

Reflection...

*It's the ability to look back
and make sense
of what happened
and what you learned.*

*But it's also the ability to look forward,
to anticipate what's coming up
and what you need to do
to prepare for that.*

– Bill Somers,
2006 NSDC President



As 2006 comes to a close, take time to *Reflect*



Inside This Issue

President's Column	page 2
Fall Institute.....	page 3
Spring Conference.....	page 4
APGAR	page 6
Systems Thinking	page 7
Nominations	page 8
Generation X & Y	page 10
2006-07 Board	page 11
KSDC Mini-Grant.....	page 12



Calendar Countdown



KSDC Spring Conference
January 31-February 2, 2007
Strategies That Work For All
Wichita Airport Hilton
Wichita, KS

**Putting NSDC Standards
Into Practice**
June 25, 2007
8:30 a.m. -3:30 p.m.
Kansas City, KS
More details coming soon!

KSDC/KASCD Fall Institute
October 23-24, 2007
*Stepping Up to 2014
...and Beyond*
Keynote: Mike Schmoker
Wichita Airport Hilton
Wichita, KS

KSDC Board Meetings
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

Student Achievement Increases With Parental Involvement, Good Teaching

By Jill Smith
KSDC President

During the Fall Institute in Wichita, I came away with some excellent thoughts from George McKenna. Dr. McKenna really focused on a culture of underachievement instead of a culture of poverty. He emphasized the importance of good teaching and parental involvement to support children in their learning. Good teaching is the answer to create a positive impact on student underachievement. To continue to make inroads to underachievement, a silver bullet will not solve the problem, but a "collective we" approach can.

Dr. McKenna explained how he integrated a parent center into his school and invited parents into the classroom to observe learning activities. The two parents hired to work in the parent center helped to inform parents what they should do during the classroom observations. The goal of these two parents was to get as many parents as possible to visit the school on a daily basis. By giving parents the connection to the school and the observable information of the school, parents became more supportive of the efforts of the school.

Plus they had the added knowledge and understanding of what "school" was all about. Teachers welcomed parent observers into their classrooms because of Dr. McKenna's philosophy, "Excellence in teaching has nothing to fear from observation."

Dr. McKenna emphasized the importance of teacher training and professional learning. Good teachers are good teachers for anybody! **Every teacher has an obligation to embed seven skills into their teaching:** speaking, writing, reading, listening, thinking, studying and test taking. In addition to these skills, Dr. McKenna stressed the importance of community service activities and the "people helping people" philosophy.

Professional learning continues to be the avenue to encourage staff to get better and grow professionally. Principals must be leaders in creating these learning opportunities and help staff to increase their own capacity for improvement. Dr. McKenna said it best, "All your skills and knowledge is in your faculty. Take advantage of what God gives you! Find some kindred spirits! Use the gift of time because this can't get done overnight!" Good luck on your quest for professional learning! ■

Looking for a **GIFT**
...for an education student ?
...a co-worker?

Give the gift of continued learning
Give the gift that brings opportunities
for professional networking
Give the gift of membership to KSDC

No trip to the store
No gift wrapping required...
Just download an application form
from the Membership section
of the KSDC website, www.ksdc.us



Engaging Diverse Students and Parents

McKenna Highlights How Connections Between Parents, Students, Teachers Result In School Improvement

By Jim Karleskint
Central Office Representative

During the KSDC/KASCD Fall Institute keynote, Dr. George McKenna told stories and shared ideas of what it takes to turn an underachieving, violent school into one that is safe and orderly. While emphasizing a firm belief that education must involve parents, students, teachers, and the entire community, McKenna shared how he turned George Washington High School in South Los Angeles from a “gang ruled” school to a school that reflected academic success.

McKenna began the day with a review of effective strategies he used to turn around George Washington High School. McKenna’s strategies were divided into three categories: working with parents, working with students, and working with teachers. McKenna also highlighted the driving force that ties all that work together.



Dr. George McKenna

“The principal is the single most important position in the school system,” McKenna said.

Working with Parents

Parents must be involved for students to succeed, McKenna noted. He encouraged institute attendees to get parents into the building. However, McKenna suggested that school professionals often times couldn’t help with these parents.

“Open houses don’t work. Parents of underachievers don’t come to school to be embarrassed in public,” he said.

Instead, McKenna said, it takes parent-to-parent involvement. McKenna says he finds parents that want to help other parents to build the
December 2006



*Training teachers is more important
than teaching children.*

**We must build in time
to teach teachers every day, every week.**

George McKenna

bridge between home and school.

“Parents on campus change the atmosphere of the school,” he said.

Working with Students

In the area of students, McKenna suggested using peer counseling at the middle and high school level. He indicated that research shows peer counseling is effective in dealing with reduction of conflicts between students, and with lessening absences and dropouts. McKenna said he feels that boys and girls are different and should be treated differently. He also supports a mandatory homework schedule for students.

Working with Teachers

The third area of McKenna’s comments was directed toward teachers and development of teachers. McKenna said he feels that professional development is the key to raising the level of teaching in our schools. He is a strong believer that our best teachers are the teachers that should be modeled and used to teach others on the staff.

“Training teachers is more important than teaching children. We must build in time to teach teachers every day, every week,” McKenna said.

Dr. McKenna admits he is a strong-willed and demanding administrator.

He writes for magazines, newspapers, and professional journals. McKenna’s programs have been modeled throughout the nation. He has served as a consultant to numerous school districts and law enforcement agencies. He has received more than 400 citations and awards from civic, legislative and professional organizations.

Breakout Sessions

Learning in Action

Day two of the Fall Institute focused on breakout sessions. Those attending chose from the following sessions:

- Diversity, Parents, Teachers: How We Can Work Together,
- Sheltered Instruction Observation Protocol,
- NCLB strategies for ELL Families,
- AVID Program,
- Effective Instructional Math Practices,
- Strategies for Creating Partnerships with Families, and
- Meeting the Academic Needs of At-Risk Students in Poverty.

Fall Institute 2007

Save the dates of October 23 and 24, 2007 for the 2007 Fall Institute “Stepping Up to 2014 and Beyond” featuring Mike Schmoker, and some great breakout sessions. ■



2007 KSDC Spring Conference *Strategies That Work For All*

Facts At A Glance

- Pre-conference, January 31
- Main Conference, February 1-2
 - Debra Pickering, Pre-conference speaker
 - Dr. William Somers, Conference Keynote speaker
 - Breakout Session Strands
 - Involving Parents and Community*
 - Strategies That Work For All**
 - Maintaining Staff and Student Morale*
 - Leadership Within**
 - Professional Development**
 - Professional Learning Communities*



KSDC Spring Conference Focuses On Sharing ‘Strategies That Work For All’

By Adrian Walker
Spring Conference Chair

The 2007 Spring Conference will be a fun-filled, learning event packed full of sessions you will not want to miss. Renew acquaintances with friends and colleagues from around the state while you partake in quality professional learning and find “Strategies That Work For All.” The pre-conference will be held January 31 with the main conference occurring Feb. 1 and 2. The conference will be held at the Wichita Airport Hilton.

January 31 Pre-conference

Deb Pickering

Classroom Instruction that Works

Debra Pickering, co-author of *Classroom Instruction that Works: Research-Based Strategies for Increasing Student Achievement*, is



Debra Pickering

the pre-conference speaker. Pickering’s work, completed in collaboration with Robert Marzano, is research-based and identifies the nine best strategies for use

in the classroom to improve student performance.

Pickering will focus in depth on two strategies from *Classroom Instruction That Works*.

Pickering will first focus on **Setting Objectives and Providing Feedback**.

She will show conference attendees how to understand and set better learning goals and which type of feedback will enhance learning to meet those goals. She will also examine grading practices that motivate students.

Pickering’s second focus will be on **Nonlinguistic Representation**. Conference attendees will learn how to use images at every grade level and content area to improve vocabulary comprehension, summarizing and note

taking and vocabulary learning.

Dr. Debra Pickering is the co-author of several educational books including: *Dimensions of Learning, Classroom Management That Works, Building Academic Vocabulary and Classroom Instruction That Works*.

February 1 - 2 Main Conference

Keynote Speaker

Bill Somers, NSDC President

Dr. William Somers, 2006 President of the Board of Trustees for the National Staff Development Council, is the keynote speaker for the conference.



Dr. William Somers

Somers has co-authored several books including: *Living on a Tightrope: A Survival Handbook for Principals, Becoming a Successful Principal: How to Ride the Wave of Change without Drowning, Reflective Practice to Improve Schools and Energizing Staff Development using Video Clips*. In his keynote “King Arthur was Right, Bo Peep was Wrong,” Somers will examine leadership, dialogue and progressive strategies that lead to higher levels of performance. He will also host a question and answer follow-up session. Later in the conference, Somers will host another session titled “Leading When Not in Charge.”

Breakout Sessions

The main conference strands offer many choices for quality professional development. Specific sessions will be offered for teachers, administrators, professional developers, curriculum directors and those in higher education. Many quality presenters will be sharing their tips, tidbits and techniques to improve the quality of education for all professionals and learners.

Learn and experience how to meet the special needs of both educators

and students.

- **Is educator moral is a little low?**

Participate in one of the sessions on “maintaining staff and student morale.”

- **Need help reaching the student of poverty?**

Attend a session about “strategies that work for all” and learn some new ways to impact student learning.

- **Looking for ideas to better connect with and include parents?**

Join a session addressing “involving parents and community.”

- **Want to hear more about PLCs that are in place and working?**

Attend a session on “professional learning communities.”

- **Looking for tips on leadership?**

Follow the “leadership within professional development” strand.

- **Having difficulty tracking professional development activities and IPDP points?**

Attend the *MyLearningPlan* session.

Register Now!

Plan now to attend the KSDC Spring Conference. Register early and save; send a group and save; be a member of KSDC and save. But most important, save the dates and make a difference in your classroom, building or district. For more information go to www.ksdc.us. ■



Spring Conference Registration

It's *as easy as a click*

Just go online to www.ksdc.us

~~~ **Pre-Conference**

Full-Day Pre-conference (Pickering) ..... \$165.00

~~~ **Conference**

2-Day Regular Conference \$230.00

(All registration costs include an individual membership to KSDC through Sept. 30, 2007. If you are a current member of KSDC, a “Member Discount” applies.)

Conference materials, continental breakfast, lunch and breaks are included as part of each conference day.

~~~ **Discounts**

**Early Registration** Discount..... \$ 15.00

*If registration is postmarked or received online on or before Jan. 11, 2007.*

**Combo** Discount..... \$ 25.00

*Deduct \$25.00 if you are attending both a pre-conference and the conference.*

**Member** Discount ..... \$ 15.00

*Any current KSDC member may deduct \$15.00*

**Lead Presenter** Discount..... \$ 25.00

*Any lead presenter may deduct \$25.00 from conference fees.*

**Group** Discount for 2-Day Regular Conference (Feb. 1 and 2) only

*One member may attend free with four paid registrations listed on the same purchase order.*

**Questions or More Information?**

Contact Conference Chair Adrian Walker  
[adrianw@manhattan.k12.ks.us](mailto:adrianw@manhattan.k12.ks.us)

## Planning To Attend A KSDC Event? Bring A Crowd

By Barb Maughmer  
KSDC Past President

A common professional development question is, “How do you get everyone to buy in?” I don’t think you ever get 100% buy in, but ownership in the process is an important piece of the puzzle.

KSDC offers many opportunities for this to happen. A few years ago, several Manhattan (USD 383) teachers and administrators attended the KSDC Fall Institute featuring Heidi Hayes Jacobs. Every person in attendance received a copy of her book, *Mapping the Big Picture: December 2006*

*Integrating Curriculum & Assessment K-12.*

During the morning and afternoon breaks and at lunch, the USD 383 participants discussed how they could

**How do you get everyone to buy in?**

I don’t think you ever get 100% buy in,

but ownership in the process is an important piece of the puzzle.

implement the concepts of curriculum mapping district-wide. The lively discussion continued in the cars on the way home. Participants attended a follow-up meeting a week after the institute where a plan for district implementation was designed.

Teachers and administrators who attended the institute took ownership in the curriculum mapping project and became proponents in their buildings, unlike many others who didn’t attend.

They were able to answer questions and take a leadership role.

Because curriculum mapping was a bottom-up movement with

top district support, mapping was accomplished. The skeptics had proponents in close proximity which helped the speedy implementation.

**Moral to the story:** When attending KSDC events, bring a crowd. ■

# Staff Development ‘APGAR’ Helps Guide Day-To-Day Decision Making


By Sandee Crowther  
KSDC Executive Director  
*adapted from a memo  
from Dennis Sparks*

According to a chapter in *The Big Moo*, as post-World War II America shifted from home to hospital births physician Virginia Apgar “...created a simple, yet accurate, assessment tool for evaluating a baby’s health during the crucial minutes after birth when diagnosis and intervention could help save its life.” The “Newborn Rating System,” the book said, became an international standard for evaluating a baby at birth. Another physician adapted a five-criteria scoring system using the APGAR acronym (Appearance, Pulse, Grimace, Activity,

Respiratory) to make the criteria easier for physicians to remember and use. “The APGAR score has made a worldwide impact on saving babies’ lives,” the author noted. “It cost nothing, is simple to teach, and requires no technology.”

Learning about APGAR stimulated my thinking about the value of a similar acronym that is easy for staff development leaders to remember and to use in their day-to-day decision making.

Are we clear about the essence of high-quality staff development or have we confused educators with too much information? How could we use an acronym like APGAR to produce sustained, disciplined efforts focused on a small number of critically impor-



**I-POD**

**I**ndividual  
**P**rofessional Development  
**O**n  
**D**emand

tant factors? What acronym might be used by education leaders to remind us of those critical elements? If you were to walk into a school, what acronym might you use to quickly determine if a school was embracing what we know are effective practices of high quality professional learning?

The starting point is to identify a small number of critically important factors that are within the circle of influence of principals, teacher leaders, and district administrators.

In the spirit of stimulating dialogue on this subject, the three KSDC representatives who attended the summer 2006 affiliate meeting offer these elements:

- Measurable goals,
- Student focused,
- Collaboration,
- All educators,
- Leader supported, and
- Embedded in the job.

*(We would prefer Job Embedded, but acronyms don’t work as well with J.)*  
This acronym could be **M-SCALE**. KSDC board members also devised some acronyms (shown on this page) at a recent board meeting. Now it is time for the readers to try their hand at creating an appropriate APGAR for quality professional learning in Kansas. [Let us hear from you!](#) ■

## Effective Professional Development is:

**I**mportant  
**M**eaningful  
**P**erformance-based  
**A**ction Research  
**C**reative  
**T**imely

**IMPACT!**



## KANSAS

**K**id-Focused  
**A**ssessment-Driven  
**N**o Teacher Left Behind  
**S**upport Individual Learning  
**A**uthentic  
**“S**ell”ebration for Education

# Listening: The Key To Moving Forward

Dave Winans  
KSDC Past President

There was a time, not too many years and a couple of educational epochs ago, when systems thinking was the missing link to greater organizational effectiveness. Some will remember immersion in the works of W. Edwards Deming, Peter Senge, and Bolman and Deal. Robert Fritz was not as widely read, but he also developed rationale and methods for leading organizations by means of systems development. Except for Senge, these systems advocates have one other thing in common with a sixth systems advocate Meg Wheatley. She established her credibility by writing, among other things, *Leadership and the New Science*, in 1992. In that book, Wheatley used her natural science expertise to urge leaders to create systems that reflect the natural order, encourage creativity, and produce bountifully. What is the commonality among these systems thinkers?

Wheatley joined forces with the evolutionary thoughts of these men with the publication of *Turning To One Another: Simple Conversations to Restore Hope to the Future* in 2002. This book is straightforward. Simple. Soulful. In three parts, Wheatley provides rationale, encourages reflection and offers conversation starters for individuals to listen - deeply. Her opening paragraph states her thesis:

“I believe we can change the world if we start listening to one another again. Simple, honest, human conversation. Not mediation, negotiation, problem solving, debate, or public meetings. Simple, truthful conversations where we each have a chance to speak, we each feel heard, and we each listen well.”

Here is this “systems thinker” evolving over ten years to urge people to engage with one another - by listening! The book is formatted creatively with lots of space that

*December 2006*

encourages the reader to fill in with personal reflection. Reflection, a necessary component of the kind of listening Wheatley advocates.

The reduction to the common denominator by each of these thinkers is no more a rejection of the need for system than the existence of hydrogen and oxygen rejects water. Indeed, without dignity (Deming), soul (Bolman and Deal), creativity (Fritz) and meaningful relationship (Wheatley), there is no possibility of

a human system. External rewards are inferior to intrinsic rewards.

Competition among groups without emphasizing the collaboration required for quality is loss of the greatest kind. Reducing work to isolated, repetitive actions kills the spirit. Ranking people’s performance voids joy in relationship. Fortunately, in this era of dehumanized organizations, Wheatley, at least, is listening and encouraging us to do the same. ■

I believe we  
can change  
the world  
if we start  
listening to  
one another  
again.



## Members Can Apply For Mini-Grant

Looking for a way to attend the spring 2007 KSDC conference? KSDC provides a mini-grant that covers the registration costs for the conference. Just check the KSDC website to see what sessions are being offered. Then 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 Kansas?
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? ■

### Kansas Staff Development Council Member Mini-Grant Application

2007 KSDC Conference

Name \_\_\_\_\_

Grade Level \_\_\_\_\_ Subject \_\_\_\_\_

School \_\_\_\_\_

Address \_\_\_\_\_

Deadline for submission:

On or before **December 30, 2006 for Spring KSDC Conference**

Email this information, along with written narrative, to:

Sandee Crowther, [scrowthe@usd497.org](mailto:scrowthe@usd497.org)

## KSDC Officer and Board of Directors

*Vote for one candidate in each category.*

### President Elect

- Jim Karleskint

### Secretary

- Jane Groff  
 Dawn Johnson

### Teacher A

- Kay Powell

### Representative A

#### East of 281

- Linda Geiger

#### Representative A

#### West of 281

OPEN

### Central Office Rep

- Diane Gross

### Higher Ed Rep

- Patti Bishop

### Classified Rep

- Donna McCullough



*Voting will take place  
on the morning of  
Thursday, Feb. 1.*

Results will be announced  
at the spring conference luncheon  
on February 1, 2007.

## Officer and Board of Directors Candidates

### *KSDC Executive Board Positions*

#### KSDC 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,  
Kansas University

#### **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.*

### **Secretary Jane Groff**

#### **Current Position:**

KSDE Education Program Consultant  
for Student Support Services

#### **Education:**

- Masters of Education

#### **Statement:**

*I agree with the NSDC goal for staff  
development that all teachers in all  
schools will experience high-quality  
professional learning as part of their  
daily work. I believe that high quality  
professional learning improves the  
learning of all students. Additionally,  
high quality professional learning  
prepares educators to understand and  
appreciate all students while creating  
supportive learning environments.  
High quality professional development  
will also prepare educators to hold  
high expectations for students and  
their academic development.*

#### **Secretary**

##### **Dawn M. Johnson**

#### **Current Position:**

Principal Little River Jr/Sr High  
USD 444, Little River

#### **Education:**

- BS English Education, Wichita  
State University (WSU)
- M.Ed. School Administration, WSU
- District License, WSU

#### **Statement:**

*High-quality professional development  
directly correlates to student success.  
As educational leaders, we must  
continually create and seek out  
opportunities for educators to learn,  
to grow, to engage in collaborative  
inquiry, and to engage in reflective  
practice. All teachers must be afforded  
the opportunity to have all the  
necessary tools in which to educate all  
students. In my opinion, professional  
learning is the most critical element  
toward the vision of educating to high  
standards for all.*

## Officer and Board of Directors Candidates



## KSDC Board Positions

### Teacher A Kay Powell

**Current Position:**

7th grade Social Studies  
Augusta Middle School

**Statement:**

*Professional learning is essential to school improvement because it promotes individual and organizational growth.*

### Rep A East of Hwy 281 Linda Geiger

**Current Position:**

KSDE Education Program Consultant

**Statement:**

*Professional learning is a commitment towards ongoing and continuous improvement to impact both personal and professional growth. Leadership, resources and collaboration are key factors in supporting the commitment in order to effect systemic change that will result in transferring learning into practice.*

### Rep A West of Hwy 281 OPEN

### Central Office Rep Diane Gross

**Current Position:**

Assistant Superintendent for  
Instructional Services  
USD 261 Haysville

**Statement:**

*Quest to Learn  
from birth to present –  
Wherever I happen to be!  
I realize “professional learning”  
may be interpreted in many ways,  
however, as an educator for 24 years it  
is a part of what I do on a daily basis.  
Education is about learning and as a  
professional educator, I take that to  
mean developing the knowledge and  
skills to facilitate learning on the part  
of myself, my colleagues, and most  
importantly students. I believe it is  
important to share a passion for  
learning because that is the avenue for  
broadening our own horizons and  
December 2006*

*creating growth of the organizations to which each of us belong. It is about walking the talk. If we as educators can't demonstrate a passion for learning and growth through acquisition of knowledge, application, and evaluation of the impact; then it is difficult to have that expectation for others—especially our students. Without a mechanism for growth we become stagnant and stale – no wonder students disengage! We have a responsibility to keep pace with societal changes and that means constant learning through learning communities, through the experts, and through technology – whatever it takes to move beyond the status quo.*

### Higher Ed Rep Patti Bishop

**Current Positions:**

Elementary Principal,  
Rochester Elementary  
Adjunct Professor,  
Washburn University

**Statement:**

*Staff Development is an ongoing daily learning experience. It should be embedded in an educator's daily practice. The theory and research at the University should be connected to the practice and implementation in the classrooms.*

### Classified Rep Donna McCullough

**Current Position:**

Educational Programming/  
International Students-Classified  
Lawrence Public Schools

**Statement:**

*Growth does not happen by sheer luck or good intentions; learning, and thus growth, is a result of purposeful effort, self-determination and a willingness to do whatever it takes. Through growth and learning, we create new pathways of thinking...and ultimately insure the success of future generations. In our world, growth is not optional. ■*

## MindBytes

Coming each month to your email “in” box  
a service of your Kansas Staff  
Development Council Leadership Team



Each month, **Mindbytes** includes a teaching strategy or resource for math, reading and general staff development.

These monthly hints are intended to acquaint you with the broad resources of the *Tools for Quality Practices* published by KLFA, as well as national resources through state and national organizations, including the National Staff Development Council.

**Mindbytes** is a benefit of KSDC membership. If you are a KSDC member and are not currently receiving **Mindbytes**, contact Tom Jerome via email to subscribe, [Tjrome815@aol.com](mailto:Tjrome815@aol.com).

Check for previous issues  
of **Mindbytes** on the KSDC website  
[www.ksdc.us](http://www.ksdc.us)

# In Search Of... Strategies For Communicating Effectively

## With Generations X & Y

By Deb Perbeck  
KSDC President Elect

In a 2003 presentation at the 5th ABC European Convention in Switzerland, Mary Ellen Campbell and Carol L. Bruneau from the University of Montana College of Business offered information about Generation Xers who were born between 1961-1981 and those dubbed Generation Y who were born between 1979-1994. Their presentation included profiles for each group as well as the generational values that influence learning. Many of our staff members hail from the first group, while many of our students are included in the second group. The presenters sought to use overlapping generational values to enhance the learning behaviors of both groups. Below is a list of values followed by some pedagogical implications. This information may be found in the online PowerPoint presentation located at [www.business.umt.edu/Faculty/campbell/GenXY.ppt](http://www.business.umt.edu/Faculty/campbell/GenXY.ppt)

In addition to information listed, the presentation included the results of a survey given to 166 college students enrolled in Consumer Behavior classes

at the University of Montana in 2003. The surveyed population included 86 males and 79 females. Fifteen were born in the Generation X years, while 151 were categorized as being from Generation X.

The students claimed that their favorite classes were *Personal*. Students reportedly wanted to be recognized as individuals; wanted relevant examples; wanted voice in class decisions; and wanted a relationship with the instructor. They also preferred classes that were *Interactive*. They valued group interaction and viewed class as a social, as well as an educational experience. They expressed a need for a nonjudgmental sounding board. Favorite classes were deemed to be *Stimulating*. Students did not want to be passive recipients of information.



There was a need expressed to be engaged to comprehend and retain information. Students wanted a variety of learning experiences. The fourth need expressed by students was to have courses that were *Practical*. They reported that course work needed to be relevant to the “Real World.” They wanted to learn marketable skills and needed the information to be current.

When surveyed about specific instructional methods, the students reported that they liked instructor lectures, the use of videos, guest speakers, case analyses, in-class group discussion, working with organizations, and individual semester projects. They also indicated a dislike of semester group projects and PowerPoint presentations, with Internet exercises receiving only a slightly positive reception.

The research of Campbell and Bruneau indicated that all aspects of learning opportunities should contain four characteristics:

- Personal,
- Interactive,
- Stimulation, and
- Practical.

In addition, the learners required a variety of instructional strategies. Even though the survey sample was small, the results give us insight into the diverse learning needs of our staff and students. ■

| GEN X & Y OVERLAPPING VALUES                                                     | PEDAGOGICAL IMPLICATIONS                                                  |
|----------------------------------------------------------------------------------|---------------------------------------------------------------------------|
| Seeks comfort with those who share their own values.                             | Provide an opportunity for team assignments.                              |
| Indifference to rules and regulations and what is appropriate                    | Provide an opportunity to select or define some aspect of the assignment. |
| Interest in customized, individualized products, services, and work environments | Demonstrate concern about vocational growth.                              |
| Relationship building rather than belief hierarchical structures                 | Demonstrate interest in their personal lives.                             |
| Nothing is sacrosanct in business, government, society.                          | Develop a reputation for fairness.                                        |
| Goals must be internally generated, not externally imposed.                      | Discuss issues frankly. Ask for opinions and solutions.                   |

# 2006-2007 Board of Directors

## President

Jill Smith  
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10521 W. 129th St.  
Overland Park, KS 66213-3459  
Phone 913-239-6100  
[jsmith05@bluevalley12.org](mailto:jsmith05@bluevalley12.org)

## President-Elect

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[dperbeck@vikingnet.net](mailto:dperbeck@vikingnet.net)

## Past President

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USD 402  
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## Secretary (2007)

Sherry Reed  
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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.

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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.*

**Story Telling Opens Doors For Sharing, Building Relationships**

By Sharrilyn Honacki  
KSDC Past President

“Story Telling” can become a powerful tool for teaching and learning. While attending a National Staff Development Council conference, I had a wonderful opportunity to participate in a session using story telling to discuss educational issues. A group of 15 sat in a story circle and described the perfect school setting in a round robin fashion. The prompt used is, “The perfect school setting is...”

People in the story circle had an opportunity to add to the story or pass when it became their turn to speak. My amazement and wonder grew as



*“The perfect school setting is...”*

the 15 people described a safe teaching and learning environment with high expectations for all students supported by caring and compassionate educators. Throughout the discussion, the group addressed significant educational issues relating to reducing stress in the work place, increasing student motivation, and unlimited resources. Story telling gave us an opportunity to ‘form a bond with strangers’ and share our story of what schooling should be.

KSDC members can learn more about story telling by visiting the storytelling website located at [www.storyarts.org/lessonplans/lessonideas/index.html](http://www.storyarts.org/lessonplans/lessonideas/index.html)



“This collection of storytelling activities, developed by storyteller/ author Heather Forest for her story telling workshops with students, teachers, and librarians can be expanded by educators into language arts lesson plans to support speaking, listening, reading and writing skills.” ■

**Information on staff development?  
It's at your fingertips 24/7.....  
[www.ksdc.us](http://www.ksdc.us)**

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

*Looking for more ideas?  
Stop by the these websites:*

NSDC - [www.nsd.org](http://www.nsd.org)

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

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