district-wide program.

February 1 Main Conference

Keynote Speaker

Bill Sommers, NSDC President

Bill will be the keynote speaker and also lead a breakout session. He is the current National Staff Development Council President. His keynote and breakout will focus on quality professional development and leadership.

February 1 - 2 Main Conference

Making an IMPACT

Plan now to submit a proposal for the main conference. Share with others how you have inspired your staff and included parents in your educational discussions. Advertise the strategies you use to help all learners achieve success.

- Involving Parents and Community
- Strategies that Work for All Students
- Maintaining Staff and Student Morale
- Leadership Within Professional Development
- Professional Learning Communities

Conference proposals can be submitted online at www.ksdc.us, or a hard copy can be found on page 8. Proposals are due September 15. ■

Is Our Organization Making A Difference And How Do We Know?

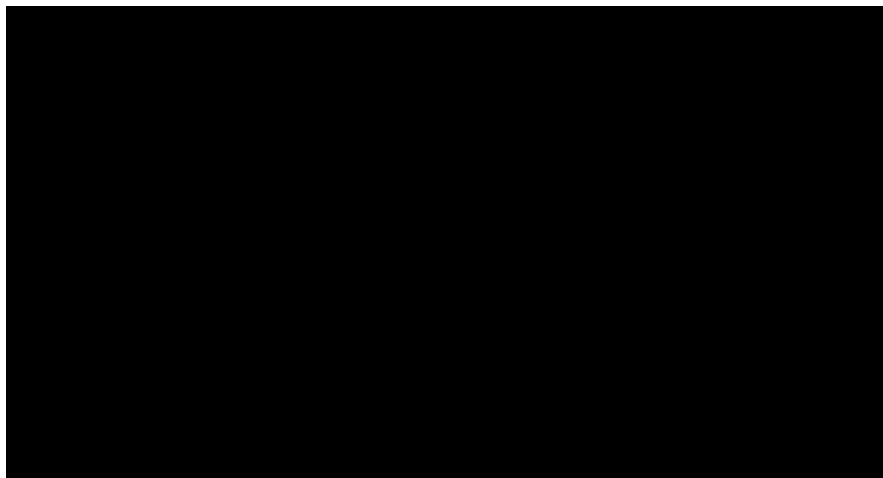
By Sandee Crowther
KSDC Executive Secretary

KSDC has not really had a strategic plan as an organization for several years. Yes, last year we did develop a vision and reword our mission to align with the goal of the National Council of Staff Development. Yes, we also revisited and revised our belief statements. But the big question is what is our plan as to how we will get there

and how will we know if we are making progress? This is not only an issue for associations but also something for schools and districts to consider.

To really focus on where we want to go we need to focus on what does our organization and its members have to do differently to serve all students in Kansas. From my experience with schools and districts and other

continued on page 9



The KSDC Board gathers on the lawn of The Barn in Valley Falls, KS during their annual advance. As part of this year's advance, the board shared some of their favorite "prime" activities for professional development, reviewed the work of KSDC over the last year, and developed plans to enhance the work and outreach of the organization in the coming year.

September 2006

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

You're Invited to Submit a
Proposal
for the spring conference of the
Kansas Staff Development Council



MAKING AN IMPACT

February 1-2, 2007 — Wichita Airport Hilton — Wichita, KS
(Pre-conference January 31, 2007)

Proposal Strands:

1. Working With Diverse Learners
2. Involving Parents and Community
3. Strategies That Work for All Students
4. Maintaining Staff and Student Morale
5. Leadership Within Professional Development

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

Primary Presenter Name _____

Position/Title _____ Institution _____

Work or Home Contact Information

Address _____ **Work Phone** (area code) _____

City/Zip _____ Fax _____

E-Mail _____

Additional Presenters' Names (For more than four presenters, please indicate a title for the group.)

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

___ 1. ___ 2. ___ 3. ___ 4. ___ 5.

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

Presentation Options (Check length and type.)

___ 75 minutes ___ 2-hour workshop ___ Informational ___ Interactive

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

___ Overhead ___ Screen

Target Audience (Check each appropriate category.)

___ Teachers ___ District Administration ___ Higher Ed

___ Principals ___ Classified ___ Pre-service Teachers

Verification: *On behalf of the presenter(s) listed in this proposal, I understand I (we) must register for the conference and be responsible for all conference registration fees and other expenditures. I understand that it will be my responsibility to notify each of my co-presenters regarding the status of the proposal, the date, time and location of the presentation should it be accepted. (Any lead presenter may deduct \$25.00 from conference registration fees.)*

Submitter signature _____ Date _____

Please submit your proposal to:

Adrian Walker KSDC Spring Conference Chair USD 383 5114 Vista Acres Manhattan, KS 66503

Fax: (785) 587-2150, ext. 309 E-mail: adrianw@manhattan.k12.ks.us

PROPOSAL DEADLINE: September 15, 2006

Is KSDC Making A Difference? *How Do We Know?*

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organizations there are some key attributes of a powerful strategic plan.

1. It should include a stretch goal that appeals to both leaders' heads and hearts. A strong plan motivates organizations and their members to stop doing some things that are hard to give up and to initiate at least a few activities that feel scary because they require deep changes in beliefs, understandings, and actions.

This is built on this assumption: If nothing of significance changes at KSDC, nothing of significance will change "out there" in professional learning. Or to put it a bit differently, if we do what we've always done we'll get what we've always gotten.

2. The plan has a coherent theory of action related to a small number of clearly defined and powerful strategies. If the theory of action explains in simple, direct language exactly how

a plan's strategies will lead to the desired result, everyone in the organization will understand them and will be able to describe how the strategies affect their work.

The assumption: Clear, logical thinking regarding both ends and means is essential to avoid entering the "zone of wishful thinking" and dissipating energy in fragmented efforts.

3. The plan includes indicators of progress that guide the actions of the board and members of the action teams. Data will be simple enough to collect and interpret, that it will provide both individualized and immediately useful forms of on-the-spot assessment and aggregated information across time

The assumption: Data that is easily understood and actionable is a key component in improving individual and organizational performance.

With these elements in mind, your three representatives to the NSDC

affiliate meeting in July are suggesting that we adopt a three-year strategic plan for KSDC with these elements. We need to be clear about a few simple areas of focus and identify ways to measure the progress we are making toward our goal and regularly monitor our progress. We need to "weed our garden" of those activities that do not impact our goal and focus our energies.

In a school district, a plan such as this could empower teachers to teach less by "cleaning their curricular attics" and nurture professional relationships that focus on teaching and learning. The superintendent using a simple chart in small group meetings could explain and remind teachers, principals, parents, school board members, and community members of the district's priorities and the means by which they would be achieved. A plan such as this provides incredible focus. ■

Members Can Apply For Mini-Grant

Looking for a way to attend the 2006 NSDC conference in Nashville? Or maybe you need monetary support to attend the spring 2007 KSDC conference. KSDC provides two mini-grants that cover the registration costs for each of these conferences. For the NSDC conference, check their website to see what sessions are being offered. Please email the information requested in the form below along with your answers

to the following four questions.

1. How will your attendance enhance student educational opportunities or student achievement in KS?
2. What are your learning goals and why did you choose those goals?
3. How will you determine how this opportunity impacted you?
4. How will you disseminate what you have learned? ■

Bring In 3 — Get Something *Free*

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

Any member who secures KSDC membership from three new non-current members becomes eligible to win a free registration to any KSDC-hosted workshop or pre-conference.

As a bonus, members who renew current membership on or before October 1, 2006 also become eligible to win the free registration.

Why join KSDC?

The benefits are plentiful. KSDC members are able to learn first-hand about effective staff development practices. They have the opportunity to network and build collegial relationships with people from all levels. They receive publications and newsletters and can participate in the fall and spring conferences at member-only prices.

So be sure to look over the membership form on page 10 of this issue, and lock into the power of KSDC! ■

Kansas Staff Development Council
Member Mini-Grant Application
2006-2007 KSDC/NSDC Conferences

Name _____

Grade Level _____ Subject _____

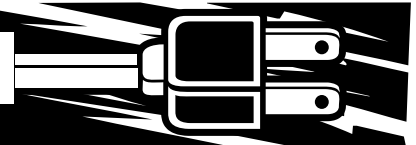
School _____

Address _____

Deadline for submission:
On or before **October 1, 2006 for NSDC**
On or before **December 15, 2006 for Spring KSDC Conference**

Email this information, along with written narrative, to:
Sande Crowther, scrowthe@usd497.org

PLUG INTO EDUCATIONAL POWER



CONNECT with the wisdom and experience of other educators

Stay **CURRENT** on the latest research-based strategies

LINK up with resources that bring results

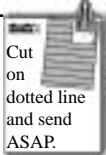
Discover an **OUTLET** for sharing your success stories

KSDC Membership

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

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

KSDC Membership Application



Cut on dotted line and send ASAP.

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

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

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

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

Please complete a membership application for each building.

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

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

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

- one copy of newsletter
- member rate for conference registrations

Name _____ Position/Title _____

District/Agency/Building Name _____ USD # _____

Mailing Address _____

City/State/Zip _____ Day Phone _____

E-Mail Address _____

Referred by _____

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

Send completed form with check or P.O. to:

Tom Jerome, KSDC Treasurer, Box 616, Eudora, KS 66025

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

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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.

