

KS Direct Connection

LEARNING FORWARD KANSAS

FEBRUARY 2012

AN AFFILIATE OF



*If we're growing,
we're always
going to be
out of our
comfort zone.*

John Maxwell

Annual Conference To Highlight 'A Learning School In Action'

By Melissa Green
Leadership Conference Chair

"A Learning School In Action" will be the focus when educators join in Wichita for the annual Learning Forward Kansas conference, April 10-11. Opening session facilitators Dayna Richardson, M.Ed, and Dr. Nancy Bolz, will lead educators in an interactive review of Learning Forward's new Professional Learning Standards. Joellen Killion, Senior Advisor with Learning Forward, will assist schools in determining how well



they "measure up" as a learning school and Brad Neuenswander, KSDE Deputy Commissioner, will offer closing remarks concerning Common Core Standards and Kansas' accreditation system.

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.

Along with learning, the conference also includes time for the LF KS annual board meeting and election of officers.

Totaled all together, the conference

provides the perfect opportunity to gather in new ideas about how to build "a learning school is action", even in the midst of budget cuts. Registration is open at www.learningforwardkansas.org. Earlybird deadline is March 15.

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Annual LF KS
Leadership Conference

A *LEARNING* School In *ACTION*

April 10-11, 2012

DoubleTree by Hilton

Wichita Airport

From the keynote address "Movin' from Talk to Walk" to breakout sessions on common core, technology, professional learning and more, the annual LF KS conference promises tips and tools on building "A Learning School In Action." Register now at www.learningforwardkansas.org

Craig's Corner **Leadership**

*Plan to be better tomorrow
than today,
but don't plan
to be finished.*

Carol Ann Tomlinson

By Craig Correll
LF KS President

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

This is the purpose of Learning Forward. To realize this purpose, the Learning Forward community of educational leaders is committed to professional learning that is sustained, job-embedded, practical and tied directly to opportunities and resources they need to promote meaningful and purposeful professional learning and embed it in the school day.

Please join us in Wichita on Tuesday and Wednesday, April 10-11, for our Annual Leadership Conference. If you haven't attended a Learning Forward Conference, this is your opportunity to experience incredible professional learning and collaborate with colleagues from across the state.

We are honored to have with us this year Dr. Nancy Bolz and Dayna Richardson. They represent the Kansas Learning First Alliance and will kick start

the conference with a general session Tuesday morning. Learning Forward has a strong connection with the Learning First Alliance and we look forward to strengthening this bond.



We also welcome back Joellen Killion, now a senior advisor with Learning Forward. Joellen joins us as a special guest speaker, offering a breakout session focused on extending our learning about assessment of professional development. In doing so, her session provides a unique follow-up to Killion's keynote learning day at our 2011 conference.

Deputy Commissioner Brad Neuenswander will wrap up the conference. He will provide timely information regarding possible changes to NCLB and QPA.

I hope that you will join us in April and take advantage of the learning opportunities to build capacity within your staff and provide for immediate student impact. Check out the LF KS website for registration information and additional details about featured speakers and breakout sessions. **DC**

KLFA Focuses Work On Common Core Standards, Public Awareness

As Kansas Learning First Alliance (KLFA) continues to focus on the quality implementation of the Common Core State Standards (CCSS), Chair Dr. Nancy Bolz, AdvancED Kansas Director, welcomed representatives from the Kansas State Department of Education (KSDE). It was a great day of collaboration and sharing. Judi Miller shared the Kansas ESEA Flexibility Application/Waivers Update, Howard Shuler shared the new KSDE Accreditation Model, and David Barnes and Jeannette Nobo shared plans for spring and summer learning opportunities around the CCSS. KLFA, and our member organizations, have offered our support, time and energy to support these KSDE initiatives. One example of this collaboration is that the Student Achievement Work Group will be making awareness level videos and materials for Math and Language Arts available on the KLFA website.

The Community Engagement Work Group has now released their second of three Public Service Announcement (PSA) videos in collaboration with KTWU Channel 8. Radio spots in both English and Spanish are also forthcoming! Visit the KLFA Website for more information, www.klfa.org. **DC**

Calendar Countdown



LF KS Board Meeting

April 10, 2012, 4-6 p.m.
DoubleTree by Hilton
Wichita Airport

A LEARNING School In ACTION

LF KS Annual Conference
April 10-11, 2012
Wichita Airport Hilton
Wichita, KS
to include election of the

2012-2013 Candidates for LF KS Board of Directors

President-Elect
Jill Lachenmayer
Secretary
Vicki Bechard
Principal Representative
Jo McFadden
KSDE Representative
Pam Coleman
Teacher B Representative
Kristin Meyer
Representative B East of 281
Karen Brack
Representative B West of 281
Suzann Patton
Service Center Representative
Lori Jensen

LF KS Board Advance

June 6-7, 2012
Hesston, KS

Kansas Learning
First Alliance

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

www.klfa.org

KANSAS
Learning First Alliance



Embedding Professional Learning Through Lesson Study

By Michelle Flaming
Service Center Representative
Math Consultant, ESSDACK

There are many forms of professional development available for teachers today. One of the most under used, but most effective, is the Lesson Study. Lesson studies are used on a weekly basis in many other countries. Those countries, according to TIMSS, out-perform our students in the area of mathematics. This type of professional development is as much a norm in their country as our one-day, back to school in-services are in the United States. This article will discuss what lesson studies look like, the purpose, and the benefits of this type of professional development for our professional teachers. We will also look at a specific example of how a lesson study was used to improve the mathematical learning of fourth graders in a Kansas district.

Lesson study is job-embedded professional development. Teachers, usually from the same grade, sometimes not, get together to discuss student learning and misconceptions. Seven teachers are gathered around a table in the workroom of a Kansas school. They are preparing for their first lesson study. They have looked over their assessment data and realize that all of their classes scored poorly on the measurement benchmark. "Why do our kids have such a hard time with measurement and reading a ruler?" is the topic of conversation.

The seven teachers design a purposeful lesson that should address measurement, and more specifically, reading a ruler. As the lesson gets finalized the teachers then decide on who will teach the lesson created by the group. As the group prepares the lesson to be followed easily by the presenting teacher, they also decide on who will observe and take notes

on which students. As the lesson is presented, teachers watch their individual students, taking notes on what the student understands and the student misconceptions.

About 15 minutes into the lesson, a student misconception, caused the lesson to take a turn. It became very clear that students were misreading a ruler because: 1) They didn't understand the concept of an inch. (*The inch is the*



space between each of the lines.) 2) They were counting the number of lines on a ruler not the spaces. The teachers couldn't wait to get out of the room to tweak their measurement lesson now that there was a better understanding of the misconceptions.

The lesson was tweaked to address this newfound knowledge, and the teachers decided once again who would present the tweaked lesson this time. The teachers choose another classroom and followed the above process with the modified lesson. Students in this classroom had the same common misconceptions, but the lesson was now focused on addressing the real misunderstandings. As the seven teachers left the room and went back to the break room to discuss their findings, many articulated that this was the **best**

job-embedded professional development they had ever experienced in their entire professional life.

Fast-forward six months, students are now scoring higher than in the past on this state assessed benchmark. The apparent solution to an existing problem was teachers working together to improve their teaching and students' mathematical learning.

What? The job-embedded professional learning called Lesson Study originated in Japan as a cycle of instructional improvement focused on planning, observing, discussing research, and drawing out their implications for teaching and learning more broadly.

Why? Lesson studies focus on the heart of professional learning: what happens in the classroom between teachers and students. As professional learners, teachers study and collect data on the supports and barriers

to students' learning. Lesson studies are teacher-led processes that allow teachers the opportunity to think about the goals of lessons, deepen the knowledge of content and instructional pedagogy, strengthen collaboration with other teachers, and create continuous dialogue about learning.

How? Lesson Study is a simple idea that can be conducted in so many different ways. Below is a set of steps that most lesson studies follow.

1. *Form a Lesson Study Group* – It is best if this group (four to six) is a willing group that is focused and committed to learning. Trust is a major factor, so time is needed to develop ground rules or norms and to build a collaborative group. It often works well for teachers from the same grade or similar grades to be a part of the group.

Continued on Page 5

One District's Journey...

Passport to 21st Century Instruction: Now Boarding

By Karen Brack
Representative B East of 281
21st Century Skills Learning Team Chair

Pre-flight

Helping our students acquire 21st Century skills means our teachers must be adept in 21st Century instruction. In order to help develop these skills, Spring Hill USD 230 is offering differentiated professional learning opportunities featuring the district's existing technology. We wanted to not only walk our tech talk, but make the entire program fun and interactive. We decided to use a travel theme, and tie the activities to airport-related terms.

In order to model the use of technology, last May, teachers were asked to complete a Google survey through which they selected their sessions.



Each teacher selected three different two-hour sessions and then picked either Moodle or Google Apps as their focus for two longer sessions. The Moodle and Google Apps sessions are offered at two levels: beginning/intermediate (propeller) or advanced (jet). The teachers' choices were then compiled into personalized passports for the year's sessions. This passport is used to log miles and contains information regarding locations of selected sessions. The passport covers were purchased from a prom supply company and assembled here in August. Their pictures were printed from last year's school portraits. The teachers received their passport at their building the first day back in August.

Frequent Flier Miles

Throughout the year, teachers have the opportunity to earn miles, which can be redeemed for prizes, including two airline tickets. Participants can earn rewards by completing the professional learning activities, showing their new skills in their classroom, sharing a project with their teams/department/building, embedding their new skills in their JESD project, by offering to pilot a session over a topic they know well, or by

helping a pilot during a session as a flight attendant.

Mileage Rewards:

- 12 miles = Wings awarded at a faculty meeting
- 20 miles = Early deplaning on a Friday
- 30 miles = First class seating at end of year (first in line for lunch at closing luncheon)
- 50 miles = Name in drawing for two airline tickets



wonderful way to start the year.

Cruising Altitude

As of January 2012, we're halfway



Take Off

The opening day assembly was held at the high school and the teachers had no idea what was coming: all administrators dressed as airport personnel. The superintendent and assistant superintendent were pilots; the director of curriculum and instruction was the head stewardess. The PR director gave the passenger safety instructions; female administrators were flight attendants while male administrators were ground crew, complete with ear protectors, safety vests, and directional wands. This crew directed the surprised teachers out of breakfast and into the auditorium. The opening program included clips from movies (yes, we used *Airplane*), passenger safety tips, a cockpit control panel, and flight attendants walking the aisles with carts and snacks. It was a

through our flight, and so far we have felt only a few minor bits of turbulence. The biggest issue has been the logistics of scheduling so many people's differing choices, but the district's instructional coaches have been tremendous in helping get this off the ground.

Landing

Our last session is scheduled in April, but the teachers can continue to earn miles until the end of the school year. The closing program in late May will feature the drawing for airline tickets, but more important is that our staff will have enhanced their 21st Century instruction skills through differentiated professional learning. It has been a journey well worth taking. DC



Take Steps To Learn Through Lesson Study

continued from page 3

2. *Focus the Lesson Study* – The group needs to determine the short and long term goals for student development and also determine the content area and topic.

3. *Plan the Research Lesson* – Don't start from scratch. Begin by using existing curriculum materials and enhance them. Whenever possible, build on the best available lessons. Teachers should try the lesson, by putting on their student hats, and anticipating student thinking. Where might the misconceptions be? Does this task work on the concept and goals of the lesson?

It is then important to make a data collection plan. Determine who will watch which students, what are we observing? The specific data collected will depend on the study team's goals.

4. *Conduct the Research Lesson* – One team member teaches the designed lesson and the rest of the team members closely observe student learning, behavior, and misconceptions agreed upon from the planning process. As hard as it may be, only the chosen team member should be teaching the lesson.

5. *Reflect on the Research Lesson* – The goal of this time is NOT to evaluate the teacher but to share data on students'

responses to the lesson. Protocols or agendas for this discussion should be made clear so all members understand the purpose and desired discussion.

The teacher who taught the lesson speaks first and has a chance to reflect on the challenges in the lesson. Other members then share the data they collected. After each has had an opportunity to share, they should discuss common themes, possible problems, changes that need to be made, etc. An hour is usually sufficient for this step.

6. *Planning Next Lesson Study* – Lesson studies are not just a one-time professional learning opportunity; they are ongoing. Members should consider what they have learned about the subject matter, students, and instructions, and should determine what the group would like to do next. What are the next steps?

In conclusion, lesson study is a job-embedded professional learning that puts the decisions back into the hands of the professionals – the teachers. Jackie Hurd, a U.S. teacher, said of lesson study:

"One of the things that I really love about it is that it puts a professional part back in teaching that we have to battle all the time ... being able to say, 'This is like a science, and we can figure these things out and get better at them.'"

Resources:

- *Powerful Designs for Professional Learning* – Second Edition
- *Lesson Study: A Handbook of Teacher-Led Instructional Change* (Lewis) *Can You Lift 100 Kilograms?* (www.lessonresearch.net)
- *Does lesson study have a future in the United States?* Lewis, C (2002)
- *Lesson Study: a case study of a Japanese approach to improving instruction through school-based teacher development.* Yoshida, M (1999)
- *Lesson Study Project* (<http://www.uwlax.edu/sotl/lsp/>) DC

Are You A Multiplier?

By Sandee Crowther
LF KS Executive Director

Liz Wiseman says that any leader can be a multiplier. Wiseman, one of the authors of *Multipliers: How the Best Leaders Make Everyone Smarter*, was one of the keynote presenters at the 2011 Learning Forward Conference, held in Anaheim, CA, in December. What is a multiplier? According to Wiseman, multipliers extract full capacity, from themselves as well as others. In doing so, they demonstrate five disciplines: talent magnet, liberator, challenger, debate maker, and investor. In contrast, diminishers are the opposite of multipliers. Diminishers underutilize talent and resources, their own as well as others. They demonstrate five disciplines: empire builder, tyrant, know-it-all, decision maker, and micro manager.

What is the difference between diminishers and multipliers? As Wiseman shared, diminishers think others can not do it without them. They are empire builders and as tyrants cause much anxiety. Diminishers think their decisions should not be debated. Multipliers, on the other hand, think people are smart, and as talent magnets, smart people flow to them. As liberators, multipliers provide space for people to think. As challengers, they encourage those around them to stretch their skillsets and allow people with whom they work to debate the issues.

Wiseman explained that most leaders exhibit behaviors of both a multiplier and diminisher. However, she added, in healthy organizations, there should be constant efforts to multiply positive and productive engagement while reducing or diminishing waste.

Wiseman challenged educators to consider how they impact others by asking themselves, "Are you a multiplier?" Are your teams draining people, leaving them feeling underutilized? Or is emphasis placed on increased utilization and amplifying skills? DC



Searching for a way to stay connected with a network of staff developers 24/7? Learning Forward Kansas is now on Facebook. Find a link on the KSDC website. learningforwardkansas.org



Front Row View: Learning Forward Annual Conference

Get Ready To Roll...On Leading And Learning



By Jan Neufeld
LF KS Past President

This year I had the opportunity to attend the national Learning Forward Conference in Anaheim, CA. Some of the learning events I enjoyed most were my interactions with Stephanie Hirsh, Joellen Killion and Dale Hair. They

are three amazing educators.

I try to attend a lot of the professional learning sessions that are heavily influenced by technology. The session I enjoyed the most was a session with

educator Victor Aluisa and Angela O'Dowd called *Transform Your School Innovation Efforts Using Online Professional Learning Communities*. We learned about the multi-year journey of two inner city schools that are actively and effectively using Web 2.0 tools to help them achieve whole-school improvement. We explored leadership and instructional practices needed to generate whole-school buy-in and a highly participatory, self-directed staff. They shared successes and challenges of efforts to transform schools into high performing organizations powered by transparency, collaboration, and communication. We even created digital portfolios for a variety of academic and educational use. The presenters helped me create my own digital portfolio and gave me lots of tips and tricks for using Google technology and applications.

The Learning Forward conference is one of the conferences I enjoy the very most. In these times of scarce resources, active practitioner learning is high on my list and a solid investment for teacher leaders and administrators.

A Word of Thanks As I Move On...

I want to shift my writing focus to thanking you for supporting me as the President of Learning Forward Kansas and now as Past-President. After some thoughtful consideration, I am moving to a new learning destination. I have accepted the position as Academic Manager of Innovative Learning Environments for the Clark County school District (CCSD) in Las Vegas, NV. The CCSD is the fifth largest school district in the United States with 300,000 students.

This position serves as the instructional leader for district-wide Innovative Learning Environments programs. The position is directly responsible to the Chief Technology Officer, Technology and Information Systems Services. I will serve as a line administrator to provide leadership to and supervision of principals and other school administrators in meeting the expectations of the school district. Other learning roles will be to assist and provide instructional leadership to principals and other school administrators in raising student achievement and in reducing the achievement gap. I am responsible for promoting a district-wide vision that continues to transform Innovative Learning Environments, includes the six models of blended learning (face-to-face, rotation, flex, online lab, self-blend, and online driver), uses a modular approach to program development and implementation, and leverages technology to alter instructional processes and improve efficiency and effectiveness.

In my work with CCSD, and implement unique and specialized curriculum and educational Innovative Learning Environments programs.

Provide ongoing support and professional development with academic and operational departments related to implementation of blended and online learning initiatives and other Innovative Learning Environments Programs. It will be my responsibility to implement a performance management system at schools, assisting principals with the identification of academic targets and the implementation of District academic targets. I will also assist principals with the implementation, monitoring, and evaluation of School Improvement Plans (SIP) and Technical Assistance Plans, and with the implementation of the Growth Model and of the Common Core State Standards.



Jan Neufeld

New Challenges, New Location...

This new position will be not only a shift in responsibilities, but also involve a relocation to Nevada along with meeting new learning colleagues. I look forward to meeting up with Kansas friends as you visit Nevada. Please make sure to connect with me via facebook (jkneuf), or email me at janetkneufeld@gmail.com. Kansas has a committed team of educators. Let's keep in touch! DC



2011 ANNUAL CONFERENCE
Anaheim, CA • Dec. 3-7

learningforward



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

20 Strategies To Make Learning Stick At Any Age

By Sandee Crowther
LF KS Executive Director

Marcia Tate shared strategies to engage the adult brain as a part of one of the keynote presentations at the 2011 Learning Forward Conference, held in Anaheim, CA in December. Tate, a national educational consultant and former executive director of professional development for the DeKalb County School System in Decatur, GA, was actually slated as the backup speaker for the conference, so her presentation was a last minute substitute. Even so, conference attendees counted the "sub" as a great success!



During her keynote presentation, Tate focused on 20 instructional strategies that can make a difference for any learner, whether of adult or school age. She also reminded educators that laughter often can be an added benefit to an experience, with research even showing frequent laughter adds eight years to your life.

Briefly, the 20 instructional strategies Tate shared included:

1. Writing and journaling
2. Storytelling
3. Use of mnemonic devices and acronyms (i.e. PLC, MTSS)
4. Use of Visuals - We remember what we see.
5. Movement
6. Role play, pantomimes, drama, and charades
7. Visualization and guided imagery
8. Metaphor, analogy, and simile
9. Reciprocal Teaching and Cooperative Learning
10. Music, with an emphasis on energizing music, Encourage rhythm and tapping
11. Graphic organizers, semantic maps and word webs
12. Drawing and artwork
13. Humor, which in turn, increases creativity
14. Discussion and brainstorming
15. Games
16. Project-based or Problem-based Learning
17. Field trips
18. Manipulatives
19. Technology
20. Work study and PLCs

Tate shared these same strategies as a part of a Fall Institute, partially hosted by Learning Forward Kansas (then known as KSDC) a few years ago. At that time, many Kansans were introduced to the list of 20 strategies. For those Kansans who were also at the conference, Tate's presentation served as a review. Still, whether it was review or new information, time is always well spent if you're focused on getting the basics about what makes learning more creative, more engaging, and what makes ideas stick! [DC](#)

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.

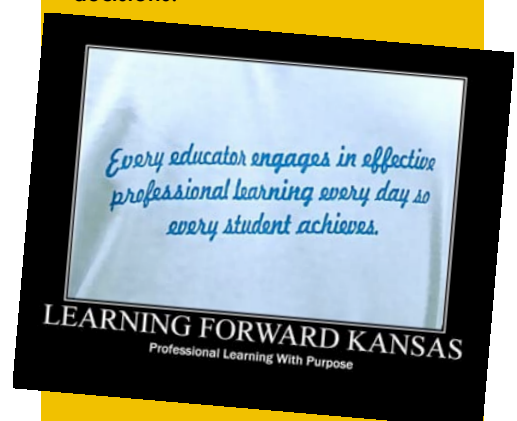
Effective organizational development is required if all students are to learn.

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.



Poster above created at
www.bighugelabs.com

Outrageous Teaching

Burgess Passes On Inspiration For Teaching Like A Pirate

By Sheri Thomas
LF KS President-Elect

Imagine my surprise when I reached my last breakout session of the 2011 Learning Forward Conference and was met by a pirate at the door! Yes, a man in full pirate gear! That was only the start of a 90-minute presentation that inspired and caused me to start thinking about how I could change the way material is presented in the classroom.

The pirate, I mean presenter, was Dave Burgess, a US History teacher at West Hills High School in San Diego, CA, and a semi-professional magician specializing in stand-up comedy magic. His biography states he was a 2001 Golden Apple recipient in the Grossmont Union High School District and the 2007/2008 Teacher of the Year at West Hills. It continues to reveal he has been voted a faculty stand-out for 15 consecutive years in categories such as: Most Entertaining, Most Energetic, and Most Dramatic. He specializes in hard to reach, hard to motivate students with techniques that incorporate showmanship and creativity. Mr. Burgess used the letters in P-I-R-A-T-E to present his message to help teachers develop practical ways to become more creative and engaging in the classroom. Although, he was not able to reveal all of the message in the 90-minute presentation, the following are some key points he delivered:

P stands for Passion in the classroom. Burgess shares, "Passion makes you relentless and uncompromising in your pursuit of excellence. Passion allows you to conquer the day-to-day frustrations and obstacles of our profession. Connecting, or reconnecting, to your passions brings fulfillment as an educator." Burgess asked participants to remind themselves what they are passionate about in their subject area, in the profession as a whole and outside of our profession.

I stands for Immersion.

Immerse yourself in the content versus just having a focus. Burgess shared several "hooks" (Every pirate has a hook or two, right?) that can be used in the classroom to engage students in the content. Some of these "hooks" include:

- **Swimming with the sharks (hook, engage, present)** – Offer a hook and give the content you need to deliver at the height of the student engagement. Some examples Burgess showed involved using a card trick to discuss Benedict Arnold in the Revolutionary War. Of course, the content for this traitor was the red card in a blue deck. He was delivering content the entire time the card trick was being performed. Another activity involved laying a red/white/blue rope on the floor over file folders with the words greed, corruption, despotism and tyranny. Burgess needed help from three people to lift the rope, in equal lengths, off of the folders. All the time, he is delivering content about the three branches of government and their checks and balances. Although, he realizes that you can't do this kind of activity every day or the students can lose interest, the hook may be what keeps students coming to class.
- **Taboo** – Offer a hook that makes the content seem secret or something not everyone should know.
- **Board Message** – write a message on the board to spark conversation.
- **The Mystery Bag/Box** – Spark interest, deliver content and all the while no one knows what's in the bag until you reveal it!
- **Student on Stage** – Ask students to participate in delivering content.
- **Kinesthetic activities.**
- **Choreographed Chaos** – Set up what you want to happen in the class ahead of time by asking a student to cooperate with the delivery in the classroom.
- **Call and Response (plus some showmanship)** – Show items, talk about a connection to content without using paper/pencil for students, or create a mnemonic device to remember the content.
- **Magic and Amazing** – Use magic or other hard to believe "hooks" to create recall for the students.
(R was not revealed in this 90-minute session.)

A stands for Ask and Analyze.

Just as I was thinking that there is no way I could measure up to this standard

of creativity in my classroom (pirate outfits, card trips, rope activities and so much more!) Burgess got even more passionate. He revealed that he had many failed lessons with students! Burgess explained that the myth of the "blinding flash of light" that results in the creation of these novel activities hardly ever happens. He shared that creative



genius is more about *hard work* and *directed attention* than it is about brilliance. Burgess urged educators to create a system for capturing their thoughts and ideas in some way when they happen (a notecard always carried in your pocket, a picture on your phone, etc.).

T stands for Transformation.

Burgess urged teachers to blur the lines between education and entertainment; to let the classroom doorway be the entrance to another world; make lessons stand out – be remarkable; and reframe some of your thinking to capture the "pirate treasure"! Indeed, as Burgess says, "Provide an uncommon experience for your students, and they will reward you with an uncommon effort and attitude."
(E was not revealed in this 90-minute session.)

Dave Burgess was an energetic and inspiring speaker urging all educators to use hard work and directed attention to start making some changes in the way we deliver content to students. To find out more information about Dave Burgess, visit <http://daveburgess.com>.
DC

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