



Conference Focuses On 'Making The Connection With Staff Development'

Opportunities for professional learning, reviewing resources, networking with colleagues

By Geri Parscale
2008 Leadership Conference Chair

The 2008 Leadership Conference, "Making the Connection with Staff Development," will be an outstanding learning opportunity for Kansas Educators as we continue to learn and grow with professional development. The pre-conference will be held February 5, followed by the main conference on February 6-7. All conference activities will be held at the Wichita Airport Hilton.

February 5
Pre-Conference with Heidi Hays Jacobs
"Active Literacy to Increase Student Learning: Seven School Wide Strategies for Reading, Writing, Speaking, and Listening in Every Classroom K-12"

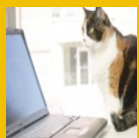
Heidi Hayes Jacobs will be the pre-conference speaker. Through her work with schools and districts K-12 with her curriculum mapping model, Dr. Jacobs has developed a set of seven essential literacy strategies to be employed schoolwide. Staff developers, curriculum designers, classroom teachers, and school administrators will find this workshop practical and timely. Dr. Jacobs will address specific solutions to improving and sustaining student performance that are seamless and clear and can be used at all grade levels in all departments.

Dr. Jacobs is the author of many books including *Interdisciplinary Curriculum: Design and Implementation*, *Mapping the Big Picture: Integrating Curriculum and Assessment, K-12*, *Getting Results with Curriculum Mapping*, and continued on page 5

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Mark Your iCal



Feb 6, 2008

The annual KSDC Leadership Conference begins in Wichita, KS. The two-day conference features a keynote address from Stephanie Hirsh, Executive Director of the National Staff Development Council (NSDC), plus breakout sessions on topics including personal learning communities, time management, coaching, family school partnerships, and more. A pre-conference day with Heidi Hayes Jacobs will be held February 5, 2008. Dr. Jacobs centers this day around the topic "Active Literacy in Every Classroom."

Did You Notice? Direct Connection has gone digital. Read more about this change on page 12.



Calendar Countdown

Leadership Conference February 6-7, 2008	Making the Connection With Staff Development	Dr. Jacobs Pre-conference February 5, 2008
2008 Summer Institute Debra Pickering	Building Academic Vocabulary & Grading and Assessment	Wichita Airport Hilton Wichita, KS
2008 Fall Institute Marcia Tate	Workshops & Worksheets Don't Grow Dendrites	Wichita Airport Hilton Wichita, KS
KSDC Board Meetings	February 5, 2008	June 12-13, 2008

‘How Can I Help Make This A Reality?’

President’s Message

Dear Colleagues,

In order for 100% of our students to reach proficiency and beyond in all core areas, all educators must embrace the responsibility to make this happen. What does this “responsibility” look like?

Given that every child must meet these expectations, all educators must work together to ensure that quality curriculum, instruction, and learning occurs every day. To increase the capacity of schools, all educators must share in a collective vision of what the end result will be. All educators must be part of the conversation and development of this future scenario.

Once the desired future is articulated, every person in the organization must ask,



“How can I help make this a reality?”

When the future is clearly articulated educators can begin to identify what actions we can take to help move each other closer to that goal. Some of us may take a formal leadership roles, such as curricular, department or team leaders, study group facilitator, coach or mentor, or workshop presenter.

Formal leaders are important, however, the true power of the organization emerges when educators take on more informal leadership roles within the various teams. By sharing ideas for improvement in proactive, policy, and procedures, active involvement of team members can increase the capacity of the team to achieve success.

- **Don't be afraid to speak up with ideas** to reinforce or accelerate the desired change. When we find potential pitfalls to the plan, let's reframe that thought so that we propose an idea to strengthen the plan rather than identify reasons why an activity won't work.
- **Educators can show leadership by taking action and mobilizing others to action.** Through our word and actions, we can get others on board. Collectively, we can accomplish great things!
- **Lead where we are.** Whether our role is support staff, teacher, coach, mentor, or administrator, every one of us can influence the attitudes, thoughts, and behaviors of others.

Your membership in KSDC shows your commitment to the development of yourself and others for the success of our students. I encourage each one of us to step up to the opportunities for creating a new reality for our children. Influence others to make this future scenario a reality. We cannot wait for “someone else” to lead us to another place. I urge all of us to take on the responsibility to “lead where we are”.

Deb Perbeck
KSDC President

DC

Powerful Words

We must not, in trying to think about how we can make a big difference, ignore the small daily differences we can make which, over time, add up to big differences that we often cannot foresee.

– Marian Wright Edelman



Whatever you can do or dream you can, begin it. Boldness has genius, power, and magic in it.

– Johann Wolfgang von Goethe

It is not because things are difficult that we do not dare; it is because we do not dare that they are difficult.

– Seneca

There are really only three types of people: those who make things happen, those who watch things happen, and those who say, What happened?

– Ann Landers



In Search Of.....Exemplary Learning Communities

KSDC Awards Team Issues Call for Awards Applications

By Kathy Boyer
Awards Team Chair

Does your school or district meet the Standard of Excellence in staff development? The KSDC Awards Team is awaiting your application! The purpose of the awards program is to provide recognition and celebration of exemplary Kansas programs in staff development. Please apply today for any of these awards—the deadline is December 15!

Impact Certificates for educators who are taking professional development to the levels of impact! Every teacher in Kansas can apply for this award! PDCs—this is a chance to recognize your “master implementers,” those teachers who really understand their learning impacts students every day. These awards will be awarded at the 2008 Spring Conference in Wichita. Go to www.ksdc.us to apply today!

The **Professional Learning Communities (PLC) Award** is the building level award for schools which can provide evidence of movement on the KLFA/KSDC/KSDE Staff Development Rubric, based on the standards for staff development by the National Staff Development Council. KSDC encourages all schools to consider applying for this award, especially those schools which can show that staff development efforts are equating in improved student performance. The application and staff development rubric are available online at www.ksdc.us. All applicants will be recognized, with two buildings selected for the award. The awarded buildings will receive a banner for the school announcing the award, a one-year building membership in KSDC, and two registrations at the KSDC Fall Institute.

The **Systemic Award** is the district level award for districts which can provide evidence of movement on the KLFA/KSDC/KSDE Staff Development Rubric, based on the NSDC Staff Development Standards. Districts, it is time to be recognized for working hard in providing resources and guidance in staff and professional development! The application and rubric are available online at www.ksdc.us. All applicants will be recognized, with two districts being selected for the award. The awarded districts will receive a banner for the district announcing the award, a one-year agency membership in KSDC, and two registrations at the KSDC Fall Institute.

A final award recognizes the exemplary staff developers in your midst as **KSDC Staff Developers of the Year**. KSDC encourages each district in the state to recognize a person who has helped make a staff development impact in your district over the last year. Just complete the application at www.ksdc.us.

If you have questions about verification of evidence or the application process for any of the KSDC Awards, please contact Kathy Boyer, Awards Team Chair, kboyer@ksde.org. **DC**

Previous KSDC Award Winners

Impact Award

Joyce Adams,
Principal, USD 465 Garden City

Pam Ireland,
Teacher, Sumner County
Interlocal 619

Mary Jo Gruwell,
Teacher, USD 272 Waconda

Karla Reed,
Teacher, USD 231
Gardner Edgerton

Jim Stalcup,
Teacher, USD 272 Waconda

Professional Learning Community Award

Northview Elementary,
USD 233 Olathe

Tescott Elementary
USD 240 Twin Valley

Olathe North High School,
USD 233 Olathe

Blue Valley High School,
USD 229 Blue Valley

Buhler High School,
USD 313 Buhler

Rolling Ridge Elementary School,
USD 233 Olathe

Systemic Learning Award

USD 229 Blue Valley

USD 458 Basehor Linwood

USD 500 Kansas City



2007 Grant Recipient

Instructional Coaching – The New Frontier In Teacher Leadership

By Jan Neufeld
2006 KSDC Grant Recipient
Representative B East of 281

One of the instructional and leadership challenges faced in many districts who are implementing instructional coaching programs is how to face the new frontier of teacher leadership as it intersects in the classroom and contributes to improved



teaching and instruction and student learning. As a KSDC grant recipient, I was able to attend NSDC in Nashville in December of 2006. My area of study and concentration for which I wrote the grant was to attend breakouts on model instructional coaching programs across the nation.

The role of instructional coaching is multifaceted: to organize the commitment to the high achievement of students and staff, to focus on helping instructional staff improve their classroom practice, to build and enlarge the culture of professionalism within the school, and to contribute to the overall improvement of the school. (Killion, 2006) When faculty and leaders are learning together, students are achieving. The goal of a district is to provide all teachers in all schools high-quality professional learning as part of their daily work. NSDC advocates for high quality, professional development as an every day experience for educators. The implementation of successful coaching programs fulfills this criteria.

Coaching: Professional Learning for School Reform and Improved Classroom Practices was a breakout session by members of the Center for Effective School Practices. This session provided many views on successful school-based coaching. The session provided many examples of the role of coaches and what coaches do. In addition,

steps in coaching, designs for learning and designing successful professional meetings were included in the session.

Robin Fogarty and Brian Pete presented a session on their latest research and book, *From the Classroom to the Staffroom*. This day-long workshop focused on adult learning and school-based coaching. The message relayed to educators is that it requires a lot of patience to be a coach. Adult learning can be difficult as sometimes adults make challenging students. We must have context, content and process built into learning, and activity to engage the community of teachers and professional learning communities.

NSDC has provided many resources for research and information about instructional coaching and shared these at the conference. One of the conversations at the NSDC conference was about the book almost ready for release, at the time, by JoEllen Killion and Cindy Harrison, *Taking the Lead*. *Taking the Lead* provides extensive information about instructional coaching and the role of the instructional coach. I have since purchased and read the book. This book is also being used by the present cohort instructional coach group who are a part of the KSDC/Wachovia grant for instructional coaches. (See page 6 for more information on the KSDC/Wachovia grant.)

I close with some thoughts on the role of instructional coach that I reflected on as a result of attending the NSDC conference:

- How do we support instructional staff as they experience instructional capacity building as supports best instructional practice in schools as a result of instructional coaches in the classroom?
- How are districts successfully supporting instructional coaches as they work with veteran as well as struggling veteran teachers?
- What do successful instructional coach walkthroughs look like and how is the data collected and used?
- How do we support instructional coaches as they face the challenges of tearing down the walls of isolation and privatization and supporting continued growth of best practice and instructional pedagogy?

We are on an open road and new frontier as many districts begin the implementation of instructional coaching programs. I refer to one of my favorite quotes from William Sommers, past President of NSDC, "There are lots of things I don't know – but I want to work with people who want to figure it out."



Districts in Kansas are beginning exemplar instructional coaching programs and trying to figure it out. Many districts are using NSDC resources as best practice for support of instructional coaches.

I would highly advocate readers use NSDC resources and encourage others not only to join NSDC and KSDC but to use the web resources to promote and support successful coaching programs. The NSDC resource, *Teachers Teaching Teachers*, is a premier resource for instructional leaders and coaches. In the Newton USD 373 public schools we are in are fifth year of instructional coaches. We made the shift from literacy specialists to instructional coaches several years ago. Next year, with the addition of a high school math instructional coach, we will have a fully implemented instructional coach program in our district. We currently have ten instructional coaches. I kid the coaches in our district that they must learn in dog years, for every year of coaching, you must pick up seven years of knowledge.

Thank you to KSDC for selecting me as a recipient of the grant that helped fund my attendance to the NSDC 2006 conference. NSDC is a flagship organization for professional development and collegial learning and support. Join KSDC today! **DC**





Leadership Conference

continued from page 1

Active Literacy Across the Curriculum: Strategies for Reading, Writing, Speaking, and Listening.

February 6-7

Main Conference Keynote Speaker

Dr. Stephanie Hirsh,
NSDC Executive Director
"Principle-Driven Professional Development"

Dr. Stephanie Hirsh, Executive Director of the National Staff Development Council, will be the guest speaker for this year's Leadership Conference. She will address vision, principles and commitment to achieving the goal of improving student learning by ensuring all educators in all schools experience high quality professional learning every day. Dr. Hirsh will also speak to using these as you work to meet your own goals for professional development.

Dr. Hirsh has worked on a wide variety of projects at NSDC, including staff development policies and legislation, strategic partnerships, state education agency relations, and grant development. She authors regular columns and articles that address effective implementation of the National Standards for Staff Development. She has co-authored two manuals published by NSDC: *Keys to Successful Meetings*, *NSDC's Standards for Staff Development: Trainer's Guide*, and her most recent book *Tools of the Trade*. Dr. Hirsh will be presenting a breakout session focused on this book.

Breakout Sessions

This year's conference breakout sessions offer a wide variety of high quality professional learning opportunities. Sessions will

be offered for teachers, administrators, professional developers, curriculum directors and those in higher education. Many quality presenters will be sharing their talents to help to improve the quality of education for all learners. Session topics will include:
Creating Family School
Community Partnerships
Coaching
Time Management
Cultural Proficiency
Professional Learning Communities
Clarifying the Assessed Indicators on the Kansas Assessments
Kansas Performance Assessment
My Learning Plan
...and many more!!

Dr. Alexa Posny, Kansas Commissioner of Education

At the closing luncheon on February 7, Dr. Alexa Posny, Kansas Commissioner of Education, will present an address regarding Professional Learning in Kansas as we look toward continual improvement.

Register Now!!!

Now is the time to sign up for the 2008 Leadership Conference, February 5-7, 2008.

Register early and save.

Send a group and save.

Be a member of KSDC and save.

Put these dates on your calendar and come and learn and share with colleagues as we all Make The Connection! For more information or to download a complete program, please go to www.ksdc.us Early registrations must be postmarked or filed online on or before January 11, 2008.

See you there!

DC

NSDC Standards for Staff Development

Context Standards

Staff development that improves the learning of all students:

- Organizes adults into learning communities whose goals are aligned with those of the school and district. (*Learning Communities*)
- Requires skillful school and district leaders who guide continuous instructional improvement. (*Leadership*)
- Requires resources to support adult learning and collaboration.

(Resources)

Process Standards

• Staff development that improves the learning of all students:

- Uses disaggregated student data to determine adult learning priorities, monitor progress, and help sustain continuous improvement. (*Data-Driven*)
- Uses multiple sources of information to guide improvement and demonstrate its impact. (*Evaluation*)
- Prepares educators to apply research to decision making. (*Research-Based*)
- Uses learning strategies appropriate to the intended goal. (*Design*)
- Applies knowledge about human learning and change. (*Learning*)
- Provides educators with the knowledge and skills to collaborate. (*Collaboration*)

Content Standards

Staff development that improves the learning of all students:

- Prepares educators to understand and appreciate all students, create safe, orderly and supportive learning environments, and hold high expectations for their academic achievement. (*Equity*)
- Deepens educators' content knowledge, provides them with research-based instructional strategies to assist students in meeting rigorous academic standards, and prepares them to use various types of classroom assessments appropriately. (*Quality Teaching*)
- Provides educators with knowledge and skills to involve families and other stakeholders appropriately. (*Family Involvement*)

In Search Of...

Exemplary PLCs

Share Your Story

Email responses to:

joan.richardson@nsdc.org and

crowther.sandra@gmail.com

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?
Include school name and contact in response.



NSDC Coaches Academy Powers Up Kansas

KSDC Collaborating With KSDE In NSDC Coaches Academy

By Sandee Crowther
KSDC Executive Director

KSDC and KSDE were offered an opportunity in the spring of 2007 to receive funding provided by the Wachovia Foundation's Teachers and Teaching Initiative, to fund several slots for the 2007-08 NSDC coaching academy. KSDC and KSDE applied and have been accepted by NSDC. The other states selected were CT, IL, MD, and MS.

The opportunity to apply was emailed out in Spring 2007 to all districts. The criteria for selection: Coaching must be at least 50% of job assignment, preference given to school(s) where student achievement is in need of improvement, and preference given to coaches working in school(s) serving higher numbers of low SES students. Every attempt was to have coaching candidates from the 10 board regions. No one applied from Region V, but the other 9 are represented. Some partici-

pants are in the slots provided, while others are being picked up by their district or agency. Travel is the responsibility of the district/agency.



Why did KSDE and KSDC decide to participate? It provided: an opportunity to be leaders in professional development to coaches, increased capacity to support coaches, leading to increased support to teachers, connection to other DSI initiatives, and collaboration of the three groups with coaches/districts.

Training involves three two-day sessions of the academy in IL, KS, and MD with state meetings to follow each. Ultimately our participating coaches will assist in the creation of a statewide plan to support school-based academic coaching for implementation of plan during 2008-2009 school year. **DC**



The Kansas Team:

Brent Lantry, Turner USD 202

Glenda Ruff, Turner USD 202

Carol Beaver, Olathe USD 233

Betsy Copeland, Olathe USD 233

Mindy Roberts, Olathe USD 233

Victoria Seeger,
Seaman USD 345

Judy Beemer,
Geary County USD 475

Lisa Moore, Newton USD 373

Pat Nippert,
Valley Center USD 262

Linette Liby, USD 262

Janelle Moore, Haysville USD 261

Kathleen Patterson, USD 261

Diania Pile, Haysville USD 261

Kay Childress,
Coffeyville USD 495

Cathy McElroy, Mulvane USD 263

Pam Irwin, Salina USD 305

Sue Kidd, Greenbush Serv. Cntr.

Teresa White, KSDE

Sandee Crowther, KSDC Coord.

Lynn Bechtel, KSDE Coord.



No Child Left Behind Reinvented

By Sandee Crowther
KSDC Executive Director

What is NSDC trying to impact in the ESEA reauthorization? With the help of the NSDC contract with a federal lobbyist, Rene Islas, NSDC is proposing language to our legislators that would support high quality professional learning that over time would change practice. NSDC is trying to impact language in four areas:

1. Improve the definition of high quality professional development.
2. Strengthen evaluation requirements for professional development in Title II.
3. Focus federal teacher quality funds on improved school based professional development. (Currently less than 28% of Title II funds are used for professional development.)
4. Build capacity for implementing High Quality Professional Learning in high need, underperforming schools. A suggestion for this last category is when more funds become available these schools should consider using instructional coaches to provide ongoing support.

Currently in the legislation, professional development is a very long definition and more like a laundry list. What is a good definition for high quality professional development?

- It is a comprehensive approach that occurs several times a week among established teams of teachers, principals, and other instructional support staff members with the purpose of affecting student achievement.
- It is facilitated by teachers with structured support of school principals and school-based coaches, mentors, and master teachers.
- It is aligned with rigorous state student academic achievement standards as well as district and school improvement goals.
- It is ongoing and involves a continuous cycle of improvement (assessing what is working).

DC



KSDC is an affiliate of the National Staff Development Council



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 practice.
- 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.

Join with KSDC. KSDC connects Kansas educators through leadership, information, and networking. KSDC members have the chance to join in conferences, access "mindbytes", apply for the KSDC grant program, and more. Individual membership is only \$15.00 a year. Download an application at www.ksdc.us

<h1>2008</h1> <h2>Candidates for KSDC Board</h2>	<h3>Vote</h3>	<h3>February 6</h3>		
	<h4>President-Elect</h4> <p>Diane Gross, Assistant Superintendent Haysville</p>	<h4>Rep B, E of 281</h4> <p>Jean McCally, Ottawa</p> <p>Geri Parscale, Leavenworth</p> <p>Tammy Thomasson, Wellsville</p>	<h4>KSDE Rep</h4> <p>Lynn Bechtel, KSDE</p> <p>Connie Wehmeyer, KSDE</p>	
	<h4>Teacher B</h4> <p>Kathleen Patterson, Haysville</p> <p>Sheri Thomas, McLouth</p>	<h4>Rep B, W of 281</h4> <p>Dana Beaver-Lenz, Lakin</p>	<h4>Service Center</h4> <p>Michelle Flaming</p>	
	<h4>Principal</h4> <p>Dawn Johnson, Geneseo</p> <p>Matt McKee, Halstead</p>			

2008 Board Candidates

President-Elect Diane Gross

Current Position:
Assistant Superintendent for Instructional Services, USD 261 Haysville

Previous Positions:
Director of Secondary Curriculum, USD 261 Haysville
Alternative High School Principal, USD 261 Haysville
Math Teacher, Wichita East High School and Wichita North High School, USD 259
Math Teacher, Manhattan Middle School, USD 383

Education:
BS Mathematics Education, Northeastern Oklahoma State University
MS Educational Supervision and Administration, Wichita State University
District Level Administration Certification, Wichita State University
Currently Finishing an EdD in Educational Leadership at Wichita State University

Statement:
My experiences as an educator of 25 years have greatly influenced my values, beliefs, attitudes, and actions toward effective teaching and learning. One of these core beliefs is that our profession of education is all about learning – what we learn, how we learn, and

what opportunities we create for ourselves as a result of our learning (divisions of NSDC’s standards of content, process, and context). Learning is essential to our survival as we adapt to the many and varied societal demands and expectations. As professionals in the business of teaching and learning, we have an obligation to continue to expand and build our knowledge and hone our skills in a way that exudes a passion for learning. This passion is contagious and breeds in our students a passion for what Ellen Langer (1997) calls “Mindful Learning.” My thoughts on professional learning might best be summarized through the recently adopted NSDC purpose statement: “Every educator engages in effective professional learning every day so every student achieves.”

Teacher B Kathleen Patterson

Current Position:
Instructional Coach, USD 261 Haysville

Previous Positions:
EMH teacher, Parsons State Hospital, Parsons, KS
First grade teacher, St. Patrick Catholic School, Wichita, KS
Principal, St. James Catholic School, Augusta, KS
Principal, All Saints Catholic School, Wichita, KS



Cast your ballot at the Leadership Conference.

Voting will take place on the morning of Wednesday, February 6. Results will be announced at the conference luncheon on February 6, 200

Kathleen Patterson, continued

Education:

BA in Elementary Education and Special Education, Benedictine College, Atchison, KS
 Master of Education in Elementary Education, Wichita State University
 Master of Education in Educational Leadership, Wichita State University
 District Level Administration, Wichita State University

Statement:

I have always been a "learner" myself so I firmly believe that we all continue to grow in knowledge throughout our lives. I am currently a student and learner in the Educational Leadership Doctoral Program at Wichita State University. That is why I have become involved in professional development as a participant and a presenter. The culture of teachers is one of isolation so professional learning activities are one way they can connect with colleagues and at the same time continually grow as an educator. My involvement in KSDC, NSDC, and the NSDC Coaches Academy has been tremendously helpful in my growth as a professional developer. I do believe I can make an impact by being involved as a board member of KSDC.

Teacher B

Sheri Thomas

Current Position:

Fourth grade teacher, USD 342 McLouth (28 years)
 District committees: Professional Development Council Chair, District Steering Committee, Curriculum Council, Elementary Math Chair, and Elementary Principal's Advisory Council

Education:

BSE from Truman State University, Kirksville, MO

Graduate classes from various universities

Statement:

The connections between staff development and classroom impact are an essential part of my growth as an educator. Meaningful staff development allows me to deliver student lessons that show impact, collaborate with other teachers to plan effectively or discuss issues and focus on strategies and skills to help students meet NCLB mandates.

Principal

Dawn Johnson

Current Position:

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

Education:

BS in English Education, Wichita State University
 M.Ed. in School Administration, Wichita State University
 District License, Wichita State University

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.

Principal

Matt McKee

Current Position:

Principal, Halstead Middle School

Previous Positions:

Curriculum Director, USD 440
 Technology Coordinator, USD 440
 Assistant Principal, USD 440
 Social Studies Teacher, Newton High School, USD 373
 Social Studies Teacher, Andale High School, USD 267
 Social Studies Teacher, Xavier High School, Junction City

Education:

BA, Saint Mary's of the Plains College, Dodge City, KS
 MA, Baker University

Statement:

As educators, our goal is to continually seek new knowledge that will help us help our students to grow. This can only be accomplished if we really believe that we can make a difference in the lives of our students, both academically and personally.

Representative B East of 281

Jean McCally

Current Position:

Assistant Superintendent, Ottawa School District

Previous Positions:

Principal, Garfield Elementary School, Ottawa School District
 Teacher, Sunflower Elementary, Paola School District

Education:

BS, University of Kansas
 Teacher Certification, Mid America Nazarene University
 MS in Educational Administration, Pittsburg State University
 Doctorate in Educational Administration, University of Kansas

Statement:

Sustained, long-term professional development can make a significant impact on teacher growth and student learning, but professional growth occurs over time and must be nurtured over time. Teachers and administrators both must make a long-term commitment to address professional development needs. The implications for student and teacher growth are tremendous when all involved make high-quality, applicable professional development a priority.

Representative B East of 281

Geri Parscale

Current Position:

Director of Professional Development and Instruction, Fort Leavenworth Schools, USD 207

Previous Positions:

Principal, Bradley Elementary, Fort Leavenworth Schools



2007-2008 KSDC board members join in their annual advance.

Geri Parscale, continued

Principal, Piper Elementary School West, USD 203
Principal, Overbrook Attendance Center, USD 434
Principal, Stanton County Elementary Schools
Teacher, Kansas City, Kansas
Teacher, Topeka Public Schools

Education:

Bachelor of Science in Education, University of Kansas
Masters of Arts in Educational Administration, UMKC
Specialist in Education, Pittsburg State University

Statement:

Based on my professional experiences, I have the unique perspective of “seeing it from all sides”. I believe that sharing my experiences from a teacher’s, administrator’s and parent’s viewpoint has proven to be valuable to a great many educators throughout Kansas. I have a strong belief that professional development is the key to quality in education. I have a drive to meet the goal of bringing this high quality professional learning to all professionals in Kansas. I strive to fulfill that goal daily. Being on the board of KSDC will allow me to bring this excitement to all educators in the state, helping all to “Make the Connection through Staff Development”!

Representative B East of 281

Tammy Thomasson

Current Position:

Curriculum Director, Wellsville USD 289

Previous Positions:

Elementary Teacher, West Franklin USD 287
Middle School Teacher, West Franklin USD 287

Education:

BS in Elementary Education, Ottawa University
MS in Educational Administration, Pittsburg State University
Currently working on Doctor of Education, Baker University

Statement:

Professional learning is important to the development and maintenance of quality education. It is important for educators to participate in ongoing professional development to improve their own skills and knowledge to enhance student learning.

Representative B West of 281

Dana Beaver-Henz

Current Position:

Interrelated Teacher, Lakin Middle School, Lakin, KS through High Plains Educational Cooperative (16 years)

Education:

Masters degree in Learning Disabilities, Emporia State University
Full course study in Behavioral Disorders, Emporia State University
Bachelors in Secondary Social Science, Emporia State University

Statement:

I provide an appropriate education for exceptional students whose unique learning and behavioral needs cannot fully be met without intervention. Thereby, I am continual developing my knowledge and the staff’s knowledge of how to best assist student in being successful. This is being achieved by staff development. I have five years of experience with PDC committee for the district. For the last 7 years, I have been a mentor within our cooperative and provide inservices for best practices as needed.

KSDE Representative

Lynn Bechtel

Current Position:

Education Program Consultant, Innovation and Improvement Team at KSDE

Previous Positions:

Licensure Consultant, KSDE
7th Grade Social Studies Teacher, Olathe USD 233
Underwriting and Customer Service Supervisor for an insurance company

Education:

BGS in Personnel Administration, University of Kansas
BSE in Elementary Education, Emporia State University
MSE in Library Media, Pittsburg State University

Statement:

Is there anything else more exciting than professional learning? Well...maybe... BUT, what an exciting time to be a part of a community of believers in the concept of the importance of professional learning! We’re on the cusp of finally being able to quantitatively document what we already qualitatively know – that effectively delivered professional learning is the key to increased student achievement! In my role as a reviewer of district 5-year staff development plans, I can see some of the exciting things happening across Kansas, and can also see that there is much to be accomplished. I look forward to working with you to increase our collective abilities to learn and grow from each other to positively impact the students of Kansas.

KSDE Representative

Connie Wehmeyer

Current Position:

Education Program Consultant, State and Federal Programs, KSDE
As an Education Program Consultant in Title Programs and Services, I oversee Title I Schoolwide Programs, School Improvement and Supplemental Education Services as defined by No Child Left Behind.

Previous Positions:

Curriculum Director, USD 348
Director of International Program Management, Ottawa University,
Adjunct instructor, University of Kansas
Teacher, USD 497

Education:

BS in Elementary Education
MSED in Educational Leadership
Ph.D. in Curriculum and Instruction
Building Leadership and District Leadership Licensure programs.

Statement:

“The more I learn, the less I know, the more I want to learn.” This statement summarizes my thoughts about my own professional learning and development. The formal education and professional development I have been involved in over the years has truly been a gift that has lead to better opportunities for me and my family. Not only do I aspire to be a lifelong learner, I want to assist others with their own quest for professional learning. Learning when applied ensures that more students can experience educational success. For me, that’s what it’s all about.

Service Center Representative

Michelle Flaming

Current Position:

Math Specialist, ESSDACK
Conference Coordinator, ESSDACK

Previous Positions:

1st - 6th Grade Math Teacher

Education:

Bachelor of Science, McPherson College
Masters in Computer Based Education, Kansas State University

Statement:

I believe we learn best by doing and applying that learning to new situations. Teachers are ongoing learners, always tweaking their knowledge and skills to meet the needs of each individual student. Teachers are our best resource and investing in the growth of each teacher is the key to ensuring that we are giving our students the best learning opportunity possible.

DC

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Tools For Quality Practice – A Resource Guide

By Dawn M. Johnson
Quality Practices Chair

Every fall as school begins and the months pass by, we embark on another year of teaching and learning. As professional educators, we continue to seek research-based “tools” that we can use to enrich students’ lives. A thorough resource guide full of educational tools does exist and has since September 2005. It is titled “Tools for Quality Practice—A Resource Guide for Professional Learning.” The guide was developed and sponsored by the Kansas Learning First Alliance.

So what is in this resource and why use it?

First and most important is where to find the “Tools for Quality Practice” resource guide. The entire document can be downloaded in a .pdf format from the following website:
<http://www.klfa.org/tools/index.htm>.

The resource guide has been arranged in the following sections so that educators can download the entire document or just certain portions.

- **Executive Summary**—provides background about the project and an overview of the contents;
- **Improving Teaching and Learning in All Kansas Schools**—highlights key research findings about school improvement and restructuring;
- **Professional Development**—introduces best practices in professional development that is linked to improved student learning;
- **Improved Student Achievement in Reading**—highlights resources that positively impact student achievement in reading;
- **Improving Student Achievement in Mathematics**—highlights resources that positively impact student achievement in math;
- **Partnerships for Improvement**—provides helpful information to create strong community and parent connections;
- **No Child Left Behind (NCLB)**—detailed descriptions of how NCLB has been imple-

mented in Kansas and its connection to QPA;

- **Collection of References**—provides a complete list of all references cited within the guide.

The “Professional Development” Section.

This section includes “five common themes based on the twelve NSDC research-based standards, beliefs, observable actions, questions to discuss, and examples of school-focused quality professional development” (Tools for Quality Practice). The five themes are 1) Determine data driven adult learning priorities, 2) Create job embedded learning opportunities, 3) Content-focused learning opportunities, 4) Learning Communities, and 5) Systemic Change.

An abundance of information is available in the thirteen pages of these five themes. They are standard driven themes in professional development that any educational leader can use to assist him or her in providing quality practices in teacher professional development.

The Sections “Improving Student Achievement in Reading and Mathematics”

These two sections provide a plethora of research-based resources. Each section contains national resources and research in reading and mathematics, state resources and research in reading and math, implications for practice, and an appendix of other helpful website links.

The national resources that are provided are for varying levels. There are resources for early childhood, elementary, middle & high school, and English language learners. The state research and resources provides educators with a compilation of research-based practices that have proved successful at the elementary, middle, and high school levels. This is an excellent source for any school improvement committee looking for new research-based methods in which to begin a new school improvement cycle. Download the “Tools For Quality Practice” today and share it with your colleagues.



Take Note:

KSDC Publications Online

Due to rising printing and postage costs, KSDC is also going electronic with all of its major publications.

KSDC’s Direct Connection will only be distributed through email and via the KSDC website beginning with the December 2007 edition.

Beginning in 2008, the Leadership Conference Program will only be available online for viewing and download (in a full version or text-only version).

As always, KSDC welcomes your input concerning our programming or publications. If you would like to share an idea, contact:

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DC

