



KANSAS STAFF DEVELOPMENT COUNCIL

PROFESSIONAL DEVELOPMENT WITH PURPOSE

May 2008

Graduation day, like summer, brings the possibility and promise of new challenges. The KSDC Summer Institute features Deb Pickering and offers educators a chance to get a new view for vocabulary instruction and grading and assessment practices.



Pickering To Lead Summer Institute On Vocabulary, Grading, Assessment

Don't miss out on an exciting "happening": a two-day conference with Deb Pickering.

Deb Pickering will be back in Kansas June 10 and 11, and ready to cover two of the topics she just touched upon when she was at the KSDC Conference in February 2007. Those two hot topics are: Building Academic Background Knowledge/Vocabulary and Grading and Assessment.

On Day 1, Pickering will build a focus on building academic background knowledge based on Robert Marzano's book,

Building Background Knowledge for Academic Achievement, along with information on vocabulary from her co-authored book, *Building Academic Vocabulary: Teachers' Manual*. Participants will become familiar with the effect an academic vocabulary program can have on all students, but particularly English language learners and students with disabilities.

On Day 2, Pickering will guide participants in understanding formative assessments and grading practices that provide students with powerful feedback and that encourage them to continue learning. This day is based on Marzano's book, *Classroom Assessment and Grading that Work*. **DC**

The 2008 KSDC Summer Happening will be held at the Wichita Airport Hilton. Attendance at Pickering's previous KSDC Conference is not a pre-requisite for attendance. Cost for the conference is \$325. Get more details and register online at www.ksdc.us.

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Mark Your iCal



Nov. 4-5,
2008

Sit and Get Won't Grow Dendrites:

20 Professional Learning Strategies That Engage the Adult Brain

"Sit and get" draws on the latest research in brain-based learning, differentiated instruction, multiple intelligences, and adult learning to provide strategies that not only motivate adult learners but also increase understanding and long-term retention.

Check out more information on the KSDC/KASCD Fall Institute at www.ksdc.us.



<p>2008 Summer Institute Debra Pickering</p> <p>KSDC/KASCD Fall Institute Marcia Tate</p> <p>2008 NSDC Annual Conference</p> <p>KSDC Board Advance</p>	<p>Building Vocabulary & Grading and Assessment</p> <p>Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies...</p> <p>Step Up & Speak Out</p> <p>June 12-13, 2008</p>	<p>June 10-11, 2008 Wichita Airport Hilton</p> <p>November 4-5, 2008 Wichita Airport Hilton</p> <p>December 6-10, 2008 Washington, DC</p> <p>Swedish Country Inn Lindsborg, KS</p>
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Questions...Questions...Questions

By Deb Perbeck
KSDC President

As three-year olds, we explored the world by relentlessly asking "why". Why do birds sing? Why is the sky blue? We asked "why" until our curiosity was satisfied. As we grow older, we tend to avoid digging for deeper understanding. We suppress questions for fear of looking stupid or feeling vulnerable. We step back from the "whys" to avoid questioning authority or being branded with negativity. As adults, if we are asked "why" repeatedly, we may feel that our authority is being questioned, that our reputation is being challenged, or that our expertise is being doubted.

Still, repeated "whys" push answers beyond the surface to the place you need to go to solve problems. The question of "why" is a powerful tool to lead us to new insights as we explore the cause/effect relationships underlying a particular problem.

Try applying the *Five Whys* by identifying a challenge and then asking "why" five times. Answering each question in turn and then asking "why" five times often traces the root cause from its original symptom.

When framing powerful questions, begin with "what?" and "how?" rather than "when?" and "who?". Powerful questions contain an "I" (not they, them, we, or you). Powerful questions also focus on action - "What can I do?"

In her book, *The Seven Powers of Questions: Secrets to Successful Communication in Life and at Work*, Dorothy Leeds (2005) states that powerful questions:

1. demand answers,
2. stimulate thinking,
3. give us valuable information,
4. put you in control,
5. get people to open up,
6. lead to quality listening, and
7. get people to persuade themselves.

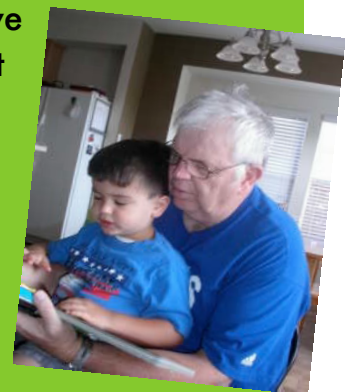
Two primary pathways from which we can choose when we formulate questions are described in *Change the Questions, Change Your Life: 7 Powerful Tools for Life and Work* by Marilee G. Adams (2004). First is the path of the judger on which the focus is to find out why this is happening to me or who is to blame. In contrast, on the path of the learner, questions hold an intention to learn by exploring what worked and other possibilities. Judgers may start down the wrong path, but changing one's questions can switch the direction back to the path of learning.

Asking questions is only half of the equation. Listening effectively is critical to creating healthy dialogue where conditions support both asking and being asked. A culture of questioning generates impressive results while inappropriate questions usually close down learning.

Quality listening has many advantages. It makes people feel special and cared
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Powerful Words

Wisdom is
what we learn
after we
know it
all.



A prudent question is
one half of wisdom.

Francis Bacon

Asking questions is the
ABC of diagnosis.
Only the inquiring
mind solves problems.

Edward Hodnett

Some men see things
as they are and ask
"why"?

I dream dreams that
never were and ask
"why not"?

George Bernard Shaw

Looking Toward November.. Panel Shares Reflections on Presidential Politics

By Sandee Crowther
KSDC Executive Director

Following the LFA State Affiliate meeting, I attended the Leadership Council of LFA organizations representing Phi Delta Kappa. NSDC is also a member organization. Of great interest to me was the April 25th panel. Claus von Zatrof, CEO for LFA, provided the following summary to us of the remarks that were made:

Panel: The Presidential Election and its Implications for Social Policy

Speakers:

Wayne Valis, Republican strategist and president, Valis Associates
Doug Sosnik, Democratic strategist and former political director for Bill Clinton

Wayne Valis

Valis said the Republican Party is "in the tank" while Democrats surge behind the collective goal of winning the White House. He predicted that that Republicans would lose a minimum of two - but as many as seven - Senate seats, and a minimum of two - but as many as twenty - House seats. Noting that Republicans cannot filibuster when they have fewer than 45 Senate seats, Valis predicted that Harry Reid could become Senate Majority Leader in more than just name.

Valis told Leadership Council members that LFA organizations would confront the following issues:

A long-term decline in revenues that would put education in competition for funds with other social services:

Minor short-term changes to NCLB:

There will be continued—thought moderate—support for accountability and measurement.

Surging optimism among school choice advocates,

who are celebrating successes in Pennsylvania, Wisconsin, Ohio and Florida.

New interest from the business

community. Public education has won the PR battle. Business leaders know that the world is flat, and that they need



to support public education if they want a qualified workforce. They also know that students of color need to receive high-level degrees in fields like math and science.

Valis also gave the Leadership Council the following advice:

Focus on the big issues: Don't fight small battles at a time of declining revenues. Rather, start working with influential people on big priorities.

Cultivate connections with business: Businesses like Exxon Mobil and AT&T are putting money into education, offering hundreds of millions of dollars in grants and hundreds of thousands of employee volunteer hours. Exxon is specifically interested in assisting public education with teacher pay issues, but few in the public education community have responded to this interest. The Committee on Economic Development is

now making overtures to NEA - a sign of warming relations between business and public educators.

Do not spend too much time on vouchers: Opposition to vouchers won't sit well with the business community, and it is a small issue at a time when public educators and busi-

ness leaders can make common cause around education.

Valis also spoke about the election, arguing that Obama's unexpected strength surprised pundits. He character-

ized Obama as a "cool, urban, hip" candidate with a Harvard degree, one who could help restore America's reputation in the world. He noted, however, that Obama is a sort of blank slate onto which everyone writes their own hopes and dreams. He also predicted that, if Obama becomes the nominee, Republicans will use opposition research to dig up his early associations with Chicago radicals and seriously damage him as a candidate.

Valis concluded that, without Florida's and Michigan's primary votes, no clear winner will emerge before the Democratic Convention, and that the Democratic candidates' mutual attacks could help the Republicans in the national election.

Doug Sosnik

Sosnik noted that the Democratic contest has gone on as long as it has, because the country and its prospects have changed dramatically since the campaign began just 18 months ago.

He drew parallels between this campaign and the 1960 campaign, which witnessed a cultural revolution, a technological revolution (as the first TV election), and economic revolution, a generational revolution, and a realignment of potential coalitions.

Similarly, the 2008 campaign has been influenced by cultural and demographic continued on page 4



STOP for Summertime Reading

Crucial Conversations: Tools for talking when stakes are high
By Kerry Patterson, Joseph Grenny, Ron McMillan, Al Switzler

This book shares a proven, seven-point strategy for approaching conversations in high impact situations. Based on the authors' DialogueSmart training seminars, the techniques are geared toward getting people to lower their defenses, while maintaining mutual respect and understanding. A "good read for anyone in a leadership spot," according to Jim Karleskint, KSDC President-Elect.



Education and the Run for the Presidency

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changes, technological change (as the first internet election), generational change, and a realignment of the coalitions that make up the political parties. Sosnik argued that these changes have enormous policy implications.

Sosnik told Leadership Council members that Democrats are in a strong position, because voters generally opt to shift party control of the White House every eight years, McCain is tainted by Bush strategies, ruling parties generally lose during recessions. Republicans lag far behind Democrats in fundraising, and Republicans are not bringing in nearly as many new registrants as Democrats are. One party could end up firmly in control of the Oval Office and both houses of Congress.

Sosnik argued that, by nominating McCain, Republicans chose the only candidate who could win. McCain is a media darling. On the other hand, his age, the sputtering economy, his lack of demonstrated ability to put together an organization, his temperament, and his financial disadvantage work against him.

Sosnik said few policy differences separate the two Democratic candidates, but that Democratic voters are divided along clear demographic lines: Voters under 30 support Obama, while those over 50 are for Clinton. Obama is carrying 92% of the African American vote, while Clinton has two-thirds of the Caucasian vote. Clinton is carrying people earning less than \$50,000, whereas Obama leads with the crowd with post-college education. Clinton is carrying 70% of influential white Catholic voters, who

tend to choose winners and live disproportionately in states that decide elections.

Sosnik told Leadership Council members that the delegate count favors Obama, but electability favors Clinton. He predicted that the nominee will be chosen by the end of June.

Sosnik predicted that education would not be a central issue in the federal election, because the majority of funding for education comes at the state level, making the governor's elections in 2010 a more important target for public education advocates. **DC**

Questions

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about when others listen with interest to their thoughts and beliefs. Listening can alert you to problems and opportunities that you did not know existed.

What does this mean in education? Coaches and administrators might construct a protocol to engage adult learners in powerful conversations about their practice in the classroom. Classroom teachers might use this type of questioning to help students process information and make application of knowledge to their world. When teachers guide thinking through effective questioning, they help build upon existing knowledge, strengthen connections, and increase creativity and curiosity – the foundation of learning. Asking the right questions leads us and others to explore deeper understanding, and opens new perspectives and alternatives that can transform our learning and our lives to become more rich and meaningful. **DC**

Connect With NSDC

The National Staff Development Council (NSDC) is the largest non-profit professional association committed to ensuring success for all students through staff development and school improvement.

If you are not a member of NSDC, take the

[NSDC Taste Test](#)
a **FREE Three-Month Membership**

Satisfy your hunger for cutting-edge staff development and school improvement information and resources from the National Staff Development Council! All of the following are yours **FREE** for three months:

- Quarterly journal JSD – the authority on professional learning
- Monthly newsletters that focus on your role and responsibilities
- Comprehensive, searchable website
- Information about the Annual Conference, which is called the "best of the best" by attendees year after year
- Special conference and institute announcements
- And much more!

We're confident that once you experience NSDC, you'll want to join our community permanently. Get more information at www.nsd.org

NSDC's purpose: Every educator engages in effective professional learning every day so every student achieves.



KLFA Joins in LFA Meeting In Washington, DC

By Sandee Crowther
KSDC Executive Director

Six KLFA members attended the Learning First Alliance (LFA) State Affiliate meeting in Washington DC, April 23-24. They included: Sandee Crowther and Sue Kidd from KSDC, Blake West from KNEA, Cheryl Semmil, USA, Sue Givens, KASA, and Fred Holliman, KATM. These representatives were involved in several discussions and learned a great deal from the other affiliates present: Ohio, RI, WV, AZ, MI, AL, MN, and NY

KLFA Representatives identified the following ideas as key points:

Most Significant

- Annual “branding” event for KLFA
- Need to build capacity for coordination
- Need to build connections with public media

Ideas to Explore

- Community Conference event around 21st Century Skills (Roadmap for 2021)
- Involvement with MTSS Initiative

Personal Commitments

- Become better informed on P21 skills and resources
- Look at the connections/overlaps between P21/21st Century skills/MTSS
- Share lessons learned with professional development work group
- Continue working on ways to support and transition new groups and individuals into KLFA
- Bring capacity and skill developing to KLFA
- Infuse 21st Century Skills into the next revision of State Standards

In addition, a panel of affiliate leaders presented their ideas to the total leadership council of LFA which consists of executive directors and presidents of 18 national organizations. Blake West, KLFA chair represented Kansas.

Key ideas from Leadership Council discussion after panel presentation.

- Collaboration leads to power and influence.
- Shared information to and from states is valuable. The call from the states is to be proactive. States should be a model collaboration for not only their state, but also on the LOCAL level.
- Bring together business, education, and school leaders to define what education means for the community.
- A key attribute in creating alliances: lay aside own turf.
- Begin to change the culture and expectations across organizations to collaborate and do the work.
- Several states are already the “go to” organizations for those in their states— what are the implications of that for the national level?

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

Kansas To Join Leadership States, Promote 21st Century Learning Skills

The Partnership for 21st Century Skills, the nation's leading advocacy organization focused on infusing 21st century skills into education, recently approved the Kansas application to join with seven other Leadership States in promoting 21st century teaching and learning skills for all students.

"We believe that the Partnership and its member states will assist in guiding us in our systemic and forward thinking educational improvement efforts. Additionally, as a national education leader, we believe the Kansas team can offer similarly important guidance to others as we tackle unprecedented challenges in educating students for success in an increasingly global and competitive society," said Alexa Posny, Kansas Commissioner of Education.

The Kansas State Board of Education approved the submission of the Kansas application in December 2007. This initiative fits well with the guiding principles and nine Board motions supporting the integration of academics into career and technical education adopted at the February State Board meeting.

Accelerating technological advances, a rapidly changing knowledge base, an interconnected workforce, and an increasingly global society have all combined to make 21st century skills – global literacy, problem solving, innovation and creativity – essential for every student's success. The Partnership for 21st Century Skills brings together the business community, education leaders and policymakers to define a powerful vision for 21st century education to ensure every child's success as citizens and workers in the 21st century.

Governor Sebelius wrote in her letter to the Partnership Review Committee, "I am committed to working closely with Com-



missioner Posny, with the partnership and the key organizations and governors as we forge ahead to create innovative opportunities for our country, for Kansans and for all Kansas students."

Member organizations include: Adobe Systems, Inc., American Association of School Librarians, Apple, AT&T, Blackboard, Inc., Cable in the Classroom, Cisco Systems, Corporation for Public Broadcasting, Davis Publications, Dell, Inc., Discovery Education, EF Education, Education Networks of America, Education Testing Service, Ford Motor Company Fund, KnowledgeWorks Foundation, Intel Foundation, JA Worldwide, LeapFrog SchoolHouse, McGraw-Hill Education, Microsoft Corporation, national Education Association, Oracle Education Foundation, Pearson Education, PolyVision, SAP, SAS, Texas Instruments, THINKronize, Thomson Gale, Verizon. Organizations interested in joining the Partnership may contact info@21stcenturyskills.org.

States belonging to the Partnership include: North Carolina, West Virginia, Wisconsin, South Dakota, Massachusetts, Maine, Iowa, and Kansas.

Questions concerning the Partnership for 21st Century Skills should be directed to Melinda Stanley (mstanley@ksde.org) at (785) 296-1204.

DC

21st Century Student Outcomes

The elements noted below are the skills, knowledge, and expertise students should master to succeed in work and life in the 21st Century.

1. Core Subjects and 21st Century Themes

Core subjects, plus

- Global Awareness
- Financial, Economic, Business and Entrepreneurial Literacy
- Civic Literacy
- Health Literacy

2. Learning and Innovation Skills

- Creativity and Innovation Skills
- Critical Thinking and Problem Solving Skills
- Communication and Collaboration Skills

3. Information, Media, and Technology Skills

- Information Literacy
- Media Literacy
- ICT Literacy

4. Life and Career Skills

- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

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