

KS Direct Connection

KANSAS STAFF DEVELOPMENT COUNCIL

PROFESSIONAL DEVELOPMENT WITH PURPOSE

MAY 2010



Twenty years from now you will be more disappointed by the things you didn't do than by the things you did. So throw off the bowlines, sail away from safe harbor. Explore. Dream. Discover.

Mark Twain

One District's Journey Toward Job-Embedded Staff Development

Spring Hill USD 230 was awarded the 2010 KSDC Systemic Learning Award. This award recognizes district level commitment to growth in professional learning and support for change.

By Dr. Karen Brack
Director of Curriculum,
Spring Hill USD 230

Our first steps toward our Job-Embedded Staff Development (JESD) program began in my doctoral work at Saint Louis University in 2006. One of my assign-

ments was to pretend my superintendent had just heard about a promising new practice, JESD, and I was asked to research it and put together a proposal for the board. Thus it began.

While I was doing the research for this assignment, I couldn't help but think this was a really great idea for my district. After I completed the project, I met with the district superintendent and presented him with the idea. He liked the concept, and in a fortuitous twist of fate, our school board president mentioned it at a meeting as something he, too, had heard mentioned at a state meeting. With that happy coincidence, I worked through our district's strategic planning commit-

tee to adopt JESD as one of our new district strategies.

Once I had the support of the Board of
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KSDC Summer Advance



Taking the Lead When Shift Happens

All KSDC members are invited to attend at no cost. Just bring your dreams for professional learning in Kansas.

June 9-10, 2010, beginning at 9:00 a.m. June 9

The Barn, Valley Falls, KS

Download the registration pdf online and email to crowther.sandra@gmail.com

President's Priorities

Take Time To Reflect

By Dr. Diane Gross
KSDC President

As another school year comes to a close and my term as KSDC President transitions to Past President, I encourage each of you to take some time to reflect upon the work you've done to support effective teaching and learning. The reflection process itself is a professional learning experience whether it is done individually or collaboratively. However, I want to recommend that somehow you find a way to share with others your learning experiences as accomplishments or struggles because that sharing allows for the perpetuation of learning by not only you, but your colleagues.

I take this opportunity to share the idea of reflection as a professional learning opportunity for a couple of reasons: 1) as we wrap up another academic year what better way to celebrate successes while contemplating adjustments for the future, 2) thinking about and processing your learning or work allows for taking stock of your knowledge and skills, 3) reflection allows one to search for effective professional learning practices without spending a lot of money, and 4) examining your work leads to data-driven decision-making and an analysis of impact on student achievement.

I have had the opportunity to reflect on my learning and work over the last several years as I've pursued advancements in my own career. I've also observed the work of staff across my own district and analyzed the impact of that work on student performance. As I've examined my work and analyzed my experiences, I've come to realize just how much I've grown in my profession as an educator and the importance of such growth as I influence the teaching and learning process for future leaders. This reflective practice is modeled after several professional developer's expertise on effective professional development. One of the more recent volumes that I've referenced is Nancy Fichtman Dana's and Diane Yendol-Hoppey's work: *The Reflective Educator's Guide to Professional Development: Coaching Inquiry-Oriented Learning Communities*.

In this book, Dana and Yendol-Hoppey describe what constitutes effective, powerful professional development.

- **Knowledge For Practice** is often reflected in traditional professional learning efforts when a trainer shares information produced by educational researchers with teachers. Given that research can wisely inform teaching practice, this *knowledge for practice*, often generated and shared by an outside source, is useful to teacher growth but not sufficient. The problem with relying solely on professional development focused on *knowledge for practice* is that these research-based

practices are not necessarily easily transferable to a specific classroom context. Translating new strategies, approaches, and pedagogy from theory to practice within individual classrooms is rarely a simple task for teachers.

- Educators involved with the professional development of teachers must also cultivate **Knowledge In Practice**. *Knowledge in practice* recognizes the importance of teacher practical knowledge and its role in improving teaching practice. Often this type of knowledge is generated as teachers begin testing out their new *knowledge for practice* gained from traditional professional development training. As teachers apply this new knowledge, they construct *knowledge in practice* by engaging in their daily work within their classroom and school. *Knowledge in practice* is strengthened as teachers deliberately reflect about specific teaching episodes and articulate the tacit knowledge embedded in their experiences. *Knowledge in practice* is strengthened through collaboration with peers.
- A third type of knowledge that is gaining attention from professional developers today is **Knowledge Of Practice**. *Knowledge of practice* stresses that through systematic inquiry "teachers make problematic their own knowledge and practice as well as the knowledge and practice of others". Teachers create this kind of knowledge as they focus on raising questions about and systematically studying their own classroom teaching.

Moving away from relying on the traditional "sit and get" professional development has gained momentum in schools throughout the nation, coupled with moving toward action research and professional learning communities (PLCs). These two structures are built upon the three types of knowledge necessary to engage in meaningful professional development that impacts student achievement.

The table to the left is taken from *The Reflective Educator's Guide to Professional Development*, p. 5.

I challenge each of you to find some time to examine and question your learning, the application of your learning, and the impact of your application on student learning and success. May "looking in the mirror" be informative and insightful as you look to be a difference maker in the lives of students! **DC**

Types of Teacher Knowledge and Professional Development			
	Knowledge For Practice	Knowledge In Practice	Knowledge Of Practice
Knowledge Source	Knowledge that is the result of generalizable behaviors and techniques that show potential and are verified and acknowledged as effective.	Knowledge that recognizes the importance of teacher practical knowledge and its role in improving teaching practice.	Knowledge that emerges from teacher questions about their practice and results from systematic study of their classroom teaching.
Professional Development Activities	Read a professional book or journal.	Implement an innovation and reflect individually.	Engage in teacher research individually.
	Attend a workshop or professional meeting.	Implement an innovation and reflect with a mentor or peer coach.	Engage in teacher research with a partner.
	Participate in a book club.	Implement an innovation and reflect within a learning community.	Engage in teacher research as a part of a learning community.
	Observe another teacher.	Engage in teacher research around a particular innovation.	
		Engage in Japanese Lesson Study.	

Calendar Countdown

KSDC Advance

June 9-10, 2010
Opening: June 9 - 9:00 a.m.
Closing: June 10 - 1:00 p.m.
The Barn
Valley Falls, KS

KSDC 21st Century Summer Workshop

An Introduction to 21st
Century Professional
Development Processes
June 2-3, 2010
Washburn Rural MS
5620 SW 61st Street
Topeka, KS
Register at: www.ksdc.us

Charting the Course for School-Based Professional Learning

NSDC Summer Conference
July 18-21
Seattle, Washington
Register at www.nsdc.org

Dream. Dare. Do

NSDC Annual Conference
December 4-8, 2010
Atlanta, Georgia
Register at www.nsdc.org
Early Bird Registration until
May 31 - \$75.00 discount



Leadership Conference Review Killion Shares Plan For Measuring Impact Of Learning

By Penny Schuckman
2010 Leadership Conference Chair

Joellen Killion kicked off the KSDC Leadership Conference, held in early April in Wichita, with a keynote, "Assessing Impact of Professional Learning", and a follow-up breakout session on "Planning For Evaluation". Killion defined impact as changing the participants of professional learning and changing learning for students. Historically Killion said educators have given "smiley evaluations" of professional learning, asking questions such as "How was room temperature?", "Were the chairs comfortable?", and "Was the food tasty?" Killion explained that in these hard financial times, it is critical that educators are able to answer the "impact" question about staff development. The important question is whether professional learning changed teacher practice and student learning. The two essential questions that Killion offered in consideration of impact are: "How do we know if professional learning impacts student learning?", and "What kind of evidence demonstrates that professional learning improves student learning?"

In planning for measuring impact, Killion explained that writing goals, objectives, and measures for professional learning is key. The goals should be SMART goals and there should be measurable objectives to meet those goals. Killion shared some strategies for translating professional learning into student achievement, including coaching and follow-up, implementation monitoring, examining student work, and teacher reflections. Killion cautioned attendees to remember that it takes time to change teacher behavior and student achievement and she wrapped up with a quote from Milton Friedman who said, "One of the great mistakes is to judge policies and programs by their intentions rather than their results."

Cyndi Danner-Kuhn & Mary Frazier -
Resources, Resources, and More Re-
sources: All Free!
Danner-Kuhn and Frazier encouraged
educators to find a way to use web 2.0

tools personally, explaining that they would then be a lot more likely to use them in their professional lives. They led an engaging group discussion of why it is important to trust teachers to be professionals instead of blocking websites. Danner-Kuhn and Frazier shared a wiki of resources



<http://www.cyndidannerkuhn.info/CDK/Home.html> and gave attendees time to review a variety of online resources, including the following:

Technologykeys.wikispaces.com = Technology keys for Web 2.0 tools!
<http://www.vocaroo.com/> = Voice recorded messages to add to websites, wiki, or blogs!
<http://www.buildyourwildself.com/> = Site where students can build their own avatar!
<http://www.befunky.com/> = Free Photoshop like site where you can alter pictures!

Shelly Jennings - More Than One Route To Success: Individualizing Reading Strategies

Jennings shared several strategies for individualizing reading and she shared amazing test scores to back up her advice! Some of her strategies include:

- Providing teachers research-based strategies for teaching the Big 5 of Reading
- Multi-Tiered Systems of Support
- Effective Classroom Management
- Differentiated Instruction

Jennings' Powerpoint and results can be found on her website at <http://mdjennings.weebly.com/> She reminded attendees that, "Individualization is the key!" Jennings also provided attendees with a sheet of helpful websites and vocabulary building activities that can also be found on the website above. DC

KSDC is an affiliate of the
National Staff
Development Council

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 National Staff
Development Council



KSDC Preconference Killion Defines 'Coaching Light', 'Coaching Heavy'

By Sandee Crowther
KSDC Executive Director

Joellen Killion provided a follow-up session as a preconference to the KSDC Leadership Conference, held in early April in Wichita. The preconference targeted those who had been part of

the Kansas coaching academy in 2008-09. Killion asked the participants to identify their greatest success from the past year and to include examples of knowledge and skills were applied to make it successful?

Once the skills were identified, Killion asked participants to assess their own skills. What are your strengths (3-5) and what do you want to work on (1-2)? The group then focused on those areas to strengthen by presenting a "We will focus on" series of mini-lessons so that those with areas of strength could share their expertise or hot tips. Small groups shared lessons on questioning with probing, differentiated professional development, reflection,

facilitating conversations, the change process, developing leadership, planning, creativity with resources, and data analysis. When Killion asked the group about the remaining three areas, summarizing, purposeful vocabulary, noticing positives, and self confidence, the participants realized that they gained self confidence by volunteering to do the mini-lessons and recognized that Killion modeled each of the other areas as a part of her presentation.

Killion ended with some questions about coaching and then reviewed "coaching light" and "coaching heavy" by using a comparison/contrast chart

Light
Focus on relationships
Teacher wants Teaching

Heavy
Focus on student achievement
Student needs Learning

Killion reminded the group that their work is about student learning, not helping teachers. She urged coaches to focus on questions such as: What do students in classrooms need? How can teachers help them? **DC**

Kansans To Join In NSDC Leadership Academy

Three KSDC members have been selected for the upcoming NSDC Academy for 2010-2012. The Kansans will begin their academy work this summer:

- Melissa Wright, Hutchinson
- Jill Lachenmayr, Newton
- Lynn Bechtel, KSDE

Recent Kansas graduates of NSDC academies include: Diane Gross, Haysville, and Jan Neufeld, Newton.

Winners Of KSDC Door Prizes At Leadership Conference

Angela Quiram, Jennifer Monaco, and Margaret Raine received books donated by NSDC.

Barb Engler was awarded a conference registration for the 2011 KSDC Leadership Conference.

Congratulations to newly elected members of the KSDC Board.

Elections for the KSDC Board were held during the recent Leadership Conference. Those elected to serve on the board are:

(Pictured Below - Left to Right)
Michelle Flaming - Service Center Representative
Sheri Thomas - Teacher B
Dr. Craig Correll - President-Elect
Dr. Karen Brack - Rep B East of 281 (Not Pictured)
Lynn Bechtel - KSDE Representative
Jo McFadden - Principal B



There's still time...

Sign up today for
summertime
learning, networking

KSDC 21st Century Summer Workshop

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.

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.

Registration is \$50.00 and includes lunches, snacks and materials for both days.

June 2-3, 2010
Washburn Rural MS
5620 SW 61st Street
Topeka, KS
Register at: www.ksdc.us

KSDC Advance

June 9-10, 2010
Opening: June 9 - 9:00 a.m.
Closing: June 10 - 1:00 p.m.
The Barn
Valley Falls, KS

Any KSDC member can register to attend. Program, room, and board paid by KSDC.

Download registration pdf at
www.ksdc.us
Reservations due by May 15

Closing Keynote Address

Kansas Educators Impact Positive Student Learning

By Sendee Crowther
KSDC Executive Director

Pamela Coleman, Director of Teacher Education and Licensure for KSDE, gave the closing luncheon address of the 2010



KSDC Leadership Conference. Coleman walked attendees down memory lane with several visual images from the 50s and the 60's and 70s, and then a screen with

Google, ebay, Yahoo, and Facebook. Coleman reviewed the various initiatives from the federal government in relation to elementary and secondary education. She also reviewed the initiatives from the state level in Kansas. She then reminded attendees of The Widget Effect, 2009, "A teacher's effectiveness is the most important factor for schools in improving student achievement."

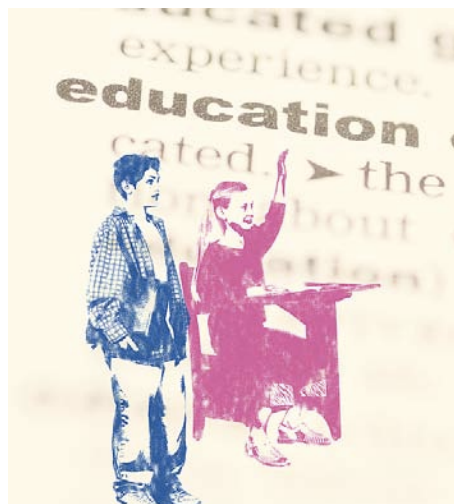
Coleman shared several initiatives that are underway in Kansas under her department:

- Teacher leader evidence-

centered assessment (pilot begins June 2010)

- Teacher mentoring pilots (working with 2 different models - Pathwise and Santa Cruz New Teacher Center)
- Principal mentoring pilots (3 programs)
- Superintendent Mentoring Pilot through the Harvard Graduate School of Education
- Professional Development Audit with Joellen Killion and stakeholders from multiple groups in Kansas (a report was made to the KSDE board, May 11 at 11:00 a.m.)
- Interstate New Teacher Assessment and Support Consortium (Fall completion date)
- Teacher Preparation - Accredited Universities and Program Standards and Professional Education Standards
- Multi-state consortium working with ETS and NSDC
- Licensure Online Opportunities.

DC



KSDC Award Winners



KSDC Honors Districts For Exemplary Practice

By Sheri Thomas
Awards Chair

KSDC recognized two Kansas Staff Development Council Award Winners during the KSDC Leadership Conference. Award winners have demonstrated a strong commitment to high quality staff development that results in improved student learning.

KSDC's *Systemic Learning Award*, an award that recognizes districts who have made a strong commitment to growth in professional learning and support for change, was presented to Spring Hill USD 230. The Spring Hill district earned this recognition through

implementation of a job-embedded staff development model in which educators create their own action research plans. The professional learning accomplished through this model has resulted in increased student achievement. Specific initiatives included: Building Academic Vocabulary, a New Teacher Academy, a Bullying Program and 21st Century Learning.

KSDC's new *21st Century Skills Professional Development Award*, an award that spotlights a building or district that effectively implements 21st Century skills in their professional development program, was presented to Buhler USD 313. The Buhler district was recognized for implementing 21st Century professional development through district-wide programs, such as Tech University, Tech Cadre, and Professional Development on a Shoestring. District teachers have also utilized technology through moodle, wikis and Web 2.0 tools.



KSDC offers a complete awards program, offering recognition opportunities for quality professional development at the building and district levels, and for individual professional learning that impacts student achievement. To learn more about these awards, visit the KSDC website at www.ksdc.us. Click on "Awards" to review the award applications and criteria. DC

Spring Hill Creates Framework For Job-Embedded Learning *continued from page 1*

Education, I approached the administrative cabinet and asked if any school was interested in developing a pilot program. Jody Cole, the principal of Prairie Creek Elementary, jumped on the chance, and we began to develop the materials. Her building began to implement JESD in August of 2008. Throughout the piloting year, we were able to refine and redesign the materials and procedures for both administrators and teachers. This culminated in a notebook that Jody titled *Job-Embedded Staff Development for Dummies*.

Each of my schools is fortunate enough to have an instructional coach, and they are indispensable in implementing JESD. In the spring of 2009, I went through each of the notebook's activities, which were set up in a lesson plan format, with the coaches. By June of 2009, we were ready to conduct training with all of the building administrators. We took them through the first three days of training just as the teachers would be participating in August. We walked them through each day's activities and then gave them time to plan with their respective coach.

In August, 2009, all returning teachers participated in the training over a three-day period. They spent the first semester learning the nuts and bolts of JESD, and completed a mini-JESD project in second semester. They're just now finishing up that school year, and all of the buildings have scheduled time so the teachers can share what they've learned with each other, a science fair for grown-ups, so to speak.

Job-Embedded Staff Development has been a great success so far in Spring Hill USD 230. That's due to great support from our Board of Education and Superintendent, terrific leadership from our administrators and instructional coaches, and enthusiastic participation from our teachers. We're only just starting this journey, but so far, it looks like we're on the road to enhanced teacher effectiveness and increased student achievement. DC

NSDC Continues Work To Educate Legislators About Importance Of Professional Development

Stephanie Hirsh, NSDC Executive Director, testified before Congress April 15. She spoke as a part of a hearing on the reauthorization of ESEA. Her message focused on NSDC's definition of professional development and how including that definition in the reauthorized ESEA would lead to increased student achievement across the nation. Following the testimony, NSDC gathered stories of schools and districts who have proven results when implementing the NSDC definition, and submitted those stories to be a part of the written record of Hirsh's testimony. The questions and answers below provide a brief summary of Hirsh's message about professional development. The Powerpoint presentation that Hirsh used to accompany this information is available for download at the KSDC website, www.ksdc.us

By Stephanie Hirsh
NSDC Executive Director

Why should the ESEA include an approach similar to NSDC's proposed definition?

1. To ensure teachers keep improving their performance

There is compelling evidence that teacher performance plateaus at four years - according to Urban Institute researcher Jane Hannaway: "Teachers work in isolation. They learn what they learn and then they plateau. They get no valid input."

2. To ensure good practices spread from classroom to classroom

There was 2.6 times greater variation across classrooms in the same schools than school to school (OECD, 2008 - PISA Science).

3. Principals and teachers support collaboration

67% of teachers and 78% of principals say that greater collaboration among teachers and school leaders would have a major impact on improving student achievement (MetLife American Teacher Survey, 2009).

4. To promote application of the most important practices tied to student achievement*

- Shared responsibility for student achievement
- Instructional leadership by principals
- Learning communities at school and grade/subject level
- Data-driven decision making
- Opportunities for teacher leadership
- Induction and mentoring of new teachers
- Collaborative work and deprivitization of practice
- Classroom-based and job-embedded support
- External expert support as needed

*As documented in research conducted and/or summarized by: McREL; Stanford; Ed Trust; AIR; Rand; Univ of Mn; Univ of WA; etc.

What are the critical components?

Goal: Improve professional performance and student achievement.

- School Leadership Team (SLT) examines data and establishes priorities for learning and action
- Principal & SLT organize faculty into learning teams, establish schedule to

Effective professional development is the only real strategy we have to impact the quality of leadership and instruction in every school in our country.

Stephanie Hirsh,
NSDC Executive Director, 2010

Kansas Staff Development Council

Professional Development With Purpose

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

www.ksdc.us



promote meetings equivalent to several times or several hours per week; provide skillful facilitator for reach team

- Learning Teams use school priorities as framework for professional development attention on that addresses student learning needs.

Is there research to support the proposed definition for professional development?

YES

- Students benefit when teachers learn from peers. *The Importance of Peer Learning for Teachers* (Jackson, C.K. & Bruegmann, E., 2009) reports that when the quality of a teacher's colleagues improves, the students of that teacher benefit.

In a five-year UCLA study of Title I schools, serving more than 14,000 students, the team documented the significant contribution of teacher learning teams as part of the school improvement model evaluated.

*Achievement rose by 41% overall, and by 54% for Hispanic students

What is the work of learning teams?

1. Examine data on student and teacher performance to establish focus areas.
2. Determine learning agenda and strategy for acquiring needed knowledge and skills.
3. Gain new knowledge and skills and identify opportunities to apply in classroom.
4. Implement new strategies in classroom; access support from other teachers or teacher leaders and/or coaches.
5. Collect data and discuss impact of new learning and strategies on students.

- McKinsey & Co. (2008) studied 25 of the world's school systems, including 10 of the top performers. Among the top three things that matter most is ensuring the system is available to deliver the best possible instruction for every child. This is accomplished by:

- building practical skills during initial training.
- placing coaches in schools to support teachers and guide collaboration.
- selecting and developing effective principals.
- enabling teachers to learn from each other.

- L.D. Hammond and the School Redesign Network at Stanford University (2008) conducted a comprehensive study of state of professional learning. The five-year study of 1,500 schools undergoing major reforms found that where teachers formed active professional learning communities, student absenteeism and dropout rates were reduced and achievement increased significantly in math, science, history, and reading.

Are the prescriptive elements of this definition necessary?

- Providing teachers time for team meetings does not, in and of itself, produce improved student learning. Team time is a common element of many middle schools, but they rarely outperform elementary and high schools that do not schedule time for team meetings.
- Educators will benefit from a framework that guides the improvement process. Capacity building for system and school leaders may be necessary to ensure they have skills to guide the process.
- Schools will have flexibility as they examine their own data, consider their own circumstances, weigh their options for action, study best practices and research, and determine the steps they will take to improve.
- The definition offers the right balance of structure and flexibility.

What does this Professional Development (PD) definition have to do with retaining great teachers?

MetLife Study of The American Teacher (2009):

Teachers in schools with higher levels of collaborative activities are more likely than others to have high levels of career satisfaction (68% vs. 54% very satisfied)

PRIMARY SOURCES: America's Teachers on America's Schools

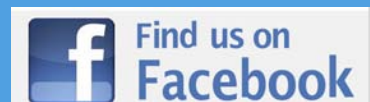
A PROJECT OF SCHOLASTIC AND THE BILL & MELINDA GATES FOUNDATION (2010)

If we want to retain our very best teachers and help others to improve their performance, we are obligated to provide them with a teaching and learning environment that offers the support they need to be successful.

Stephanie Hirsh, NSDC
Executive Director, 2010

Do you have a question about how to maintain professional development on a shoestring budget? Searching for a way to stay connected with a network of staff developers 24/7?

We've got an answer! KSDC is now on Facebook. Search for KSDC Facebook group pages or find a link on the KSDC website.



More than four in ten teachers - regardless of the length of time they have been teaching - say it is "absolutely essential" to provide opportunities for relevant professional development in order to retain good teachers. And eight in ten say it is very important.

How much will this cost?

It varies by situation, but the primary cost is time and many systems already know how they can reallocate time to conform with the definition.

- In some districts there would be a cost to prepare the leaders who will facilitate this new approach to professional learning.
- In some districts there will be costs to support new staffing models that ensure teachers have time during the work day for team learning.
- And in many districts current resources can be reallocated to support this approach to professional learning as opposed to the more common and often more expensive "adult-pull out model".

Is Professional Development (PD) tied to teacher evaluation and PD for learning communities both necessary?

YES

- PD as part of the teacher evaluation cycle is driven by individual needs of teachers typically defined by teaching performance standards.
- PD as part of a learning community/school improvement process is driven by needs of students as determined by the data on their performance.
- PD in the evaluation process is typically viewed as remediation; PD in the learning community process is growth promoting.

What evaluation tools exist to help states with a new Professional Development (PD) evaluation requirement?

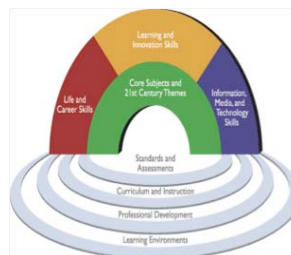
- State guidance and tools for district level evaluations are provided by SEAs in Maryland and Iowa.
- Florida Protocol System requires an onsite review of PD systems every three years. Research documented high degrees of fidelity to state PD standards produces improved student learning (See teachinflorida.com)
- NSDC's Standards Assessment Inventory measures the quality of school-based PD as defined by PD standards used in 40 states. Research has documented strong correlation between high SAI scores and high student achievement. (SEDL, 2009). Instrument has been used in Georgia and Arizona districts to guide improvement. DC

Kansas Learning First Alliance Continues Focus On 21st Century Learning

Kansas Learning First Alliance continued its focus on bringing 21st century assessment, curriculum, and instruction to the state's public schools at its latest meeting. 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. 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 would have on both necessary accountability assessments and graduation rates, another accountability measure. As a part of that discussion, the group 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.

Over thirty people from two-thirds of the member organizations were in attendance.

The mission of KLFA is to unite the education community to improve our outstanding public education system, pre-K through higher education, to empower each Kansan to succeed in the diverse, interdependent world of the 21st century. To focus this work, three general goals offer guidance. They are: 1) KLFA will broadly disseminate its work to influence practitioners. 2) KLFA will increase its visibility among policy makers. 3) KLFA will strengthen and increase its organizational capacity. DC



What Motivates People?

Daniel Pink's Drive Offers Some Answers

By Sandee Crowther
KSDC Executive Director

*Carrots and sticks are so last century. "Drive" says for 21st-century work we need to upgrade to autonomy, mastery and purpose. That older operating system, biological drive (we can call it **motivation 1.0**) didn't work that well when societies became more complex. So we got an upgrade to **motivation 2.0**, which was built entirely around rewards and punishments – around carrots and sticks. As he researched this, he understood that this operating system was one of the most ingenious things humans had ever invented. It was an incredible, glorious achievement. It is why we are here today, in many ways. It fueled the Industrial Revolution; it fueled centuries of commercial progress. But the argument of Daniel Pink's book *Drive* is that the reward and punishment operating system is getting buggy. It's crashing. And the reason that it's crashing is that the work that people are doing today—the businesses that people are running today—are different. As a result, we need an upgraded operating system to deal with that level of complexity.*

This new operating system doesn't say that we don't have the reward and punishment drive, nor does it say that we don't have the biological drive. But it does say that we have a third drive, which is the drive to direct our own lives: The drive to get better at stuff that matters, the drive to connect to a cause larger than ourselves.

*In the book, Pink shares the **40 years of science** that says that for complex, conceptual, creative tasks – carrot and stick motivators rarely work, and he gives examples in education and parenting. DC*

2009-10 KSDC Board

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