

KS Direct Connection

KANSAS STAFF DEVELOPMENT COUNCIL

PROFESSIONAL DEVELOPMENT WITH PURPOSE

AUGUST 2010



One today is worth two tomorrows; what I am to be, I am now becoming.
Ben Franklin

Measuring Impact Involves Data Analysis, Professional Learning

By Jill Lachenmayer
Director of Elementary Programs,
Newton USD 373

How do we know if professional learning impacts student learning? What evidence do we have? Many schools and districts are struggling with how to make a clear connection between professional learning and student achievement. Fortunately, we have resources from NSDC to help guide us in this journey.

“Analyzing and diagnosing student and adult learning needs will lead to very different forms of professional learning.” (Killion and Roy, 2009) In their book, *Becoming a Learning School*, Killion and

Roy describe a seven-step process called “Backmapping Model for Planning Results-Based Professional Learning.” They suggest that adult learning is more likely to align with student needs when those involved are responsible for analyzing the data and planning professional learning.

Step 1: Analyze student learning needs. Professional learning must be directly tied to student learning needs if we want to see results. It is important to thoroughly analyze student data to identify specific areas of need before planning professional learning sessions or days. This sounds simple and yet, we all have probably participated in Professional

Development sessions that have been planned with no specific student data to support it. High quality professional learning takes careful and thoughtful continued on page 4

Inside This Issue:

President’s Column	2
21st Century Learning	5
KSDC Award Winners	6
2011 Leadership Conference	8

Leadership Conference



Leadership For Becoming A Learning School

April 19-20, 2011 Airport Hilton Wichita, KS

Keynote Presentation by Joellen Killion, NSDC Deputy Executive Director
Share your knowledge and experience through a breakout session. Submit a call for proposal form by September 17. See the form on page 9 or online at www.ksdc.us

President's Priorities

Is Your School Engaged In Professional Development... Or Professional Learning?

By Jan Neufeld
KSDC President

I'm excited to be a part of a wonderful learning organization, KSDC, which is making strong commitments for the coming year. I was also honored to be a part of the NSDC affiliate meetings in Seattle this summer. While in Seattle, I was able to listen to new 2012 NSDC Academy participants talk about the difference between professional development and professional learning. The conversation I was a part of dialogued about how we use the term professional development. Does professional development mean that we begin developing and that development at some point ends? Mirror this against the term professional learning, which denotes that learning is continuous, ongoing and never stops. Think for a moment about what kind of professional learning is taking place in your district or school.

This past month, I finished my culminating project for my 2010 Academy project. I will be graduating in December at the NSDC conference in Atlanta. Part of my nudge to all of our KSDC members, as well as all educators, will be to think of professional activities and goals for your learning organization for this coming year. My partners in my academy cohort have facilitated a lot of learning for me. My learning partners came from districts of 159,000 students to my district with 3,700 students. We all wear many hats. In my academy project, I was able to focus on professional learning in the Newton Public Schools. Some of my colleagues are immersed in districts with multiple layers of administrative structure and change occurs over a long period of time. In my district, the hats I wear change daily and change occurs relatively quickly. I bridged my academy project with my overarching goal, to bring about understanding and implementation of the National Staff Development Standards in my school district. I sought to create new learning about best practice and embedded standards which produce collaborative professional learning environments that result in student learning.

One of the things I will be thinking about this next year is how to create deep and reflective thinking about individual practice and group practice. I challenge all of us to reflect on the style of leadership and learning in our districts. What expectations do we have for leading and learning educators to support student learning? Do we support the learning of all educators and administrators to bring about instructional leadership at every level, in the classroom, in the staffroom, at administrator meetings and board meetings? Are we preparing ourselves to have courageous conversations through reflective practice, coaching and emerging and evolving facilitation skills? How are we developing camaraderie and shared responsibility in our educational community?

NSDC has recently published a new book, *Becoming a Learning School*. A big distinction made in the author's research is the difference between instructional leadership - planning, implementing, and evaluating instruction - and learning leadership - focusing on what is learned and how it is learned. The NSDC definition of professional learning can be found online in a short brief by Stephanie Hirsh, NSDC Executive Director, at <http://www.nsd.org/news/getDocument.cfm?articleID=1941>

In the book, *Becoming a Learning School*, Judith Warren Little shares, "Teachers learn best from other teachers in settings where they literally teach each other the art of teaching. For this to happen, collaboration had to occur in a radically different way....Productive collaboration could not be casual or general; it was instead characterized by frequent, continuous, and increasingly concrete and precise talk about teaching practice...adequate to the complexities of teaching and capable of distinguishing one practice and its virtue from another."

NSDC provides educators links to collaboration nationwide. One NSDC organizational membership is \$199.00. The membership accompanies *The Journal of Staff Development*, *The Learning System*, *The Learning Principal*, *Teachers Teaching Teachers*, *Team Tools* and *Tools for Schools* publications. The

publications contain the latest research and writing on professional learning, publications directed towards central office, building leaders, instructional



Sheri Thomas and Marty Christie, Awards Team Co-Chairs, discuss how exemplary professional learning impacts student achievement.

coaches, instructional faculty along with tools for learning such as rubrics, checklists, climate/culture surveys and facilitation guides and templates. These publications are created for practitioners who need valued and tested tools for our learning work.

KSDC offers statewide opportunities for collaboration and learning. My challenge to readers: Please review our KSDC website at www.ksdc.us. What support may we provide as a learning organization to you? I hope that you will feel free to email, call or contact KSDC board members and KSDC members to ask questions, reflect on learning needs in your organization and seek support to embed professional learning into every learning culture and strand for professional educators. We hope to be a partner with you as well as all Kansas learning organizations to work to collaborate and ensure all learning organizations at all levels are aligned with quality practice and supporting principals in the practice of professional learning.

In parting, we must commit to a deeper engagement with powerful processes for professional learning. The leadership cadre in our organizations must learn together to challenge practice formed by tradition and have open and reflective conversations about shared practice and becoming learning schools. We are a team and we are responsible for the support and growth of collegial learning to support student learning and achievement. DC

Calendar Countdown

KSDC Board Meetings

October 26, 2010
4:00-7:30 p.m.
Hyatt
Wichita, KS

April 19, 2011
4:00-7:30 p.m.
Wichita Airport Hilton
Wichita, KS

KSDC Board Advance

June 8-9, 2011
The Barn
Valley Falls, KS

New National Award Apply Now

Shirley Hord Learning Team
Award, given by NSDC
Sponsored by Corwin
Apply by September 25
More info at www.nsd.org

Dream. Dare.Do

NSDC Annual Conference
December 4-8, 2010
Atlanta, Georgia
Register at www.nsd.org
Registration before
October 15 - \$50.00 discount

Leadership For Becoming A Learning School

KSDC Annual Conference
April 19-20, 2011
Wichita Airport Hilton
Wichita, KS

Summer Advance Plots Plan Of Action For KSDC Members

By Jan Neufeld
KSDC President

Every year, I look forward to the KSDC Summer Advance. We always search for ways to include new participants and specifically with an open invitation to anyone who would like to attend the Advance.

At this summer's advance, KSDC members spent a lot of time working on the KSDC Action Plan. Most of the plan funnels into work on two specific goals: 21st Century Learning Skills and Measuring Impact.

I took the opportunity to use the online website, Prezi, to share the components of the KSDC Action Plan. I used Prezi, a presentation online web application, because I recently took part in an online conference where the presenter used this presentation application. I was in awe of how powerful his presentation was using Prezi. To view the KSDC Action Plan in Prezi, click on this link: <http://prezi.com/r6j0phfqanb1/ksdc-commitment-to-action/> (Click on the arrow underneath the KSDC to begin.).

Prezi has the power of using the approach of a zooming presentation editor. The beauty of Prezi is that you are able to randomly contribute your thoughts, as a painter would toss paint on a canvas, and proceed to use a series of protocols in the software to create flow, design and sequence to your thoughts. So maybe some of you will appreciate the intrinsic nature of the software to bring sequence of presentation to an abstract random like me.

This isn't a Prezi ad, but simply an explanation to share our need to move our organization forward on a solid path using 21st Century skills. We are making progress. In fact this year, our KSDC Advance was completely paperless. Documents were available on the board page of the KSDC website, and attendees then used google apps to share, and collaborate.

The Advance would not be complete without the sharing of new learning,

books, protocols, and facilitation skills, all modeled to be added to our practitioner bags of tips and tricks. Every year, I leave the KSDC Advance renewed in spirit and best practice as I face a new school year. In addition to my role as KSDC President, KSDC leadership includes a comprehensive group of board members. Check over our 2010-2011 board on the KSDC website at: <http://www.ksdc.us/board.html>

As one part of the KSDC Action Plan, this past year five Kansans participated in the 21st Century skills learning event hosted by the **The Partnership for 21st Century Skills**. Read more about this learning opportunity on page 5.

A second component of the KSDC Action Plan is "Measuring Impact." Over the next year, KSDC's *Direct Connection* will include articles on ways to measure impact, examples of best practices, and tools and timelines for this work. This past spring Joellen Killion, Executive Deputy Director of NSDC, helped provide a foundation by providing learning sessions on measuring impact at the KSDC Leadership Conference. The focus and challenge of educators to grow in the analysis and practice of knowing and showing how our learning is making a difference in student learning is sometimes vague and lacks connect-edness. How are you measuring impact in your learning environment? How is shared and collaborative practice making a difference in your learning work? We hope by answering these questions we will be successful in identifying how to link teacher-to-student learning and generate sources of evidence for an evaluation of professional learning.

Hopefully, I have provided a window to the conversations at our KSDC Summer Advance and a hook for you to stay tuned in this next year by reading the KSDC *Direct Connection* or even becoming involved as a member of the KSDC board. Please encourage your learning team members to join KSDC. It's just like a family: folks that learn together, grow together!

Next year the KSDC Summer Advance will take place in Valley Falls, KS at The Barn on June 8-9, 2011. We welcomed many new participants this year, and it's always exciting to learn to know new professional learning colleagues. Please save the date next year and join us! DC



Take Seven Steps To Measuring Impact

continued from page 1
planning.

The data analysis process will result in staff identifying:

- Specific areas of student need.
- Specific knowledge and skills that students need in order to improve achievement.
- Specific students (or groups of students) for whom the need is most prevalent.

Step 2: Identify characteristics of community, district, school, department and staff.

Professionals are not the same and have different learning needs. By knowing the characteristics of the adults who will participate in the learning, we can design learning experiences and follow-up support that meets their needs. For example, professional learning for experienced teachers may be different than those planned for beginning teachers. By the same account, students have different learning needs as well. Consider the following questions and use the information to determine which interventions might be most appropriate for the school or team.

- What are the characteristics of the students?
- What are the characteristics of the staff?
- What are some characteristics of formal and informal leadership for both teachers and administrators?
- What are some characteristics of the community?
- What resources are available to support professional learning?

Step 3: Develop improvement goals and specific student outcomes.

Killion and Roy explain, "Educators need to be clear about what students and teachers are to accomplish as a result of teachers' professional learning. Missing the mark is easy without a goal and specific target." Ask yourself these key questions:

- What results do we seek for students?
- What are our goals for student achievement?
- What new practices do we expect from staff?

Create a SMART goal that is focused on student achievement, not teachers. Too

often professional development goals state the activities that will be conducted rather than focusing on student results. Student learning will be affected when teachers implement new strategies well, not just learn about them.

Step 4: Identify educator learning needs.

Have you ever seen a professional needs survey that asks adults what they want to learn instead of what they may need to learn to address student needs? Too often there is a disconnect between our professional needs surveys and student data. Measuring impact means aligning our professional needs surveys so that we can be sure we are focusing our precious time and energy on the learning tasks that will have the greatest impact on student learning.

Classroom walkthroughs are another way to determine educators' learning needs. They also provide insight about instructional strengths and needs, providing a platform for discussing instruction, monitoring the implementation of professional learning and measuring the impact of classroom practices.

Step 5: Study the research for specific professional learning programs, strategies or interventions.

Thoughtful planning requires thoughtful research. The educators' learning goals have been established and now it is time to examine specific professional learning practices, strategies and interventions that are supported by evidence. The authors caution schools not to rush or skip this step. NSDC has published a series of *What Works* books that reviewed professional learning programs in various content areas for elementary, middle and high school levels. These books provide evidence of impact on student learning.

Step 6: Plan intervention, implementation and evaluation.

"Initiating new professional learning takes time and energy. To implement new Professional Development strategies requires that leaders or faculty plan follow-up or long-term support beyond the immediate school year. A Professional Development intervention needs to be carefully selected to match teacher learning needs." (Killion and Roy 2009) Consider some of the key questions:

- What kind of support do professions need to be successful?
- What are we equipped to do to support and implement the professional

learning, and what external resources might we need?

- What is our timeline for full implementation by all faculty members?
- What benchmarks along the way will help us know if we are successful?
- How will we align this new initiative with existing efforts?
- How will we assess how the program/practice/strategies are initiated, implemented and sustained?

Planning evaluation at the same time as planning the implementation leads to a higher-quality evaluation. Begin with the end in mind. What do we hope to accomplish as a result of this learning? What evidence could we look at to address our goals?

Step 7: Implement, sustain, and evaluate professional development intervention.

Implementing a new initiative takes time and continuous support to be successful. It also requires that all parties clearly define what high-quality performance will look like.

Targets are achievable when they are clear. "Setting expectations and standards for acceptable implementation will make a significant difference in the quality of implementation." One tool that can help with this is designing an Innovation Configuration map. An Innovation Configuration map describes and outlines the essential components of a new practice.

Providing evidence that professional learning is impacting student achievement is a worthy effort that takes thoughtful planning. There are many resources to help you on your journey. Some options to explore include:

- *Becoming a Learning School* by Joellen Killion and Patricia Roy
- *Assessing Impact: Evaluating Staff Development* by Joellen Killion
- NSDC Standards for Staff Development
- NSDC Standards Innovation Configuration [DC](#)



KSDC Membership News

The Challenge Is On...

By Jo McFadden
Membership Chair

Fall brings lots of new challenges into our lives: the challenge of beginning a new school year filled with new schedules and new students, the challenge of implementing new curriculum and new initiatives, the challenge of networking with colleagues, new and old. As you step into the work of August and September, KSDC would like you to consider adding another challenge to your agenda.

The KSDC challenge: Share this newsletter with at least five co-workers and recruit at least one new member this month.

KSDC promotes effective staff development practices, provides assistance with the design and implementation of staff development programs, collaborates with other organizations, and expands training opportunities for staff development leaders. KSDC has a multitude of benefits for our members: professional networking, dynamic learning and leadership conferences, bi-monthly newsletters, recognition opportunities, skill development seminars, and a 24/7 connection with educators statewide.

But, KSDC needs your help in sharing news about our mission and about the benefits of joining our organization. So take on the challenge! Share this newsletter – it's as easy as forwarding on the link to our website. Then recruit at least one new member this month. While you are recruiting, don't forget to renew your own KSDC membership for the 2010-2011 year.

Join or Renew KSDC Membership at www.ksdc.us Download or print the application at www.ksdc.us. After completing it, mail it with your check or purchase order # to Tom Jerome, Treasurer, Box 616, Eudora, KS 66025. **DC**



Plugging Schools Into 21st Century Requires Support, Learning, Professional Development

By Sandee Crowther
KSDC Executive Director

Professional development for 21st Century learning may be helping students and educators make the jump to cyberspace, however just as with any professional learning opportunity, staff developers need to first consider the three parts of the NSDC Standards, Context, Process, and Content, when planning and implementing learning experiences in this area. KSDC leaders used this framework when they worked with teams of educators from across KS this summer. The summer conference, called "Partnership for 21st Century Skills Training," enabled school and district-based teams to examine best practices in project design, assessment and management for 21st Century learning themes.

According to conference presenters, with 21st Century skills there should be four support systems in place to enable 21st Century student outcomes: standards and assessment, curriculum, professional development and learning environments.

Standards

21st century standards include skills as well as content standards. They are fewer and deeper, focused on content and skills, and observable and measurable. Being purposeful about content standards in combination with higher order thinking skills adds rigor.

Assessment

Considering assessments, there should be summative opportunities that:

- allow students to construct responses to open ended items,
- measure collaboration,
- incorporate adaptability to novel situations, and
- are largely performance based.

Formative opportunities add value to both teaching and learning and make students' thinking visible.

Curriculum and Instruction

Instruction that works within the context of 21st Century learning includes:

- students at the center of the learning process,
- learning objectives align to standards,
- students working with peers,
- involvement of experts and community members,
- authentic and real world connections,
- varied instructional strategies that support and engage all learners, and
- demonstration of learning through products or performance.

Professional Development and Learning Environments

21st Century skills initiatives cannot succeed without building educator capacity. What are these critical elements?

1. Ensures educators understand the importance of 21st Century skills and how to integrate them into content standard achievement.
2. Enables ongoing collaboration among educators (PLC).
3. Provides practical models of instruction that show what 21st Century skills looks like in the classroom.
4. Builds community and taps expertise within a school or district through coaching, mentoring, and teacher leaders.
5. Is scalable and sustainable.

Characteristics of Professional Development that Support 21st Century Skills

- Deeper understanding of subject matter can enhance other 21st Century skills: problem solving, critical thinking, etc.
 - Identifying students' learning styles and intelligences
 - Providing models of real classroom practice through observations
 - Take advantage of rich media examples, digital repositories
 - Weave into everyday fabric: modeling, coaching, collaboration
- These are the attributes that would make 21st Century professional learning experiences successful, cause change in educator behavior and impact student learning.

Looking for additional research?

Role of PLCs in Advancing 21st Century Skills from Chapter 4 in *21st Century Skills*, Solution Tree, 2010 **DC**

KSDC Award Winners

New Award Taps Buhler For Excellence In Professional Learning For 21st Century Skills

"Team Buhler embraces 21st Century learners and learning while creating a culture/environment that encourages high performing staff and students."

Buhler USD 313 was named the first recipient of the 21st Century Skills Professional Development Award at the 2010 KSDC Leadership Conference, held last Spring in Wichita.

Buhler USD 313 received this award for effectively implementing a 21st Century Skills Professional Development program in the district through such programs as Tech University, Tech Cadre, and Professional Development on a Shoestring. As part of Team Buhler, each Professional Learning Community (PLC) collaborative team has focused on infusing 21st Century skills into their daily practice. The teachers utilize technology through Moodle, wikis, IWBs, and web 2.0 tools. District Integration Technology Specialists (DITS) Rosemary Miller and Mary Frazier have led this transformation.

Through Miller's and Frazier's leadership and expertise, teachers are empowered to explore new possibilities that will engage students. The DITS also offer follow-up and support to staff so they feel more comfortable entering uncharted territories. Consequently, students and teachers now use email, iChat, blogs, document cameras, iPods, IWBs, GPSs, Google Docs, wikis, etc, to communicate, collaborate and celebrate in new ways every day.

Understanding that one size does not fit all, Buhler USD 313's Professional Learning sessions focus on different components of 21st Century learning. Educators and PLC teams have a choice as to what tools best fit each curriculum area.

Team Buhler began infusing technology tools into classroom practices several years ago through a project called "Tech Cadre." In short, "Tech Cadre"



Rosemary Miller, District Integration Technology Specialist for USD 313, assists students from Prairie Hills Middle School in completing a multi-media project. USD 313 was recognized by KSDC for excellence in 21st Century Professional Development.

was an in-house instruction for teachers about various 21st Century technology and equipment. Results of the cadre show that 70% of USD 313 educators have expanded their knowledge base and taken "cadre" skills directly into the classroom, all at no cost to them.

Thanks to the Kansas State Department of Education's Technology Rich Classroom (TRC) grants, four USD 313 schools have received much-needed technology upgrades and professional development opportunities. This allowed the district to continue to expand the work of its "cadre" members. Students and staff at the TRC schools now continue to meet and exceed expectations using 21st Century tools. Each day they focus on what matters: student learning.

The TRC grants, as well as the district's PD on a Shoestring, were critical to USD 313's success in these times of budget constraints and uncertainty – yet another form of "just in time" Professional Learning.

The district's wiki is found at <http://teambuhler.wikispaces.com>. The wiki includes testimonials from Buhler USD 313 principals and teacher leaders. DC

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.



KSDC is an affiliate of the National Staff Development Council

www.nsd.org





Become An Award Winner!

KSDC Promotes Excellence In Professional Development

By Sheri Thomas
Awards Team Co-Chair

The Kansas Staff Development Council Awards Program annually recognizes excellence in staff development at several levels. The program is built on three major elements:

- The program must reflect knowledge, application, and impact;
- Awards will be presented at the individual, building, and district levels; and
- Awards will be decided on verifiable evidence.

Existing awards include the

- Systemic Learning Award- District Level
- Professional Learning Community Award- Building Level
- Impact Award- Individual Level
- Staff Developer of the Year- Individual Level
- 21st Century Skills Professional Development

Systemic Learning Award:

The Systemic Learning Award is a school district level award. All Kansas school districts are eligible to apply for the award which recognizes district level commitment to growth in professional learning and support for change. Specific criteria for growth include the time, money, management, materials, and authority allocated to the adult learning effort in the district to foster improved student learning. The district will provide evidence of growth and achievement via the KLFA/KSDC/KSDE Systemic Learning (District) Rubric. The rubric is based on the National Staff Development Standards (NSDC) and includes all of the NSDC Standards. Up to two districts will be awarded annually.

The award includes:

- A banner for the district announcing the award (suitable for displaying outdoors)

- A one-year agency membership in KSDC
- Two registrations for a KSDC conference

Professional Learning Community Award:

The PLC Award is a building level award. All schools in Kansas are eligible to apply. The building must provide evidence of excellence in professional development by measuring progress on the KLFA/KSDC/KSDE Professional Learning Community (Building) Rubric. The rubric is based on the National Staff Development Standards (NSDC) and includes the standards most often aligned to school improvement efforts. The artifacts provided must illustrate the level of performance on the rubric. Up to two buildings will be awarded annually. The award includes:

- A banner for the school announcing the award (suitable for displaying outdoors)
- A one-year building membership in KSDC
- Two registrations for a KSDC conference

Impact Award:

The Impact Award recognizes individual educators who take learning beyond knowledge and application and provide verifiable evidence of improved student learning as a result of professional learning for the educator. The number of Impact Awards is not limited and any educator may apply. The award consists of a certificate and a one-year individual membership to KSDC.



Staff Developer of the Year Award:

KSDC helps districts recognize the staff developer who has had the most direct impact on a school or district. Districts will be encouraged to nominate one individual (either an internal or an external source) who has had the most impact on improving student

performance through professional learning in your schools. Remember, everyone can be a staff developer! Every individual nominated will receive a certificate and a complimentary one-year KSDC membership. Awardees will be recognized at the KSDC Leadership Conference.

21st Century Skills Professional Development Award:

This award recognizes those schools or districts who effectively implement 21st Century Skills in their professional development program. Application questions are based on the NSDC Standards for Staff Development: content, context and process. Applicants are also asked to submit technology-based evidence (such as a video, podcast, PowerPoint, multimedia presentation, etc.) that showcases 21st Century Skills Professional Development.

Check the KSDC website. www.ksdc.us for more information about these awards and future awards. Deadline for application for all awards is December 15 with winners being announced at the KSDC Leadership Conference.

For more information, contact one of the KSDC Awards Co-Chairs

Sheri Thomas
McLouth USD 342
217 Summit
McLouth, KS 66054
thomass@mcclouth.org

Marty Christie
Salina USD 305
1511 Gypsum St.
Salina, KS 67401
Marty.Christie@usd305.com DC

KSDC Conference To Explore 'Leadership For Becoming A Learning School'

By Craig Correll
KSDC President-Elect

"Leadership for Becoming a Learning



Joellen Killion, NSDC Deputy Executive Director

School" will be the focus when KSDC holds its annual conference April 19-20, 2011 at the Airport Hilton in Wichita, KS. The conference features Joellen Killion, the keynote speaker at KSDC's 2010 conference, returning to work with educational leaders around the topic of "Becoming a Learning School." A copy of Killion's book on this topic will be included in the registration fees. The book is designed to be an instructive resource and includes hundreds of pages of tools on the accompanying CD. April 19 will be spent working with Killion. Breakout sessions showcasing best practices by Kansas educators will be offered April 20.

Killion is the Deputy Executive Director for the National Staff Development Council (NSDC). In her work with NSDC, Killion focuses on improving professional learning for all educators. On a more local note, Joellen Killion worked with the Kansas Professional Development Task Force this last year to develop revised recommendations for professional development across the state. Killion guided the task force in review, development, and recommendations for a statewide, comprehensive professional learning system for Kansas.

Share Your Experiences, Expertise Submit A Call for Proposals

KSDC invites all educators to consider sharing best practices by presenting a concurrent breakout session at the KSDC Leadership Conference. Breakout sessions will be held Wed., April 20. The theme for this year's conference will focus on leadership with the school/district.

Deadline for submitting proposals is Friday, September 17. See the proposal form on page 9 for more information.

Proposals may also be submitted online at www.ksdc.us DC

KLFA Reviews Work Of Users Consortium

Sherrill Martinez, KSDE Information Analysis Specialist and Kathy Gosa, KSDE Technology Information Director, presented an overview of the Kansas Education Data Users Consortium at the Kansas Learning First Alliance May meeting. KEDUC, in the second year of its second three-year funding grant, "promotes the utilization of a robust data system that enables research, improvement and innovation in Kansas education." Two overarching goals are being pursued:

- Making data to inform decisions part of everyday practice for educators; and
- Increasing the amount and quality of research in the state.

The four partners overseeing the initiative are KSDE, the Kansas Board of Regents, the University of Kansas and Kansas State University.

Selected Books by Killion

Assessing Impact:
Evaluating Staff Development

The Learning Educator:
A New Era for Professional
Learning (by Hirsh and Killion)

Innovation Configurations:
Volume III: School-based
Staff Developers
(by Harrison and Killion)

Taking the Lead:
New Roles for Teachers
and School-based coaches
(by Killion and Harrison)

What Works In The Middle:
Results-Based
Staff Development

All books
available at www.nsd.org

Other highlights of the meeting included:

- A report on the national Learning First Alliance meeting.
- Meetings of the three workgroups. These groups work towards improving student achievement; strengthening Professional Development; and engaging the public in school improvement and student achievement efforts.

Three general goals offer guidance and focus the work of KLFA. They are:

- KLFA will broadly disseminate its work to influence practitioners.
- KLFA will increase its visibility among policy makers.
- KLFA will strengthen and increase its organizational capacity.

More information about KLFA, including how a copy of the television show *Reading, Writing, and a Worthwhile Education for Kansas Kids*, can be accessed and used, along with recently revised support material, at www.klfa.org. DC

You are invited to submit a PROPOSAL FORM
for the Kansas Staff Development Council
Leadership for Becoming a Learning School
April 19-20, 2011

Conference Proposal Strands **PLCs** * **Quality Professional Learning** * **Teacher Leadership** *
Measuring Impact * **Impacting Student Achievement** * **21st Century Skills**

Title of Presentation (As you wish it to appear in the program.)

Lead Presenter Position/Title Affiliation

Work or Home Contact Address

Work Phone (area code)

Fax

Email

Proposal Strand (Check the **one** your presentation best addresses.)

PLCs

Quality Professional Learning

Teacher Leadership

Measuring Impact

Impacting Student Achievement

21st Century Skills

Target Audience (Check those that apply.)

District Administration

College Instructors

Principals

Teachers

Classified

Presentation Options (Check **one** length and **one** type.)

75 minute session

2 hour workshop

informational

interactive

Program Description (Please attach the following:) Your presentation description of **no more than 40** words, as you wish it to appear in the program. Include participant outcomes – what will participants know and be able to do as a result of participation in the session.

Audio Visual Needs (Presenters must provide their own computers and projectors for Power Point and Internet presentations. Screen Chart/Easel
The hotel has wireless internet capabilities.

List the following information for Additional Presenters: Presenter, Position/Title, Affiliation, Work or Home Contact Address, Work Phone (**area code**), and Email

Verification

On behalf of the presenters listed in this proposal, I understand that I (we) must register for the conference and be responsible for all conference registration fees and other expenditures. I understand that it will be my responsibility to notify each of my co-presenter(s) regarding the status of the proposal, the date, time and location of the presentation should it be accepted.

Submitter Signature

Date

Please submit Proposal On-Line by Friday, September 17, 2010 at: www.ksdc.us or mail hard copy to:
Craig Correll, USD 445, 615 Ellis St, Coffeyville, KS 67337.

All breakout sessions will be held Wed., April 20.

Moving Forward

With NSDC Priorities

to confirm that...

every educator engages in effective professional development every day so every student achieves

By Sandee Crowther
KSDC Executive Director

KSDC representatives met with affiliate leaders from around the country this summer to collaborate and to develop plans of action for moving forward with NSDC priorities. As a part of the work session, affiliate leaders also have the chance to meet with NSDC personnel and to learn more about the work of NSDC.

Highlights from this year's affiliate meeting include:

- NSDC is launching an e-learning program, and identifying leadership opportunities.
- The NSDC Definition for Professional Development has been introduced in Congress.
- NSDC continues to work on a revision of the Standards for Professional Development. A completed revision will be ready by the summer of 2011.
- NSDC is focusing on the work and outcomes of the first cohort of the Learning School Alliance. A new group of high schools is just starting the process

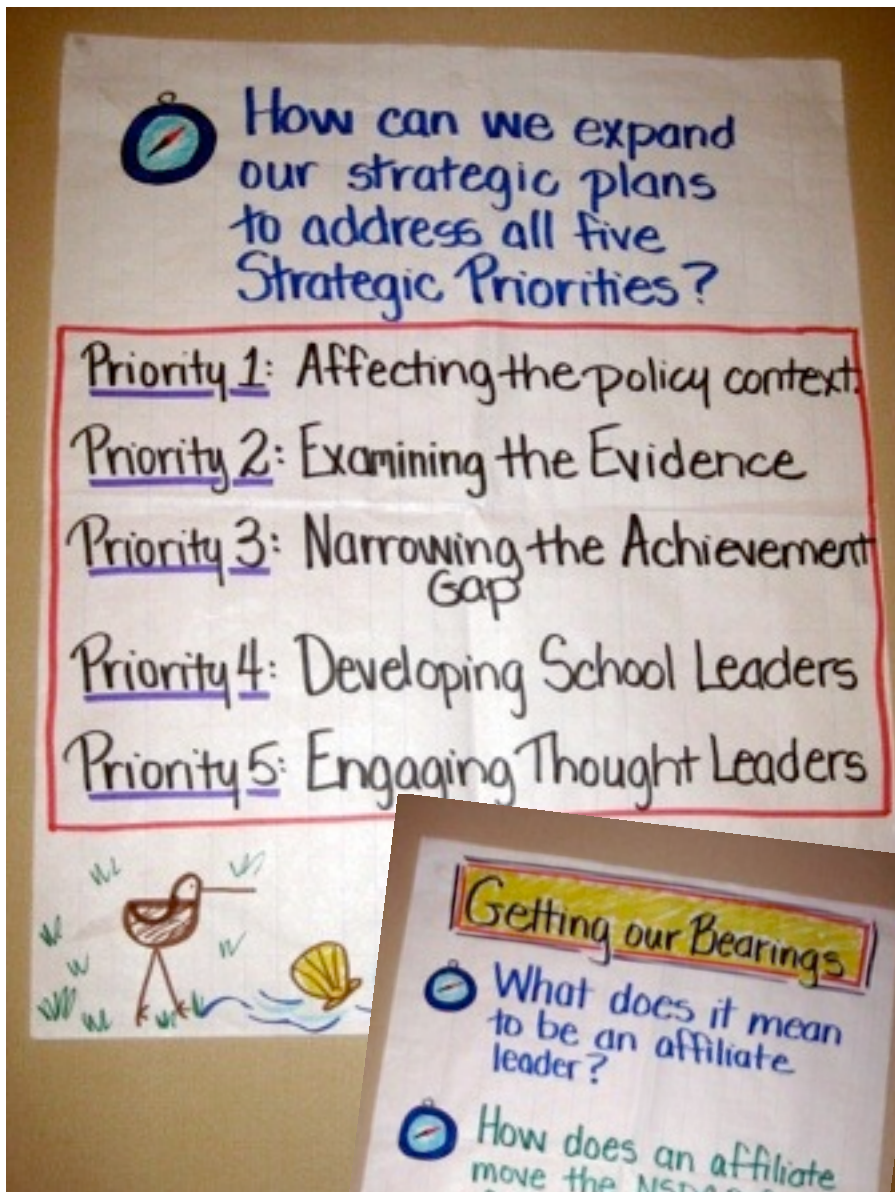
NSDC leaders also challenged affiliate leaders to consider their commitments toward moving NSDC forward. **DC**

Job-Embedded Professional Development

What Is It,
Who Is Responsible,
and How To Get It Done Well

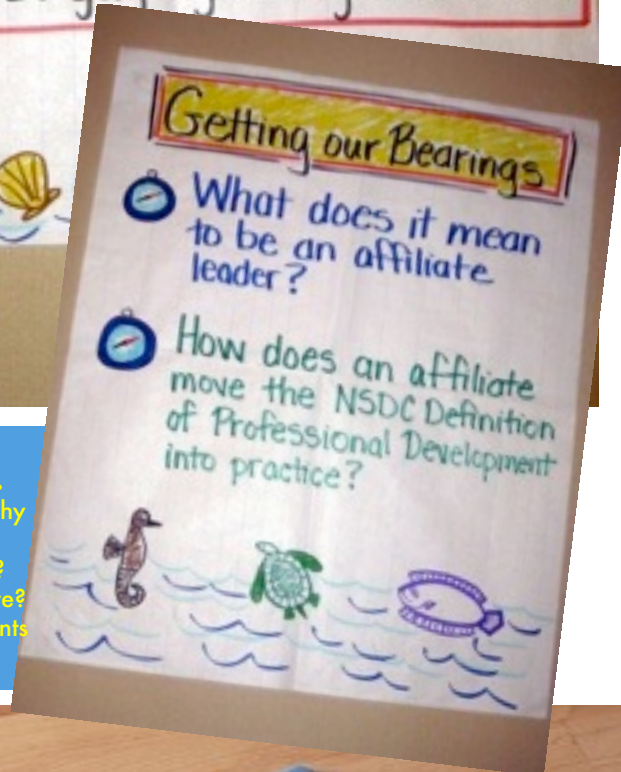
Read more in an
Issue Brief from NSDC

<http://www.tqsource.org/publications/JEPD%20Issue%20Brief.pdf>



Consider:
In my sphere of influence...

1. What am I doing and why am I doing it?
2. What actions did I take?
3. What evidence do I have?
4. What are my commitments for the next six months?



2010-11 KSDC Board

President

Jan Neufeld

USD 373

308 E. First

Newton, KS 67114

Phone 316-284-6203

jneufeld@newton.k12.ks.us

President-Elect

Craig Correll

USD 445

615 Ellis St

Coffeyville, KS 67337

Phone 620-252-6400

correllc@civilleschools.com

Past President

Diane Gross

USD 480, 401 N. Kansas

Liberal, KS 76901

Phone 620-604-1013

Diane.Gross@usd480.net

Secretary (2011)

Kathy Boyer

KSDE

120 SE 10th Ave.

Topeka, KS 66612

Phone 785-296-7945

kboyer@ksde.org

Teacher A (2011)

Barb Engler

USD 454

5728 SW 33rd Ct

Topeka, KS 66614

Phone 785-654-3315

engler@usd454.net

Teacher B (2012)

Sheri Thomas

USD 342

1000 Andover St.

Lawrence, KS 66049

Phone 913-796-6152

sdthomas47@hotmail.com

Principal (2012)

Jo McFadden

USD 308, Graber Elementary

1600 N. Cleveland

Hutchinson, KS 67501

Phone 620-615-5050

mcfaddenj@usd308.com

Classified Rep. (2011)

Donna D. McCullough

Lawrence Public Schools

110 McDonald Drive

Lawrence, KS 66044-1063

Phone 785-832-5000, ext. 2605

dmccullo@usd497.org

Higher Education Rep. (2011)

Gina Marx

FHSU

131 N Bay Country C

Wichita, KS 67235

Phone 316-305-6557

gina.marx@gmail.com

Rep A East of Hwy 281 (2011)

Holly Francis

USD 267

1803 N. Smarsh

Wichita, KS 67212

Phone 620-465-3445

hfrancis@havenschools.com

Rep A West of Hwy 281 (2011)

Bonnie Deiter

USD 214

PO Box 724

Ulysses, KS 67880

Phone 620-356-3655

bdeiter@ulysses.org

Rep B East of Hwy 281 (2012)

Karen Brack

USD 230, 101 E South St

Spring Hill, KS 66083

Phone 913-592-7200

brackk@usd230.org

Rep B West of Hwy 281 (2012)

Suzan Patton

USD 382, 401 S. Hamilton

Pratt, KS 67124

Phone 620-672-4500

suzan.patton@usd382.com

KSDE Representative (2012)

Lynn Bechtel

KSDE, 120 SE 10th Ave.

Topeka, KS 66612

Phone 785-296-8110

lbechtel@ksde.org

Service Center Rep. (2012)

Michelle Flaming

ESSDACK, 1500 E. 11th

Hutchinson, KS 67501

Phone 620-663-9566

mflaming@essdack.org

Central Office Rep. (2011)

Penny Schuckman

USD 261, 150 Stewart

Haysville, KS 67060

Phone 316-554-2331

pschuckman@usd261.com

Ex Officio

KSDC-KASCD Liaison

Deb Perbeck

dperbeck@vikingnet.net

Nominating Com. Chair

Diane Gross

Program Committee Chair

Craig Correll

KNEA Liaison

Karen Godfrey

715 SW 10th Ave.

Topeka, KS 66612

Phone 785-232-8271

karen.godfrey@knea.org

Leadership Conf. Chair (2011)

Craig Correll

Leadership Conf. Co-Chairs (2012)

Melissa Green

USD 506, 402 Walnut

Mound Valley, KS 67354

Phone 620-328-3121

mgreen@usd506.k12.ks.us

Rhonda Trimble

USD 498, 508 Chestnut

Blue Rapids, KS 66411

Phone 785-363-7693

rtrimble@valleyheights.org

Membership Chair

Jo McFadden

21st Century Skills Workgroup

Karen Brack

Measuring Impact Workgroup

Jill Lachenmayr

USD 373, 308 E. First

Newton, KS 66054

Phone 316-284-6203

jlachenm@newton.k12.ks.us

Advocacy/Collab. Chair

Dayna Richardson

37 Tomahawk

Hutchinson, KS 67502

Phone 620-543-2258

daynarichardson45@gmail.com

Awards Co-Chairs

Sheri Thomas and

Marty Christie

Salina USD 305

1511 Gypsum, PO Box 797

Salina, KS 67401

Phone 785-309-4700

Marty.Christie@usd305.com

Staff

Executive Director

Sandee Crowther

1230 W. 29th Crt

Lawrence, KS 66046

Phone 785-842-3700

crowther.sandra@gmail.com

Publications Coordinator

Mary Adcock

USD 308, 1600 N. Cleveland

Hutchinson, KS 67501

Phone 620-615-5050

mjadcock@cox.net

Treasurer

Tom Jerome

Box 458

Eudora, KS 66025

Phone 785-542-2170

Tjrome815@aol.com