

KS Direct Connection

KANSAS STAFF DEVELOPMENT COUNCIL

PROFESSIONAL DEVELOPMENT WITH PURPOSE

JANUARY 2010

READY FOR AN *Un*CONFERENCE?



Bringing the 21st Century our Classrooms: iConnect, iLearn

KSDC hosts Technology unConference as a part of annual Leadership Conference

By Penny Schuckman
Leadership Conference Chair

If you're like many educators, it's the love for your learners and concern for their futures that drives you. As you join the larger community of 21st century educators, you will be challenged and driven to try new things, meet new people and access new resources that will empower your learners to drive themselves into their futures.

Every car comes with options that help the driver find their way on the educational highway but often after we buy the car, we never add new options. Through KSDC's iConnect iLearn 'un'Conference, we want to offer you the chance to add many new and free (or affordable) options that will take your school to new places. Your license will let you drive, but we challenge you to venture beyond the main road onto a more scenic route. The 'un'conference will be held Mon., April 12, 2010 at the Wichita Airport Hilton.

An unconference allows attendees to move among breakout sessions, spending a long while or just a bit in each ses-

sion. Like all conferences, breakout sessions cover a range of topics, but at the 'un'Conference, the learning mode can also vary from session to session, *Continued on Page 2*

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Put it on iCal



Making An **Impact**

KSDC Leadership Conference

April 13-14, 2010 Wichita Airport Hilton, Wichita, KS



unConference Format Initiates Learning, Innovative Thinking

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ranging from the formal to the informal to a collaborative adventure. In short, an unconference is a prime example of 21st Century "just in time" learning.

KSDC's iConnect iLearn 'un'Conference opens with a time for Developing Community. Attendees will gather beginning at 9:30 a.m to set their purpose for this learning experience and find out more about the guidelines for the day.

According to 'un'conference planners, the Law of Two Feet applies: 'If you are not learning or contributing to a talk or presentation or discussion, it is your responsibility to find somewhere you can contribute or learn.'

Breakout sessions planned for the 'un'conference include a mix of Philosophical Sessions and Tool Sessions.

Philosophical Sessions

- Developing Exemplary Digital Media Policies
- Demythologizing your Access to Digital Media at Schools

- Managing Information Overload in Your Staff: What helps and what works
- Creating a Balance: Self-Reflection in a Twitch Speed World
- Making it Happen! Project Creation and Gathering Support
- Connecting the 5 R's - Relationship, Rigor, Results, Relevance, & Responsive Culture
- The Future of Creating Futures: Career and Tech Ed in the 21st Century

Tool Sessions

- Academic Tools
- Podcasting
- Wikis
- Screencasting
- Virtual Meetings
- Social Bookmarking
- MicroBlogs
- MindMapping (Graphic Organizers)
- FileConversion Tools
- Presentation Software
- PhotoSharing
- MovieMaking
- Google ToolBox

Registration information for the 'un'Conference is available on the KSDC website, www.ksdc.us. Educators may join in this one day of learning or may attend the day as a preconference to the KSDC Leadership Conference. If you have additional ideas for breakout sessions or want to be a part of the sharing? Contact Diana Wieland at dwieland@colbypublicschools.org. DC

KSDC Leadership Conference

April 13-14, 2010
Wichita Airport Hilton

Keynote Speaker Joellen Killion
NSDC Deputy Executive Director
Assessing Impact
of Professional Learning

Special Address Pam Coleman
Director of Teacher Education
and Licensure, KSDE
Kansas Educators Impact
Positive Student Learning

Breakout Sessions include:

- Finding What Works: One School's Journey to Productive Professional Development
- Research on Teaching Vocabulary
- Web 2.0: Share the Adventure
- Planning for Evaluation
- Differentiate Your Professional Development
- Using Data Systemically to Facilitate Shared Leadership
- It's Not the 20th Century Anymore: So why do we teach as though it is?

KSDC is an affiliate
of the
National Staff
Development Council



National Staff
Development Council

www.nsd.org

Calendar Countdown

KSDC Board Meetings

April 12, 2010
4:00 - 7:30 p.m.
Wichita Airport Hilton
Wichita, KS

Making An Impact

KSDC Leadership Conference
PreConference April 12, 2010
Conference April 13-14, 2010
Wichita Airport Hilton
Wichita, KS
Register at: www.ksdc.us

KSDC Board Advance

June 9-10, 2010
The Barn
Valley Falls, KS

NSDC Summer Conference

For Teacher Leaders
and the Administrators
Who Support Them
July 18-21, 2010
Seattle, WA
Register at: www.nsd.org

Dream. Dare. Do

NSDC Annual Conference
December 4-8, 2010
Atlanta, GA



Positive Deviance: Making A Difference With What You Have

By Dr. Diane Gross
KSDC President

Positive deviance is a term I first understood when I attended a preconference session during an annual NSDC conference in which Joellen Killion and Jerry and Monique Sternin facilitated a conversation and activity. The activity helped me understand that there are ways to achieve great gains and results without additional resources. I find myself coming back to the term as our educational organizations are asked to do more with less during these difficult economic times. As "learning educators", we understand the value of professional learning and fight to institute quality professional learning for all educators every day so that all students learn. It then follows that it is important for us to identify and duplicate effective and efficient strategies and interventions during an era of accountability with less financial support.

Below are several illustrations of the use of positive deviance coming from the fields of education, healthcare, and nutrition.

Education: Roba's Story

Afar Region, Ethiopia
Roba is a 15-year-old girl, who is now in Grade 3. Roba has one younger sister and one younger brother, both of whom participate in a local alternative basic education program. When her parents are asked who made the decision for Roba to go to school, her father says, "First Allah, then Roba decided that she should go to school. We agreed with her."

Roba's absuma, her cousin who has traditional marriage rights to her, did not want Roba to go to school. Though he is a child himself, his wishes would

traditionally have been followed regarding his future wife. Roba's parents talked with his parents, and they finally agreed that both children should go to school. Roba's family moves seasonally with their herds. Roba's father says that "Even during migration, we facilitate our movement considering Roba's schooling. We leave her enough food if we move without her."

Roba's father is passionate about education. He says that "Education benefits the person and his/her family in terms of economy. She is protected from domination because of her education. An educated person protects not only him/herself, but also others. Instead of having 1,000 livestock, it is better to have education. People say, 'We are wealthy', but wealth is of Allah, and the right wealth is education and knowledge."

He is convinced that education is especially important for girls: "According to our culture, boys have many options, if they encounter problems they can go to their clan and share from their clan and so that solves their problems. If I do not exist, no one will support Roba, even if I die, she isn't entitled to inherit my livestock with her brothers. In this regard, she has to get educated to protect herself. That is why I prefer to send girls, but I suggest that both sexes should be educated."

The research team asked Roba's father how he would advise families who want to send their children but have difficulty. He would tell them, "The challenges you are telling me exist everywhere and live with everybody. Your livestock has been killed by drought while you are alive. The only chance you have is educating your children. If not, it is like leaving your children in strong sunlight in plain land. The sunlight is burning them as you have already been burned. If you educate your children while you are alive, it is like they are under shade even after your death."

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Making A Difference With What You Have

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Healthcare: Another Step in Changing the Culture

Albert Einstein Hospital, Philadelphia, PA, USA

"I just wanted to report some great news from the medical residents' initiative based on the SMASH. Based on fairly poor compliance with hand-hygiene and gloving/gowning amongst the residents, a group of residents got together and developed a campaign to improve compliance. They developed a competition between the interns and second/third year medical residents on which group would do a better job washing their hands and appropriately glove/gown.

The campaign was kicked off with a brief educational session (10min) for all medical residents and a small "token" (a handheld sanitizing spray) was given to everyone to carry in their white coat pocket as a reminder. This was simply followed by ongoing encouragement and reminding of their peers on the floors when necessary and leading by example.

At the end of this campaign, the overall compliance amongst senior residents had improved from 20% to 50% (with hand hygiene upon entering the room being the worst), but not enough to beat the interns who ramped their overall compliance to 83%!!

We hope that this is another important step towards changing the cultures. And we hope that the interns will sustain and further improve their performance as

they move on to be the new senior residents and lead the incoming interns by their example.

I would like to thank everyone for their support and encouragement to pursue this project, especially Drs. Sivak and Eiger who gave their full support to the residents doing this project.

Nutrition: Shamima's Story: Learning and Continuing PD Practices Uttar Pradesh, India

Shamima is the sixth child of Kohinoor Bibi & Kuddus Sheikh. She is the first girl child of her mother. She was very ill when she joined the first NCCS on March 2002. At that time, she looked very tired, gloomy, and sick. Her hair color was grey and she was reluctant to eat food. But Kohinoor Bibi tried her best to do good for the child and she continued to attend the sessions. After three or four months, a health checkup was initiated at Mirzapur by the medical officer from BPHC, and he suggested taking admission at the hospital with Shamima.

Kohinoor Bibi hesitated to take admission at hospital because of her younger children in the family; but the other family members – her mother-in-law, sister-in-law and her husband - supported her to stay at the hospital with Shamima.

Shamima was in the hospital for 10 days. After 10 days, Kohinoor came back with Shimima and she continued NCCS. Then Shamima started to like *khichri* at the session. Kohinoor bibi also maintained the good practices-washing hands before eating, defecation in proper place and she started to increase the amount of food for Shamima and

How wonderful it is that nobody need wait a single moment before starting to improve the world.

Anne Frank

Act as if what you do makes a difference. It does.

William James

gradually Shamima became well. Shamima's father took initiative to set up sanitary latrine at the adjacent place of their house and both the parents tried their best to promote good practices in the family and they applied all the good practices for their next child.

What is positive deviance? Positive deviance is based on the observation that in every community there are certain individuals or groups whose uncommon behaviors and strategies enable them to find better solutions to problems than their peers, while having access to the same resources and facing similar or worse challenges (www.positivedeviance.org). This concept reiterates the statement, "If he/she/they can do it, then so can I!" The concept reinforces the concept of community/ collaborative learning. Many of our schools and districts are faced with budget deficits and are struggling to cut budgets – often times forced to do away with professional development be it, workshops, consultants, conferences, classes, or common team time. There are schools, districts, departments, or other team configurations that are successful in maintaining student learning/ achievement and even showing improvement without any additional resources/support than our own situations. Rather than arguing on behalf of excuses and negativity, I suggest that we challenge ourselves to compete with the attitude of; "If they can do it, so can I – and I can do it better!" We need to be asking the question, "What step(s) can I take that will demonstrate right thing to do for student learning and that models the behaviors we want of all educators?"
DC

Difference Makers



Professional Community, Organizational Learning, and Trust: Critical Components for Building School Culture of Continuous Improvement

By Dr. Diane Gross
KSDC President

Making a Difference: Creating Difference Makers Institute attendees proved to be a small but mighty number of professional learners. The 35 participants attending KSDC's Fall Institute were led by Karen Seashore Louis through an examination of *Building School Cultures Through Expanded Leadership*.

Through a series of activities, discussions, and the use of tools and case studies, Louis challenged participants to examine the level of importance of Professional Community, Organizational Learning, and Trust (PCOLT) as a tool for school improvement and change. As part of the process, attendees were asked to diagnose the culture of their organizations (schools or districts) using the PCOLT themes and at the same time to consider the cultural team players and their influence on shared school/district improvement goals.

To begin the examination of culture and to plan for change, Louis noted the importance of understanding, and had the group reflect upon the difference between climate and culture. Louis explained climate is considered more of an immediate, short-term environment or situation with which an organization encounters. One example Louis cited was an organization or group that is comprised of a significant number of new personnel. As Louis shared, that work group or community of professionals faces a different situation than a

group of veteran employees who have worked together over a number of years. The group of veterans operates under a deeply embedded set of values or beliefs, a culture, an unquestioned, deeply entrenched "way of doing things."

Louis's research, along with her colleagues reveals several basic assumptions about culture:

- 1) Culture is deeply embedded in most schools.
 - 2) Culture affects how people feel, and also impacts student learning.
 - 3) Leaders shape culture, and
 - 4) Culture change requires more than one person or a small team.
- In other words, culture can be enhanced or changed through "intensified leadership" and given the time to dialogue, practice, collect evidence and data, reflect and analyze data.

Given a culture that seems to be frozen, Louis suggests four essentials for building a healthy educational culture, that is a culture that produces results for student learning and success. First, it is important to provide clarity about each member's role and responsibility to the organization – set the boundaries and remove the fuzziness. Collective identity refers to who belongs to the team and identification of roles and responsibilities. Second, Louis suggests "Focus on learning," which sets the tone for what the work of the group is about and moves the group to action rather than continued talk. Next, philosophy of contribution is a central tenet of the professionalism that

is needed to move the organization forward. Stated more simply, we all assume responsibility to the commitments of the group because we're accountable to each other. Last, but not least, is the essential of trust, which is the glue that binds parents, students, professionals, and community in common work.

To summarize, Louis and her colleagues contend that the knowledge and application of PCOLT skills provide the means with which educators can confront problems and make decisions in schools. PCOLT creates the conditions for and fosters attention to learning – across all members of the school community – as the central foci of the school organization's work. In this way, valued ends, outcomes, and goals can be reached. Leadership must be balanced between internal and external focus, between stability and change, between leadership and management, and between flexibility and strategic planning. These ideas can help make the organizations in which we work to become happier (*all members play an important role in the success of the school*), healthier (*all members are engaged, which translates into more learning*), and rather than working in isolation people work together. The result is increased attention to what matters.

For more information:

Kruse, S. & Seashore-Louis, K. (2009). *Building strong school cultures: A guide to leading change*. Thousand Oaks, CA. Corwin Press. DC



Congress To Consider New Definition of Professional Development

The “Teacher and Professional Improvement Act” and the “Great Teachers for Great Schools Act” will soon be introduced to Congress. According to the National Staff Development Council (NSDC), these bills “take bold steps toward ensuring that every educator engages in effective professional learning every day so that every student achieves.”

As NSDC notes, these bills redefine the term “Professional Development” in the Elementary and Secondary Education Act (ESEA) by replacing the current definition with one that aligns to NSDC’s vision for effective professional learning.



In addition, NSDC says the bills “provide funding to build educator and system capacity for professional learning and financial support for the implementation of effective professional learning.”

HOW CAN YOU MAKE A DIFFERENCE?

NSDC suggests educators write to their US representatives and senators in support of this legislation. Sample letters are provided on the NSDC website:

www.nsd.org/getinvolved/pdlegislation.cfm DC

KLFA Website Links To Kansas Kids Video

By Dayna Richardson
Advocacy/Collaboration Co-Chair

KLFA continues to focus on community engagement, student achievement and Professional Development.

The KLFA/KTWU-TV (Channel 11 Topeka) statewide conversation about teaching and learning which aired last fall was very successful.

The topic, “Reading, Writing and a Worthwhile Education for Kansas Kids” provided a focus to explore 21st Century skills for Kansas learners.

Visit the KLFA website, www.klfa.org, to access a link to the hour-long video. DC

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With Purpose

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