KS Direct Connection

Diane Gross, KSDC President-Elect for 2008-09, talks with Dr. Heidi Hayes Jacobs during a break at the Leadership Conference.

KANSAS
STAFF DEVELOPMENT
COUNCIL

PROFESSIONAL
DEVELOPMENT
WITH PURPOSE

March 2008

Kansas State Board Endorses NSDC Standards For Professional Development

NSDC Standards offer guidance to school districts and states as they work to improve quality of student learning

By Sandee Crowther
KSDC Executive Director

The 12 NSDC Standards for Quality Professional Development were formally endorsed by the State Board of Education at their January meeting. The standards have been used in many Kansas schools for a number of years to guide professional learning.

With the formal endorsement, KSDE will be able to suggest that schools having difficulties meeting student learning goals use the NSDC standards to determine if they are providing professional development for their staff in ways that make it more likely for learning and

implementation to occur.

The NSDC standards say that staff development that improves the learning of all students
- Organizes adults into learning communities
- Requires skillful leadership
- Requires resources of time and money
- Is data driven
- Is evalutated to determine implementation and impact
- Is research-base
- Uses adult learning strategies and includes follow-up
- Applies knowledge about human learning and change
- Provides the knowledge and skills to collaborate
- Ensures equity for all students
- Focuses on quality teaching, including instruction and assessment
- Involves families and other stakeholders   **DC**

Mark Your iCal

June 10-11, 2008

Learn more about "Classroom Instruction that Works" with Deb Pickering during KSDC's 2008 Summer Happening. Enjoy two full days with Deb Pickering. Day one focuses on building academic background knowledge. Day two centers on classroom formative assessment and grading. Professional Development With Purpose Connection: Send a team of educators to Summer Happening 2008, then follow-up that learning by attending the Marzano presentation at the KSDC 2009 Leadership Conference.
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Calendar Countdown

2008 Summer Institute Debra Pickering	Building Vocabulary & Grading and Assessment	June 10-11, 2008 Wichita Airport Hilton
KSDC/KASCD Fall Institute Marcia Tate	Workshops & Worksheets Don't Grow Dendrites	November 4-5, 2008 Wichita Airport Hilton
2008 NSDC Annual Conference	Step Up & Speak Out	December 6-10, 2008 Washington, DC
KSDC Board Advance	June 12-13, 2008	Swedish Country Inn Lindsborg, KS

Standards in Practice Process Brings Results

President's Message

By Deb Perbeck
KSDC President

As more and more schools adopt the Professional Learning Community model of professional development, leaders struggle to identify what specifically should take place during that learning time. One powerful process is for teams to follow the Standards in Practice process.

The Standards in Practice process, developed by the Education Trust, focuses on teacher learning through improving assignments. This process helps teachers learn to increase the rigor of assignments and the achievement of all students through collaborative, reflective practice. As teachers use student samples to evaluate what levels of work demonstrate quality, they review with each other how assignments can improve and how the work is connected to standards. The six steps of the model:

1. The teacher bringing the assignment tells the team how and when the assignment was given and what was its purpose, that is, what the students were expected to learn.
2. The team questions the assignment: What did the students have to know and be able to do to complete it successfully? What is the cognitive work necessary to complete this assignment?
3. The team identifies the standards and the levels of Bloom's taxonomy that apply to the assignment.
4. The team creates a draft scoring guide specific to the assignment based on the standards.
5. The team scores the student work, using the scoring guide/rubric.
6. The team discusses either revisions to the assignment as well as instructional strategies for ensuring that all students reach proficiency on the standards/cognitive work of the assignment.

This process is based on two theories. The first focuses on assignments as the means to improve student achievement. Teachers may already look at student work as a strategy for improvement, but unless teachers focus on improving assignments they may find themselves designing assignments that are of high quality – but for a different learning level. If students are given an assignment at a 4th grade level, they will produce 4th grade work, even if they are in the 7th grade.

The second theory is that teachers can learn much from each other about their practice. Each one's professional knowledge is a potential source of help for colleagues. Standards in Practice helps teachers collectively reflect to increase the rigor of assignments and achievement for all students.

There are five critical elements of the process:
1. Use teams of teachers, not individuals.
2. Involve principals and administrators.
3. Build a constructive, supportive environment.
4. Have frequent meetings.
5. Be honest about assignments.

Standards in Practice is rooted in the belief that students can achieve no better than the assignments they are given and the instruction they receive. It is not a practice that focuses only on student work, but rather on teacher work. Standards in Practice is a process that was developed by the Education Trust, a non-profit organization based in Washington, DC, that works with educators, policy makers, parents, and community to close the achievement gap. For more information about the Education Trust and their work, visit them at www.edtrust.org.

Practical, yet powerful information such as this is a regular benefit of being a member of the National Staff Development Council.

This column is a condensed version of an article that appeared in the Journal of Staff Development, Winter 2005, v.26, n.1.   DC

Powerful Words

Ideas won't keep; something must be done about them.
– Alfred North Whitehead

The possibility that we may fail in the struggle ought not to deter us from the support of a cause we believe to be just.
– Abraham Lincoln

Learning is a treasure that will follow its owner everywhere.
– Chinese proverb

Learning is what most adults will do for a living in the 21st century.
– Bob Perelman

We are now at a point where we must educate our children in what no one knew yesterday, and prepare our schools for what no one knows yet.
– Margaret Mead

Vision is the art of seeing things invisible.
– Jonathan Swift

Stephnie Hirsh, NSDC Executive Director, presents the keynote address for the 2008 KSDC Leadership Conference. Hirsh reviewed the eight principles of professional development as a part of her address. Hirsh also facilitated a breakout session during the conference.

Leadership Conference Connects Staff Development With Student Learning

'The best things for kids happen when we bring different perspectives to the table.'
Stephanie Hirsh, NSDC Executive Director

By Geri Parscale
Spring Leadership Conference Chair

Connections were made by over 150 educators attending the annual KSDC Leadership Conference, held in Wichita February 5-7. "Making the Connection With Staff Development" allowed educators from throughout Kansas to meet colleagues, share ideas and to continue their professional learning as they participated in pre-conference and conference activities.

Pre-Conference Learning
Dr. Heidi Hayes Jacobs began the Leadership learning by facilitating the Pre-Conference session. Addressing "Active Literacy," Dr. Jacobs worked with the attendees, addressing the seven school-wide essential literacy strategies. Participants were able to review questions from the Kansas Assessment and consider the importance of the language that is used, helping all to understand that students need to be active in their learning of the language.

Keynote Address
"The best things for kids happen when we bring different perspectives to the table" personifies one of the eight principles of professional development addressed by Stephanie Hirsh who offered the keynote address for the Leadership Conference. Dr. Hirsh, Executive Director of the National Staff Development Council, reviewed these eight principles that shape all that educators do with conference participants. From using principles to diversity, from leadership to impact, Dr. Hirsh emphasized that "each person lives by a set of principles" that shapes thoughts and actions. Dr. Hirsh addressed each principle and spoke to how these principles help guide professional learning and job-embedded learning. She shared that the phrase "at school, everyone's job is to learn" is her ultimate goal and worked with participants to see how these guiding principles help us to move toward that goal.

Breakout Sessions
Following Dr. Hirsh's keynote, a variety of breakout sessions offered attendees the opportunity for further professional learning. Sessions delved into areas such as coaching, management, and working with the Kansas Assessment indicators.   **DC**

mylearningplan shows users group new program features

The session for mylearningplan users was very informative. Mike Murphy highlighted recently added and upcoming features. There were several newer and potential users attending, as well as districts that have used mlp for 10+ years!

There was some discussion among users regarding the possibility of forming a smaller "sub-set" of users who could arrange to get together locally to share how they use mlp, etc.

As always, mylearningplan was a gracious and very generous host for the Wednesday evening reception. A grand time and delicious fare was enjoyed by all! Many thanks to mylearningplan for providing this great networking opportunity.

Donna McCullough
KSDC Classified Rep

Congratulations to the 2008
Impact Award WInner
Tom Hinrichs

Learn more about...

Classroom Instruction That Works

June 10-11, 2008
Wichita Airport Hilton

Two Full Days of Deb Pickering with two areas she touched upon during the pre-conference she presented at the KSDC Leadership Conference in February 2007.

The 2008 KSDC Summer Happening features a return visit from Deb. Pickering in order to build upon learning from the 2007 Leadership Conference. Participants at the 2007 conference saw an overview of the principles of effective instruction. Learning at this year's Summer Happening expands on that learning by targeting two specific areas. Never fear, though. Attendance at the 2007 Pickering conference is not a pre-requisite to joining in the Summer Happening. Anyone can attend this two-day session. In fact, KSDC has already scheduled another follow-up learning opportunity on this topic: a day with Robert Marzano as a part of the 2009 Leadership Conference. A rundown on the plans for this year's Summer Happening follows.

Day 1
Building Academic Background Knowledge

Dr. Debra Pickering, co-author of the ASCD publication, *Building Academic Vocabulary: Teachers' Manual*, will guide participants to gain an understanding of the power of academic background knowledge and the process of helping students develop a strong academic foundation. This interactive workshop will provide participants with opportunities to:

• Understand how academic background knowledge can help students to achieve, and to increase their capacity to achieve,
• Become familiar with the effect that an academic vocabulary program can have on all students, but particularly on English language learners and on students with disabilities,
• Use strategies that are highly engaging and that motivate students to develop a strong academic language,
• Use the recommended six-step instructional process that has been shown to have a significant positive effect on students' achievement, and
• Plan for a school-wide and district-wide academic vocabulary program.

Day 2
Classroom Formative Assessment And Grading

Dr. Debra Pickering, will guide participants to gain an understanding of formative assessment and grading practices that provide students with powerful feedback and that encourage students to continue learning. Building on Robert Marzano's book *Classroom Assessment and Grading That Work*, (ASCD), this interactive workshop will provide participants with opportunities to:

• Understand the characteristics of feedback from formative assessments that motivates and encourages students to learn and progress toward standards;
• Use a grading scale that provides students with an accurate assessment of their progress toward standards and communicates to them what they need to do next;
• Develop classroom assessments for essential knowledge in the curriculum standards;
• Develop and use grading formats that accurately represent students' learning while still allowing for certain traditions in grading and reporting; and,
• Begin to plan for increasing consistency and accuracy in school-wide and district-wide grading practices.

Cost for the two-day institute is $325. KSDC members deduct $15 and registrations received on or before May 12, 2008 deduct another $15. Registration for the Summer Happening can be completed online at the KSDC website, http://www.ksdc.us.

Arrangements for lodging at the Wichita Airport Hilton are made with the hotel by calling 1-800-AIR-HILT. Lodging cost is $94. per night, if booked by May 23, 2008.   **DC**

2007 Fall Institute
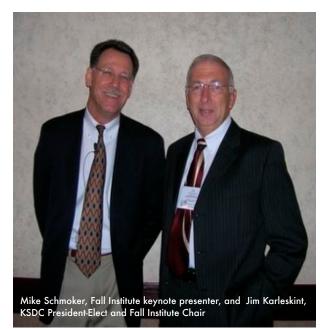# Schmoker Urges Educators To Use Results When Building Instruction

By Jim Karleskint
KSDC President-Elect
2007 Fall Institute Chair

Dr. Mike Schmoker shared the basic principles for school improvement that were discussed in his books Results and Results Now during his keynote at the 2007 KSDC/KASCD Fall Institute. Schmoker stressed that schools need to examine the number of students who can compute, calculate, analyze, and compose, and then discuss how that data reveals instructional strengths and weaknesses. But Schmoker reminded educators not to let discussion finish the process. He went on to explain that schools often fail students by just talking about these results and not doing anything about the results. Schmoker noted schools need to adjust instruction in a way that enables more students to compute and calculate and analyze and compose. The formula sounds simple, but it can work, according to Schmoker. Still unfortunately, he shared, this is not happening in many schools.

Schmoker began his keynote by telling institute attendees where schools should begin. First, Schmoker says, school personnel need to set measurable goals. After identifying these measurable goals, Schmoker thinks the next step is to determine how a school might reach these goals. How? Schmoker says those in schools need to look at areas where students are not doing well. The name of the game is to get teachers, once they have identified areas of weakness, to talk optimistically about better ways to teach to those areas. There is a need to invent, reinvent, and refine those strategies and lessons.

Schmoker referred to reading and early literacy as an area requiring results-based learning. He feels that educators need to take a hard look at what really happens during reading classes. Schmoker shared that he has made hundreds of visits to classrooms in the midst of reading class. During those visits, Schmoker said he frequently observed two things that alarmed him. One: a majority of students were sitting in small, unsupervised groups, barely, if at all, engaged in what were supposedly learning activities. Instead of being engaged in learning, many of the children were just talking with one another. Second: classroom activities seemed to bear no relation to reading.

Mike Schmoker, Fall Institute keynote presenter, and Jim Karleskint, KSDC President-Elect and Fall Institute Chair

Indeed, Schmoker's observations found that students were given more coloring assignments than reading or writing assignments. As Schmoker noted, "Students were not reading, they weren't writing about what they had read, they weren't learning the alphabet or its sounds."

In contrast to these observations, Schmoker emphasized that the most important single activity to promote reading is reading. He added that instruction is even better if this is done with a purpose, and if students regularly write about and discuss what they read. Schmoker urged all teachers and administrators to take a critical look at the reading and language arts instruction in their schools.

To conclude, Schmoker stressed that educators need to find and study effective teachers. He urged educators to honor and learn from people who do what they do well. He also stated that "good teaching is not about charisma; it is doing the simple things we have learned will work." Schmoker concluded his presentation with a question and answer session and a time for book signing.

The afternoon of day one of the Institute and day two focused on breakout sessions. Those attending choose from the following: "What's Next" from Dr. Schmoker's keynote, "Understanding Confidence Intervals", "Instructional Leaders in the 21st Century", "Establishing the Roadmap for Change", "Building Capacity in Your Instructional Coaches", "What are We Missing", "Response to Intervention in Kansas", "Making Staff Development Work in Small Schools", "Implementation and Monitoring", "Accountability in Teaching and Learning", and "Why are Teachers Reluctant to Team"? Nearly150 educators from across Kansas attended the Institute.   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)

1. Do teams of teachers collaborate to discover solutions to challenaes of student learnina?

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.

SCHOOL

Exemplar: Wichita West High School

Wichita West High School has implemented a process or plan for professional learning that is built into the school day, that is focused on school improvement/district improvement, addresses research based practices, focuses on student learning, is differentiated, and is facilitated within the school by staff members.

West High School – Home of the Pioneers
- Identified for Improvement Under the No Child Left Behind and QPA
- 85% of the student body is considered economically disadvantaged.
- Fighting the image of the "ghetto" school, the "failing" school, the "dumping ground", and the "dangerous" school or "unsafe" school.
- School of declining enrollment.
- School that has seen a change in administration on a regular basis up until three years ago.
- Continual staff turnover.
- Transient student population.
- 20% special needs student population.
- Has taken on the challenge of meeting the needs of an increasingly diverse, at-risk population through some of the tenets of *Breaking Ranks, High Schools That Work, AVID, and Professional Learning Communities*
- The school has divided the students and staff into small learning communities that are career-focused.
- The school staff has focused efforts around the three Rs – Relationships, Relevance, and Rigor.

It is fair to say that West High School is one of the lowest (if not the lowest) performing high schools in the region when one looks at state assessment score averages. What one finds when examining assessments scores over several years is growth and a few dips. But other data indicate more students staying in school, more students having opportunities

beyond high school for further education or gainful employment, and staff members that are deeply passionate about their jobs and the students with whom they work.

The Four Guiding Questions in Search of Exemplars
1. *Do teams of teachers collaborate to discover solutions to challenges of student learning?*

Department teams and Academy teams meet on a regular basis to review student work, to discuss curriculum and instruction that meet state standards and are relevant to the lives of these students – embedding the 21st century work skills. A major goal of the collaborative work of these teachers, administrators, and support staff is to build hope and get the students to a place where they have options upon graduation.

2. *Do these teams meet together at least once a week throughout the school year?*

The Wichita Public Schools, recognizing the importance of collaborative time for PLCs have built a schedule that allows for a late start for students once a week. This gives the staff members a chance to meet at least once a week for the purposes mentioned above.

3. *Do these teams follow a cycle of continuous improvement?*

The collaborative teams discuss student work and review data of all sorts in an attempt to become better at their craft. The ultimate goal is student learning. Of course the stakeholders of the school know that they are judged by state assessment scores, therefore efforts are made to better prepare students for those assessments. West High School has taken an approach through building Career-Focused Academies that structure the curriculum and instruction around the relevance of what the students are asked to learn. There is an honest attempt to answer the questions, "Why do I need to know this? And When will I ever use this stuff?"

It is the feeling of the staff by building

Exemplar: Chisholm Middle

At Chisholm Middle School in Newton, Kansas, Professional Development (PD) has proven to increase student learning. Teams of teachers meet weekly to dialogue about very specific issues. Each day of the week has a focus, all student driven.

On Tuesday, PD is based on teachers professional learning where teams analyze lessons they are planning or reflecting on a lesson they have given. Not only do core teams meet daily, but content areas meet twice a month. Then the final step of professional development is building-wide implementation.

Professional Days, are based on teacher learning. Teachers have an opportunity to teach other teachers, whole group dialogue about Best Practice and time to reflect on current practices. Student achievement has improved and has been sustained.

Chisholm has received the Standard of Excellence in all categories for the past three years.

KLFA Strengthens Education By Creating Connections

By Sue Kidd
KSDC Past President
and Advocacy Team Member

Kansas Learning First Alliance Mission:
- *to unite the education community,*
- *to improve our outstanding public education system, pre-K through higher education,*
- *to empower each Kansan to succeed in the diverse, interdependent world of the 21st century.*

Guided by our mission, KLFA continues to grow in member associations and bring together these leaders in Kansas education to focus on our common goals and concerns. The power of this collaboration continues to support Kansas schools and students to achieve at the highest level.

KSDC continues to take a leading role in KLFA by using our voices to support quality professional development. Through the work of the Professional Development Work Team, the Kansas State Board of Education at their January meeting, endorsed the NSDC Staff Development Standards as a tool for Kansas schools to gain a deeper understanding of high quality, effective professional learning. Members of the Professional Development work team have presented at the United School Administrators and the KSDC Leadership Conference, and will present at the KSDE Conference in April, 2008 on the importance of using these standards to improve staff development in our schools and districts.

The Student Achievement work team continues to advocate for the adoption of 21st Century Skills and supporting a research-based approach for mathematics and reading. The Public Engagement work team is also involved in several state initiatives including the 21st Century Skills initiative and the Kansas Education Leadership Initiative.

Several of the Board members of KLFA will be joining their colleagues from other state affiliates for a Learning First Alliance meeting in the Washington, DC area to help support the work of the national LFA.

Through our work with the Alliance, KSDC continues to support an unprecedented, self-initiated commitment to the bold mission. Our shared vision is challenging yet realistic: *an outstanding system of public education that empowers each student to succeed in the 21st century.*   **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 annually. Building and agency memberships also available. Download an application at www.ksdc.us

Election Hub

Election Results

2008

KSDC Board

Newly elected 2008 KSDC Board Members: Geri Parscale, Diane Gross, Sheri Thomas and Lynn Bechtel.

President-Elect

Diane Gross,
Assistant Superintendent
Haysville

Principal

Dawn Johnson, Geneseo

Rep B, E of 281

Geri Parscale,
Leavenworth

Rep B, W of 281

Dana Beaver-Lenz, Lakin

Teacher B

Sheri Thomas, McLouth

KSDE Rep

Lynn Bechtel, KSDE

Service Center

Michelle Flaming,
ESSDACK

Wichita West Exemplar

continued from page 6
relationships and a sense of hope, and by creating relevance, they now have the opportunity to challenge students through a rigorous curriculum. Everything that is built into the school's professional learning plan goes back to identified needs in the school improvement process.

   4.   *Has student achievement improved?*
Growth has occurred over time. The school is still struggling to make the AYP benchmarks, but they have realized improved student achievement, particularly when one digs into the data for the various subgroups that are reported in this building.

Two notable facts:
1. Of all the Wichita High Schools, West returned the largest number of freshman that had earned enough credits to be classified as sophomores – biggest retention of freshmen.
2. One of the students who was a member of the first cohort to go through the academy structure at West High School earned the Gore Scholarship to Wichita State University – one of the most prestigious scholarships awarded in the state.

District and/or School Contacts:
Denise Wren, Assistant Superintendent for High Schools, USD 259

Lori Doyle, Principal West High School
Stephanie Wasko, Freshman Academy Principal, Assistant Principal West High School
Sue Parks, Assistant Principal West High School
Barb Hanstedt, Learning Coach West High School
Carole Baker, Data Leader West High School

DC

NSDC's Summer Conference

Join NSDC in "Creating a World of Wonder" at their School-based Professional Learning conference, to be held at the Orlando World Center Marriott, July 13-16, 2008.

The conference features a blend of addresses and break-out sessions tailored to address specific concerns of school-based staff developers, including:

➢instructional specialists
➢math and literacy coaches
➢school improvement facilitators
➢grade-level and department chairs
➢mentors
➢team leaders and the
➢principals and district administrators who work with them.

For additional information on registration, hotel reservations, and cost, see the NSDC website, www.nsdc.org.

Coaching Provides Structure For Change, Renewal

By Sandee Crowther
KSDC Executive Director

"The future never just happened.
It was created."

Will and Ariel Durant

Do you live in a world where intention, focus, knowledge, effort, and faith makes just about anything possible? That's what coaching can provide. Coaching can ignite that spark inside you to spur you on to make a difference.

On the other hand, if you feel isolated, overworked, undervalued, or frustrated, coaching can help you turn those situations around.

Coaching helps people get the results they desire, both professionally and personally, and to be in control of their lives. For educators, effective leadership coaching can create lasting school change.

Clients get involved in coaching for a variety of reasons. Some clients want to increase or gain skills and a coach can help them identify actions and alternatives to gain or improve the desired skills. Often the coach helps the client focus on the feeling the client wants to receive and helps the client be accountable for working through their plan. Another reason might be to improve professional performance. Clients in new leadership roles want to discuss what is working and not working and how to bring about change. A coach can help the client look at strengths and obstacles that are causing frustration. Coaching provides the "gift of time" to problem solve and reflect.

Since coaching is an ongoing learning process some clients use coaching for enhanced professional growth and development. Coaches can help clients learn about themselves and how they are progressing toward their desired future. What new personal attributes or insights will help the client be successful?

Some school organizations provide coaches for their leaders. These schools or districts understand the value of coaching for their leaders and fully realize the benefits of follow-up and ongoing feedback. Investing in coaching also makes a statement about how they value their leaders.

Some clients invest in coaching on their own because they want to live a more meaningful, fulfilling life. They may be looking for more balance, better relationships, or want to rediscover their passions and joys.

What have some clients said about how coaching has benefitted them?

"The time with my coach allows me to think out loud, to problem solve, and to plan for an upcoming "tough" event."

"Hearing my coach paraphrase what I have been saying and thinking gives me the opportunity to reflect and move beyond where I am, to think things I wouldn't consider just on my own."

"My coach helped me to focus on my own locus of control to make things happen, and to not spend time on the things I can't change."

"The coaching calls help to build in accountability for me. I prepare for my calls so I am focused and reflect on what I had said I would do during the last call."

Sandee Crowther, KSDC Executive Director, and Lisa Brookover, KSDC Past President, network during a break in the learning at the Leadership Conference. Crowther and Brookover have both utilized coaching as a pathway to change and renewal.

"Coaching provides structure for change. Human nature often has us falling back to the status quo since it requires less work and is more comfortable. Contact with my coach helps me to move forward with my intended plans, even more exercising."

"A coach can help to take my thinking deeper, to really align with my values. The questions my coach raised really made me consider what I wanted and how I would get there."

For coaches there are benefits also – the process of coaching creates continual personal growth. Every session is a learning experience.

Without a coach the path to least resistance is to keep your life the same. With a coach the path to least resistance is to achieve your goals.   **DC**

KSDC Publications Online

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

KSDC's Direct Connection will only be distributed through email and via the KSDC website.

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

Publications Coordinator
Mary Adcock
mjadcock@cox.net   **DC**

Deb Perbeck, KSDC President, and Kathy Boyer, KSDC Past President, check out the Wichita Airport Hilton's decorative display during a break in the Leadership Conference. Perbeck and Boyer have both utilized coaching as an opportunity for renewal and growth.

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Calling All Members...

Time For Ready... Set... ADVANCE!

It's that time of year again: Spring is in the air, and the end of the school year seems within reach, so it's time to start planning for the annual KSDC Advance.

All members of KSDC are invited to attend the organization's annual Advance, to be held this year June 12-13 at the Swedish Country Inn in Lindsborg, KS. At the Advance, members review the work of the organization over the past months, then make plans for the upcoming year. Areas of discussion include: quality practices, programming, advocacy, membership, publications, awards and more.

Along with organizational planning, the Advance provides time for leaders from across Kansas to gather, to network, and to learn together. Tips for quality professional development activities are shared, and interactive experiences provide new ideas that participants can utilize when they return to their day-to-day jobs.

KSDC Board members and the KSDC Wisdom Circle, composed primarily of Past Presidents, attend the Advance. Come be a part of planning "professional development with purpose"; come be a part of KSDC.

Expenses for registration, lodging, and meals at the Advance are paid by KSDC. If you would like further information on the Advance or you are interested in attending, contact Sandee Crowther, Executive Director, at crowther.sandra@gmail.com **DC**

Publication Pickup

Closing the Achievement Gap: The Anatomy of Influence, published by the Annie E. Casey Foundation in January, 2008, is available online. This publication looks at the Foundation's efforts to influence education policy by gathering evidence of proven and promising practices, engaging target audiences, and delivering accessible messages. Profiles are shared that evidence tools that have led to concrete results.

Download the publication at:
http://www.aecf.org/~/media/PublicationFiles/7Influence_r10.pdf   **DC**

The Scene is Set.....all we need is you!

Join KSDC
for Advance 2008
June 12-13
at the
Swedish Country Inn
in Lindsborg, KS

Share the following information when making reservations:
Name _____ Email address _____
T-shirt Size   S M L XL XXL

I will attend:

Thursday Lunch	Yes	No
Thursday Dinnner	Yes	No
Friday Breakfast	Yes	No
Overnight Stay Wednesday	Yes	No
Overnight Stay Thursday	Yes	No
Prefer to room with _____		

Meals and rooms provided by KSDC

Registration is due to Sandee Crowther by May 21, 2008
Email Sandee at crowther.sandra@gmail.com

National Staff Development Council

NSDC News

NSDC Awards
Nominations for NSDC awards are due April 1, 2008. Go to www.nsdc.org for more information.

NSDC Coaching Academy
The 20 KSDC members involved in the NSDC Coaching Academy (See article in the December, 2007 Direct Connection.) continue to learn and improve their skills. The group plans to develop a plan for Kansas to support coaching. If you have suggestions see Lynn Bechtel or Sandee Crowther who are co-facilitating this project.

NSDC Advocacy
NSDC through our Advocacy consultant, who has great relationships with people on Capitol Hill, seeks support of Senate Bill 1979. Passage of the bill would improve the definition of professional development in ESEA and introduce a new evaluation component to ensure that federal dollars spent on professional development achieve intended results.   **DC**

KSDC Wisdom Circle Members: Past Presidents Sue Kidd, Joane Hearne, Kathy Boyer, and Lisa Brookover.