

KS Direct Connection

KANSAS STAFF DEVELOPMENT COUNCIL

PROFESSIONAL DEVELOPMENT WITH PURPOSE

August 2008

Members of the KSDC Executive Board utilize technology as they work to develop new ways for the organization to deliver Professional Development to all Kansas educators. The board's work to enhance the reach of KSDC's mission was one of the activities during the annual Board Advance, held in Lindsborg, KS in June.



Effective Learning Goes Beyond 'Sit And Get'

KSDC/KASCD Fall Institute November 4-5, 2008

Fall Institute participants are sure to be up and moving as they explore the topic, "Sit and Get Won't Grow Dendrites" with Dr. Marcia Tate. The Fall Institute, to be held November 4-5, 2008 at the Wichita Airport Hilton, is hosted jointly by KSDC and KASCD.

Dr. Tate's Day 1 presentation for the Institute 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. Dr. Tate is an Educational Consultant who has presented to over 100,000 administrators, teachers, parents and community leaders. During her 30-year career with the DeKalb County School System, Tate was a classroom teacher, reading specialist, language arts coordinator, and staff development director.

Effective programs in action will be shared during Day 2 of the Institute. Participants will

select workshops for the day from the following:

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Mark Your iCal



**Feb. 10-12,
2009**

Taking Effective Practices Into the 21st Century 2009 KSDC Leadership Conference

Pre-Conference: "Teaching and Learning for the 21st Century and Beyond"
Keynote Address: Robert Marzano "Effective Instructional Strategies"

Share your "promising practice" with other KSDC educators. Volunteer to lead a breakout session. Session applications coming soon at www.ksdc.us.



Kansas Coaches Academy KSDC/KASCD Fall Institute 2008 NSDC Annual Conference KSDC Board Meetings	Sponsored by KSDC and KSDE Sit & Get Won't Grow Dendrites: 20 Professional Learning Strategies... Step Up & Speak Out November 4 4-7:30 p.m. February 10 4-7:30 p.m.	Session 1: September 18 Haysville, KS November 4-5, 2008 Wichita Airport Hilton December 6-10, 2008 Washington, DC Wichita Airport Hilton
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————KSDC Advance: Taking On Tomorrow

By Jim Karleskint
KSDC President

As president of the Kansas Staff Development Council, my goal is to guide the organization to address the 21st Century learning needs of educators equipping them to meet student learning needs for the 21st century. I challenge professionals in the field and other service organizations to assist us in meeting this audacious goal for I know that success lies in our ability to work together. Reflecting inward, I want to challenge the members of KSDC to assist in examining the identity of this organization and address the critical and sometimes uncomfortable questions regarding the work of the organization. As an organization we must use data to guide program planning as we attempt to address the differentiated professional learning needs across our state. We must also take charge of our profession and call for more active involvement in feedback and in action from state educators.

To begin this action, an outstanding group of Kansas professionals met in Lindsborg, KS on June 12 and 13 for the annual KSDC Summer Advance. Striving for continuous improvement, board members discussed the role of KSDC in the 21st Century. Collectively, what is it that KSDC is to become and further? What actions must drive our work to be the service organization we

desire for the 21st Century? Kevin Honeycutt, attended the Advance – not in person, but virtually - in order to draw awareness to Professional Development through technology. By doing so, Honeycutt challenged thinking about the ways KSDC might use technology as a delivery model.

Through the lens of content, process and context, Advance members examined questions such as:

- **Is the organization meeting the needs of educators** across the state? If so, how do we know?
- **What data** is guiding our work spanning from topic selection to the model of delivery?
- **What is working** well?
- **What isn't working** as well as we would like?

The outcome was a listing of priorities to address items within each of the three standards.

Priority 1: Utilize technology in the design and delivery of professional learning to address differentiated need and to accommodate the busy schedules of members.

Priority 2: Establish awards to acknowledge the outstanding work of educators who use the NSDC standards and the nine KSDE goals address 21st Century learning needs of teachers and of students.

Priority 3: Gain an identity through work with district Professional Development Council Chairs across the state.



Many other ideas surfaced and as usual we were confronted with the brutal fact, we have a lot of great plans but few worker bees to carry them out. That reality brings us back to the starting point in this letter. How do we raise the level of awareness of Kansas educators of the need to work collectively to bring about the desired change we seek in our professional organization and to make the necessary changes for our kids to be successful as they enter life after public education?

We have many questions to answer in the coming year. We would love to have input from educators across the state. I look forward to the coming year and serving as your President. DC

Go for the Gold



By Sheri Thomas
Awards Team Co-Chair

The Kansas Staff Development Council Awards Program recognizes excellence in staff development at several levels annually. The program is built on three major elements:

- The program must reflect knowledge, application, and impact;
- Awards will be presented at the individual, building, and district levels; and
- Awards should be decided on verifiable evidence.

Existing awards include the:

- Systemic Learning Award (District Level)
- Professional Learning Community Award (Building Level)
- Impact Award (Individual)
- Staff Developer of the Year (Individual)
 - Fun Awards

Systemic Learning Award

The Systemic Learning Award is a school district level award. All Kansas school districts are eligible to apply for the award which recognizes district level commitment to growth in professional learning and support for change. Specific criteria for growth include the time, money, management, materials, and authority allocated to the adult learning effort in the district to foster improved student learning. The district will provide evidence of growth and achievement via the KLFA/KSDC/KSDE Systemic Learning (District) Rubric. The rubric is based on the National Staff Development Standards (NSDC) and includes all of the

Apply For A KSDC Award

NSDC Standards. Up to two districts will be awarded annually.

The award includes:

- A banner for the district announcing the award (suitable for displaying outdoors)
- A one-year agency membership in KSDC and two registrations for the KSDC Fall Institute

Professional Learning Community Award

The PLC Award is a school level award. All buildings in Kansas are eligible to apply. The school must provide evidence of excellence in Professional Development by measuring progress on the KLFA/KSDC/KSDE Professional Learning Community (Building) Rubric. The rubric is based on the National Staff Development Standards (NSDC) and includes the standards most often aligned to school improvement efforts. The artifacts provided must illustrate the level of performance on the rubric. Up to two buildings will be awarded annually.

The award includes:

- A banner for the school announcing the award (suitable for displaying outdoors)
- A one-year building membership in KSDC and two registrations for the KSDC Fall Institute

Impact Award

The Impact Award recognizes individual educators who take learning beyond knowledge and application and provide verifiable evidence of improved student learning as a result of professional learning for the educator. The number of Impact Awards is not limited and any educator may apply. The award consists of a certificate suitable for framing.

Staff Developer of the Year Award

KSDC would like to help districts recognize the staff developer that has had the most direct impact on your school district. Districts will be encouraged to nominate the individual (either an internal or an external source) who has had the most impact on improving student performance through professional learning in your schools. Remember, everyone can be a staff developer! Nominations will be distributed to district superintendents annually. Every individual nominated will receive a certificate and a complimentary one-year KSDC membership.

FUN Awards

The FUN Awards are distributed annually at the KSDC Leadership conference. These awards reflect excellence in staff development activities.

Watch the KSDC website, www.ksdc.us, for more information about these awards and future awards. **Deadline for application is December 15** with winners being announced at the 2009 KSDC Leadership Conference.

For more information, contact one of the KSDC Awards Co-Chairs Sheri Thomas, thomass@mcclouth.org, or Marty Christie, mchrisite@smokyhill.org.
DC

10 ways to get involved with KSDC

1. **Volunteer** to serve on a KSDC Committee or "Team". There is sure to be a team that fits your interests: Quality Practices, Awards, Program, Advocacy, Publications.
2. **Submit a proposal** to present as a part of a KSDC event, such as our Leadership Conference or the KSDC/KASCD Fall Institute.
3. **Apply for a KSDC Award**. There are awards on the district, building, and individual level.
4. **Attend** a KSDC Institute or Conference.
5. **Nominate yourself** to be placed on the ballot to be a member of the 2009-2010 KSDC Board. Contact Deb Perbeck for more details, dperbeck@vikingnet.net
6. **Write a brief book review** for KS Direct Connection. Find out how to submit your review at www.ksdc.us
7. **Write a letter** about professional learning to a school board member, a state legislator, or your representative in Washington.
8. **Make copies of an article** from Direct Connection to share with other educators in your school or district.
9. **Join or renew** your membership in KSDC. Submit the form by October 1 and your name will be placed in a drawing for a free registration. Download the membership form at www.ksdc.us/membership.html
10. **Invite someone else to join** KSDC. If you bring in three new members for KSDC and your name will be placed in a drawing for a free registration.
DC

Coaching Corner

Kansas Coaching Academy Opens In September

What is the Kansas Coaching Academy?

Hear the word “coach” and most people think of football. But many schools now have coaches both on the field and in the classroom.

Why coaching?

As schools face the pressure for increasing student achievement, they look to different initiatives for success. When the expected results don't happen quickly, the “attempt, attack, abandon cycle” begins. The program may not be given the proper amount of time and/or effort for it to be successful; however, school officials decide that it's time to abandon it and move on to the next up-and-coming program. School-based coaching provides one way to end this vicious cycle. KSDC and KSDE are now collaborating to offer support to schools in developing these coaches.

The purpose of the Kansas Coaching Academy is to increase student learning by:

- Developing teacher leaders who provide job-embedded, sustained, and responsive support to teachers in incorporating research-based instructional strategies
- Fostering partnerships between those teacher leaders and their administrators in order to maximize and sustain coaching effectiveness.

The Kansas Coaching Academy supports school-based coaching by:

- Developing effective instructional and content coaches
- Providing administrators with a foundation of best practices for supporting and evaluating coaches
- Building a support network for sustaining coaches and coaching
- Increasing awareness and understanding of the impact of school-based coaches on teaching and student learning.

The KS Coaching Academy begins its inaugural year this September with a series of trainings that will constitute three sessions throughout the school year.

Session 1 - Days 1 & 2

(September 18 & 19, 2008)

Day 1—Coach and Administrator— exploring an introduction of what coaching is, the partnership agreement, promising practices of professional learning and data collection

Day 2—Coach only— training on skills/strategies for building trust and in-depth exploration of topics from Day 1, listening, and questioning skills **Administrator is required to attend only Day 1. **

Session 2 – Days 3 & 4

(January 14 & 15, 2009)

Discussing effective educational practices, observation skills, and revisiting partnership agreements, learning about the change process, exploring conversation maps, and role-playing different scenarios

Session 3— Day 5

(April 23)

Reflecting, facilitation skills, and end-of-the year wrap-up and graduation.

Regional Sessions will be also held between training days in order to offer opportunities for practice and building of support networks.

September meetings will be held in Haysville; location for other sessions will be announced.

Cost for all 7 days is \$ 650. Required session for administrators, Day 1, is \$75. Title IIA funds and Perkins money may be used because the KS Coaching Academy qualifies as comprehensive

Professional Development. Title 1 buildings may use Title 1 funds.

Applications are available for download at the KSDC website, www.ksdc.us, and must be submitted by September 1, 2008. School-based instructional coaches, content coaches, staff developers, and administrators responsible for aligning professional learning with school improvement practices and research-based strategies are encouraged to apply. DC

Team Time

Star Light, Star Bright

By Jill Smith

KSDC Past President

This activity is a nice ending to a team building session or for a bulletin board. Use it when you want people to think about possibilities rather than impossibilities.

Ask team members if they have heard the rhyme, “Star light, star bright, first star I see tonight; I wish I may, I wish I might, have the wish I wish tonight.”

Encourage participants to think of a wish that they have for the future, individually or for the team.

Pass out stars and ask participants to stand in a circle. Explain that their sky is now the floor in front of them.

Once wishes have been written, ask each participant to come forward and place their stars in the circle on the floor and state their wishes.

Optional: Have participants put their stars in a pile on their tables and place the stars on a bulletin board for the staff to view.



Coaches Sandee Crowther and Sue Kidd plan together during the KSDC Advance.



KSDC Board members explore downtown Lindsborg during a break from work at the Advance.

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Learning by Design: Education for the 21st Century

Foundational principles and essential components of a school of the 21st century

Infusing Purposeful Data Driven Dialogue into Professional Learning Communities (PLCs)

Explore topics including collaboration, assessment of learning vs. assessment FOR learning, and structuring collaborative inquiry

ELL and SpED: Tapping into the Present

Two perspectives of services for building program and teacher capacity to arrive at the same goals

Bringing Higher Level Thinking in the Classroom Using Free Tools and Assessment Builders

Hands-on experience using free tools and resources for educators to support collaborative student-centered learning

Instructional Coaching – Leading and Learning

Four seasoned coaches share the tools for developing teacher leaders who can provide job-embedded, sustained, and responsive support to teachers in incorporating research-based instructional strategies

Supporting Students from Diverse Backgrounds: Discover What Students Have to Say

A narrative inquiry focusing on what eight students from a variety of backgrounds have to say about their lives and experiences in school

How Do You Infuse Critical Thinking in the Classroom Experience for All Students?

Examine critical thinking skills through the lens of student work and alignment to state indicators

Planning for Systemic Professional Learning to Support Student Achievement

A look at design and delivery of professional learning that is standards-based, results driven, and job embedded

10 Ways To Teach Anybody Anything!

An interactive, research-based, user-friendly session on how to create and deliver a Brain-Compatible learning opportunity for staff or students

How to Conduct a Positive, Interactive Meeting!

Ideas to organize, facilitate, and capture the attention of participants in school-based professional development sessions and get the work done through a fun, inviting atmosphere

For complete information on the Institute and online registration, go to www.ksdc.us 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



KSDC is an affiliate of the National Staff Development Council.

We can talk or dream about the glorious schools of the future or we can create them.

Marilyn Ferguson

Actually, the good news is that great minds don't always think alike.

Goldman Sachs advertisement

Looking for more powerful words? Check out NSDC's website

www.nsd.org

KSDC Summer Happening

Deb Pickering Gives Participants Tools For Positive Change

By Sandee Crowther
KSDC Executive Director

Professional learning didn't take a summer break for participants of the KSDC Summer Happening. Those 70 educators spent two days in early June with Deb Pickering, private consultant and co-author of *Classroom Instruction That Works*. On day one of the Happening, Pickering explored how teachers can help students "Build Academic Background Knowledge". Day two of the workshop provided time for participants to build a better understanding of various ways to use formative assessments and how to use grading practices that provide students with feedback that motivates as well as evaluates.

Deb Pickering's candid assessment of conventional practice and her making the case for specific reforms caused several participants to make specific plans about changes they would make in their classrooms or school.

- One Happening participant explained that the new ideas for increasing student academic achievement were rejuvenating and exciting. However, she admitted that putting the framework into place in one year in their school would be unrealistic. Deb Pickering acknowledged this challenge and suggested starting small; choosing one element of the plan, developing it, and mastering it before adding another element.

- A fifth grade teacher found that Pickering's description of a new way of looking at the grading process was readily applicable to her classroom. She said that as she thought about Pickering's comments and then reflected on her own letter grades and percentages a "light bulb went on."

"What is an A? What is 50%? Grading should be used as feedback to help students obtain the learning goals and not as a way of labeling them," Pickering explained.

The fifth grade teacher plans to use a system that tracks academic and non-academic progress, make students responsible for their progress thus giving them realistic goals and levels of success.

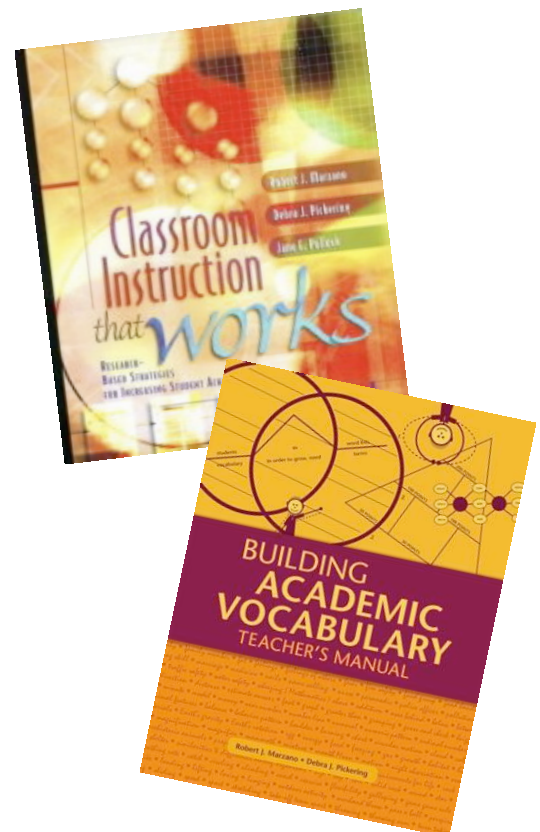
- Another teacher said she plans to use Pickering's six-step process for teaching new vocabulary:

1. Provide a description, explanation, or example of the new term by building on direct experiences.
2. Ask students to restate the description, explanation, or examples in their own words.
3. Ask students to construct a picture, symbol, or graphic representing the term or phrase that means something to them.
4. Engage students periodically in activities that help them add to their knowledge or the terms in their notebooks
5. Periodically ask students to discuss the terms with one another.
6. Involve the students periodically in games that allow them to play with terms.

- One participant who is a member of her building's improvement team explained she plans to meet with school leaders and work to identify what instructional strategies will be expanded in their school. She felt that leaders must find the strength to speak hard truths and support changes. [DC](#)



Deb Pickering



News

Kansas Learning First Alliance

By Sandee Crowther
KSDC Executive Director

The Kansas Learning First Alliance (KLFA) is a partnership of 30 leading educational associations with a common 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.

At the May 28, 2008 KLFA meeting, KSDE Commissioner Posny shared several of her thoughts. Teaching students "the basics" is the core mission of schools, but in the 21st century, "the basics" encompass much more than the three Rs. She provided an overview of some critical initiatives, particularly as they related to aligning P-20 educational efforts across the state.

Commissioner Posny first made some clarifications to frame her remarks, specifically addressing the sometimes confusing use of the terms P-20, P21, and 21st century skills. Governor Sebelius recently named members to her Governor's P-20 Education Council, which met for the first time in July. The Council, as part of its duties, will oversee the Partnership for 21st Century Skills (P21) initiative in Kansas. The Partnership describes itself as the nation's leading advocacy organization focusing on infusing 21st century skills into education. It aims, at both the state and national level, to serve as a catalyst to position 21st century skills at the center of US K-12 education by building collaborative partnerships among education, business, community and government leaders. "21st Century skills" is a term often used generically as a reference to emerging trends in education, but are specifically defined in the context of the Partnership.

The initial KLFA meeting for this school year was held August 21-22, 2008. The event included a presentation on the current status of the Partnership for 21st Century Skills. The Question for the day on August 22 was: What is the work (issues and initiatives) that our subgroups will address that specifically contributes to the improvement of 21st Century teaching & learning in Kansas schools? [DC](#)



Members Of Congress Consider Reauthorization Of ESEA: *What Do We Want In Kansas?*

By Sandee Crowther
KSDC Executive Director

The advocacy staff person for NSDC has been working in Washington with members of Congress and their aides to have a better understanding of what quality professional development really is and make it a part of the ESEA reauthorization. Language in the previous bill did impact federal funding and how the dollars might be used for Professional Development.

The opportunity is now to begin to put in place in Kansas what we know are promising practices of Professional Development. How can we transform our desired future into reality? That could be up to each of us in our own "sphere of influence."

In an attempt to make these concepts understandable to several audiences the essence of this new definition has been put in a format that might be more easily read and understood.

The term 'Professional Development' means

– a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in improving student learning.

Professional Development fosters collective responsibility for improved student performance and must be comprised of professional learning that:

- is aligned with rigorous state student academic achievement standards, as well as related local educational agency and school improvement goals;
- is conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- is facilitated by well-prepared, school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
- occurs primarily several times per week or the equivalent of three hours per week;
- engages established learning teams of educators in a continuous cycle of improvement that

- analyzes student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
- defines a clear set of educator learning goals based on the rigorous analysis of the data;

- achieves the educator learning goals identified above by implementing coherent, sustained, and evidence-based learning strategies that improve instructional effectiveness and student achievement, such as lesson study and the examining of student work;
- provides classroom-based coaching or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
- regularly assesses the effectiveness of the Professional Development in achieving identified learning goals, improving teaching, and assisting all students in meeting challenging state academic achievement standards;
- informs ongoing improvements in teaching and student learning; and
- may be facilitated and strengthened by external assistance.

The process outlined above may be supported and strengthened by activities such as courses, workshops, institutes, networks, and conferences. [DC](#)

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