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PROFESSIONAL  
DEVELOPMENT  
WITH PURPOSE

KS

March 2009

Dr. Robert Marzano conducts a question and answer session at the 2009 KSDC Leadership Conference. The session followed Marzano's keynote address, "Getting Serious About School Reform."



# Kansas Educators 'Power Up For Learning In The 21st Century' At 2009 Leadership Conference

By Sue Kidd  
2009 Conference Chair

In reflecting on our shared experiences with the KSDC Leadership Conference, held February 11-12 in Wichita, several impressions come to mind:

**Kansas educators ARE learners.** Even in times of tight budgets, districts that are striving for excellence for students and staff will support professional learning – as long as it is high quality and advances their identified

focus of improving teaching. The nearly 200 attendees, many in school teams, came together to learn and share the work of Dr. Bob Marzano's "research-based strategies" and can now take that new understanding back to their schools and carry that new learning with their colleagues.

Using the deeper understanding gained from Marzano's book, *Science and the Art of Teaching*, we DO have the research-based tools to improve teaching. With [continued on page 3](#)

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Put it on ical.



Nov. 3-4,  
2009

### 'Making a Difference: Creating Difference Makers!'

Karen Seashore Louis, author of *Building Strong School Cultures*, leads the journey on Day 1 as participants:

- Learn how to intensify leadership through the development of professional community, organizational learning, and trust.
  - Identify the most significant educational cultures and subcultures within schools.
- Day 2 breakout sessions offer practical solutions for building leadership capacity.



## Calendar Countdown

KSDC Board Meeting	June 10-11, 2009 "Taking the Lead" Advance	The Barn Valley Falls, KS
Coaching for Results: <a href="http://www.coachingschoolresults.com">www.coachingschoolresults.com</a>	Strategies for Powerful Leading, Level I	June 1-4, 2009 Wichita, KS, with follow-up teleclass, September 1, 2009
KSDC/KASCD 2009 Fall Institute	"Making a Difference: Creating Difference Makers!"	November 3-4, 2009 Wichita Airport Hilton

## Professional Development In Tough Economic Times

By Jim Karleskint  
KSDC President

As Kansas faces probably one of the most challenging economic times since the Great Depression, we, as school leaders, are being asked to look at ways to cut spending and live with less in our budgets. It is a fact there are fewer taxpayer dollars available to our schools in Kansas. We must work with our school boards, staffs, and patrons to determine how to best spend the dollars we have available to us.

One area that quickly comes under scrutiny is the amount of funds spent on Professional Development. To many, the old time "Sit and Get, Leave and Forget" style of professional learning lingers in the minds of those that considers how we best spend our resources. There was a time when professional learning looked like the above description. We know this type of professional learning is ineffective, costly, and unproductive.

We, as leaders in our school communities, must stress the positive effects of quality professional learning and how our schools have improved through this type of learning. Cite



examples how professionals have grown with quality professional learning and how that learning has had a positive impact on our students. Show the results. We must also be willing to "think outside the box" when it comes to delivery of professional learning and consider ways that we can continue to develop professionals with fewer dollars.

I have spoken with many school leaders who are looking to technology to help deliver professional learning with fewer dollars. This is a good option to consider. Please keep in mind that technology is one of several tools to help provide Professional Development. However, true school improvement must take place in the hearts and minds of all adults in the school or district. This takes place through collegiality and collaboration.

A quote from a movie comes to mind when I think of how to deal with this upcoming challenge of fewer dollars to operate schools. The movie was "The Patriot", which was released in 2000. In the movie, Mel Gibson plays a war hero who is dealing with opposition to going to war with Britain in the 1770s. The quote was "Stay The Course". I encourage you to "Stay The Course" of quality professional learning as a means to school improvement and student learning. We will have to do things differently than we have in the past, but we must provide the leadership to help decision makers see and understand that quality professional learning is good for our teachers, administrators and most importantly, our students. DC

# Conference Offers Time To Consider Strengths, Plan For Future

*continued from page 1*

just these three commitments we can cement learning for all students:

1. Putting into place a system of feedback to individual students that is based on formative assessments,
2. Guaranteeing the use of effective instructional practices in every classroom, and
3. Enhancing the academic vocabulary and background knowledge of students.

**We are already doing many things right!** Kansas educators have **AMAZING** knowledge and skills in these three areas. During the breakout sessions done by our own Kansas staff members, attendees learned about what was already being done in our schools, how they might use the knowledge, skills,

and attitudes already in place and could network during the sessions to share experiences. As we commit to the actions shared, we can come back to the learning and experiences we gained at the Leadership Conference. **DC**



Diane DeBacker, KSDE Deputy Commissioner, encourages educators to "power up for progress" during the conference closing address.

## Marzano Moments

On instruction:

There's "no 'what works' cookie cutter" when we're talking about instructional strategies. "Teachers have to pick the strategies that make sense for them."

On "defined autonomy":

We need to "create an environment that allows teachers to work together and make decisions about what happens with student achievement" foremost in mind.

On the need for Professional Development for teachers

"A profession that relies on heroes to do its jobs is a profession in trouble."

On school environment:

I've always thought it would be interesting to equip a student with a "helmet cam to see what school looks like from a kid's perspective."



Congratulations to newly elected KSDC Board members. Barb Engler, Teacher A Rep; Bonnie Dieter, Rep A West of 281; Kathy Boyer, Secretary; Jan Neufeld, President-Elect; Holly Francis, Rep A East of 281; and Penny Schuckman, Central Office Rep. Not Pictured: Gina Marx, Higher Education Rep. and Donna McCullough, Classified Rep.

## 21st Century Learning: Technology Wires Students Into The Power Of Reading

By Mary Adcock  
Publications Coordinator

"Do you remember the first website you visited?" Lotta Larson, Ph.D., assistant professor at Kansas State University, questioned the partici-

Indeed, the world of text is changing and ever-emerging. "Text can be multi-modal," explains Larson. "Students can click on a word on a website that is hyperlinked to another website." Text can be an entire book, online. Text can be interactive, offering chances to post comment on the information presented. In a way, Larson notes, these new literacies lead educators to "expand our definition of reading."

"New technologies demand new literacy skills," she said.

In addition, the new literacies challenge educators to consider how tech-

"Teachers should use technology to enhance and extend current literacy practices," Larson noted.

Larson cited online reading as one of the tools educators can use in building technology into instruction. Online reading comes with a lot of pluses. It's inexpensive and features a wide array of reading level and topic. Larson offered several websites as examples, including:

<http://pbskids.org/lions/> PBS *Between the Lions*, a companion website to the television series, includes over 70 interactive, online stories.

<http://www.bookbox.com/> BookBox is a compilation of digital books, with text, audio, and visual media, in a variety of worldwide languages.

[www.kids.nationalgeographic.com/Stories/](http://www.kids.nationalgeographic.com/Stories/) This website features weekly news from across the globe, with sections on animals, nature, history, people and places, space, and more.

<http://www.readingrockets.org/> Reading Rockets is a national, multimedia project presenting information about literacy and parental involvement.

Larson also noted the advantages of utilizing e-books, including e-book tools such as highlighting and audio commenting, and online literature discussions as a part of reading instruction.

For further information, the Powerpoint and handout from Larson's presentation is posted on her website at <http://lottalarson.googlepages.com> DC



pants of the "Teaching Reading in the Twenty-First Century" breakout session at the 2009 KSDC Leadership Conference. Larson offered the question to serve as a springboard to a discussion about how the literacies of the 21<sup>st</sup> Century are changing the look of classroom reading instruction. Along with print text, like magazines and books, students can now encounter reading through e-books, websites, and multi-modal texts. Along with handwritten reader response journals, students can now reflect about literature using blogs, e-journals, or online discussions. These new technologies translate into new opportunities for teachers and students, according to Larson.

"Current reading instruction is influenced in profound ways due to the arrival of these new literacies," she said.

nology can be used to enhance learning. However, Larson explains, integrating technology into a classroom involves more than just using computers as a sidebar.

"Many K-8 teachers still view technology as something to play with during free time rather than something to learn with," Larson said citing the work of Turbill & Murray (2006).

A more powerful model, according to Larson, involves integrating technology into instruction. "Don't get stuck on product; it's the process," Larson says. "Look at the type of teaching and learning." So instead of just planning to use computers or ipods, 21<sup>st</sup> Century teachers focus first on the curriculum and then consider how to utilize technology as a tool in addressing that learning.



**NSDC 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](http://www.nsd.org)



Vicki Bechard, McLouth USD 342; Mary Jo Fox, Olathe USD 233; and Darla Smith, Smoky Hill ESC, accepts the KSDC District Staff Developer of the Year award.

## 2009 KSDC Award Winners

### Systemic Learning Award

Buhler USD 313

Buhler, KS

Olathe USD 233

Olathe, KS

### Professional Learning

#### Community Award

Manchester Park Elementary

Olathe USD 233

Olathe USD 233

### District Staff Developer of the Year

Vicki Bechard

McLouth USD 342

Mary Jo Fox

Olathe USD 233

Darla Smith

Smoky Hill ESC

## Effective Professional Learning Cultivates

### ‘Can-Do’ Attitude In Teachers

By Mary Jo Fox  
KSDC Award Winner

I am honored and humbled with this recognition as Kansas District Staff Developer of the Year. Staff development has played a key role in my career. Throughout the years, I have had the great fortune of being the recipient of incredible staff development opportunities. Being a part of a peer coaching cadre, led by Bruce Joyce and Beverly Showers, Reading Recovery Training, and professional learning experiences from the Olathe Teaching and Learning team has modeled for me exemplary staff development and has shaped my vision of professional learning.

According to Reeves (2008), professional learning is the act of influencing the classroom practices of professional educators. My impact with staff development can be attributed to understanding the similarities in professional learning and best practice in instruction.

Effective instruction begins with knowing your target and using assessment to develop an understanding of students’ strengths and needs to create the plan for instruction. As a part of the Olathe

Teaching and Learning team, our target is Preparing Students for *their futures*. With a focus on this target, data is utilized to identify teachers’ and students’ needs as the points of origin. This data takes many forms: district and building student data, student work samples, teacher surveys, and conversations

with teachers, principals, students and parents. “Three Minute Walk-Throughs” (Downey, Frase, 2004) provide initial data and also identify where we are in the implementation process. Initiatives are identified through needs, but involve all of the stakeholders in the planning process, teachers, Building Leadership Teams (BLT’s), Professional Learning Communities (PLC’s), Instructional Resource Teachers (IRT’s), principals, coordinators, and district administrators.

Paths for professional learning are developed using the School Improvement Process as the vehicle. It is ongoing and takes on many forms to impact student learning: presentations, study teams, PLC’s, modeled lessons, collaborative planning, professional instructional coaching, mentoring, professional reading, and videos. Like instructional best practice, professional learning involves modeling, thinking

aloud, guided practice with feedback, and reflection.

To provide effective instruction in classrooms, teachers create summative assessments based on learning goals and then plan their instruction to meet these goals. Our staff development follows the same pattern. Geared toward long-term results, planning begins with the end in mind. Goals are clearly defined along with the expected outcomes. Educational theory and research-based strategies are the foundation of staff development. The new learning is linked to teachers’ schema. It is delivered with attention to teachers’ “zone of proximal development” (Vygotsky, 1978) and a plan for gradual release of responsibility. The information is broken into manageable chunks and presented utilizing Marzano’s nine categories of instructional strategies (Marzano, Pickering, Pollock, 2001). Effective staff development aligns [continued on page 6](#)



Representatives from USD 233 accept their KSDC Systemic Learning Award.

## Strength Comes From Sum Of All Talents

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professional learning to a need in the classroom so teachers are learning with a purpose. Through relevant examples and demonstration models, the knowledge becomes accessible and teachers leave with a "can-do attitude."

Although there are more similarities than differences, attention to the attributes of an adult learner has been imperative. As presenters, we must honor the adult learner's vast knowledge and experiences, and know what motivates them. We also must be aware of their physical and psychological needs. A climate has to be established so learners are comfortable taking risks with peers.

Through this voyage, I have realized adult learners love an element of novelty in trainings. Tables with a research article tied to pinwheels in a vase, or fortune cookies with thought provoking research statements, spark learners' curiosity about even the most mundane topic. Technology, picture books, or music magically turns a training into a learning celebration. Modeling the joy of learning sets the tone and climate leading to the goal of implementation.

My learning journey has not been a solo flight. I have had the privilege of starting this trip with the staff development team in Orland Park, IL, led by Jean Smith. For the past 14 years, I have traveled with the Olathe, KS Teaching and Learning team with Dr. Allison Banikowski at the helm. It is from these individuals and all of the teachers that I have worked with that I have gotten the necessary tools in my tool belt to influence the classroom practices of professional educators and learn that the sum of our talents is much greater than our individual gifts.

### References:

Downey, C.J. , Frase, L.E. (2004). *The Three-Minute Walk-Through: Energizing Teaching and Learning with Reflective Practice*. Johnston, IA: Curriculum Management Systems

Marzano, R. J., Pickering, D. J., & Pollock, J.E. (2001). *Classroom Instruction that works*. Alexandria, VA: ASCD

Reeves, D.B. (2008). *Reframing teacher leadership to improve your school*. Alexandria, VA: ASCD

Vygotsky, L.S. (1978). *Mind and society*. Cambridge, MA: Harvard University Press

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.

## Kansas Learning First Alliance

*Working to unite the education community*

[www.klfa.org](http://www.klfa.org)



## Collective Efforts At Learning Bring About Change, Improved Student Achievement

“The future of staff development and successful schools lies within us, not in any one individual.”

By Vicki Bechard  
KSDC Award Winner

It is a great honor for me to receive this recognition for something that I believe is so vital for districts to embrace and utilize. It is my belief that teachers have the greatest influence on student performance and we must give them the tools to be successful so that our students can reach their full potential. I am happy to be a small piece of that puzzle.

Most of my work has been in the broad area of school improvement. I have been involved in providing and facilitating staff development for nearly 20 years. During this time the focus of staff development concerned overall school improvement as schools shifted their focus on the amount and kind of “stuff” they had, to student performance. I have had the opportunity during this time frame, to work with our local staff, individual schools, and present to educators on the state and national levels. In 2000, I joined the Greenbush QPA Crew (now known as The Network), as one of the practitioners who helped schools with school improvement issues such as *Reading in the Content Area* and *Differentiated Instruction*. As Steering Chairman for the McLouth School District, my role has become one of facilitating many of the initiatives we have undertaken to improve instruction as we work to raise the level of student performance. This role has included providing specific training, facilitating book studies, and organizing Flex Grouping and PLCs. I believe my role has shifted over the years from being a presenter to being more of a coordinator. I think this mirrors the collaborative direction that schools are headed. It is my hope that we can get more teachers to have frequent and meaningful conversations that focus on improving student performance and include regular reflection on teaching practices. The future of staff development and successful schools lies within us, not any one individual. [DC](#)



Representatives from USD 313 accept their KSDC Systemic Learning Award.



Representatives from Manchester Park Elementary, Olathe USD 233, accept the Professional Learning Community Award.

# Be a part of "Taking the Lead"

## at the KSDC Summer Advance

**Who:** All KSDC Board Members / Professional Learning Leaders  
**What:** An Opportunity to Step Up, Speak Out, Advocate for, and Plan for Professional Learning across the state  
**Where:** Valley Falls - The Barn Bed & Breakfast ([www.thebarnbb.com](http://www.thebarnbb.com))  
**When:** Beginning at 9:30 a.m. **June 10** and continuing until shortly after lunch on **June 11**  
**Why:** Without professional learning, educators no longer have a service to offer that is relevant in our ever-changing world. As an affiliate of NSDC, we want to ensure that every educator engages in effective professional learning everyday so every student achieves.  
**How:** Communicating, Sharing Thoughts, and Tapping into the Collective Wisdom of our Learning Leaders so that we: affect the policy context, collect documented evidence, narrow the achievement gap, develop school leaders, and engage thought leaders.

All costs for lodging and meals are paid by KSDC. Registration is due to Sandee Crowther by May 15. Email your registration to Sandee at [crowther.sandra@gmail.com](mailto:crowther.sandra@gmail.com) with the following information:

Name: \_\_\_\_\_

Email: \_\_\_\_\_

KSDC Board Member? Yes or No      KSDC Team Member? Yes or No

T-Shirt Size: S   M   L   XL   XXL

I will attend (indicate YES or NO on each meal):

June 10 Lunch                      June 10 Dinner

June 11 Breakfast              June 11 Lunch

I prefer to room with: \_\_\_\_\_

Rooms provided on a first come, first served basis

Please bring snacks and preferred "adult" beverages for the evening of June 10, if you choose.



Join KSDC for the annual summer advance at the Barn Bed and Breakfast, Valley Falls, KS, June 10-11.



## Power Up With KSDC's Ning Ring

The "Power Up for Learning in the 21st Century" website offers a 24/7 community of educators sharing ideas, connecting learning to 21st Century, and supporting the work of professional development throughout Kansas and beyond.

Handouts from some of the sessions at the 2009 KSDC Leadership Conference can be downloaded from the site. There are also photos, blogs, forums, video, and more.

**Join Us.**  
**No charge.**  
**Just Lots of Power.**

[powerupforlearning.ning.com/](http://powerupforlearning.ning.com/)



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