

*“Professional learning for educators is a crucial step in transforming schools and improving academic achievement.”*

Stephanie Hirsch, NSDC Executive Director



## NSDC Report Examines *Professional Learning in the Learning Profession in US and Beyond*

By Mary Adcock  
KSDC Publications Coordinator

*‘Sit and Get’ workshops. Multi-day conferences. Classroom observations. Professional Learning Communities. Online Discussion Groups.* These days, **professional learning occurs in many shapes and sizes.** A report, recently released from NSDC, details recent research in relation to the impact of professional learning on student achievement. In addition, the report reviews the variety and intensity of those learning opportunities as offered in schools throughout the United States and

in other high-achieving nations. Titled *“Professional Learning in the Learning Profession,”* the report was prepared by the School Redesign Network at Stanford University, and lists a group of authors including Linda Darling-Hammond, co-director of the Stanford Center for Opportunity Policy in Education.

According to Stephanie Hirsch, NSDC Executive Director, the purpose of this Professional Learning report “is to provide policymakers, researchers, and school leaders with a teacher-development research base that can lead to *continued on page 4*

### Inside This Issue

President’s Message	2
Why Coaching?	3
Making the Most of Stimulus	5
2009 Fall Institute	6
<b>Join Us for Summer Advance</b>	8
KSDC Board	9

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

## Recharge This Summer Through Professional Learning

Recently I was with a group of school leaders that were discussing the challenges they have dealt with this past school year. Sharing of how their schools and districts were dealing with the current budget challenges was a theme that ran through most comments. Yes, these are challenging times and we do not know when these current budget challenges will ease. We need to keep in mind that Kansas has many, many great educators that continue to do special things for the young people we see each and every day. As we close another school year take pride in knowing that we have made a positive difference in the lives of many young people. Take a minute to pat yourself on the back for the great things that you accomplished this past year.

I would also encourage you to take some time this summer to recharge and make a commitment to tend to your own professional learning. It is clearer today than ever before



that education leaders must be committed to their professional learning. We must be knowledgeable and willing to understand what it takes to make changes in the organizations that we work within. For us to continue to make positive changes, we must continue to learn.

As we conclude the 2008-2009 school year, I would like to thank those in the Kansas Staff Development Council for the opportunity to serve as President of the organization for the past year. It has been a pleasure to work with many highly professional educators in Kansas and across the country. I have had the privilege of meeting and working with many cutting edge educators at state and national meetings. I would encourage anyone who has an interest in continuing professional learning to become involved in the Kansas Staff Development Council.

Regards,  
Jim Karleskint  
KSDC President DC

# Summer “Strategies for Powerful Leading”

## Training Course Addresses the Question: *Why Coaching?*

By Sandee Crowther  
KSDC Executive Director

Why consider using coaching with leaders, both administrators and teacher leaders? The research from several sources indicates coaching is the one strategy that makes a difference with implementing new skills and strategies. Why is that true? Long-term staff development researchers Bruce Joyce and Beverly Showers point out the potential impact of various components of staff development on its transfer into the work place. They found the effects of the four different aspects of staff development.

- Telling/sharing information about the new practice,

- Demonstrating/modeling the practice,
- Providing practice and giving feedback,
- Coaching individuals, and other follow-up by small study groups, etc. (See Joyce and Showers Chart below for relationship between levels of impact and components of Professional Development.)

It is clear that the compelling component is coaching and follow-up (Joyce & Showers, 2002). If a school or district wants implementation on the job, any

of the three earlier steps taken are a considerable waste of time if not followed by the fourth – follow-up and coaching.



Jim Knight, from the University of Kansas Center for Research on Learning, cites in his article in the Winter 2009 *Journal of Staff Development*, “In one landmark study, Bush (1984) conducted a five-year study of staff development in California. Bush’s research team studied the impact of various approaches to Professional Development had on whether or not teachers used new teaching practices. They found that when teachers were given only a description of new instructional skills, 10% used the skill in the classroom. When modeling, practice, and feedback were added to the training, teachers’ implementation of the teaching practices increased by 2% to 3% each time. When coaching was added to the staff development, however, approximately 95% of the teachers implemented the new skills in their classrooms.”

Both pieces of research clearly report the impact of coaching if a school or district wants implementation and impact.

The June 1-4 training, “Strategies for Powerful Leading” co-sponsored by KSDC and Coaching School Results, Inc, is an excellent opportunity for gaining coaching skills for both teacher leaders and administrators. Participants will not only learn some of the fundamental skills of coaching: active listening, communicating effectively, leadership language that produces reflective practice, but also will have a chance to practice coaching in coaching labs and get feedback. The session is being held in Haysville, KS.

A flier and registration information for the training course is on the home page of the KSDC website, [www.ksdc.us](http://www.ksdc.us) Check it out and consider attending or encouraging someone to attend. DC

RELATIONSHIP BETWEEN LEVELS OF IMPACT AND COMPONENTS OF PROFESSIONAL DEVELOPMENT

Levels Of Impact / Components of Training	Awareness Plus Concept Understanding	Skill Attainment	Application and Problem Solving in the Classroom
Presentation Of Theory	10%	5%	0%
Modeling and Demonstration	30%	20%	0%
Practice and Low Risk Feedback	60%	60%	5%
Coaching with Study Teams, Peer Visits, Specialists, Administrators, and others	95%	95%	95%

Source: from the research of Joyce & Showers, 2002

## NSDC Research: Professional Learning

continued from page 1

powerful professional learning, instructional improvement, and student learning." The results of that research will then be reviewed in order to determine how schools can be tailored to provide better support for teacher learning.

regular follow-up and reinforcement are simply not in place in most contexts."

Statistics further demonstrate a lack of professional learning opportunities that extend beyond the realm of a few hours. Indeed, the report first shares that over the previous 12 months, "Nine out of 10 US teachers have participated in professional learning consisting primarily of short-term conferences or workshops." In contrast, given

• Teachers outlined "little professional collaboration in designing curriculum and sharing practices."

Added to these results, comparisons between Professional Development practices in the America versus other high-achieving nations offer another challenge for US educators.

"...The US is far behind in providing public school teachers with opportunities to participate in extended learning opportunities and productive collaborative communities in which they conduct research on education-related topics, work together on issues of instruction, learn from one another through mentoring or peer coaching, and collectively guide curriculum, assessment, and professional learning decisions," the report states.

### The Challenge

All things considered, the results point toward the need for an even greater emphasis on providing high quality professional learning for US teachers.

"...The question that remains," the report states, "is - how can states, districts, and schools build their capacities to provide the kinds of high quality professional development that is effective in building teacher knowledge, improving their instruction, and supporting student learning?"

Read more about the report and download the entire text at:

<http://www.nsd.org/stateproflearning.cfm> DC

"To what extent do America's public school teachers receive the kinds of professional learning that the research recommends or that other nations embrace?"

### The Results Are In

In brief, the report heralds an increasing emphasis toward mentoring beginning teachers and expanding content knowledge for all teachers in US schools. However, the positive results are few in number. In digging deeper, the report counters that little evidence exists of "high-intensity, job-embedded collaborative learning." Indeed, as the report states, "The time and opportunities that are needed for intense, sustained Professional Development with

that same time period, the research reveals only:

- 36% of teachers were enrolled in university courses.
- 22% of teachers completed observations in colleagues' classrooms.
- 57% of teachers "said they had received no more than 16 hours of Professional Development during the previous 12 months on the content of the subject(s) they taught."



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*

Looking for more powerful words?  
Check out NSDC's website  
[www.nsd.org](http://www.nsd.org)



## NSDC Outlines Strategies To Maximize the Reach of Stimulus Funds

Following are excerpts from a blog posted March 13, 2009 on the NSDC website by Stephanie Hirsh, NSDC Executive Director:

In consideration of the parameters (provided by the Department of Education for funding provided through the legislation of the American Recovery and Reinvestment Act), NSDC has outlined some strategies that we believe have potential to meet expectations:

- **Prepare more instructional coaches** by developing the knowledge and skills necessary to support improved educator practice and student learning.
- **Prepare more teacher leaders** to advance the NSDC definition of Professional Development.
- **Contract with one or more external consultants** to provide one-on-one technical assistance to principals to create new master schedules that enable collaborative teacher teams to engage in professional learning two or more times each week.

- **Identify and support demonstration sites to serve as models of excellence** in implementing effective professional learning.
- **Provide two-years of intensive coaching** and instructional leadership support for principals in low-performing schools.
- **Provide two-years of intensive technical assistance** and support for leadership teams in low-performing schools.
- **Conduct a Professional Learning Audit**; organize a local task force to critically review and assess the purpose, form, and results from Professional Development in the school district. Similarly, administer and use the results of NSDC's Standards Assessment Inventory.
- **Organize, facilitate, and support volunteer teams of teachers** who want to pilot the continuous cycle of improvement described in NSDC's definition of Professional Development. Contract with one or more external consultants or institutions of higher education to document and assess each team's experience. **DC**

## Kansas Learning First Alliance Continues Work

The Kansas Learning First Alliance met Thursday, March 12. Most of the meeting was focused on bringing 21st Century assessment, curriculum and instruction to the state's public schools. The state's difficult financial situation and its impact on schools' ability to move forward with steady or shrinking resources, was an essential part of the day's discussions.

The group heard a report from members who attended the LFA state affiliate summit in New York City in early March. The group also grappled with concerns by some that the move towards "21st Century skills" was just a rehash of previous educational trends and would need to swing back to more "content" oriented instruction. KLFA, as an early promoter of the Partnership for 21st Century Skills, is working to inform educators and the public in general of the promise a better way of teaching content through relevant and rigorous project-based learning. These adjustments in content and skills would impact accountability assessments and graduation rates, and other accountability measures. They are not either/or choices, but must be integrated into existing teaching practices.

Over 30 people from two-thirds of the member organizations were in attendance. **DC**

## Fall Institute: Karen Seashore Louis Shares Pathways for Building Strong School Cultures

By Diane Gross  
KSDC President Elect

The leadership factor for change will be foremost on the agenda when KSDC/KASCD hold their annual Fall Institute November 3-4, 2009 at the Wichita Airport Hilton. The two-day institute, titled *"Making a Difference: Creating Difference Makers!"*, features Karen Seashore Louis, co-author of *Building Strong School Cultures: A Guide to Leading Change*. Louis will lead learning and discussion on day one of the institute, focusing her comments on how to intensify leadership through the development of professional community, organizational learning, and trust within a school by involving teachers, parents, and community in the important work of school improvement. Breakout sessions led by Kansas educators will be held on day two of the institute, offering additional insights into practical ways to build leadership capacity while making a difference for student learning.

Overall, participants of the Institute will:

- Consider the importance of professional community, organizational learning, and trust (PCOLT) as a tool for school improvement and change and be prepared to teach the ideas to others.
- Identify the most significant educational cultures and subcultures within schools.
- Diagnose the culture of a school using PCOLT themes.
- Identify cultural team players and learn how to engage them in intensified leadership roles.
- Gain strategies for working with district and building leaders as well as community leaders on shared school improvement goals.

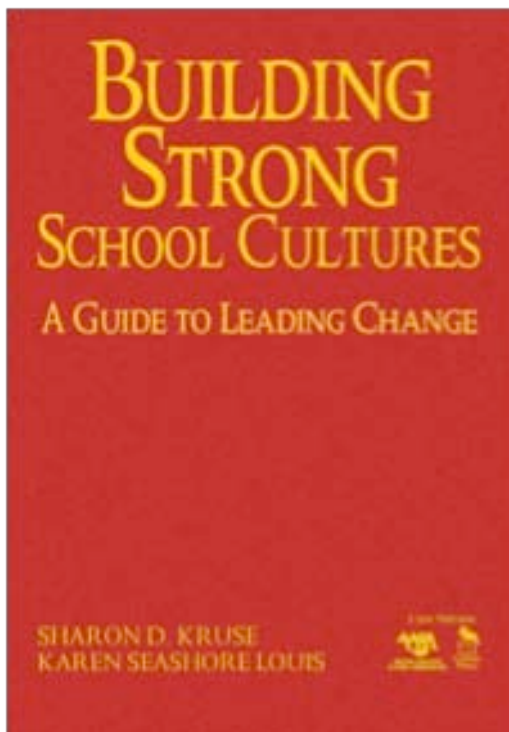


Karen Seashore Louis is a professor in the Department of Educational Policy and Administration at the University of Minnesota's College of Education and Human Development and a recipient of NSDC's *Contribution to Staff Development* award. Her research interests include organizational theory, schools as workplaces, and leadership with a focus on school improvement and school reform. Louis has devoted over 30 years of research and consulting efforts to improvement of K-12 leadership and policy, primarily in urban secondary schools, and has published 13 books and over 100 articles.

KSDC/KASCD is seeking proposals for breakout sessions, to be held on day two of the institute. Deadline for proposal submission is May 25. Proposal forms are on page 7 of this issue of *Direct Connection* or can be

completed online at the KSDC website, [www.ksdc.us](http://www.ksdc.us)

Registration for the KSDC/KASCD Fall Institute will begin this summer through the KSDC website, [www.ksdc.us](http://www.ksdc.us). 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)





## KSDC Summer Advance

### Still Time to Be a Part of "Taking the Lead"

**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 20. 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.



## 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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### Quality Practices Chair

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