

KS Direct Connection

Kansas Staff Development Council • An Affiliate of the National Staff Development Council • Sept. 2007

New School Year, New Horizons...



*Our most significant legacy
is the future we create.*

*It is the offspring
of our choices.*

*And our choices are grounded in the nobility
of our intentions and the depth of our learning.*

-- Omega Point International, Inc.

NSDC Purpose

Every educator engages
in effective
professional learning
every day
so every student achieves.





Inside This Issue

President's Column

KSDC President Deborah Perbeck shares some news and notes.

..... page 2

Fall Institute

KSDC/KASCD present learning to help in "Stepping Up to 2014...and Beyond."

..... page 3

PLCs

Looking to make your Professional Learning Communities even stronger? Try these tips.

..... page 4

Resources

Add some new ideas to your resource toolbox through connections with KIPRC.

..... page 6

Leadership Conference

KSDC brings together speakers, sessions, and sharing to help in "Making the Connection Through Staff Development."

..... page 8

2007-08 KSDC Board

We're just an e-mail away!

..... page 11

Why Join KSDC?

Here's why.

..... page 12

President's Column

KSDC Offers Opportunities To Learn, To Equip Yourself For Today's Schools

By Deborah Perbeck
KSDC President

*In a time of drastic change, it is the **learners** who inherit the future. The **learned** usually find themselves equipped to live in a world that no longer exists.*

— Eric Hoffer

Welcome back to a new school year! It is a privilege to serve as President of KSDC this year, and I want to extend an invitation to all educators in Kansas to become part of our organization. KSDC's purpose is to "promote high standards in student achievement by advocating, modeling, and providing resources for quality professional learning." Essentially, KSDC can help develop the capacity of all educators. Our membership includes teachers, instructional coaches, school support staff, and administrators, university professors in teacher and administrator preparation programs, parent educators, education service center personnel, KSDE staff, KNEA staff, and education consultants.

KSDC activities include sponsoring several high quality conferences and institutes to meet a range of needs to our members. This past summer, "Putting NSDC Standards into Practice" and "Powerful Designs for Professional Learning" were held.

On October 23-24, the 2007 Fall Institute we co-sponsor with KASCD will be held in Wichita. Mike Schmoker will present the keynote in the morning of the first day. As the keynote speaker for the 2007 Fall Institute, Schmoker will focus on "First Things First: From 'Brutal Facts' to the Best Schools We've Ever Had." His message will emphasize that principals who assess are instrumental in improving teacher performance, and that teachers make all the difference in student achievement. Find more information on Schmoker and his

work at his website, <http://mikeschmoker.com>. Additional options are available to conference participants to expand their learning through discussions and interactive sessions. Whether you come as an individual or part of a group, there are high quality professional learning opportunities available for you!

The KSDC 2008 Leadership Conference in Wichita brings Heidi Hays Jacobs addressing "Active Literacy to Increase Student Learning" in every classroom, grades K-12 at the pre-conference session February 5. The main conference will be held February 6-7. Stephanie Hirsh, Executive Director of the National Staff Development Council, will be the keynote speaker. Hirsh will address improvement of student learning by ensuring all educators in all schools experience high quality professional learning every day. *Proposals for breakout sessions are still being sought. Check our website at <http://ksdc.us> for additional information and the proposal form that is due September 14.*

I urge each of you to attend these learning opportunities. In addition to hearing from experts in the field, you will have opportunities to visit with them following the presentations, network with others from across the state, and engage in follow up activities planned by the KSDC board of directors and committee members.

Once again, I urge each of you to become part of our dynamic organization. We can provide resources and strategies to help you plan, implement, and evaluate the processes and design of professional learning for your school, district, or organization. Our contact information is located in this newsletter. Let us know how we can assist you and best wishes for a wonderful school year! ■

Direct Connection is a publication of the Kansas Staff Development Council



An affiliate of the National Staff Development Council

2007 Fall Institute
**Step Up
 To Learning**
*That Will Impact
 Districts, Schools,
 Teachers, Students*

By Jim Karleskint
 KSDC President-Elect
 Fall Institute Chair

The 2007 Fall Institute theme is "Stepping Up to 2014 and Beyond." The institute, hosted jointly by KSDC and KASCD, will be held October 23-24, 2007 at the Hilton Wichita Executive Conference Center in Wichita.

Day One - Morning Session

Dr. Mike Schmoker has worked on school and district improvement assessment, curriculum and staff development as a central office administrator and as a



senior consultant at McREL (Mid-Continent Regional Educational Laboratory). He is a former middle and high school English teacher and football coach. Dr. Schmoker has trained and consulted in hundreds of schools and districts throughout the United States and Canada. He is committed to school reform because he passionately believes that for student achievement to increase, instruction must improve.

Day One - Afternoon Session

(Three choices to choose from)

- Question and Answer session with Dr. Schmoker
 - Understanding Confidence Intervals by George Abel
 - School/District Improvement
- September 2007



Teams Meet to Collaborate
Understanding Confidence Intervals
 (Bring computer with data loaded)
 Presenter: **Dr. George Abel,**

USD 253, Emporia
Ever wonder how close to making AYP you are really coming if the AYP report indicates the confidence band was used? This session will walk you through the formula used to determine the confidence band and will tell you how many students were required to meet AYP. You will be able to enter your school/district data and have the formula determine how much extra wiggle room your school had.

**Day Two – Breakout Sessions
 Instructional Leaders
 in the 21st Century**

Presenter: **Jim Menze,** ESSDACK
Moore will discuss what school leadership really entails and how it matches with skills required to be successful in the 21st century. He will take a closer look at the 21 responsibilities of a school principal as outlined by the McREL study and where they fit with the 16 trends that Gary Marx has identified as having a profound effect on our future. If time permits, he will discuss the six strengths of resilient school leaders.

**Establishing the Roadmap
 for Change: Moving a
 School District Forward
 Through Curriculum Mapping**

Presenter: **Verneda Edwards,**
 USD 229, Blue Valley
The Blue Valley School district is entering its third year of curriculum mapping. Come learn about the positive things that have resulted

continued on page 10

Calendar Countdown

KSDC/KASCD Fall Institute

October 23-24, 2007

Stepping Up to 2014

...and Beyond

Keynote: Mike Schmoker

Wichita Airport Hilton

Wichita, KS

NSDC Annual Conference

December 1-5, 2007

Imagine. Their Dreams.

Their Future. Your Legacy.

Dallas, TX

**KSDC Leadership
 Conference**

February 6-7, 2008

*Making the Connection
 with Staff Development*

Keynote: Stephanie Hirsh

Preconference February 5

Active Literacy

Heidi Hayes Jacobs

Wichita Airport Hilton

Wichita, KS

2008 Summer Institute

*Building Academic Vocabulary
 & Grading and Assessment*

Debra Pickering

Wichita Airport Hilton

Wichita, KS

2008 Fall Institute

Workshops & Worksheets

Don't Grow Dendrites

Marcia Tate

Wichita, KS

KSDC Board Meetings

Board Meetings

October 23

February 5

Board Advance

June 12-13, 2008

Lindsborg, KS

DIALOGUE, DISCUSSION, CONVERSATION

Essentials To The “Doing” Of PLC

By Diane Gross
Quality Practices Team

PLC (Professional Learning Community) has become a commonplace acronym of educators across the country, including the Haysville Public Schools, an organization of which I’ve been a part since 1998. Many folks within the Haysville community began to understand and embrace the concept of small communities of learners about five years ago. Like any new initiative (or at least perceived as new) that the system anticipates becoming practice, it was necessary to build knowledge and a sense of purpose for all stakeholders of the community – this was not going to be the next best initiative to be here today and gone tomorrow.

As the Haysville District approaches

its fifth year working within the structure of PLCs, I have taken some time to reflect upon our journey. When Richard DuFour, Rebecca DuFour, Robert Eaker, and Thomas Many, in one of their most recent publications, *Learning by Doing*, outline the key concepts of a PLC that are essential for school improvement and growth to occur; there is one concept that struck a chord with me—communication. The key components of a PLC are:

- Having a common understanding of what a PLC is and how that structure is going to help the organization improve.
- The very essence of a learning community is a focus on and a commitment to the learning of each student.
- A PLC is composed of collaborative teams whose members work interdependently to achieve common

goals linked to the purpose of learning for all.

- Members of PLCs are action oriented: They move quickly to turn aspirations into action and visions into reality.
- Inherent to a PLC are a persistent disquiet with the status quo and a constant search for a better way to achieve goals and accomplish the purpose of the organization.
- Members of a PLC realize that all of their efforts must be assessed on the basis of results rather than intentions (DuFour, DuFour, Eaker, & Many, 2006).

What became apparent to me, in our school improvement efforts through PLC structures/concepts is that for meaningful action to occur, dialogue, discussions, and conversations are necessary precursors to united actions and a move forward. It is easy to get bogged down in talk and planning without really building collaborative efforts or consensus. I began to question whether or not we’re “talking the talk” or “walking the talk.”

- What goals had we set originally, as a district and as individual buildings?
- Why those goals?
- How do we know that we’ve accomplished those goals?
- How beneficial has the use of PLCs been in our school improvement work?

I realized that we are certainly entrenched in the processes and structures of PLCs. We are achieving goals established for each PLC and some of our district goals. However, it is not clear that everyone in the organization has been given the opportunity, or taken the opportunity to develop common understanding about school improvement. By nature, educators in general are problem-solvers, but in order to address issues and problems or to improve our schools, we might be better served to engage all stakeholders in collaborative inquiry. As a district, we’re attempting to provide some tools

In Search Of...

Exemplary PLCs

SHARE YOUR STORY

1. Do teams of teachers collaborate to discover solutions to challenges of student learning?
2. Do these teams meet together at least once a week throughout the school year?
3. Do these teams follow a cycle of continuous improvement?
4. Has student achievement improved?

Please write a brief paragraph describing the school and include a name of a contact person at the school who could provide more information.

E-mail responses to:

joan.richardson@nsdc.org and scrowther@sunflower.com

Thank you for helping us expand this collection of exemplars!

to work on the “doing” by working on the movement from casual conversations to crucial conversations (Patterson, Grenny, McMillian, & Switzer 2002), and away from discussions, to data-driven dialogue (Bruce Wellman & Laura Lipton, 2004). If we can learn the data-driven dialogue process and get to the crucial conversations, then it is the feeling of our leaders that we may cultivate and build our leadership capacity to facilitate meaningful communication that precipitates purposeful and productive action. Not only will we be able to achieve the goals we’ve already established, but we will be able to push learning to new heights.

Building Shared Knowledge: The Starting Point

The true instructional leader initiates open communication and meaningful conversations and dialogue that lead to action through what Noel Tichy (2002) calls virtuous teaching cycles. This is a process where the leader commits to teaching, creates the conditions for being taught him or herself, and helps others in the organization have the self confidence to engage and teach as well (p. 21). Dennis Sparks (2007) refers to Teachable Points of View (TPOVs) as a means to start the conversations and dialogue. A TPOV, in Sparks words, is a powerful means through which leaders can develop shared understanding throughout organizations, develop leadership in others, strengthen relationships, and produce results.

Effective TPOVs are a cohesive set of ideas and concepts that are expressed with clarity in simple, accessible language (p. 46). What Tichy (2002) explains is that creating a TPOV makes people better leaders because they come to understand their underlying assumptions about themselves, their organization and business in general. He further explains that when implicit knowledge becomes explicit, it can be questioned, refined and honed, which benefits the leaders, the stakeholders of the organization, and the organizations themselves. This endeavor is the initial
September 2007



step in building shared knowledge where everyone has a voice to articulate what they believe, what they know, and to develop questions that are composed in a way that develops clarity for all the members, but in particular the owner of the TPOV.

The owner of that TPOV will need to understand that their TPOV is based upon their own experiences, knowledge and assumptions and that when it is shared, it is shared in order to build common understanding and clarity of purpose.

The TPOV is likely to evolve as it is discussed and debated; this process also leads to the development of TPOVs by others in the organization and continued conversations, dialogue, united actions, and the reflection and evaluation of those actions. The TPOV initiates conversation around a specific topic, the issue then becomes one of getting to critical components and the root causes, this can be done through discussion and dialogue, especially when data is used as the foundation of such conversation.

Discussion Versus Dialogue

Wellman and Lipton (2003) refer to physicist David Bohm’s explanation of dialogue: dialogue comes from the Greek word dialogos where logos means ‘the word’, or ‘meaning of the word’, while dia means ‘through.’ A dialogue can be among any number of people, not just two. Even one person can have a sense of dialogue within himself. The picture or image that this derivation suggests is of a stream of meaning flowing among and through us and between us. This makes

possible a flow of meaning in the whole group, out of which will emerge some new understanding. It is something new and something creative. This shared meaning is the ‘glue’ that holds people and communities together (p. 39).

In that same sense, William Isaacs and Peter Senge (1999) in their work on organizational learning, call dialogue a conversation with a center, not sides. It requires a full commitment as a listener to understand others and a full commitment as a speaker to be understood by others. This practice of dialogue gives shape to sustained collective inquiry within and between people.

Skilled discussion couples with skilled dialogue to support clarity of thought and commitment to action. For discussions to be productive, group members and groups need to be clear about the purpose of their interactions. While dialogue is about open exploration of ideas and perspectives, skilled discussion seeds focus and closure on a set of actions (Wellman and Lipton, 2003).

Furthermore, Wellman and Lipton (2003) explain the difference between dialogue and discussion. **Discussion that leads to data-based decision making does not always assume collective processes.** Leaders and specialists have a tendency to analyze data sets and then attempt to explain what the data reveals to others who must first own the problem before they can move toward solutions. This is sometimes seen in schools when

continued on page 7

NCLB Reinvented

NSDC's Revised Definition —
Professional Development:

- primarily occurs several times per week among established teams of teachers, principals, and other instructional staff members.
- is facilitated primarily by teachers with the structured support of school principals and school-based professional development coach, mentors, or master teachers.
- is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals.
- includes a continuous cycle of improvement.

NSDC Goal: All teachers in all schools will experience high-quality professional learning as part of their daily work by 2007.

NSDC Strategic Plan 2002-07

Strategic Priority 1:

Leadership

Strategic Priority 2:

High-Performing Cultures

Strategic Priority 3:

High-Poverty Schools

Strategic Priority 4:

Advocacy

Goal: To have local, state, provincial, and Federal policies that promote quality professional learning.

Recommended revised list of policy priorities

- Improve the definition of high quality professional development in the ESEA reauthorization.
- Focus federal teacher quality funds on improved professional development (school-based).
- Strengthen professional development evaluation requirements.
- Increase and strengthen federal investments in induction, mentoring, and other teacher leadership opportunities. ■

Kansas Parent Information Resource Center Provides Training, Information, Support

By Jane Groff
KSDC Secretary

What are parent information resource centers (PIRCs)?

Title V of *No Child Left Behind* authorizes establishing parent information and resource centers (PIRCs) that provide training, information, and support to parents, schools districts and other organizations that carry out parent education and family involvement programs.

Does Kansas have a parent information resource center (PIRC)?

Yes! Kansas families and educators have a statewide resource to help them understand the *No Child Left Behind* (NCLB) Federal Education Legislation and how the law impacts children from birth through high school. The federally funded Kansas Parent Information Resource Center (KPIRC), located in Topeka, is a partnership among 10 statewide parent advocacy, parent education and school based organizations. The goals of the KPIRC are:

- To provide a seamless system of support, resources, and training to families with children from birth through high school.
- To build capacity of parents to become an integral part of their children's educational success.
- To develop parent advocacy and leadership skills.

What services does KPIRC offer Kansas families and educators?

KPIRC offers:

- *Consultation and workshops* concerning *No Child Left Behind*, Title I parent involvement practices, and family-supported literacy, math, and science.
- *Assistance to school districts* in the development of Parent/School Compacts and Parent Involvement Policies and other *No Child Left Behind* parent involvement requirements.
- *Technical assistance* and professional development to schools, parent organizations, early childhood programs, higher education, and professionals who interface with families.
- *Consultation with businesses* and industries and faith and community-based organizations to distribute and share parent involvement resources and information.
- *Professional development to families* to help them assist their children's learning and to educators to learn how to build family-school-community partnerships.

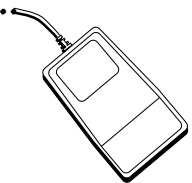
KPIRC's website, www.kpirc.org has over 1000 resources on parent involvement and a variety of other topics. If you have need of services, or desire more information, call the toll free number (800) 711-6711. ■

Information on staff development?

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

www.ksdc.us

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



Looking for more ideas?
Stop by these websites:

NSDC - www.nsd.org

KLFA - www.klfa.org

CRITICAL CONVERSATIONS

Essentials To The “Doing” Of PLC

continued from page 5

decisions about such things as curriculum, instruction, scheduling, and student groupings are imposed upon people who do not yet understand the underlying problems such innovations attempt to solve.

Well-intended processes create obstacles when groups lack maps and tools for collaborative inquiry, problem-solving and planning. In contrast, **data-driven dialogue is a collaborative process**, designed to create shared understandings of issues and events using information from many different sources. Data-driven dialogue is a process that requires and develops changes in the working culture of many groups and organizations.

One process does not replace the other, however, organizations might consider first using data-driven



KSDC Board members share ideas about how to increase the impact of KSDC's work and mission.

dialogue followed by discussion that lead to data-based decision making. When data is used as the focus of dialogue, the conversations are centered around the data – taking away opportunities for accusations directed at the players and eliminating the defensiveness that can be present. Because the data is what concerns the team, everyone can share his/her interpretations, thereby airing all assumptions, experiences, and knowledge. Decision-making is then based upon collective knowledge and common understandings. As Wellman and Lipton (2003) suggest, data-driven dialogue presses the pause button, September 2007

allowing for group reflection that avoids quick action at the expense of the discomfort and messiness of collaborative inquiry and investigation of root causes.

Armed now, with shared knowledge, clarity of purpose, and a united direction for action, members of the organization are ready to have crucial conversations that get at the road-blocks or obstacles creating detours to continued and sustained school improvement.

Crucial Conversations

Patterson, Grenny, McMillan, & Switzer in their 2002 book, *Crucial Conversations*, differentiate vanilla conversations from crucial conversations.

First, opinions vary. For example, in conversation with your boss you share a proposed reorganization of the organizational chart for your district. He thinks there is no logic behind the suggestion; you think it is necessary.

Second, stakes are high. You are meeting with your district curriculum team to discuss assessment results. Instructional practices and evaluation of instruction must be revisited if your school hopes to meet the Adequate Yearly Progress (AYP) targets. You, as the building principal, will need to address those teachers who are not effective in helping students learn as measured by state assessments.

Third, emotions run strong. As a staff developer having a casual conversation with group of high school teachers, a math instructor brings up a professional development session that you had facilitated a week ago. He shares how worthless he found the session and how he felt he had wasted the morning. Without an opportunity to converse and clarify, he walks off leaving you wondering what that was about and questioning your effectiveness. You immediately go into defensive mode.



What makes each of these conversations crucial – not simply challenging, frustrating, frightening, or annoying – is that the results could have a huge impact on the quality of your life. In each case, some element of your daily routine could be forever altered for better or worse. **By definition, crucial conversations are about tough issues.** Unfortunately, it's human nature to back away from discussions we fear will hurt us or make things worse. We're masters at avoiding these tough conversations. **What we need to understand is that by avoiding the crucial conversation, the organization can be paralyzed or worse destroyed** in efforts to learn, grow, and/or improve.

What Patterson, Grenny, McMillan, & Switzer (2002) determine to be essential in the ability to manage crucial conversations – that will help to eliminate the emotions and varying opinions – are the processes previously discussed. **Develop Teachable Points of View to begin conversation, focus on data-driven dialogue, establish common understandings, and provide structures to facilitate data-driven decision-making.** If group members have the tools to engage in articulating TPOVs, in data-driven dialogue, and make decisions based upon data and discussion of the data then PLCs will be able to do the work outlined in the missions, visions, and strategic plans of schools and districts. ■

Making the Connection Through Staff Development

Leadership Conference To Support Educators In Strengthening Instruction Based In Mastering Standards

By Geri Parscale
Leadership Conference Chair

As educators, we are constantly looking for better ways to instruct, better ways to help students master their goals. As we continue this quest, the KSDC February Conference is *the*



place to help you get the ideas that can help you be the best educator you can be!

“Making the Connection Through Staff Development” will be held February 6-7 at

the Wichita Airport Hilton, with the pre-conference on February 5.

Heidi Hays Jacobs will be the pre-conference speaker. She will address **Active Literacy to Increase Student Learning** in every classroom, grades K-12. After years of work with K-12 vertical planning through her curriculum mapping model, Dr. Jacobs has developed a set of seven essential literacy strategies to be employed school wide. Staff developers, curriculum designers, classroom teachers, and school administrators will find this workshop practical and timely.

The conference Keynote Speaker will be Stephanie Hirsh, Executive

Director of the National Staff Development Council. Dr. Hirsh has co-authored two manuals published by NSDC: *Keys to Successful Meetings* and *NSDC's Standards*

for Staff Development: Trainer's Guide. She has written articles that have appeared in *Educational Leadership*, *Phi Delta Kappan*, *The Record*, *The School Administrator*, *American School Board Journal*, *The High School Magazine*, *Education Week*, and the *Journal of Staff Development*.



Members Can Apply For Mini-Grant

Looking for a way to attend the 2007 NSDC conference in Dallas? Or maybe you need monetary support to attend the 2008 KSDC leadership conference. KSDC provides mini-grants that cover the registration costs for each of these conferences. If applying for the NSDC conference, check the NSDC website to see what sessions are being offered. Then e-mail 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? ■

Hirsh will address improvement of student learning by ensuring all educators in all schools experience high quality professional learning every day. She will also be speaking to the responsibility we all have to share knowledge of the fundamentals of staff development as a part of a breakout session.

Please Share Your Expertise

KSDC is on the lookout proposals for breakout sessions, to be offered as a part of the conference on February 6 and/or 7. Please plan to submit a proposal for our main conference and share your expertise with others, helping others to **Make The Connection!** Conference proposals can be submitted online at www.ksdc.us. Proposals are due September 14. ■

Kansas Staff Development Council Member Mini-Grant Application

NSDC Conference/KSDC Leadership Conference

Name _____

Grade Level _____ Subject _____

School _____

Address _____

Deadline for submission:

For NSDC Conference on or before **September 15, 2007**.

For KSDC Leadership Conference on or before **Jan. 1, 2008**.

E-mail this information, along with written narrative, to:

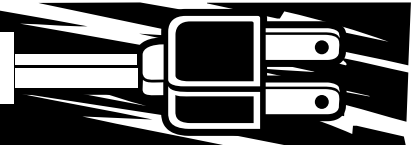
Sandee Crowther, scrowther@sunflower.com

Mindbytes

A teaching strategy
or resource for math, reading
and general staff development.

Coming each month
to your e-mail “in” box
as a KSDC member benefit

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

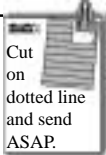
Discover an **OUTLET** for sharing your success stories

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 KSDC membership year begins October 1 and ends September 30. If you have questions regarding your membership status, contact Tom Jerome at 785-542-2170.

2007 Fall Institute To Offer 'Step Up' To Learning

continued from page 3
through the implementation of curriculum mapping. The presentation will also address the pitfalls the district encountered and how you can avoid them. Curriculum mapping was implemented as part of our total school improvement initiative. It has been woven around Professional Learning Communities (PLC). The mapping work supports the collaboration needed for PLCs and the delivery of a guaranteed and viable curriculum. Mapping in the district also supports Assessment for Learning. We have designed the itinerary; come hear about our actual journey!

Building Capacity in Your Instructional Coaches

Presenter: **Dr. Denise Seguire,**

USD 259, Wichita

Instructional Coaches are key players in addressing a 21st Century school district's efforts to improve instruction. This session will focus on the roles of Instructional Coaches and the professional development that supports their work.

What are We Missing?

Presenters: **Sherry Reed**

& Kim Rasmussen,

USD 437, Auburn Washburn

Implementation of any program or innovation is a complex process in school districts. This includes PLCs, Curriculum Mapping, or any other program. The fundamental issue may be as simple and timeless as deep curriculum alignment. Learn about and experience the very simple Bullseye process that empowers staff members to work to prioritize standards while working together collaboratively, in very little time.

Response to Intervention in Kansas: The Multi-Tier System of Supports (MTSS)

Presenters: **Deborah McVey,**

Diagnostic Center

& Patty Gray, KSDE

Presentation will describe the Kansas model of Multi-Tier System of Supports (MTSS). The primary purpose of MTSS
Page 10 **Direct Connection**

will be for school improvement at a systems level. Secondly, it will be used to improve interventions at an individual student level in both general and special education. Included in the presentation will be information about MTSS training available from KSDE and support in projects.

Making Staff Development Work for Small Schools

Presenter: **Vicki Bechard,**

USD 342, McLouth

Need some ideas on how to make staff development effective in small schools where staff members overlap,

wear many hats, and are maxed out on time? Book

study ideas, PLCs, early

dismissals, collaboration for 1-person content/grade level areas, summer institutes, and more will be shared and discussed.

Implementation and Monitoring

Presenters: **Barbara Engler,**

USD 454 Burlingame

& Sherry Reed,

USD 437, Auburn Washburn

Why isn't it working? Many instructional leaders, be they administrators or teachers, find themselves asking this question when implementing a program or innovation. Are there things we can do to prepare our teachers and communities to accept programs and to measure when the implementation is good? Yes! Get ideas on how to diagnose implementation efforts and create implementation maps also known as innovation configurations to monitor and know "when it's good."

Accountability: What Does That Mean and How Does it Influence Teaching and Learning in an Era of Increased Testing?

Presenter: **Dr. Diane Gross,**

USD 261, Haysville

This session draws on the research conducted to examine the influence of Federal and state accountability policy

on the values, beliefs, and attitudes of principals, teachers, and students about teaching and learning in an urban high school identified for improvement under the No Child Left



Fall Institute will include breakout sessions focused on topics such as "Making Staff Development Work" and "Why Are Teachers Reluctant To Team?"

Behind Act of 2001. Not only will the findings of the research be shared, but examples of how this research was used to develop dialogue between the stakeholders of the school organization leading to professional growth opportunities for educators and learning opportunities for students.

Why Are Teachers Reluctant To Team?

Presenter: **Rachel Norwood,**

USD 259, Wichita

Understand how teachers' perceptions of teaming and collaboration impact student achievement. The presenters will identify which elements hinder teachers from becoming effective collaborators and outline strategies that have implications for change. The findings from this research will benefit administrators' and team leaders' ability to more effectively facilitate teaming at the building and district level.

Register NOW!

Further details on the institute and registration are available online at the KSDC website, www.ksdc.us. Registration can be completed online or via a hard copy form downloaded from the website. ■

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KSDC Mission

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

KSDC Beliefs

We believe:

- The ultimate purpose of staff development/professional learning is to improve student achievement.
- A staff developer is anyone who systematically empowers others to change their practice through professional learning.
- Effective staff developers use a research base to continually define and refine best practices.
- Effective collaboration is essential for our organization, quality staff development, and professional learning.
- Effective organizational development is required if all students are to learn.
- Organizational development requires individual change.
- Each educator has a moral responsibility to improve professional effectiveness through lifelong learning.
- Reinforcement and support systems are critical to the transfer of learning into practice.
- Ongoing assessment is critical for effective staff development decisions.

