

KS Direct Connection

KANSAS STAFF
DEVELOPMENT
COUNCIL

PROFESSIONAL
DEVELOPMENT
WITH PURPOSE

MARCH 2010



An educator who doesn't continue to learn what is necessary to be effective soon falls out of sync with her environment, or is overwhelmed by it.

Hayes Mizell

Countdown To Connections: Leadership Conference Registration Open

Find Out How To Make An Impact With Less Funding Registration remains open for Leadership Conference

The KSDC Leadership Conference, April 13-14 at the Wichita Airport Hilton, is the place to be. Keynote presenter Joellen Killion, NSDC Deputy Executive Director, will share insights concerning "Assessing Impact of Professional Learning." Breakout sessions will examine an array of topics including 21st Century learning, differentiating professional development, and using data systematically. Time for sharing, networking, and collaboration will abound. Exhibitors will

share the latest in research-based resources. Totaled all together, the conference provides the perfect opportunity to gather in new ideas about how to "make an impact" on professional learning, even in the midst of budget cuts. Best of all: It's not too late to make plans to attend the conference! Registration remains open at www.ksdc.us.

Along with learning, the leadership conference also includes time for the KSDC annual board meeting and election of officers for the 2010-2011 board. The proposed slate of officers includes the following: President-Elect: Craig Cornell; Service Center Representative: Michelle Flaming; Representative B East of 281: Dr. Karen Brack; Repre-

sentative B West of 281: OPEN; Principal B: Jo McFadden; Teacher B: Sheri Thomas; KSDE Representative: Lynn Bechtel. More information on each candidate is available on the KSDC website, www.ksdc.us. DC

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Put it on iCal



Introduction to 21st Century Professional Development Processes

June 2-3, 2010 KSDE Satellite Room, Topeka, KS



Stephanie Hirsch, NSDC Executive Director, gathers input from state affiliate leaders concerning the work of NSDC.

What Do You Have To Say About Professional Learning?

By Dr. Diane Gross
KSDC President

What is quality professional learning?

How do we ensure that every educator is engaged in quality professional learning daily? How do we ensure that professional learning is correlated to improved student learning?

Currently in the state of Kansas, policy, regulations, and guidance are very broad leaving much to the discretion of school districts. As a result it is difficult to ensure that "every educator engages in effective professional development every day so that every student achieves" (NSDC's purpose). In November 2009, the Kansas State Department of Education convened a task force charged with examining current state policy, regulation, and guidance for professional development as well as determining recommendations for improving student achievement through professional development. Recommendations will be shared with the Kansas State Board of Education in May. The task force is comprised of leaders of various

professional organizations including: classroom teachers, NEA representatives, professional developers, principals, curriculum and instruction directors, superintendents, service center directors, school board members, and legislators. The work of the group is facilitated by Joellen Killion, Deputy Executive Director of the National Staff Development Council, and coordinated through the Kansas State Department of Education. Sandee Crowther as Executive Director of KSDC and I, as President of KSDC, are serving on the task force. I am taking this opportunity to share the work of the group and encourage you to comment and/or pose questions that further our work – your voice is extremely important as we move to create (at least make recommendations) a plan/policy that ensures quality and effective professional learning for all educators (crowther.sandra@gmail.com or digross1@cox.net).

During the initial meeting of the task force, goals were established:

- Ensure great teachers and strong leaders for every student in Kansas.
- Improve the statewide system of educator development focused on student learning.
- Revise state policies related to professional learning so they *continued on page 4*

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



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
Coaching Institute April 12,
2010 (by invitation only)
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

KSDC 21st Century Summer Workshop

An Introduction to 21st
Century Professional
Development Processes
June 2-3, 2010
KSDE Satellite Room
1001 Quincy
Topeka, KS
Register at: www.ksdc.us

Dream. Dare. Do

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



It's A 24/7 World Students & 21st Century Skills: A Vital Connection

By Sandee Crowther
KSDC Executive Director
and
Jan Neufeld
KSDC President-Elect

From our experience at the Partnership for 21st Century Skills training, we acquired increased awareness and information about the need for 21st Century visionary services and education for Kansas students. It is paramount that we "create an aligned, 21st Century public education system that prepares students, workers and citizens to triumph in the global skills race that is the central economic competitiveness issue for the next decade." (www.21centuryskills.org)

We must use the 21st Century skills to expand critical thinking, problem solving and manage, analyze and evaluate information. The labor jobs that exist in our country can be done anywhere. Our job is to create the leaders and thinkers who can organize, lead and channel information, use technology to advance life and career goals and work effectively in diverse groups in a global society.

Our children are digital natives. Social networking is changing the way we work, talk and think. Our children are natives to smart devices, blogs, wikis, podcasts and 2.0 tools that create a digital landscape where a new student colleague may live in Indonesia or Taiwan. We need to support and place into action infusing the core curriculum with the 21st Century skills. With acquisition of the skills, we will ensure our students will become more knowledgeable, more diverse, increase post-secondary options and enjoy a level playing field in a global economics. Our students need to lead the competition, not follow.

KSDC is a learning partner with KSDE in planning an event to share our learning and training at the Partnership for 21st Century Skills training. We will provide information, team planning time and facilitate conversation for individuals to craft a framework for 21st Century learning and goals in your school or district.

Tools, Not Toys

By Karen Brack
Representative B East of Hwy 281

My district is very fortunate to have a myriad of technological tools at all teachers' fingertips. From document cameras and interactive whiteboards to a digital broadcasting studio at the high school, our teachers have an array of instructional tools from which to choose. However, after our superintendent challenged our staff to move further into 21st Century learning, it became apparent that it was much bigger than having the latest and greatest technological gizmo. Granted, I can't wait to get my hands on an iPad, but in the past few months I've learned that when you talk 21st Century Skills, you are talking much more than just the ability to use the newest gadget.

Through attending two workshops led by Ken Kay and the Partnership for 21st Century Skills, I found an activity to begin to lead my district in the work of defining the skills and refining our curriculum. Using an activity shared by Ken Kay, our district 21st Century Committee listed the skills they saw as essential for all students to acquire by graduation. It became apparent immediately that the ability to use technology was only one of many skills necessary to be successful in our changing world. Since technology evolves at an ever-increasing rate, it's futile to teach to one type of technology or program. Since we have no idea what wonders await us in the tech world, our students are better served by learning skills such as flexibility, creativity, and initiative to prepare them for a world we cannot imagine. DC



What Do You Have To Say About Professional Learning?

Continued from Page 2

- align with current research and evidence-based practices.
- Review and edit current regulations/statutes.

Questions were generated in small groups that led to the acquisition of documents, data, and research that could be used to inform the thoughts/ideas of the task force in proposing parameters for professional learning that might be included as part of a new regulation/statute.

Categories for key components/considerations of a new regulation/statute were generated:

- Accountability (2)
- Adult Learning (13)
- Building on Success (9)
- Change (6)
- Collaboration (4)
- Culture/Change (8)
- Data-Driven, Research-Based Decision Making to Close the Loop (3)
- Effective Practice for Student Achievement (1)
- Informed Research (5)
- Knowledge (11)
- Professional Impact (10)
- Relevant (7)
- Systemic Drivers (12)

Task force members and the constituency he/she represents were asked to prioritize these categories/considerations in terms of their importance as the primary purpose of professional development in Kansas. We were asked to think as if we had to sell professional development to a parent, legislator, community member, etc. Prioritization of these categories is in parentheses above (the low number is highest priority).

A second assignment sought to build upon the work of NSDC, NEA, AFT, and CCSSO done collaboratively over the last two years to examine state policies and collective bargaining agreement language that supports effective professional learning in six states. Twelve pathways to support professional learning were identified as a result of this collaborative work and the task force (with assistance from the constituency he/she represents) was asked to prioritize the pathways and share a

point of view on each. Again, the number in parentheses indicated the prioritization with the low number representing the highest priority.

- Standards-based professional development (4)
- Time for professional development (6)
- Budget for professional development (7)
- Licensure / Relicensure (8)
- Teacher decision making about professional development (3)
- Flexible designs for professional development (2)
- Teacher collaboration within professional development (1)
- Support for National Board certification (12)
- Mentoring/induction as a form of professional development (5)
- Individual professional development plans (9)
- Career paths / Teacher leadership (11)
- Compensation / Recognition for professional development (10)

During the most recent meeting, in addition to creating recommendations for areas/ideas to be included in a revised framework for a professional development regulation, the task force was asked to respond to and seek input from his/her constituency around several questions. The themes resulting from brainstorming of the task force around recommendations follow as well as the questions that we're now asked to consider – inquiries that may help to make connections between the various themes and what the framework will entail for recommendations to the Kansas State Board of Education.

Recertification Points for Application/Impact

Places a focus on application and impact while understanding that knowledge is inherent in the process of getting to application and impact.

Accountability Model

Makes a connection between standards-based professional learning and student achievement – Creates a model(s) that can be used as a structure with research-based practices, then tied to student performance on a recognized assessment.

Professional Pathway

Makes a case for the creation of a career plan – start at pre-professional stage.

Backwards Design

Focus is placed on student achievement and there is an assumption that no points are awarded for knowledge or awareness – Places an emphasis on the connection between professional learning and measurable student achievement. Resources; Time, Money, People Provide for and support professional learning.

Professional Preparation

Embed the concepts and practices of ongoing professional development into standard practice of educators by including it as part of teacher and administrator preparation programs.

Please share your thoughts to the following questions:

1. What is the relationship among professional development and educator preparation, certification and recertification? In professional development policy, how do these areas intersect, interact, etc.?
2. How do we maintain quality and equity within the arena of local control?
3. What are the real costs of professional development? When we ask for or receive resources for professional development, what do those resources purchase? Think about the sources of funding available?
4. How do you balance professional development for individual improvement and organization improvement especially when student success or performance is at the center?
5. How does policy on professional development support, enhance, create, and/or sustain cultures of collaboration for continuous improvement that reduce isolation and privatization in order to achieve learning for all students rather than for some students?

I challenge each of you as staff developers and/or someone who realizes the importance of professional learning to assist the KSDE task force in the important work we are doing – the work of this group has the potential to impact each educator across the state and positively impact the students with whom we work.

As this is just an overview of a portion of the work of the task force, I encourage each of you to explore the information and resources that have been made available to the task force members and other interested parties at www.ksde.org/pd. DC

NSDC Academy



Being A Part Of The Class of 2010: *It's Better Than A Puppy!*

By Jan Neufeld
KSDC President-Elect

When you were younger, did you dream of getting a soft, sweet, adorable puppy? Well, I parallel my experiences



in the NSDC Academy Class of 2010 to that special feeling of excitement and joy as a child receiving a new puppy. Just like a puppy, I am quickly

growing and acquiring skills as a result of my academy participation.

So let's talk (and get down in the dirt). Where can professionals meet people like Joellen Killion, Stephanie Hirsh, Dennis Sparks, Shirley Hord, Hayes Mizell and William Sommers? As a result of the Academy, I have been able to work up close and personal with so many talented educators, including these. All of these individuals have taken the time to talk with me, answer questions, and share their experiences as experts in designing and delivering professional learning.

I was excited to learn I had been accepted into the Academy Class of 2010. My academy coaches, Denny Berry and Lisa Castow, have been skillful in grooming and coaching all of us in a journey of expanding our knowledge of the

NSDC standards, work-embedded professional learning, current research, and learning strategies.

I am fortunate that my Kansas colleagues have promoted me in the Kansas Staff Development Council organization to President-Elect. In Kansas we have a wonderful, active affiliate. As a result of my Academy experience, my goal is to make sure we recruit a KSDC member to apply for the NSDC academy every year. Our goal is to help individuals develop a deeper understanding of the research on professional learning while becoming leaders in our KSDC organization.

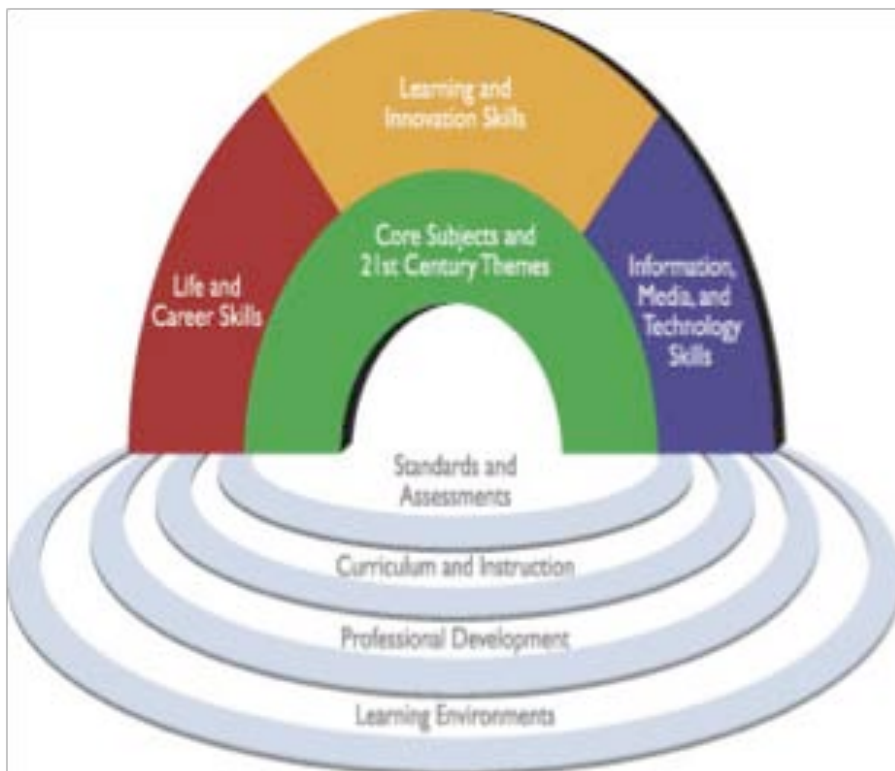
These are tough economic times. We need to make sure our work has practical applications and impacts teacher learning, improves practice and student results. Get involved in your state affiliate. Speak passionately about adult professional learning and how our work must involve teams of teachers looking at data, critiquing student work, developing learning rubrics, gathering data from students on what learning strategies support them in being involved in the classroom. Ask your students, what it is that hooks them with a really good teacher? What does this teacher do that is different from the rest?

One specific example I share as a result of my academy involvement is the district development of Learning Community Days. At our district negotiations last summer, I handed out the NSDC bookmark, *If Not a Workshop, Then What?* to the teacher caucus group. Ideas and conversations started. "You mean, we could do some of these activities and design our own learning content days?"

As hope springs eternal, the district "cut loose" of two professional days for teacher-designed content learning. As Linda Darling-Hammond shares with us in the Key Findings research released early in 2009, "teachers need substantial professional development in a given content area."

As a result of my Academy experience, we used the NSDC standards and the NSDC Standards Assessment Inventory to identify areas where faculty and administrators found challenges in our learning system. We identified professional learning in the district aligned to address our areas of weakness and created a plan of action. This is tied to Dennis Sparks research, *Leading for Results*, on amplifying positive deviance in your district and schools. "People learn best when they discover things for themselves. Knowledge is usually insufficient to change behavior. It is our own discoveries that change behavior." (JSD interview by Dennis Sparks of Jerry Sternin) "Positive deviants are people whose behavior and practices produce solutions to problems that others in the group who have access to exactly the same resources have not been able to solve. We want to identify these people because they provide demonstrable evidence that solutions to the problem already exist within the community." (Sternin 2004)

The Academy provided the learning structure to bring together my learning plan problems and connect to learning solutions. Like a new puppy, it takes time to learn and grow. I cherish new learning and friends in my academy class, and yeah, it is waaaaa better than a puppy! [DC](#)



Summer Training Focuses On Professional Development To Support 21st Century Skills

By Sandee Crowther
KSDC Executive Director

The KS Staff Development Council will offer an introduction to 21st Century Skills Training, June 2-3, 2010 in Topeka, KS at the KSDE Satellite office across from KSDE. The workshop begins at 11 a.m. June 2 and ends by 3 p.m. June 3 as a way of limiting lodging costs for participants who don't commute from their homes. Registration is \$50.00 and includes lunches, snacks and materials for both days.

Bring your team and a laptop computer; leave with a plan of how to begin 21st Century learning in your district. 21st Century learning professional development processes that can be replicated in your school or district will be modeled, and following the workshop, KSDC will provide follow-up support to assist in implementation.

Jan Neufeld, Sandee Crowther, and Karen Brack from the KSDC board were fortunate to receive the training 21st Century Partnership Training in January 2010. Lynn Bechtel and Kathy Boyer of KSDE received the same training in November 2009. All will help facilitate the Kansas training. DC



The field of professional development has a profound need.

It isn't time or money (though both are welcome). What we need is a new paradigm. Many people think about professional development in excessively narrow terms. Educators view it as an episodic add-on to the school year. School systems treat it as a service peripheral to student achievement. Education organizations don't question its quality or results. Policymakers are not sure what to do with it. True professional learning is much more than an exercise in knowledge and skill building. It is a philosophy, a belief system, that to succeed in complex and changing education environments, educators must constantly seek, master, and apply new knowledge.

Hayes Mizell, Feb., 2010

Kansas Staff Development Council

Professional Development With Purpose

- Register for a conference...
- Network with other educators through our Ning...
- Apply for a KSDC Award...
- Get involved...

www.ksdc.us



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