

Direct Connection
 KANSAS STAFF DEVELOPMENT COUNCIL
 PROFESSIONAL DEVELOPMENT WITH PURPOSE
KS December 2008



Leadership Conference To Focus On 'How' Professional Learning Can 'Power Up' Students

By Sue Kidd
 Leadership Conference Chair

Marzano is coming!
 Marzano is coming!

Now this may be a twist on an old line, but that's the feeling that I get when I realize that, yes, in fact, Dr. Bob Marzano, the famous researcher and author of all of the series, "What Works in" will be the keynote speaker at the 2009 KSDC Leadership Conference,

to be held Feb. 11-12 at the Airport Hilton in Wichita, KS.

Dr. Marzano is a leader in the field of education and is widely recognized for the work that he has done all over the world! His focus on "research-based strategies" has supported our growth as educators. Marzano has previously presented addresses about his research in Kansas, but this time, he is coming to talk about how this research supports the work that educators are *continued on page 4*

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Register Today!



**Feb. 10-12,
 2009**

'Power Up for Learning in the 21st Century'

Preconference - "Teaching and Learning for the 21st Century and Beyond" features breakout sessions with a focus on integrating technology into day-to-day classes.
 2-Day Conference - A keynote message from Robert Marzano, plus breakout sessions by Kansas educators spotlight effective programs in action.

Register online at www.ksdc.us.



Calendar Countdown

KSDC Board Meeting	February 10 4-7:30 p.m.	Wichita Airport Hilton
2009 NSDC Summer Conference	Going the Distance With School-Based Professional Learning	July 19-22, 2009 Boston, MA
KSDC/KASCD 2009 Fall Institute	"Making a Difference: Creating Difference Makers!"	November 3-4, 2009 Wichita Airport Hilton

Spending Time On Capital Hill

By Jim Karleskint, PhD
KSDC President

Members of the Executive Board had the opportunity to meet with Legislative Assistants to Kansas legislators while attending the 2008 NSDC annual conference in the nation's capital. Diane Gross, President-Elect, met with Richard Henkle of Representative Todd Tiahart's office, while Sandee Crowther, KSDC Executive Director, and I meet with Melissa Kay of Senator Pat Robert's office. The primary reason for our visit was to lobby for the inclusion of NSDC's revised definition of Professional Development be included in the reauthorization of No Child Left Behind. (It is the view of NSDC that the definition of Professional Development found in the current legislation lacks specific language that focuses on how professional learning can and should be accomplished. See *related story, page 3.*)

Diane, Sandee, and I basically went to Capital Hill to plant seeds for the inclusion of the definition in the legislation when it is considered. We realize that the reauthorization of NCLB will not be the top priority when the new President takes office in January and the new congressional session begins. Our visit with Ms. Kay was a very positive one. She asked good questions



as to our reasons for wanting the new definition included in the legislation. She was also interested about our point of view on other aspects of NCLB. We were able to share with her our thoughts on some ways that Congress would be able to retoll NCLB for a more positive way to measure student achievement and make NCLB a less punitive process of school and district evaluation.

I would also encourage you, as leaders in education of Kansas children, to contact your legislators to share with them how you feel the reauthorization of NCLB would benefit all children. They would appreciate a short note in the form of an e-mail. Let your



voice be heard; they want to hear from you.

We look forward to seeing you at the KSDC Leadership Conference in Wichita February 10-12. Check out our website, www.ksdc.us for information on the conference DC

Members of Congress To 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;
- conducted among learning teams of educators, including teachers, paraprofessionals, and other instructional staff at the school;
- 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 that:

- must address the learning goals and objectives established for Professional Development by educators at the school level;
- advance the ongoing school-based Professional Development; and are provided by for profit and non-profit entities outside the school such as universities, education service agencies, technical assistance providers. **DC**



Members of the KSDC Board discuss ways to help Kansas educators engage in quality Professional Development.



Technology, 21st Century Skills, MTSS: 2009 Leadership Conference Sessions Highlight 'How' Of Student Achievement

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currently doing in Kansas.

- **HOW** and **WHY** our Multi-Tiered System of Supports (MTSS) is the key for success for all students.
- **WHY** effective instructional practices must be the norm in all classrooms.
- Plus a look at the **WHAT** of his latest research on the importance of background knowledge and enhancing academic vocabulary for students.

In addition to Dr. Marzano, the 2009 Spring Leadership Conference will feature 22 breakout sessions led by Kansas educators. Breakout sessions cover a range of topics, such as strategies for improved student achievement, MTSS, 21st Century skills in the Communication Arts curriculum, leaders learning to change, and much more.

A day-long, pre-conference on Tuesday, Feb. 10 will begin this "power up" professional development experience. The pre-conference, focused on **"Teaching and Learning in the 21st Century and Beyond"**, includes a series of interactive, participatory encounters. Learning opportunities include Web 2.0 and other technologies, PLCs in the 21st Century, 21st Century skills, project based learning and more.

Building on the pre-conference, the Leadership Conference will **"Move Forward"** Wed., February 11 with Dr. Marzano, and culminate Thurs., February 12 with a **"Call to Action"** from our KSDE Deputy Commissioner, Diane DeBacker. A variety of vendors will also be joining the conference on Wednesday.

The full schedule of conference events, including descriptions of all breakout sessions, is available online at www.ksdc.us. View the conference program online or download and print it. Check out the new fee discounts for full-time students and for groups attending the pre-conference. Participants can choose to attend only the pre-conference, only the conference, or both learning events. Registration can be completed online or via postal mail using a hard copy form found in the download program. **DC**

KSDC Beliefs

The ultimate purpose of staff development is to improve student learning.

A staff developer is anyone who systematically enables others to change their professional behavior.

Effective staff developers use a research base to continually define and refine best practices.

Collaboration strengthens staff development.

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 life-long learning.

Reinforcement and support systems are critical to the transfer of learning into practice.

Ongoing assessment is critical for effective staff development decisions.



KSDC is an affiliate of the National Staff Development Council.

The first part of success is "get-to-it-iveness"; the second part of success is "stick-to-it-iveness".

Orison Swett Marden

Learning is a treasure that will follow its owner everywhere.

Chinese Proverb

Looking for more powerful words?

Check out NSDC's website

www.nsd.org

Take a book break....

Made To Stick: Why Some Ideas Survive and Others Survive

Dr. Diane Gross
KSDC President-Elect

Teaching math to high school students, I longed for the day when I had relevant answers for my students when they asked such questions as: "If these are imaginary numbers why do I need to learn about them?" or the all-encompassing question, "When will I ever use this information?" As a building principal at an alternative high school, I found ways to engage teachers in a collaborative effort of school improvement, but sometimes struggled to sustain the efforts from one cycle to another. As a district level curriculum and instruction leader and assistant superintendent, the challenge was to create a vision, mission and purpose around something like curriculum mapping or instructional coaching. Not only did I want to engage my colleagues, but I wanted to influence implementation, monitoring, and evaluation of our efforts in order to sustain continuous improvement for all students' learning. I wanted ideas and messages to stick and motivate



Doing
What
Works

dwww.ed.gov

The "Doing What Works" website reviews research-based education practices and offers ideas about "how" to put those findings into classroom practice.

Online now...

Literacy for English Learners

Preschool Literacy

Encouraging Girls in Math
and Science

others to act!

Have you ever wondered what it takes for an idea to really take hold and become a practice or habit by which we operate? In their book, *Made to Stick*, brothers Chip Heath, a Stanford Business School professor, and Dan Heath, an Aspen Institute consultant and researcher, analyze why people remember some ideas and not others. Why do improbable urban legends stick in people's minds (the Kentucky Fried rat, razor blades in Halloween apples, we only use 10 percent of our brains, etc.) while much more sensible and important information goes in one ear and out the other?

The Heaths analyzed successful presentations like the following: In 1992, the Center for Science in the Public Interest (CPSI) wanted to convince the public that movie-theatre popcorn was bad for their health. At the time, theatres used coconut oil to pop their popcorn, and it was loaded with saturated fat – 37 grams in a medium-size bag, almost twice the 20-gram maximum that an adult can safely ingest in a day. After some careful thought, CPSI called a press conference and announced, "A medium-sized "butter" popcorn at a typical neighborhood movie theatre contains more artery-clogging fat than a bacon-and-eggs breakfast, a Big Mac and fries for lunch, and a steak dinner with all the trimmings – combined!" And they laid out all these items for the cameras next to a bag of popcorn. The presentation was a sensation. It was picked up by TV news and newspapers across the U.S., and soon people were avoiding movie popcorn in droves. Within months, movie theatres stopped using coconut oil to pop their popcorn.

Analyzing successful presentations like the one above and

others, as well as countless examples of "unsticky" attempts to communicated, the Heaths tried to pinpoint how people can get across ideas in a way that they are remembered. What they found is that teachers, leaders, writers, and others in the idea business need to build as many of the following six characteristics into their message as possible:



Simplicity – The core of the idea in brief powerful words

Unexpectedness – The element of surprise created by violating expectations

Concreteness – An expression of the idea in terms of human actions and sensory information

Credibility – Citing experts and statistics are ok, but make your audience the experts by using their experiences

Emotions – Create a sense of caring, make the audience feel something about other people
Stories – Dual power to stimulate and to inspire; these provide the motivation to act

In this 21st Century and looking toward a future that will only become more information and technology laden, it is particularly important to consider the how students take in and process information in order to learn. *Made to Stick* is a quick and insightful read that can have great implications for the future of teaching and learning. The idea of "quality" professional learning is a message that we at KSDC as an affiliate of NSDC want to clearly communicate and to serve as a catalyst to act. Join in a discussion about this book at the Made to Stick breakout session to be held in February at the KSDC Leadership Conference.

DC



Jan Neufeld, Fall Institute Chair, chats with Marcia Tate, Institute keynote presenter, during lunch.

KASCD/KSDC Fall Institute Tate Shares Toolbox Of Brain-Compatible Strategies

By Jan Neufeld
2008 Fall Institute Chair

The 2008 KSDC/KASCD Fall Institute featured premiere educational consultant Marcia L. Tate. Tate shared many of her professional stories, strategies and interventions in providing teacher learners with a toolbox of techniques for a brain-compatible environment. She also shared secrets and words of support for changing the culture and climate for adult learning. What's the secret you may ask? Tate's answer: Find something to look forward to, something to love and something to do! Be more positive than negative! Stress will kill you and laughter will heal you!

In her presentation, "Sit- & Get Won't Grow Dendrites", Tate shared the 20 professional learning strategies which engage the adult brain. Educators across Kansas spent the day together learning and laughing as they processed how to support and provide action for the brain-compatible environment. Participants were involved in sharing, talking in groups, dancing, and singing as they learned about the principles of adult learning theory and the characteristics of a brain-compatible classroom.

The second day of the Fall Institute was filled with ten breakout sessions:

Learning by Design: Education for the 21st Century, Terry Eis, Neva Thiessen and Kevin Honeycutt

Infusing Purposeful Data Driven Dialogue into Professional Learning Communities, Holly Francis and Diane Gross
ELL and SPED: Tapping into the Present, Rebecca Greer and Kim Rasmussen

Bringing Higher Level Thinking in the Classroom Using Free Tools and Assessment Builders, Dyane Smokorowski
Instructional Coaching: Leading and Learning, Lisa Moore, Melissa Wright, Sharon Skidmore and Rochelle Glover
Supporting Students from Diverse Backgrounds: Discover What Students Have to Say, Jan Petersen

How Do You Infuse Critical Thinking in the Classroom Experience for All Students, Kim Rasmussen

Planning for Systemic Professional Learning to Support Student Achievement, Sherry Reed and Deb Perbeck

10 Ways to Teach Anybody Anything, Penny Schuckman
How to Conduct a Positive, Interactive Meeting, Jill Smith

The learning sessions were rich with content, discussion, action, technology and skills for supporting the learning and growth of educators and students. **DC**

Candidates for 2009-2010 KSDC Board

Election for members of the 2009-2010 KSDC Board will be held at the Leadership Conference on the morning of Feb. 11. All KSDC members are eligible to vote.

Candidates for office are:
President-Elect
Jan Neufeld, Newton

Secretary
Kathy Boyer, KSDE

Higher Education Representative
Gina Marx, Friends University

Classified Representative
Donna McCullough, Lawrence

Representative A West of 281
Bonnie Dieter, Ulysses
Phil Keidel, Holcomb

Representative A East of 281
Marty Christie, Smoky Hill
Service Center
Holly Francis, Renwick (Andale)

Central Office Representative
Craig Correll, Coffeyville
Penny Schuckman, Haysville

Teacher A
Barb Engler, Burlingame
Robin Holzem, Parsons

Look for a separate election flyer, which will information about the education and experience of each of these candidates. The flyer will be emailed to all KSDC members and posted on the KSDC website, www.ksdc.us

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

21st Century Learning

Quality Practices and 21st Century Learning: Are They Mutually Exclusive?

By Dawn Johnson
Quality Practices Chair

Finding quality practices that are research-based and data-driven in order to ameliorate the instruction of school curriculum, especially mathematics and reading, is no longer a cumbersome task. A quick search on the internet, thumbing through a professional journal on education, or attending an educator's conference will provide a teacher with a plethora of strategies to improve student reading comprehension or to assist teachers in closing achievement gaps in mathematics among student subgroups.

However, these are quality practices that fit into our current models of classrooms and classroom instruction; i.e., departmentalized classrooms based on grade or discipline. Since the Committee of Ten's Recommendation of 1892, which laid out the plans for a quality and standardized public school curriculum, educators have had a roadmap on how to begin with the end in mind. With the standards movement and the push for rigorous state assessments, each year educators can begin with the end in mind. Gone are the days when educators must teach in a desultory manner hoping that some strategy will make a difference in the classroom. "Hope is not a method," but differentiated instruction is, and Professional Learning Communities are, and engaging in data-driven dialogue are—these are all quality practice methods used today.

But what about tomorrow? Recently, at the State Board of Education's (SBOE) November meeting, the commissioner told the SBOE that the reading and mathematics standards are required to be reviewed within the next year in order to meet regulatory guidelines (curriculum standards are to be reviewed every seven years). That is not uncommon, and many of us have served on the standards review committees in the past. What is uncommon, however, is the guidelines the SBOE gave to the commissioner in order to direct the progress of the mathematics and reading committees. The charge given the committees based on the goals and objectives of the SBOE is *continued on page 7*

Kansas Learning First Alliance

Working to unite
the education community

www.klfa.org



21st Century Learning

Quality Practices and 21st Century Learning: Are They Mutually Exclusive?

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as follows:

Integrate the core academic areas of reading and mathematics with career-technical education program standards that focus on the 16 career clusters;

Use the profiles for the 21st century learner and the 21st century learning environment to provide both the strategic coherence and the structural integrity that is necessary to maintain a focus on the state education framework as articulated by the State Board goal; and

Begin the process with the content areas of mathematics and reading with the career clusters of architecture and construction, finance, and human services and marketing (*Additions to the State Board of Education Highlights, Nov. 17, 2008*).

Added to the SBOE Highlights was the following comment: "As a result of the changes to the content standards, new state assessments will inevitably be required." Not only will the assessments be new but disparate. Many educators will embrace this change while others will ask "who moved my cheese?"

Strategies and methods of the past may no longer work as we begin to build new models of classroom instruction. But where will we turn for quality practices that will fit a new model of instruction and how will we provide quality professional development to our teachers? I believe we rely on NSDC's Standards to create the foundation for any new journey on which we will embark. We must rely on our the Professional Learning Communities (context standards); continue to be data-driven and collect disaggregated student data which will guide us in our collaborative decisions (process standards); use the context and process standards to develop our own research-based instructional strategies to assist us in meeting rigorous academic standards and share our successes and failures with the larger educational community (content standards). Leadership through this process will be paramount to any school or program's success. As we morph from the old into the new, our leaders must "create a district and school culture of innovation and continuous improvement by visiting classrooms regularly to observe instruction and by engaging in frequent conversations with teachers individually and collectively about instruction and student learning" (*NSDC Standard: Quality Teaching*).

Hope is not a method and burying our heads in the sand in the face of change is not the answer. Quality practices will emerge because we are professionals who are dedicated to the learning of all students. DC

"To leave no child behind, we need:

- teachers and leaders who know how to reach **ALL** students
- schools that support **RELATIONSHIPS** and **LEARNING** for **BOTH** students and adults."

Linda Darling-Hammond



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