KS Direct Connection

LEARNING FORWARD KANSAS

AN AFFILIATE OF

learningforward

MAY 2011

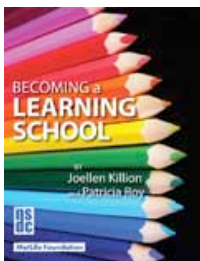*Wherever you go, go with all your heart.*   -- *Confucius*

Leadership, Collaboration, Expertise Lead To 'Becoming A Learning School'

By Mary Adcock
Publications Coordinator

Learning schools make it their prime responsibility to engage in continuous professional learning in order to expand and enhance teaching and increase results for students, according to Joellen Killion, deputy director of Learning Forward Kansas. They are "driven by a single driver and that driver is learning." Killion shared her remarks as part of a presentation on "Becoming a Learning School," at the KSDC/Learning Forward Kansas annual conference. About 100 educators from across the state gathered for the conference, which was held April 19-20 in Wichita, KS.

Killion challenged educators to become more aware of where and when professional learning occurs in their schools. She says professional learning can permeate into all areas of the work day: team teaching, collaboration through technology, at-the-elbow coaching. Plus, it can involve a range of activities: sharing, demonstration, discussion, data analysis, use of protocols, lesson study, examination of student work.

"Professional development exists...in every professional conversation you have," Killion noted.

Inside This Issue:

learningforward
KANSAS

The vote is in: it's official! Kansas Staff Development Council is now Learning Forward Kansas. The vote to change KSDC's name was held April 19 as a part of the annual conference. In order to make this change, members voted to amend the bylaws specific to the organization's name.

Along with a new name, Learning Forward Kansas now has a new website URL, www.learningforwardkansas.org, and a new group page on Facebook under the name, *Learning Forward Kansas.*

Leadership, Collaboration, Expertise Help Grow Learning Schools

Professional development goes beyond talk and activities, though, according to Killion. She says becoming a learning school involves a focus, a moving from

Joellen Killion

congeniality to collegiality. Killion then cited three principles as essential to fostering that focus: leadership, collaboration, and expertise.

Leadership
Leadership begins with defining who takes on leadership roles within the school, according to Killion. District office personnel, principals, coaches, teacher leaders: all have a place in contributing to the process of change.

Indeed, "how we envision the notion of who a leader is…" impacts a school's process in becoming a learning school, Killion explained.

Killion further encouraged educators to work toward developing leadership capacity in others.

"In many cases we put teams together and we hold the expectation for them to be brilliant in practice," Killion said, "but then we just expect them to have the tools to do that."

Collaboration
Although "collaboration" seems to be the current buzz-word in schools. Killion warned against a blanket expectation of teaming.

"The notion of collaboration is not natural for every educator," she explains.

Killion instead encouraged educators to give opportunities for staff to experience collaboration, while respecting "the stance of each person, and where he or she is on the continuum of collaboration."

"Always invite participation," Killion added. "…Work toward building collective trust."

Expertise
Just as leaders emerge at the district and building levels, Killion said she sees expertise in every corner of schools. As challenges arise, she encouraged educators to look within for expertise, rather than reaching outward.

"The more we can tap into each other's expertise, the better we will be. Examine what works and what doesn't and trust yourself" to make the changes you see are needed, Killion said. "Turn inward. Use your expertise."

"When you rely on others, you may get a small bump for a few years, but it's just a few years and it'll end," she added. "…My belief is that those who are working each and every day in schools have the capacity, the ability to enact change and to sustain it."

Becoming a Learning School by Joellen Killion and Patricia Roy offers further insights into changing school culture, scheduling time, planning, using data, designs for professional learning, facilitating collaborative professional learning teams, and evaluating learning. The book is available through Learning Forward at *www.learningforward.org*.   DC

Pictured Above (from left to right): Lana Evans, Ben Smith, Jill Lachenmayr, Pam Irwin, Sheri Thomas, Grant Jones, Dr. Gina Marx.

The position of Classified Representative remains open.

Don't Throw The Baby Out With The Bath Water

By Jan Neufeld
Learning Forward President

How are things in your school district? Are you looking forward to warmer days ahead, spring sunshine and breezes? What are your plans for summer learning? As this is my last President's column for *Direct Connection*, I want to focus on some learning challenges we face in the future: **How do we get the word out on the true meaning and definition of professional learning?**

Recently, I have been a part of some interesting conversations about professional learning. At times, we seem to equate high quality professional learning and educator effectiveness as measured by smaller class sizes or schedules. Let's take a long, hard look at what we mean by professional learning.

Here is one interpretation of the saying, "Don't throw the baby out with the bath water!" The saying served as a warning to take care, when getting rid of outworn and unnecessary things, not to throw out something important along with the rubbish. We must be judicious when having good dialogue about professional learning that we highlight the parallels between the definition of professional learning and best practices in professional learning.

In this article, I highlight three pieces of guidance that were developed as a part of a series of articles in the December 2010 Learning Forward "JSD." We need to be careful that we continue to educate our learning colleagues, board members, parents and community about what is quality professional learning, what it looks like and where it takes place. Let's review the definition of professional learning that has been created and supported by Learning Forward.

(34)Professional Development—The term "professional development" means a comprehensive, sustained, and intensive approach to improving teachers' and principals' effectiveness in raising student achievement—
(A) professional development **fosters collective responsibility** for improved student performance and must be comprised of professional learning that:

(1) is aligned with rigorous state student academic achievement standards as well as related local educational agency and school improvement goals;
(2) is conducted among educators at the school and facilitated by well-prepared school principals and/or school-based professional development coaches, mentors, master teachers, or other teacher leaders;
(3) **primarily occurs several times per week** among established teams of teachers, principals, and other instructional staff members where the teams of educators engage in a **continuous cycle of improvement** that—
(i) evaluates student, teacher, and school learning needs through a thorough review of data on teacher and student performance;
(ii) defines a clear set of educator learning goals based on the rigorous analysis of the data;
(iii) achieves the educator learning goals identified in subsection (a)(3)(ii) by implementing coherent, sustained, and evidenced-based learning strategies, such as lesson study and the development of formative assessments, that improve instructional effectiveness and student achievement;
(iv) **provides job-embedded coaching** or other forms of assistance to support the transfer of new knowledge and skills to the classroom;
(v) regularly assesses the effectiveness of the professional development in achieving identified learning goals,

improving teaching, and assisting all students in meeting challenging state academic achievement standards;
(vi) informs ongoing improvements in teaching and student learning; and
(vii) that **may be supported by external assistance.**
(B) The process outlined in (a) may be supported by activities such as courses, workshops, institutes, networks, and conferences that:
(1) must address the learning goals and objectives established for professional development by educators at the school level;
(2) advance the ongoing school-based professional development; and
(3) are provided by for-profit and non-profit entities outside the school such as universities, education service agencies, technical assistance providers, networks of content-area specialists, and other education organizations and associations.

According to guidance from the U.S. Department of Education, here is the definition of job-embedded professional development.

What is job-embedded professional development?
Job-embedded professional development is professional learning that occurs at a school as educators engage in their daily work activities. It is closely connected to what teachers are asked to do in the classroom so that the skills and

The True Meaning Of Professional Learning

continued from page 3
knowledge gained from such learning can be immediately transferred to classroom instructional practices. Job-embedded professional development is usually characterized by the following:
• It occurs on a regular basis (e.g. daily or weekly);
• It is aligned with academic standards, school curricula, and school improvement goals;
• It involves educators working together collaboratively and is often facilitated by school instructional leaders or school-based professional development coaches or mentors;
• It requires active engagement rather than passive learning by participants; and
• It focuses on understanding what and how students are learning and on how to address students' learning needs, including reviewing student work and achievement data and collaboratively planning, testing, and adjusting instructional strategies, formative assessments, and materials based on such data.

Job-embedded professional development can take many forms, including, but not limited to, classroom coaching, structured common planning time, meetings with mentors, consultation with outside experts, and observations of classroom practice. When implemented as part of a turnaround model, job-embedded professional development must be designed with school staff.
Source: U.S. Department of Education. (2010, June 29). Guidance on School Improvement Grants under section 1003(g) of the Elementary and Secondary Education Act of 1965.Washington, DC: Author.

Here are Criteria for Effective Professional Development:
• Focuses on a well-articulated mission or purpose anchored in student learning.
• Derives from analysis of student learning of specific content in a specific setting.
• Focuses on specific issues of curriculum and pedagogy.
• Derives from research and exemplary practice.

• Connects with specific issues of instruction and student learning in the context of actual classrooms.
• Embodies a clearly articulated theory or model of adult learning.
• Develops, reinforces, and sustains group work.
• Involves active participation of school leaders and staff.
• Provides sustained focus over time and continuous improvement.
• Provides models of effective practice.
• Utilizes assessment and evaluation.
• Provides timely feedback on teacher learning and practice. *Source: Elmore, 2002.*

And last but not least, what does our professional learning community look like.

5 Essential Characteristics of a Professional Learning Community
Shared mission: The professional learning community demonstrates a high degree of commitment to continuously improve student math achievement, agreement on best practices for math instruction, eagerness to implement best practices, and commitment to collaboratively improve math instruction through the learning community structure.

Learning-focused collaboration: The professional learning community collaboratively shares ideas and strategies, plans learning and teaching activities, and works together to solve problems.

Collective inquiry: The professional learning community confidently uses a wide range of methods to investigate learning and teaching, using findings to inform and develop its practice. The community collects, analyzes, and uses data to support this process.

Action research: The professional learning community seeks to improve instructional practices for teaching mathematics and works collaboratively with others to improve instruction. Effects on student learning are the primary basis for assessing improvement strategies, and members constantly turn their learning and insights into action, rigorously assessing their efforts, demanding evidence in the form of student learning.

Results orientation: The professional learning community evaluates efforts based on tangible results, and stays hungry for evidence of student learning.

Members continuously use this evidence to inform and improve their practice.
Source: Math: Getting It Project, www.upsd.wednet.edu/16131010121430 43530/site/default.asp.

Professional learning is a calculated combination of teamwork in reviewing goals, vision, data, practice and aligning our professional learning to create results. Professional learning should be combined with an ongoing teaching and learning cycle to drive teacher and student knowledge and learning, promote peer observation and collaboration, study results and adjust to create continuous improvement in teaching and learning.

What has become a "hot topic" in many conversations is the speculation on who does the learning, where does it take place and how is the knowledge carried out in our classrooms. When professional learning is embedded in our work, it is "done by us" rather than "done to us." We must also understand, as listed in the professional (vii), professional learning may be supported by external assistance. This means, on occasions, answers not available inside the school must be sought by outside experts. We need great ideas inside and outside an organization and promote improvement for all (King and Newmann, 2000). With district dollars decreasing and ever more speculation on how those dollars are being used, we must use every opportunity to inform, share data and promote improved pedagogy and dialogue with our learning partners.

As we ever more evolve in the theory of professional learning, let's make sure we don't throw the baby out with the bath water. Let's have every conversation be a learning conversation. We want to create a sense of urgency with our colleagues and community partners regarding a luminous sense of vision and partnership to bring about increased knowledge and support for teachers and students. We must make perfectly clear the difference in a leading and learning classroom is teacher knowledge.

Our goal is to 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.   DC

Classified Personnel

Professional Development Award Winner

Learning, Collaboration Keys To Success

By Mary Smith
Hutchinson USD 308

Professional learning opportunities for para-educators have been evolving and improving over the last several years in USD 308. Para-educators have joined in professional learning days to learn about instruction in reading and mathematics. Ten early release days at the district's elementary buildings, added into the district calendar beginning with the 2010-2011 school year to allow for collaboration among certified staff, provided additional opportunities to expand professional learning for para-educators. On these afternoons, para-educators met together for professional learning and joined in collaboration with their supervising teacher or general education staff.

The benefits for this time were two-fold:
• Para-educators were able to gain required professional development points without having to leave the classroom during instructional time.
• Para-educators were able to join in quality collaboration with the teaching staff, and as a result, instruction was more targeted and specific for students.

Given Hutchinson USD 308 has eight elementary buildings, a rotating schedule was developed to deliver professional learning opportunities on early release days. Para-educators were divided into two groups, with half participating in professional learning experiences while the other half joined in collaboration time at the building level with special education and general education teachers.

Five modules were created for the professional learning experiences. They include:

Instructional Support – What Does it Look Like? Paras had an opportunity to review five, mock IEP's and examine present levels of educational performance. Based upon that information, they examined the student's needs and what support would be provided in the general education classroom.

Learning Strategies - Styles: Methods of

delivering instruction were studied – auditory, tactile / kinesthetic, visual. The learning preferences of students were examined.

Assistive Technology: A hands-on demonstration of light tech/high-tech devices for providing greater access to the curriculum was shared. All participants were able to access a multitude of technology devices – i-pads, i-pod touch, wii, quicktionary reading pens, Franklin Dictionary, and switches. Various web-sites to enhance and provide greater access to the curriculum were shared. Participants learned how apply those sites in their day-to-day work with students.

Behavior Management / Conflict Resolution: Methods / techniques for monitoring / management of behavior and various techniques were discussed. Scenarios presenting common behavioral challenges were shared and techniques to address those issues

were discussed.

Relationship building and communication skills were addressed in final module.

Many of the techniques utilized in these professional learning experiences were from *The Adaptive School – A Sourcebook for Developing Collaborative Groups*. Para-educators were given time to collaborate with their colleagues during these training modules. Modules were interactive, not a "sit and get" type of training. There were opportunities for sharing experiences, successes and challenges, tapping into other's strengths, and developing relationships

with their colleagues. Para-educations also asked great questions, demonstrating their buy-in of the information. They are now in the process of developing notebooks of ideas for modifications / accommodations / instructional strategies that

are student, classroom and/or content specific.

During the final module for 2010-2011, para-educators were given an opportunity to evaluate their learning and help plan for next year's modules. Feedback was extremely positive, plus, the paras noted they are looking forward to next year's learning opportunities! DC

Impact Award Winner

Organism Mania Synopsis

By Brandi Leggett
USD 232, Prairie Ridge Elementary

In the summer of 2008, I had the privilege of participating in a three-week science professional development workshop at the Franklin Institute in Philadelphia, PA. In this professional development, I learned innovating and   engaging ways to teach about living organisms. The main component that I was able to take away from this workshop was that building inquiry through hands-on methods had a direct correlation to increased student learning and understanding of living organisms.

In the fall of 2009, I created *Organism Mania* in my classroom. Through this project, students use live organisms to study ecosystems, habitats, and classify/categorize organism characteristics. Students apply their inquiry skills by conducting their own investigations where they incorporate each step of the scientific process.

Students write from the point of view of their organisms through Blabberize.com and Fotobabble.com to work on voice, expression, and creativity. They also create data tables where they can implement minimum, maximum, range, mode, and median. This allows them to analyze their data findings to form sufficient conclusions.

While conducting their investigations, students use flip videos and digital cameras to create digital stories summarizing and retell their investigations. To incorporate community service, students create class organism books to send to children in high poverty countries.

Through this project, students are able to take charge of their own learning and develop inquiry at their own pace. Ultimately, each student becomes their own scientist. DC

Common Core Standards

Increasing Mathematical Communication Through Open Questioning

By Michelle Flaming
Service Center Representative

The Common Core Standards are sweeping across the nation. As states are gearing up to apply these new standards, I deeply hope they give due diligence not only to "what" students should learn, but also to "how" it should be learned. Research used for the Common Core includes the NCTM process standards and the strands of mathematical proficiencies as specified in *Adding It Up.*

Principles and Standards for School Mathematics describes a future in which all students have access to rigorous, high-quality mathematics instruction: … knowledgeable teachers have adequate support and ongoing access to professional development. The curriculum is mathematically rich, providing students with opportunities to learn important mathematical concepts and procedures with understanding…

One strong component necessary to make this vision become a reality is through the use of increasing communication in the classroom. One of the five process standards expresses what this communication should look like in PreK-12 classrooms. As we explore the "processes and proficiencies" outlined by the Common Core Standards, one must recognize that the skill of communication is the common denominator.

Instructional programs from Prekindergarten through grade 12 should enable all students to–
• Organize and consolidate their mathematical thinking through

communication;
• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
• Analyze and evaluate the mathematical thinking and strategies of others;
• Use the language of mathematics to express mathematical ideas precisely.
So what would this communication look like in the mathematics classroom? Students would be asked to justify their reasoning, to formulate questions about something they find challenging or puzzling, to communicate their understanding and/or confusion to others, to organize their thinking, and to reflect on their own learning.

Getting students to express themselves clearly and coherently is not an easy task. This article is an attempt to give a practical idea of how we can increase communication in the classroom through the sound practices of asking open higher-level questions. If communication is the goal, the questions become, "How do we get them there?" and "How do we make this goal a reality?"

Have you noticed students, as well as adults, don't like to share how they solve problems? They will just say, "I did it in my head." Then we must follow up with, "What did you do in your head?" But even this does not retrieve the necessary information from the student. If we want to increase communication and dialogue, including justification in the classroom we are going to need to become much better questioners. I believe questioning is the key to make this goal a reality in the classroom.

I remember taking a questioning class in college, or maybe it was embedded into one of my methods courses, but it was only taught/learned at the knowledge level. I could name Bloom's Taxonomy hierarchy of questions but I did not internalize or practice these types of questions when placed in my own classroom setting. I had the knowledge but I didn't know how to apply this information to my classroom. Does this sound familiar? This failure to apply is the same thing we often notice about students. If we only teach knowledge-type of content, they don't necessarily know how to apply that information in real-world settings or to other content areas.

This article describes a process I use with teachers to help them identify and develop different types of questions and successfully implement them into their classrooms to increase the communication and dialogue of their students.

Math Communication: Making It A Reality In The Classroom

continued from page 5

The Process to Move From Knowledge to Classroom Application

I was working with a group of fourth grade teachers who wanted to increase the level of questioning in their class-rooms. I knew they were already doing a great job at questioning, but they wanted to continue to grow and become even better. As we began the process below, we realized not only did *they* need to become better questioners but

the goal was also for their *students* to become better questioners. I believe the following steps could also be used with students.

Step #1: Open Sort
Give teachers/students (in groups of two or three) a large sheet of paper and a stack of small cards containing different

types of questions. I usually have the questions printed or written on card stock. It is important that you have a large piece of paper under the cards, because later in the process the group will be taping their question cards to the paper.

Sample questions:
• Can you describe your method to us all?
• Can you explain your work?
• How did you tackle similar problems?
• Would it be helpful to draw a picture, or make a table?
• How would you describe the problem in your own words?
• Can you think of a counterexample?
• What have you learned or found out today?

For a complete list of all the question cards used in this process, contact me at michellef@essdack.org.

The teachers/students are given time to sort the cards into categories of their choice. This is called an open sort. After sorting, groups quickly share how they chose to sort, and identify similarities

and differences in the groupings. Either verbal sharing or a visual sharing is appropriate.

Research by RobertJ. Marazano says, "Ask students to identify similarities and differences on their own." While teacher-directed activities focus on identifying specific items, student-directed activities encourage variation and broaden understanding, research shows. Research also notes that graphic forms are a good way to represent similarities and differences.* Engage students in comparing, classifying, and creating metaphors and analogies. (1)

Step #2: Closed Sort
Give groups the category titles that you would like for them to sort. This is referred to as a closed sort. These cards are also on card stock but in a different color than the question cards. The categories, I ask them to sort by are:

• To help students build confidence and rely on their own understanding.
• To help students collectively make sense of math.
• To help students learn to reason.
• To encourage conjecturing.
• To help when students get stuck.
• To check for student progress.
• To promote problem solving.
• To make connections among ideas.
• To encourage reflection.

Sometimes the questions may fit into more than one category. If this is the case, the placement is irrelevant. The process of the group discussing where they go and why is much more important than where it truly fits. The power is in the discussion and the thinking.

At the end of step 2, groups can quickly share their results and ask questions of other groups.

Step #3: Understanding Open vs. Closed Questions
In this step, teachers/students will discuss the differences between open and closed questions and understand the potential value of using open questions with students.

KSDC is an affiliate member of Learning Forward
www.learningforward.org
Every educator engages in effective professional learning every day so every student achieves.

Effective Questioning Brings Change To Math Classroom

In some research these differences in question types are referred to as fat/skinny questions or divergent/convergent questions. Whichever terminology you are familiar with and would like to use is up to you. The concept, not the terminology is what is important.

Closed questions can be answered with

a simple one-word answer. For example, the question "Could you try using a number line?" could be answered with a simple "No".

Research shows that most questions we ask our students are closed. Closed questions have their place, but in most classrooms they are vastly overused. The type of question needs to be determined by the purpose. Closed questions are great for quick and easy ways to check comprehension and retention of important information.

Open questions, on the other hand, should be used when wanting to encourage discussion and active learning in the classroom. Open questions tend to be warm and inviting. Open questions are great if the goal is to clarify a vague comment, to prompt students to see a concept from another perspective, to support their conjectures, to respond to one another, to investigate an alternative strategy, to make predictions, to organ-ize information and make connections, or to reflect on their own learning.

Sanders (1966) stated, "Good questions recognize the wide possibilities of thought and are built around varying forms of thinking. Good questions are directed toward learning and evaluative thinking rather than determining what has been learned in a narrow sense."

With this in mind, teachers need to be very intentional about the purpose of their questioning and design a process in which they can be cognitive of their own questioning skills and purpose. I also believe that to truly create a climate of discussion in the classroom, this should also be a goal for our *students*.

Step #4: Identifying Open and Closed Questions

Ask groups to go through the questions and if it can be answered with a one-word answer, turn over the card. For example, a card that says, "Can you guess and check?" (Yes) would be turned over. If the question can only be answered with more than one word ("Why is that true?"), it should remain face-up.

Groups now look for similarities among the open and closed questions. It is extremely important that the groups identify the similarities through their discussions. They should notice that closed questions seem to start with Can, Could, Would, and Does. Open questions typically start with What, How, and Why. Once this pattern is noticed move onto the next step.

Step #5: Changing Closed Questions into Open Questions

In this step, groups will rewrite the closed questions and make them open questions. This asks them to apply the new knowledge that open questions typically begin with what, how, and why. They may choose to keep the question closed, but add a follow-up question that is open. For example:

"Do you agree with_____?" (Closed) "Why or why not?" (Open).

Once all questions have been re-written to become open questions, groups tape the cards onto the white paper. At this point, the teacher collects the posters chooses a sampling of questions to include on a poster which will be hung in the classroom. Until we (teachers and students) become better at asking open questions, we need a visual aide to help us.

The poster shows students that questioning and communication are important and essential tools in our classrooms. It also provides prompts that allow teachers (and students) to practice these questioning skills until they become more proficient.
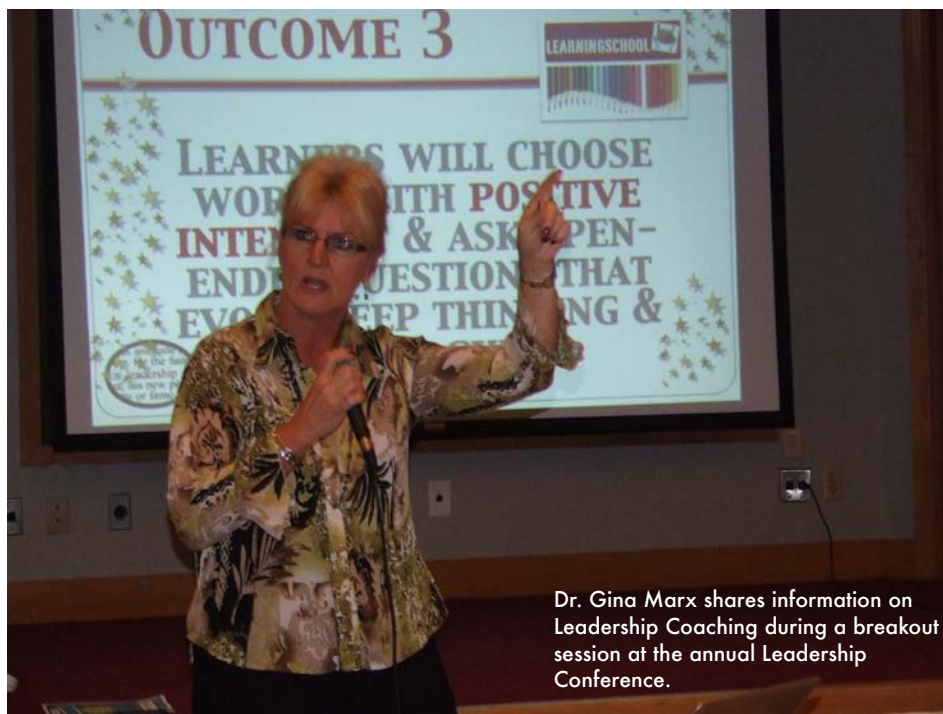
Conclusion:

Effective questions can almost instantly change the level of communication and the climate in the classroom. Using open questions and closed questions at just the right time and based upon the purpose of the questioning will usually provide the response that you are looking for from your students. Closed questions can be used to simply attain one or more pieces of information. Open questions will be needed to reach the goals of the Common Core Standards and the Principles and Standards for Mathematics (NCTM):
• Organize and consolidate their mathematical thinking through communication;
• Communicate their mathematical thinking coherently and clearly to peers, teachers, and others;
• Analyze and evaluate the mathematical thinking and strategies of others;
• Use the language of mathematics to express mathematical ideas precisely.
To make this vision a reality, open questions must become the norm for both teachers and students. It's time to take our knowledge and apply it each and every day in our classrooms.

Research:
1) McRel – Classroom Instruction That Works
2) http://www.middleweb.com/MWLresources/marzchat1.html
3) http://standards.nctm.org/document/chapter3/comm.htm
4) http://www.teachers.ash.org.au/researchskills/dalton.htm   DC

Dr. Gina Marx shares information on Leadership Coaching during a breakout session at the annual Leadership Conference.

Learning Forward Kansas...A New Name, A New Challenge

By Jo McFadden
Membership Chair

Summer is a time to reflect upon the last year and renew ourselves with learning and relaxation as we prepare for the coming year. It's also a great time to get connected. Learning Forward Kansas provides a networking opportunity with educators throughout Kansas to share instructional strategies, morale builders, research, resources and much more.

Take the Learning Forward challenge: Share this newsletter with at least five co-workers and recruit at least one new member over the summer.

Learning Forward Kansas 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.

Learning Forward Kansas 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, Learning Forward Kansas 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 over this summer.

Join or Renew Learning Forward Kansas membership at
www.learningforwardkansas.org
$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.learningforwardkansas.org. After completing it, mail it with your check or purchase order # to Tom Jerome, Treasurer, Box 616, Eudora, KS 66025.

Beliefs of Learning Forward Kansas

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

2010-11 Learning Forward Kansas 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@cvilleschools.com

Past President
Diane Gross
USD 480, 401 N. Kansas
Liberal, KS 76901
Phone 620-604-1013
Diane.Gross@usd480.net

Secretary (2011)
Jill Lachenmayr
USD 373, 308 E. First
Newton, KS 66054
Phone 316-284-6203
jlachenm@newton.k12.ks.us

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)
OPEN

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
OPEN

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

Advocacy/Collab. Chair
Dayna Richardson
37 Tomahawk
Hutchinson, KS 67502
Phone 620-543-2258
daynarichardson45@gmail.com
Awards Chair
Sheri Thomas

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
tomjerome@learningforwardkansas.org