

KS Direct Connection

KANSAS STAFF DEVELOPMENT COUNCIL

MARCH 2011

AN AFFILIATE OF



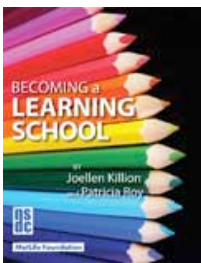
We need to know that education is not just about standards and test scores and unions. We need to know that education is about people who get up every morning, committed to learning, committed to change.

*Michele Norris,
host of "All Things Considered"*

Conference To Address 'Leadership For Becoming A Learning School'

By Craig Correll
Leadership Conference Chair

Leadership for Becoming a Learning School will be the focus when educators join in Wichita for the annual KSDC conference, April 19-20. Keynote presenter Joellen Killion, Deputy



Executive Director of Learning Forward, will share a toolkit for implementing Learning Forward's definition of professional development in schools. Closing session presenter, Dr. Alexa E. Posny,

Assistant Secretary for Special Education and Rehabilitative Services with the US Department of Education, will discuss the impact of Common Core Standards. Breakout sessions will examine an array of topics including 21st Century learning, differentiating professional development, and using data systematically. Time for sharing, networking, and collaboration will abound. Exhibitors will share the latest in research-based resources. Totaled all together, the conference provides the perfect opportunity to gather in new ideas about how to "make an impact" on professional learning, even in the midst of budget cuts. Registration is open at www.ksdc.us. Earlybird deadline is March 15. Along

with learning, the leadership conference also includes time for the KSDC annual board meeting and election of officers
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Leadership Conference



Leadership For Becoming A Learning School

April 19-20, 2011 Airport Hilton Wichita, KS

Keynote by Joellen Killion, LF Deputy Executive Director
Closing by **Dr. Alexa E. Posny**, Assistant Secretary for Special Education and Rehabilitative Services for the US DOE





Register Online for the KSDC Annual Conference

Earlybird Registration Deadline: March 15

KSDC Annual Conference Brings Together National, State Expertise

continued from page 1
for the 2010-2011 board. The proposed slate of officers includes the following:

President-Elect: Sheri Thomas
Secretary: Jill Lachenmayr
Rep A East of 281: Ben Smith
Rep A West of 281: Laura Evans
Teacher A: Grant Jones
Central Office Rep: Pam Irwin
Higher Education Rep: Gina Marx

A proposed bylaw amendment involves a change in name for the organization from the Kansas Staff Development Council (KSDC) to Learning Forward Kansas. More information on each candidate and on the proposed bylaw amendment is available on the KSDC website, www.ksdc.us. DC

PROPOSED BYLAW CHANGE to be brought before the membership for a vote as a part of the annual meeting, April 19, 2011 (Voting will occur by written ballot on the morning of April 19 prior to the board meeting.)

Article I. Name and Purpose, Section 1 currently reads:

This organization shall be known as the Kansas Staff Development Council (KSDC).

Change to:

This organization shall be known as the Kansas Staff Development Council (dba Learning Forward Kansas), hereinafter referred to as Learning Forward Kansas.

Article II. Affiliation

currently reads:

The Kansas Staff Development Council shall be affiliated with the National Staff Development Council (NSDC).

Change to:

The Kansas Staff Development Council (dba Learning Forward Kansas) shall be affiliated with Learning Forward.

Rationale:

The KSDC board of directors recommends this name change in order to maintain close connection and identity with Learning Forward (formerly NSDC). According to the Learning Forward website, this name change of the national organization occurred as a result of much discussion, research, and reflection. The website notes, "Learning is first in our new name, reminding us that learning is at the heart of our purpose and that learning creates our future. Learning Forward invites everyone to join us as we move ahead to ensure effective professional learning that results in student achievement. Learning Forward expresses our call to action, action we as a Board and as a membership association commit to each day to ensure effective teaching for every student. Our new name distinguishes us as both a membership association and an advocacy organization that marries practice, policy, and research."

KSDC Treasurer has researched business aspects regarding a change of name. KSDC Publications Coordinator Mary Adcock and the Executive Board have considered the publicity and marketing considerations. Consensus from this research is that no major monetary impact will be incurred by KSDC through the change of its name.

Changes proposed and recommended by the KSDC Board of Directors.

*If vote is affirmative, all references to KSDC in the Constitution and Bylaws will be changed to Learning Forward Kansas.

*In accordance with NSDC's name change to Learning Forward, all references to NSDC in the Constitution and Bylaws will be changed to Learning Forward. Note: This update occurs as a result of the national name change and does not require a vote of the membership.

Posny To Offer Closing Remarks For KSDC Annual Conference

Abraham Lincoln once said:
'The best way to predict your future is to create it.'
We must continue to create the future.

Dr. Alexa E. Posny

Dr. Alexa E. Posny Closing Presentation

Common Core Standards and Accountability

Forty-three states and the District of Columbia have adopted the Common Core Standards, internationally benchmarked standards that reflect the knowledge and skills that our young people need for success in college and careers. Developed by governors and chief state school officers, the Common Core will be the backbone for an updated accountability system that increases expectations for all students and more fairly recognizes and rewards student growth and progress. In her special address to the Kansas Staff Development Council, Dr. Posny will discuss the role of professional development in the implementation of the Common Core and proposed accountability model. She will discuss how effective professional development can help improve outcomes for all students, including students with disabilities

Find the full text of an address given by Posny at the IDEA: 35th-year Anniversary Celebration at: <http://www2.ed.gov/about/offices/list/osers/idea35/ap-speech.htm>

Measure What We Do and... Drive That Cycle

By Jan Neufeld
KSDC President

At USD 373, we are striving to make connections around the teaching and learning cycle centered on improved student learning. A colleague and I recently completed a diagram to visualize this work (see page 4). We used several resources to create the cycle, including books by Joellen Killion, *Becoming a Learning School* and *Assessing Impact*, a learning rubric created by Thomas Guskey, a teaching and learning cycle created by the Garden City School district, and a teaching and learning cycle created by a Chicago-based team working with urban districts across the country.

Last fall, my colleague and I also developed and distributed a professional learning survey created for school planning teams. Staff members completed this survey following each day of professional learning. The purpose of the survey was to enhance the evaluation of professional learning in order to better promote and measure the impact of professional learning district-wide and at individual buildings. The teaching and learning cycle is dependent upon the ability for us to use district data to decide the targets and goals for professional learning and student learning in the district. A cycle is continuous. We theorized that adding the measuring impact component would complete the teaching and learning cycle. We've found that theory is true! By using the data from the professional learning day survey, it becomes possible to upload knowledge, application and impact plans for learning into a school improvement plan submitted by schools each fall to the district instructional services team.

We have introduced this teaching and learning cycle to our building administrators. The plan is to continue to share and dialogue about the continuous cycle and its relationship to teaching and learning as woven into our district and building MTSS discussions and planning. As evidenced above, the cycle centers around improved student learning. What we know from our learning work in the district is we must do everything in our



power to ensure that every educator engages in effective professional learning by creating the conditions that result in aligning the work and learning of adults around improving the learning of every student. The teaching and learning cycle ensures our work is centered around improved professional learning of educators and encompasses the ultimate priority—improved student learning.

This year we have centered the KSDC/ Learning Forward Kansas action plan around “measuring impact.” Do you remember the old days when we used our measuring tapes to measure the folds of beautiful new cloth in our home economics class? I remember (and let’s don’t try and figure out the date) when I made my first peasant blouse in 8th grade home economics. We were so careful to lay out the pattern pieces correctly, align the fabric to the weave, trim the bias and make sure we checked with our teacher before we made the first cut. My mom made sure to teach me a trick, you could sometimes “flip” the pattern piece to save fabric and perhaps have a little left over for another project or your scrap pile. Isn’t this a lot of what we do when designing professional learning and working with teams? Often times, the trickiest part of professional learning is measuring the results and determining how to continue on to the

next project.

- Is what we are doing and learning making an impact?
- Do we know how to lay out patterns and plans for our learning, align our learning to quality practice, cut out the practices that are ineffective and create a complete teaching and learning cycle that is continuous?
- Can we create a cycle that offers an endless flow and continues to go deeper and deeper with our learning as we improve practice?

In working with my colleague, we had many discussions as we developed the professional learning day survey to measure the impact of professional learning time in our schools. As we studied and made adjustments to our teaching and learning cycle, we realized without the survey information to measure impact, we weren’t closing the gap and completing the cycle. In addition, without the data, building teams were unable to build comprehensive building school improvement plans to create smart goals and provide knowledge, application and impact plans with data to support and direct professional learning for staff.

My purpose in sharing this cycle with you is to provide some examples of tools
continued on page 4

President's Column Measure What We Do

continued from page 3
in use to examine teaching and learning. This year-long series of articles is aligned with our KSDC action plan on measuring impact. We hope you will find these articles and tools useful. Still, there is always vulnerability in sharing ideas and creations. I do hope that in divulging some of my learning and thinking that you will reciprocate with me and share resources you have created with KSDC members.

In closing, I want to encourage you to visit our website, www.ksdc.us to review the program for our spring leadership conference. We will have two powerful days of learning that will include Joellen Killion, Kansas learning practitioners and a closing by Alexa Posny. Plan now to join us! **DC**



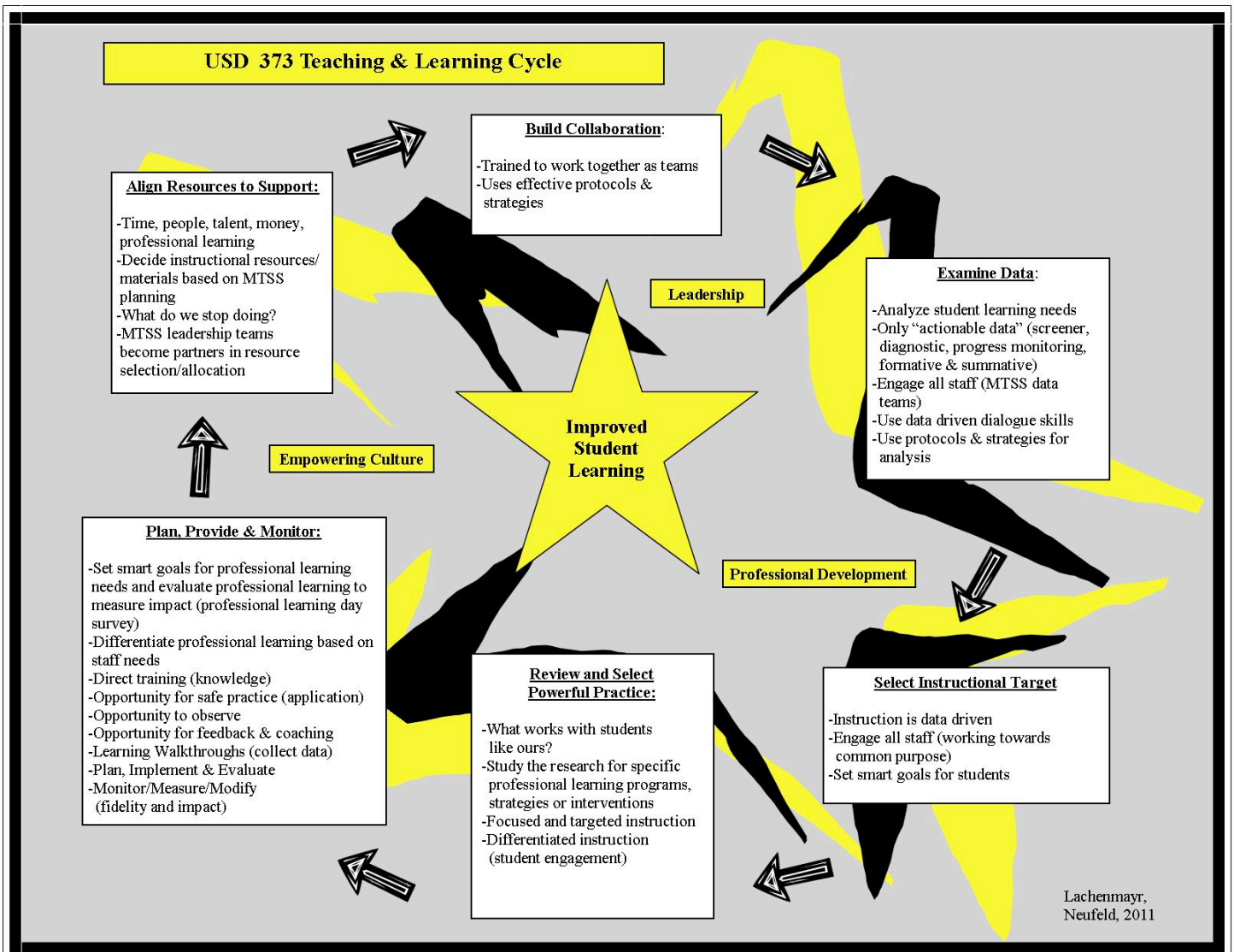
“Sometimes the questions are complicated and the answers are simple.”

Dr. Seuss

Whatever questions you are facing, membership in KSDC is an answer that leads to new ideas and increased resources.

Seuss reminds us “the more we learn, the more places we’ll go.” Don’t miss your chance to take your learning to a whole new level. Join KSDC. For more information on membership, 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

Professional Learning Opportunities Exist Throughout The Day

By Amber Warsnak
Measuring Impact Workgroup

Pressures in schools are numerous this time of year. There's the ever-constant crunch for more time, worries over budgets, and concerns about student performance on state assessments. Given all that, teachers sometimes see professional learning as just one more thing on their plates.

However, research proves professional learning is more than add-on to an already busy day. Professional development is great for renewal and reflection, plus as a recent summary report from Learning Forward says, it "makes a difference in student achievement."

"Research evidence supports the notion that investing and supporting professional development that is ongoing, intensive, and connected to practice and school initiatives; focuses on the teaching and learning of specific academic content; and builds strong working relationships among teachers makes a difference in student achievement," the executive summary clarifies.

Additionally, the Learning Forward definition of professional learning challenges us to expand our ideas and assumptions of what learning includes. It is no longer simply gaining new knowledge, but rather the application and refinement of skills that occurs in the midst of the teaching and learning process.

That means professional learning can occur anytime/anywhere. Some ideas to get you started:

1. Borrow a book from your principal.
2. Google an issue (Example: behavior management).
3. Attend a webinar with other teachers.
4. Meet with other teachers once a month with a focus discussion.

5. Google "free professional development".
6. Make suggestions to your professional development team.
7. Watch a teaching-related documentary (Example: *Teach by Davis Guggenheim*).
8. Research other countries' teaching techniques.
9. Look through the notes you took while attending a conference, then recommit to one or two of the ideas or strategies.
10. Offer to share your knowledge with



others.

11. Lead or participate in a book study.
12. Collaborate with other teachers with a focus discussion.
13. Use a tuning protocol to examine student work.
14. Participate in a critical friends group.
15. Coach or be coached.
16. Shadow a student, a teacher or another professional in the field.
17. Conduct action research projects in your classroom.
18. Examine student data and plan lessons with a teaching colleague.

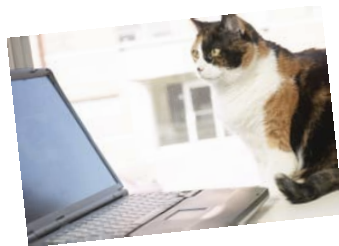
After your learning experience, take a few minutes to consider what you can use from the knowledge.

- What part of the book, webinar, etc... can you actually use?
- How are you going to implement it?
- How are you going to measure impact of your new knowledge?

Once you have implemented the change in your classroom, reflect again.

- Was the change positive?
- Should you continue?
- Should you try it with a different group?
- Do you need to follow up with more knowledge? **DC**





That's Not Fair (Use)...Or Is It?

By Karen Brack
21st Century Skills Workgroup Chair

Thanks to the Internet, we have the world at our fingertips (literally) when it comes to accessing media for presentations or instruction. However, as with everything, there are cautions and legalities of which to be mindful. While it's terrific to be able to jazz up a webpage

or handout with team logos, or to add video clips to a presentation, copyright laws need to enter the discussion. While most everyone knows it's illegal to slap a book down on the office copier, the same rules apply to movies, television shows, magazine articles, music, and photos. However, "fair use" rules apply. Fair use examples include research, parody, critiques, news reporting, teaching, and other scholarly endeavors.

Examples of fair use include commentary, criticism, news reporting, research, teaching, library archiving and scholarship. Four things need to be considered when deciding on the fairness of use:

1. Why are you using it? For education or profit?

2. What is the nature of the copyrighted material?
3. What proportion of the material are you using when compared to the material in its entirety?
4. Will your use impact the marketability or affect the copyrighted material?

This YouTube video explains the whole process in a fun, albeit, lengthy way: http://www.youtube.com/watch?v=CJn_iC4FND0 Walt might not be amused, but you will be.

Source: Fair use. (2011, February, 14). Wikipedia, the free encyclopedia. Retrieved February 14, 2011, from



Summer Sessions To Focus On 21st Century Skills

By Sandee Crowther
Executive Director

Learning in a 24/7 Century will be the topic when KSDC offers another round of introductory training in 21st Century skills June 14 and 15. This two-day professional learning experience aims to introduce teachers and instructional leaders to project design, assessment and management for a 21st Century Skills Framework. Participants should bring their laptops for hands-on work with resources from 21st Century Partnership including the Mile High Guide.

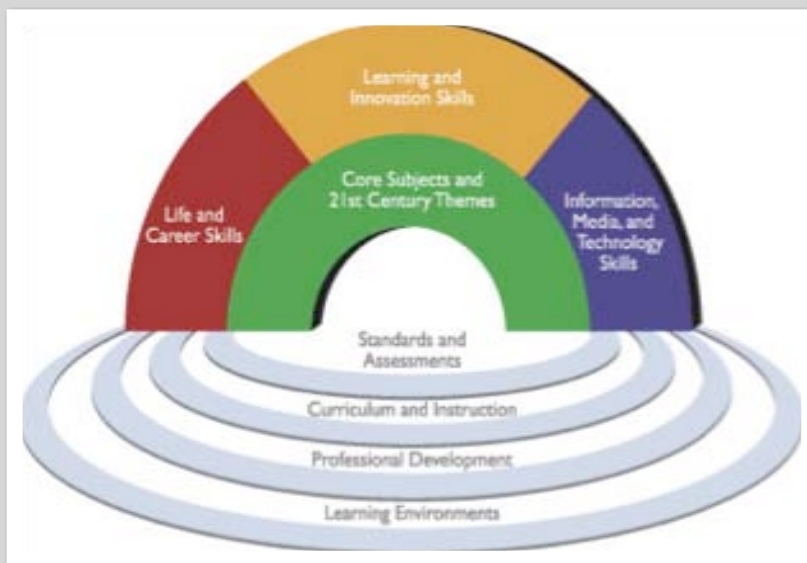
KSDC Presenters, who have been trained by the Partnership for 21st Century, are Jan Neufeld, Karen Brack, and Sandee Crowther. KSDC will also provide follow up support for implementation.

Where: Washburn Middle School, 5620 SW 61st St., in Topeka, KS

When: June 14, 10:00 a.m. - 4:30 p.m. and June 15, 8:30 a.m. -4:00 p.m..

Cost: \$75 per person or \$225 for a team of four

Want to know more? Check out the event flyer and registration form on KSDC website: www.ksdc.us DC



KSDC is an affiliate member of Learning Forward

www.learningforward.org

Every educator engages in effective professional learning so every student achieves.



Front Row View: Learning Forward Annual Conference

http://www.kansask12.org/wiki/Fair_use

ership and organizational effective-

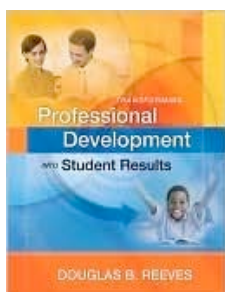
Too many initiatives?

Leadership, Focus Deepen Implementation

DC

By Sandee Crowther
Executive Director

People and practices are the keys to implementation, according to Douglas Reeves, founder of the Leadership and Learning Center. With this in mind, Reeves encourages schools and districts to complete an "implementation audit."



Initiative Inventory

"Do an initiative inventory," Reeves said. "Ask at all levels: What impact have our initiatives had on student achievement?"

Reeves shared his ideas for "Transforming Professional Learning into Student Results" during his keynote presentation at the Learning Forward annual convention, held in December 2010. Reeves has devoted years to teaching and large-scale assessment and research, and has authored more than 20 books on lead-

ness.

During his presentation, Reeves shared numbers that show implementation matters. He cited research into the effectiveness of initiatives now seen across many schools, including Professional Learning Communities and coaching. Reeves then noted two factors that can deepen the effectiveness of any initiative: focus and depth.

Focus

Focus in implementation refers to the number of initiatives underway. Schools too often decrease effectiveness of the system with too many priorities, according to Reeves.

"If you have more than six priorities, you dilute impact," he says.

Indeed, even though many are adept at multi-tasking, Reeves warns "you can't have a high level of focus if there's too much going on. If there's too many initiatives, teachers and leaders get emotionally burned."

Depth

The depth of implementation also ties to student achievement. If an initiative is not implemented deeply, you won't get results, Reeves shared. To this end, Reeves recommends working toward 90% faculty buy-in. "When you get 90% buy-in, then there will be two to three times the gain, even with the same training," he said.

The numbers point to a "preponderance of evidence", according to Reeves. When considering implementation, leadership makes a difference.

"Even the best initiatives fail without leadership and focus," he said. DC

Douglas Reeves shares how an initiative inventory can also lead to cost savings

Book Nook

Revitalize your spring with one of these books about school leadership.

The Life Cycle of Leadership: How to Survive and Thrive in Today's Schools
Written by
Stephen Uebbing and Mike Ford

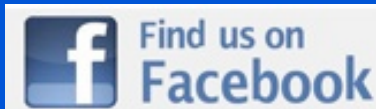
Challenges of leadership come in distinct cycles of survival, creation, and legacy, according to Stephen Uebbing and Mike Ford. Learn to recognize the challenges of each cycle and be ready to adjust your leadership to match your context using research-based strategies.

Evocative Coaching: Transforming Schools One Conversation at a Time
Written by
Bob Tschannen-Moran and Megan Tschannen-Moran

Evocative Coaching: Transforming Schools One Conversation at a Time maps out a way to make schools better by taking a teacher-centered, no-fault, strengths-based approach to performance improvement. The Evocative Coaching model generates the motivation and movement that enables teachers and schools to achieve desired outcomes and enhance quality of life.

The Lighter Side of Collaborative Planning

Looking for a laugh to help lighten the stress of assessment season? Check out a YouTube clip about Collaborative Planning
http://www.youtube.com/watch?v=nVXhA_hs2J8



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

in the online article:
["Cutting Budgets Now: The Brutal Truth
and Some Practical Advice."](#)

Front Row View:

"F" Factors Lead To Performance Beyond Expectations

By Sandee Crowther
Executive Director

Andy Hargreaves challenged educators to consider *Leading Beyond Expectations* during his keynote address at the 2010 Learning Forward annual convention, held in Atlanta, GA in December. According to Hargreaves, the premise is that we learn from those with highest performance.

Hargreaves is the Thomas More Brennan Chair in Education at the Lynch School of Education at Boston College. The Brennan family, who have endowed this professorship, have renamed it after their son who died on the 104th floor of the World Trade Center on September 11, 2001. Its mission is to promote social justice and connect theory and practice in education. Andy Hargreaves' teaching and

national average on nearly every indicator. In all, Hargreaves and his team of researchers looked at 18 organizations, spanning three continents and five countries.

In examining these examples of exceptional performance, Dr. Hargreaves and his team found commonalities: a set of 15 "F" factors, the factors that make performance beyond expectations much more likely and achievable. Four factors shared by Hargreaves during his presentation are:

Fantastic Dream –

Hargreaves explained that dreams are the power that moves organizations forward. It's not just about having a plan. Organizations need to "aspire to and articulate an improbable collectively held fantasy or dream that is bolder and more challenging than a

Teachers can..only really learn once they get outside their own classrooms and connect with other teachers; when they can see beyond the immediate world that surrounds them. This is one of the essential principles behind professional learning communities. Likewise, schools can only really learn when they connect with other schools.

Andy Hargreaves

research at Boston College concentrates on educational change, performing beyond expectations, sustainable leadership and the emotions of teaching.

During his address, Hargreaves offered some inspiring examples of performance beyond expectation from the worlds of business, sports, and education. For one, he noted Finland, now a high performing country both economically and educationally, decided to transform their country when they had an unemployment rate of 19%. Creativity, flexibility, and decentralized control became the foundation for rebuilding the education system. Hargreaves also highlighted London's Tower Hamlets, in 1997 known as one of England's worst school districts, as an example of performing beyond expectations. The district now scores at or above the

plan or even a vision," according to Hargreaves. "It's not simply about being the 'best' or 'world class', but more about an 'inspiring and definable destination to reach for." Looking for a specific example? Martin Luther King's *I Have a Dream* speech set forth a *dream*, not just a strategic plan.

"Look at what we want to be..." Hargreaves encouraged the educators. "Tower Hamlets wanted to hear the sound of children laughing. Finland wanted to be the most advanced society in the world. Dream, dare, do."

Fear –

Organizational leaders often risk "failure, ridicule, humiliation and even extinction" as they pave the way to change, according to Hargreaves. One example Hargreaves shared was

Shoebuy.com, an internet company which changed its business model from mail order catalogs to online purchasing 20 years ago.

"It might be fear of bankruptcy or of being the worst school – what do you do? Look at fear," Hargreaves said.

Fight –

Organizational leaders fight to overcome obstacles rather than take flight to avoid them, Hargreaves noted.

"Leaders can go into dirty, dangerous areas; they might be afraid to go, but they go there anyway," he said. Whatever the problem, leaders "do something about it...show that it can be done."

Counterflow –

Think back to the American Revolutionary War. The Redcoats were the weaker army. In theory, they would never have won the war, according to Hargreaves. However the Redcoats exhibited counterflow. They didn't follow the usual strategies. The same premise applies to effective organizations.

"Don't be afraid to do something different, surprise – run against the mainstream," Hargreaves suggested.

15 "F" Factors –

Other "F" factors include: fundamental futures, firm foundations, fortitude, fast and fair tracking, feasible growth, high fidelity, fraternity, flair, flow, and flexibility, fallibility, friendly rivalry, and fusion leadership.

As an added note, Hargreaves reminded educators that patience and persistence are prerequisites when on the road to excellence.

"If we want to make real improvements in teaching and learning, it's going to take longer than one year. Sports teams take three to seven years to rebuild," he said.

"...Keep going, be persistent, follow it through and the results will come," Hargreaves added.

Read more about each of these factors in the Executive Summary on Hargreaves website:
<http://andyhargreaves.weebly.com/pbe.html> DC



KSDC Membership News... **The Challenge Continues**

By Jo McFadden
Membership Chair

State Assessment are around the corner and the pressure is increasing for staff and students. What a great time of year to join the Kansas Staff Development Council. KSDC provides a networking opportunity with educators throughout Kansas to share instructional strategies, morale builders, research, resources and much more.

Remember 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.

Join or Renew KSDC Membership at www.ksdc.us

\$40 Agency Membership
(with \$15 for each Building Membership in conjunction with the Agency Membership)
\$40 Building Membership
(if joining separately)
\$15 Individual Membership

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.

Beliefs of KSDC

The ultimate purpose of staff development is to improve student learning.

A staff developer is anyone who systematically enables others to change their professional behavior.

Effective staff developers use a research base to continually define and refine best practices.

Collaboration strengthens staff development.

Effective organizational development is required if all students are to learn.

Organizational development requires individual change.

Each educator has a moral responsibility to improve professional effectiveness through life-long learning.

Reinforcement and support systems are critical to the transfer of learning into practice.

Ongoing assessment is critical for effective staff development decisions.

Kansas Learning First Alliance

"Making Kansas first
in the nation
in teaching and learning"

www.klfa.org

KANSAS
Learning First Alliance



2010-11 KSDC Board

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Diane Gross

Program Committee Chair

Craig Correll

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