

KS Direct Connection
 KANSAS STAFF DEVELOPMENT COUNCIL
 DECEMBER 2010

AN AFFILIATE OF



*Learning is...
 a change in behavior.
 You haven't learned
 a thing until you
 can take action
 and use it.*

Shula & Blanchard

Setting The Stage For Differentiated Professional Learning

By Rochelle Glover
 Assistive Technology
 and New Teacher Supports
 Harvey County Special Education Coop.

Come on; admit it. We've all walked away from some type of professional learning and said to ourselves, "Boy that was a waste of my time." Now flip the coin and remember a different sentiment, "Wow that was great learning. I can't wait to implement this into my classroom. I know it will really benefit my students."

How might we make professional learning days pertain to each teacher's level of experience or area of expertise?

In what ways can teachers be more responsible for their own professional learning?

How are teachers moving forward in their own learning?

What are some tools we can use to measure if professional learning is effective and leads to student achievement?

High quality professional development involves teachers being actively engaged in planning and leading their own professional learning. Newton USD 373 is trying to address the questions asked above. In order to differentiate teachers' professional learning, a committee of teachers, administrators, and district

office personnel hammered out some of those issues and came up with "Learning Community Days." Up to two professional days may be converted to *continued on page 4*

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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
Closing Presentation by **Dr. Alexa Posny**, Assistant Secretary for Special Education and Rehabilitative Services for the U.S. Department of Education

It's the season to.... Shop, Drop, and Roll

By Jan Neufeld
KSDC President

Anyone who knows me knows how much I love to shop. I stop in every location, city or market fair I can find. Anyone who also knows me knows how thrifty I can be. It's not the item; it's the find! You know, the clearance racks, the perfume specials and the shoe sales. Well, in some ways our work has become like finding the biggest bang for the buck. When vendors call I ask, "What do you have that is free?" "Do you have a free pilot?" "What free resources do you have?" "Can we try anything out for you?" I recently received a free year long pilot for a math online resource for our middle school. When we seal the deal on a new adoption, we get all the freebies we can: free shipping, free technology and what else can you throw in? Well, troubled times call for ingenuity and resourcefulness.



Shop for Professional Learning

One area that has seen drastic reductions is in the area of professional learning. It's interesting to think about, what we can shop for, what can we drop and what can we roll over and use again.

Got \$15.00?

I shared with you earlier what a bargain a membership in KSDC: Learning Forward Kansas is...good grief, only \$15.00! In addition, an organizational membership with Learning Forward (NSDC) is \$199.00. You will be loaded with resources to support professional learning in your learning teams.

Look for Online Learning Bargains

I recently attended a day-long learning event with Alan November. Alan challenged us on many levels, but the bargain of the day was his comment and information about free online resources. "We need to get out of the 'school business'; we are in the 'learning business'" **Can I get an Amen?**

MIT has created **MIT Open Courseware**. This site is filled with free courses. Susan Hockfield, President of MIT, believes in the philosophy, "The more you give away the more you get." The vast

majority of MIT faculty—over 90%—have voluntarily contributed their teaching materials for free and open publishing on OCW. MIT faculty are passionate about their teaching, and they are keen to see their work benefit global society. (<http://ocw.mit.edu/help/get-started-with-ocw/>)

Well, while we are bargain shopping, here's another freebie. Have you checked out **iTunes University**? If you go to your iTunes library, you will find a tab called iTunesU.

What about Khan Academy?

(<http://www.khanacademy.org/>) Over 1800 courses, banking and money, biology and algebra and it's all free!

Consider Tried and True Purchases

What ideas about discounts, bargains and freebies do you have to share? We would love to know about them. We know while we love a good bargain there are also the classics — the one suit you've had for 20 years or the leather purse that will stay in style for life. We know we have those items at our learning locations, too. Those are the staples

we have to have and we must buy. It's a purchase that is quality and keeps on giving without wearing out. Our investment in quality professional learning that shapes and forms practice is priceless!

Get the Most Out of Every Dime

Pedro Noguera shared with educators at the recent KSDE conference how we need to act in faith and not on fear.

We have ample evidence; we are on the wrong path! We have cut, cut, cut. We are resourceful and clever. We find the best sales on resources and technology. One thing we know as experienced shoppers — what economical means. Is it a one occasion spray and pray that doesn't cost much or a classic team time that we pay through the nose and promotes coaching and reflective practice? We need to reflect on the quality of our personal learning. What programs have we purchased that are rarely or ineffectively used because they seemed a good buy at the time? What investments have we made that will become embedded and we will have forever?

continued on page 3

President's Column

Shop, Drop, and Roll

continued from page 2

What are practices in our learning locations that take time but not extra money? What about walkthroughs, collaboration time and professional learning days? The instructional walk-through process by administrators and teachers is a tool to provide a vehicle to assess the effectiveness of curricular and instructional initiatives. Many researchers in professional development call for an increased emphasis on job-embedded and collaborative teacher learning. As part of and in addition to formal professional development opportunities, the literature increasingly describes how teachers learn by working with their colleagues in professional learning communities, engaging in continuous dialogue, and examining their practices and student performance to develop and enact more effective instructional practices (Hord 2009).

Keep Expectations High

Terry Holliday and Brenda Clark in *Running All the Red Lights* talk about the things that stop us from learning. We have heard about red lights in education reform called by different authors. Doug Reeves talks about the toxic two percent; John Kotter talks about the NoNo Birds

and Jim Shipley refers to them as the submarine commanders and referrals like the gatekeepers for the dogmas of the past. They are protectors of the status quo. Try and implement professional learning communities that require collective inquiry. You will hear things like –

- “Leave me alone and let me teach,”
- *I don't have time to do my work with all these meetings,*
- “Meeting with other teachers is a waste of my time,”
- *“When am I going to plan if I spend all my time in meetings with other teachers?”*

The red light that causes a great deal of pain is the red light of low expectations (Holliday and Clark 2010).

Buy into Professional Learning

Well, the shopping season is now here; we love all the red trimmings and decorations. We need to make sure while developing and sharing embedded professional learning practice, we work hard to dialogue and coach about making sure the red lights do not stop our work. We need to make sure and construct bridges, throughways, turn-arounds and gently approach new



practices with some yielding and allowing time for change and new learning to occur.

So while the season for shopping is upon us, let's look in our closets to see what we already have, what we need, what we keep, what we shop for, what we drop and what we roll over and use again in our learning locations. Let's talk with colleagues about the best buys of educational resources and practice. While we often shop for new things, we must also not forget that we have the classics in our own districts that must be accessed often. DC



Got Presents to Buy?

Try giving a gift that will still be on hand long after the lights and ribbons of the season are put away.

Give a gift that brings professional learning, peer connections, and possibilities.

Gift someone with a membership in KSDC: KS Learning Forward. For more information, see our website

www.ksdc.us

Calendar Countdown

Leadership For Becoming A Learning School

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

KSDC Board Meeting

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

Partnership For 21st Century Skills Training

June 14-15, 2011
Washburn Rural
Middle School
Topeka, KS
Download event flyer at
www.ksdc.us

Embrace the Journey For School-Based Professional Learning

Learning Forward
Summer Conference
July 17-20, 2011
Indianapolis, IN
www.learningforward.org

Learning Community Days Offer Options For Differentiated PD

continued from page 1
Learning Community Days (L.C.D.s), if a teacher so chooses. L.C.D.s shall be used for the purpose of their own professional growth. These days are to be planned by the teacher, submitted to the principal for prior approval, and then completed by the teacher.

Ideas for these professional days are given to those interested from the Learning Forward (formerly NSDC) resource of "If not a workshop, then what?" (If you have a Learning Forward membership, login in and see page 5 in the following) <http://www.learningforward.org/members/getDocument.cfm?articleID=1124>

If you can't access the list, here are a few of the ideas:

- Examining student work
- Conducting action research
- Planning lessons with a teaching colleague
- Being coached by an expert
- Forming study or support groups
- Leading a school-wide committee or project
- Keeping a reflection log or journal
- Examining new technological resources to supplement lessons

Teachers fill out a tool on *My Learning Plan* that helps in the planning and organization of their own professional day. This planning tool addresses the following areas:

- Dates and times of professional learning
- Learning goals for the L.C.D. time
- Specific activities the teacher will engage in
- Participants
- The format, topics, activities
- How the activities incorporate research-based strategies
- How this professional L.C.D. time might impact student learning

Professional growth activities may total seven or more hours of participation. If the teacher completes seven or more hours outside the normal school day,

they may be compensated by not attending a scheduled professional day. Two days are the maximum you can "comp" out. To assess the results of their professional learning, a reflection survey is completed on *My Learning Plan* at the end of this process.

So how can we move to the next step and measure the effectiveness of our



professional learning? We know we must evaluate our professional learning to improve. In our evaluations, we need to know if the professional development is impacting teacher practices and student learning. Student learning will only be affected when teachers implement new strategies well, not just know them. Our evaluation tools need to be beneficial and practical. In *Becoming a Learning School* by Joellen Killion and Patricia Roy, chapter 14 shares many tools to help in the evaluation process. On the CD provided with the book, tool 14.1 shares the 3 phases in setting up an evaluation tool.

Planning Phase

1. Assess evaluability
2. Formulate evaluation questions
3. Construct evaluation framework

Conducting Phase

1. Collect data
2. Organize and analyze data
3. Interpret data

Reporting Phase

1. Disseminate findings
2. Evaluate the evaluation

Killion and Roy share a simple chart, the Proposed Core Conceptual Framework shown on page 5, that helps us see the framework of how professional development can lead to improved student learning.

You can create a professional learning day survey that can be designed as an online instrument to help teachers reflect





Newton Meets Individual Needs By Building Culture Based On Differentiated Professional Learning

continued from page 4 on their learning and move towards application and impact. Sample questions might include:

- What are some things that went well in your professional learning session?
- In what ways were your expectations addressed?
- If expectations were not addressed, please elaborate.
- Describe your most significant learning from the professional learning session.
- What are you still grappling with?
- In what ways will you apply this new learning in your classroom?
- What support do you need to successfully apply new learning?
- How might you measure student progress in regards to your new learning?

Classroom walk-throughs can also be an additional tool in evaluating whether the teachers are applying their professional learning with their students. In the article "Classroom walk-throughs: Learning to see the trees and the forest," by Howard

Pitler with Bryan Goodwin, they state, "In its best use, the walk-through process will provide strong data to schools and districts regarding the extent to which their professional development initiatives are actually making it into the classroom.

If a district's focus is in differentiated learning, for example, and the data indicate that an overwhelming percentage of observations show students are working only in whole group settings with each student doing exactly the same type of work, there would be an apparent disconnect between the intent of the professional development and actual classroom practice. By systematically collecting and analyzing data from classroom observations, school leaders can determine whether staff development efforts are making a difference and guide real-time adjustments to the professional development they are offering teachers."

The Learning Principal December/January 2009

One last tool that might be used is the "Checklist for teacher professional

development evaluation plans." This checklist highlights the key components of a good evaluation plan and helps planners keep track of what details have been included and what is missing. You can find this checklist on page 23 of the "Teacher Professional Development Evaluation Guide" by M. Bruce Haslam. <http://www.nsd.org/news/evaluationguide.pdf>

If districts and teachers design a differentiated structure of professional learning based on stages of teacher development, teacher interests, organizational goals, and research-based instructional strategies, then staff members will have multiple paths for professional growth. As Killion and Roy express, "Collaborative professional learning uses practices that have long been successful in business and industry...to bring teachers together within their school to co-construct, share, and distribute knowledge about teaching and learning throughout the school." Hopefully that will have us walking away from our professional learning saying, "Now that's effective professional learning!" DC

| Proposed Core Conceptual Framework for Studying the Effects of Professional Development on Teachers and Students | | | |
|--|---|------------------------|----------------------------|
| Core features of Professional Development | | | |
| Content Focus | *Increased teacher knowledge and skills | | |
| Active Learning | | *Change in instruction | |
| Coherence → | → | → | *Improved student learning |
| Duration | *Change in attitudes and beliefs | | |
| Collective Participation | | | |

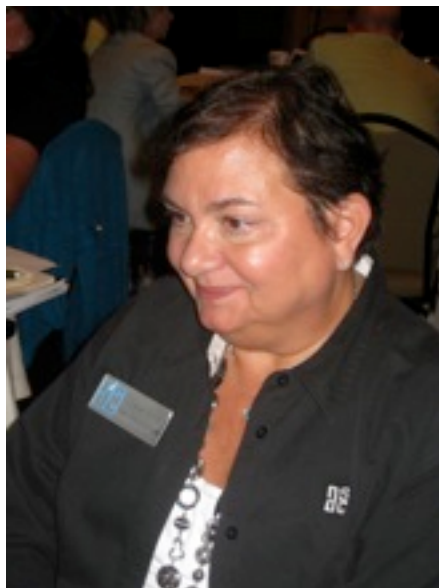
2011 Leadership Conference To Highlight 'Leadership For Becoming A Learning School'

By Craig Correll
KSDC President-Elect

Have you ever wondered what it takes to become a learning school? Joellen Killion, Deputy Executive Director of Learning Forward (formerly known as the National Staff Development Council) and co-author of the book *Becoming A Learning School* will present April 19 at the KSDC Leadership Conference. A copy of the book will be included in the registration fees.

Killion is the Deputy Executive Director for Learning Forward. In her work with Learning Forward, Killion focuses on improving professional learning for all educators. On a more local note, Joellen Killion recently worked with the Kansas Professional Development Task Force 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.

Becoming a Learning School is a toolkit for implementing Learning Forward's definition of professional development in schools. As the book details, collaborative professional learning teams meet regularly to advance teaching quality and student learning. They examine structures and process for successful collaboration, responsibilities of principals, teachers, teacher leaders, and central office staff, and strategies for evaluating team effectiveness.



Joellen Killion
Learning Forward Deputy Executive Director

Conference participants will gain strategies and tools to develop understanding of collaborative professional learning, strengthen school and district culture, establish focus on common goals, clarify roles of the stakeholders in the school, troubleshoot issues that are perceived as barriers to professional learning, and build a strong evaluation system that ensures revisions are based on needs.

For conference participants, April 19 will be spent working with Killion. Breakout sessions showcasing best practices by Kansas educators will be offered April 20. Topics of sessions include:

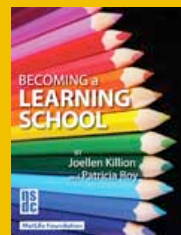
- MTSS,
- 21st Century Skills,
- Courageous Conversations About Race,
- Using Classroom Observations to Guide Professional Learning, and many more!

A special guest visit by former Kansas Commissioner of Education, Dr. Alexa Posny, now assistant secretary for special education and rehabilitative services at the U.S. Department of Education, is planned April 20 as a conference closing. DC

Leadership Conference Alert

Dr. Alexa Posny To Offer Closing For KSDC Conference

Dr. Alexa Posny will be a featured speaker at the KSDC Leadership Conference, "Leadership For Becoming A Learning School". Posny will offer closing remarks during the closing session of the conference April 20.



Posny, a former Kansas Commissioner of Education, has been serving as the assistant secretary for special education and rehabilitative services since her confirmation by the US Senate on Oct. 5, 2009. In her current position, Posny assists in the policy and management issues affecting special

education and rehabilitative services. She recommends policy for programs designed to assist state and local education agencies with improving the achievement of students with disabilities ages birth through 21. She also helps insure equal access to all services, particularly for children with disabilities.



Dr. Alexa Posny
Assistant Secretary for Education and Rehabilitative Services
US Department of Education

Posny's previous positions included a year as the director of the US Department of Education's Office of Special Education. Posny holds a Ph.D. in educational administration from the University of Wisconsin at Madison. DC

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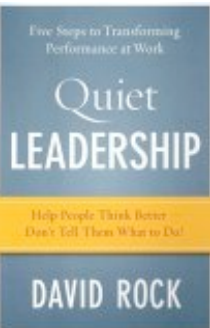


Our 21st Century Future: NEUROLeadership

By Gina Marx
KSDC Higher Education Rep

Quiet Leadership by D. Rock

In, *Quiet Leadership*, David Rock offers a new understanding and breakthrough science about how leaders can accomplish the change required to dramatically improve performance and results. His approach has been scientific and process-focused to deconstruct the 'code' behind high-impact conversations that transform people's performance. Rock has spent years thinking, observing, testing, identifying models and patterns and continually refining his theory about specific behaviors and language. His work has the potential to transform leader's ability to impact others. He refers to it as NeuroLeadership and his book is a "must read" for all leaders serious about moving change forward.



Rock's work also points out why the brain needs coaching. One hundred years ago,

people were paid to do physical work. The main leadership model of most organizations was the master-



apprentice manager model. By mid-century with the advent of electricity and mechanization, workers were involved in executing processes that were less physical and more repetitive. The dominant leadership paradigm was management of efficient processes. Today with computerizing, outsourcing and process improvements, 40% of employees are considered to be knowledge workers with the number close to 100% for professional and mid-management positions. Today, a large number of employees are being paid to think, yet our management models remain at the process era.

Our leadership practices are not keeping up with the realities of organizational life and we have not yet taught our leaders and managers how to improve thinking. The pace of change is moving at a much more rapid rate than it was when today's management

models were developed. In the past, the life cycle of products was around 10 years. Now, life cycles can be 10 months or even 10 days. When a big change initiative comes along, the first job of the leader is to change people's thinking. This is a challenge considering most leaders have been trained to change process and not people.

To learn more, attend the session, "Tools for Becoming a 21st Century Coach-Like Leader" at the USA Convention January 26, 2011, or contact one of the presenters, Leadership Coaches Sandee Crowther, Joanne Hearne, Gina Marx, and Dayna Richardson (www.coachingschoolresults.com) DC

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Searching for a way to stay connected with a network of staff developers 24/7?

KSDC:
Learning Forward Kansas is now on Facebook.

Find a link on the KSDC website.
www.ksdc.us

Leaders are the ones who keep faith with the past, keep step with the present, and keep the promise to prosperity. Harold J. Seymour

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