KS Direct Connection

LEARNING FORWARD KANSAS

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MAY 2012

Life is like riding a bicycle. To keep your balance, you've got to keep moving.

Albert Einstein

Less Offers More With New Professional Learning Standards

By Michelle Flaming
Service Center Rep

Learning Forward recently adopted new Standards for Professional Learning. Previous versions of the standards featured 27, then 12 standards. This new version addresses quality professional learning in seven, manageable, and integrated standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes. Sandee Crowther, Executive Director of Learning Forward KS, and Sheri Thomas, LF KS President-Elect and USD 342 McLouth, reviewed the new Standards during their breakout session at the 2012 LF KS Leadership Conference.

Three districts in Kansas, McLouth, Newton, and Coffeyville, adopted these Standards for Professional Learning, and in late April, the Kansas State Board of Education adopted the standards for KS.

What it will mean for Kansas educators as these professional learning standards are adopted? Currently only Title I and schools that have not met AYP look at these standards. Now as Crowther and Thomas shared, that focus may broaden to involve all educators in all buildings. In fact, Crowther forsees instead of district-wide PDC, building-level teams may be utilized to make professional learning decisions based on site-based needs.

Crowther and Thomas explained the process to implementing these new standards will take time. As the Learning Forward Standards note, "Using the standards to shape more effective professional learning will require study, thought, discussion, and planning." DC

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learningforward 2012 ANNUAL CONFERENCE BOSTON DEC. 1–5, 2012

Connect. Engage. Learn

LF Annual Conference   December 1-5, 2012   Boston, MA

Join Learning Forward for interactive learning sessions and "cutting-edge" information and ideas. Featured speakers include: Michael Fullan, Andrew Hargreaves, Anthony Jackson, Douglas Reeves, Howard Gardner, and Susan Moore Johnson. Pre-register is now open at www.learningforward.org

Craig's Corner

Outfitting Our Classrooms For 21st Century Learning

> *The world outside our schools is changing four to five times faster than in our schools.*
> *Willard Daggett*

By Craig Correll
LF KS President

My year as President of Learning Forward Kansas has been a very exciting and rewarding experience. I have had the opportunity to work with many passionate professional educators and have been honored to meet many young emerging leaders around the state.

The year has also seen many changes both in the organization itself and at the state level. As many of you know, LF KS went through a name change the past year from Kansas Staff Development Council. The change in name signifies that learning is our main purpose and creates our future. Learning Forward expresses our call to action. As KSDE prepares for a change in accreditation and a shift to Common Core standards, Professional Learning for educators will play a pivotal role in preparing educators for the future. I am very pleased that we will be working with KSDE to provide the needed support for educators across the state.

As I listened to futurist Willard Daggett speak recently, I was reminded of the importance of changing our teaching to meet the needs of 21st Century learners. Daggett's statement, "Students are coming to school to watch their teachers work", reminded me of the notion that we don't necessarily need to work harder, just smarter. I know that may sound cliché, but I believe that the digital natives that are in our classrooms today **do** learn differently and require a different delivery system to meet their needs. 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

Spotlight Shines On ' *Walking* ' With, Implementing New Professional Learning Standards

By Ben Smith
Rep A East of 281

The 2012 Learning Forward Kansas conference got off to a fun and engaging start under the guidance and leadership of Dr. Nancy Bolz, director of AdvancED Kansas , and Dayna Richardson, M.Ed, former Assistant Superintendent, Gifted Education Teacher and Coordinator. Together, they facilitated the opening general session entitled *Moving From Talk to Walk: Let's Implement the New Professional Learning Standards*. During this session, conference attendees were randomly assigned to groups based on the new learning standards: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes. Groups were encouraged to think with a Pink Bat, and to operate with this idea in mind: *If you want to improve your performance, the most effective way to do this is to improve thinking*. Participants also worked together to make a Word Cloud that showed how all of the standards relate to each other.

Through the session, Bolz and Richardson, emphasized that taken as a whole, the collection of standards is crucial to providing quality professional development. If even one element is missing, a teaching faculty will be shortchanged on the skills and supports needed to address the needs of all of their learners every day. As an educator looks at how to help their staff through the annual changes that develop in terms of student learning, the Standards for Professional Learning serve as a guide to get our schools where we want them to go. But we can't just pay lip service to the notion of a set of standards - we have to *walk the walk* as well.

Nancy Bolz and Dayna Richardson: Positioning Yourself to Walk the Talk at Home
By Vicki Bechard
School Improvement Specialist, SE KS
Service Center - Greenbush

This engaging session, presented by Dayna Richardson, M.Ed, and Dr. Nancy Bolz was an extension of the opening session on the new

Dr. Nancy Bolz and Dayna Richardson

Professional Learning Standards. Initially, participants were given practice opportunities to identify the Professional Learning Standards by observing and recording examples of the standards while watching *Building a Case for Professional Learning Communities*, a video from NSDC (now Learning Forward). Bolz and Richardson also had many good visuals and quotes to illustrate the importance of working together on focus goals for the school. The goal now becomes how we can transfer the knowledge (talk) of the Professional Learning Standards to action (walk) in our own buildings and districts.

To enhance the collaborative process

within a Professional Learning Community (PLC) or other group seeking solutions to problems or identified issues, participants worked through the *Mastermind Group Process Model* (taken from Napoleon Hill's book *Think Rich and Grow*). Hill believed that a group of like-minded, achievement-oriented individuals could dramatically support each other's success. After dividing into groups of three, each person identifies his/her own issue or problem, writes it in the advance organizer (that resembles thinking clouds), and states what they want to get from the group after posing the question or concern. The processing activity is divided into five rounds for each person.

1. The initial discussion begins with person "one" sharing their issue, question, goal, etc.
2. Group members ask clarifying questions.
3. The educator asks for the kind of input he/she wants from the group.
4. A brainstorming session, which gets 60% of the allotted time, that involves the group providing support, ideas, and possibilities for the educator's issue. The educator listens and takes notes.
5. The educator shares what he/she took from the brainstorming session. *If further discussion is needed following step 5, it should take place at a different time* because the activity now progresses to the next educator and the process is repeated.

Follow up discussions to the Mastermind activity were positive by the participants. The graphic organizer helped focus the discussion and the thought processes of participants. The pros and cons of group size and how this activity could be used when managing a large group concluded the discussion, as everyone seemed eager to try out this new strategy when at home.   DC

2012 LF KS Leadership Conference...

Breakout Sessions Provide Ideas For Professional Learning, Classroom Lessons

The 2012 LF KS Leadership Conference, held in Wichita in early April, featured an array of breakout sessions, primarily facilitated by Kansas educators. Topics ranged from 21st Century Learning tools to student assessment to building culture within a school. A quick review of the learning from several of these sessions follows.

Amanda Arens: Using Mentor Texts to Impact your Writing Mini-Lessons
By Karen Brack
Rep B East of 281

I had two time-related surprises on Wednesday morning in regards to this session: first, I couldn't believe I'd signed up for a three-hour session; secondly, I couldn't believe three hours went so quickly!

Amanda Arens, Literacy Consultant with USD 506, was engaging, personable, and extremely informative, which is high praise coming from a secondary teacher at a session generally designed for elementary teachers. Arens' ideas on how to use children's books as a springboard for developing students' writing skills go beyond any one grade level. They could be used with any group of students; we even wrote sentences ourselves as part of her presentation (just made me love the session even more)!

Arens also supplied participants with titles of several recommended books, all of which I have already purchased. I plan to take her ideas to my teachers and I can't wait to share her fun and extremely useful strategies with them.

Ashley Roper, Elizabeth Thompson, and Jenna Nash: Engaging 21st Century Brains
By Lana Evans
Rep A East of 281

Roper, Thompson, and Nash, all from Coffeyville USD 445, presented their information utilizing the Prezi presentation format. The session was interactive and informative. Attendees were provided valuable information on the following:

• *The ability to record lessons in a screencast,* allowing the student to see the presentation and hear the teacher explain the lesson, providing both visual and audio assistance. This is ideal for teachers to use when a substitute will be in the classroom, allowing the teacher to present the lesson as if they were present. More information can be found at www.screencastomatic.com.

• *The use of the QR code scanner.* The presenters recommended the app EasyQR because it actually generates QR codes as well. Attendees were able to download the app to their IPads and practice scanning codes. The presenters provided a list of helpful educational websites with the QR codes for attendees to access.

• *The app Notablility.* This app is $0.99 and allows you to take notes, upload documents and add notes to them, and record voice.

• *The use of Edmodo.* The presenters explained how this site can be useful to the classroom teacher and students. They provided information to navigate around this sight and attendees were provided the opportunity to create an account and join the Engaging 21st Century Brains group.

Jean Rowland: Interactive Web 2.0 Tools for Collaboration in and out of the Classroom
By Kris Meyer
Teacher B

Jean Rowland, Hutchinson USD 308, focused her presentation on Web 2.0 Tools, user friendly web applications providing learning communities an avenue for information sharing and meaningful, real time collaboration. Through social networking tools, Web 2.0 is also a valuable resource for students with 21st century learning needs, further preparing them for college and career readiness.

Rowland shared her experiences using several web applications supportive to professional learning. Examples of

Web 2.0 include social networking sites, blogs, wikis, video sharing sites, web-hosting services, and web applications. The following applications come highly recommend by Rowland:

• **Primary Wall** – a basic web-based sticky note tool for distribution of ideas and information in real time. http://primarywall.com
• **Linoit** – allows the user to create canvases to post memos, photos, videos, documents, as well as to-do lists with due dates. http://linoit.com/

• **Edmodo** – an online networking site where students and teachers can collaborate and share information. http://edmodo.com
• **Tizmos** – a personalized bookmark manager allowing the user to see thumbnails of favorite sites all in one central location. http://www.tizmos.com

• **Livebinders** – an online binder allowing users to collect, organize, and rapidly locate resources, web applications, lessons, and more. http://www.livebinders.com/
• **Google Docs** – allows users to create, share, and edit documents collaboratively online. docs.google.com

Web 2.0 tools provide learning communities avenues for increasing educator effectiveness in planning, assessing, and coordination of resources. When asked how Web 2.0 has *continued on page 5*

Leadership Conference Breakout Sessions Provide Opportunities For Learning, Networking

continued from page 4
benefitted her district, Rowland shared, "The best feature of Web 2.0 is how everyone can use it whether they have a Mac or PC, since all applications are web-based."

For more information regarding Web 2.0 or applications listed in this article, please contact Jean Rowland at rowlandj@usd308.com

Marceta Reilly: Book Study – Coaching Conversations: Transforming Your School One Conversation at a Time
By Gina Marx
Higher Education Rep

Marceta Reilly, *Leadership Coach, Coaching for Results Global,* offered a *one*-hour session about how to facilitate a book study focused on *Coaching Conversations: Transforming Your School One Conversation at a Time*. The session was designed for educators who are committed to engaging in conversations that lead to change. Principals and coaches shared in pairs about key conversations they have had that changed them, as well as conversations they

"want" to have in the future. Reilly shared key pieces of coach leadership behaviors and language, and ways the book can be facilitated.

Dr. Mario Campanaro: Comprehension and Cognitive Strategy Instruction: Differences that Make a Difference
By Jill Bergerhofer
Education Services Support, USD 229

Attendees of "Comprehension and Cognitive Strategy Instruction: Differences that Make a Difference, presented by Dr. Mario Campanaro, Present and CEO of Educational Bridge, were treated to an interactive and thought-provoking professional learning session around truly effective teaching and learning. Dr. Campanaro shared key insights from his research study on teaching behaviors that make a difference and strategies that support these behaviors. He noted teachers who made a difference:
• showed how to "do it" through think-alouds;
• taught when and why to do something before having students use "it";

Brad Neuenswander.
Deputy Commissioner for Learning Services,
Kansas State Department of Education

Neuenswander Closes Conference With A Look At Accreditation

By Melissa Green
2012 Leadership Conference Chair

Mr. Brad Neuenswander, Deputy Commissioner for Learning Services at the Kansas State Department of Education, was the closing speaker of the 2012 Leadership Conference. Neuenswander offered a look into the future of QPA and shared the latest updates to AYP. He discussed the New Accreditation Model that focuses on the 21st Century Skills and standards and implementation of best practices. He also covered the five factors most important for improving a district. Those factors include: Relationship, Relevance, Responsive Culture, Results, and Rigor.   DC

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Marceta Reilly, shares resources from Coaching for Results Global, as a part of the exhibit hall at the 2012 LF KS Leadership Conference. Reilly also facilitated a breakout session during the conference.

Leadership Conference Breakout Sessions: Lessons Learned

• developed conditional knowledge; authentic context;
• built background knowledge;
• taught kids how to take the different strategies together to make meaning;
• gave kids plenty of time to read.

Dr. Campanaro also presented a model called Gradual Release of Responsibility, which was developed Pearson and Gallagher and is incorporated into the Educational Bridge materials. The steps associated with building learner independence through gradual release are:
• Modeling - all teacher
— Build link to background/prior knowledge first
— Define the strategy
— "Give it a try"; whole group practice; small group practice
• Guided practice - joint responsibility
— Independent reading with thinking tools; reflection
— Prompt and remind students of what they know and strategies they can use— Careful kid-friendly definitions of what "these things" really mean
• Independent practice/application - all students
— Think Alouds – teachers think-aloud to make the covert process of thinking visible
— Fast-mapping - multiple trial strategy for teaching reading skills

For more information on Dr. Campanaro and Educational Bridge, go to
www.edbridge.org

Bob Hawkins: Linking the Educator Appraisal Process and Professional Learning to Support Effective Teaching
By Jill Bergerhofer
Education Services Support, USD 229

Bob Hawkins, Vice President of My Learning Plan, demonstrated how district and school leaders can use the company's OASYS system for staff evaluation and appraisal. Examples of what OASYS makes possible include: tracking teacher evaluations; giving and getting feedback; sending auto email reminders; inputting data by multiple

users; and imbedding rubric. Other features currently available with OASYS include:
• iPad compatibility;
• supports/stores multiple measures;
• easy accessibility; and
• reporting linked to other departments.

Hawkins also mentioned a new tool that compliments OASYS called MLP Elevate. This tool makes it possible to upload videos, rubrics, and other electronic files to a teacher's evaluation portfolio.

To learn more about OASYS, MLP Elevate, and My Learning Plan go to
www.mylearningplan.com

Blake Vargas and Lee Anne Housley: Leadership Strategies to Increase Student Achievement
By Jo McFadden
Principal Rep

Building culture within a school was the focus at the breakout session, Leadership Strategies to Increase Student Achievement, presented by Blake Vargas, USD 445 Assistant Principal, and Lee Anne Housley, Literacy First Senior Consultant.

Vargas shared his experiences and the challenges of changing the culture at Field Kindley High School. Strategies Vargas cited as helpful for improving the culture of the school included:
• Meeting with the student council before school to assess students wants and needs.
• Holding an open house, complete with music and food, to bring families into the school.
• Creating traditions and rituals.
• Participating in community events, local parades and celebrations
Vargas encouraged session participants to think about the culture of their schools. How do you recognize culture? Vargas suggests it is recognized through the behaviors of the principal and teachers. Changing the culture requires the development of an infrastructure defining the fundamental beliefs and behaviors. Once these are established, Vargas noted a school needs to have the following:
• Communication,

• Passion,
• Intensity,
• Accountability,
• Recognition and reward for desired behaviors,
• Resources,
• School pride, and
• Family atmosphere.

Vargas continued by explaining that a strong infrastructure and culture leads to:
• Effective instructional leadership.
• a High level of teacher content knowledge.
• Implementation of systematic, explicit instruction.
• Effective use of instructional time.
• a Connection between diagnostic assessments and instruction.
• High student expectations.

Vargas next discussed the differences between a culture of teaching and a culture of learning. In doing so, he challenged participants to consider whether their schools reflect a culture of teaching or a culture of learning.

Culture of Teaching characteristics and actions include:
• Teachers responsible for teaching, students responsible for learning.
• Blaming.
• Finger pointing.
• Adversarial.
• Low expectations.
• Frustration.
• Doing the minimum necessary to get the grade.
• Teaching to the middle or average student.
• Apathy among students and educators.

Culture for Learning characteristics and actions include:
• Educators responsible for all students learning.
• Collaboration among **everyone** in building.
• Supportive environment.
• Positive environment.
• Creative problem solving.
• Metacognitive discussions for both educators and students.
• High expectations the lead to success.
• Finding a way to get **every** student to learn.
• Discretionary effort by students and educators.   DC

LF KS Members Face Summer Challenge

By Jo McFadden
Membership Chair

Calling all current members…. For many educators, summer offers time for rest, relaxation, and re-energizing. However, Learning Forward Kansas doesn't stop, just because the calendar turns to June and July. Every summer, LF KS is busy re-engaging and revving up to support educators during the next school year.

LF KS is also calling on you, as members, this summer. Before you head off to the beach, the big city, or your backyard garden, we need your help sharing the benefits of joining Learning Forward Kansas with others. This is going to be another great year with Learning Forward Kansas. There are many more educators out there who can benefit from our organization: the new teacher just down the hall, the veteran educator taking on the role of instructional coach, the new college graduate, the administrator considering ways to help staff in implementing the common core standards, and on and on.

Learning Forward Kansas promotes effective professional development practices, provides assistance with the design and implementation of professional learning programs, collaborates with other organizations, and expands learning opportunities for staff development leaders.

Learning Forward Kansas has a multitude of benefits for our members: professional networking, dynamic learning and leadership conferences, online newsletters, recognition opportunities, skill development seminars, and a 24/7 connection with educators statewide.

Please share this newsletter and membership information with at least five co-workers, and here's your summer challenge: **Recruit at least one new member before the beginning of the 2012-2013 school year.**

Join or Renew your Membership now at www.ksdc.us.   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 lifelong learning.

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

Ongoing assessment is critical for effective staff development decisions.

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

Professional Learning Resources Provide Direction

For Adding Math Common Core Into Classroom Instruction

By Sheri Thomas
LF KS President-Elect

Lana Evans, USD 480 Curriculum Director, and Michelle Flaming, Mathematics Curriculum Specialist at ESSDACK, focused their breakout session on implementation of the Math Common Core State Standards. The first resource provided to process the Common Core State Standards (CCSS) was the Survey of Enacted Curriculum (SEC), an online resource to compare current KS state standards to the CCSS. (This site shows how the content changes with the CCSS and details the level of understanding students need to have within each standard.)

To access the SEC, do a Google search for "Survey of Enacted Curriculum". It may appear that a username and password is needed, but click on "content analysis" on the upper right hand corner of the site screen, then continue by choosing the subject. Next, change the "Sample Selection" on the left to select "Kansas" and the grade level. The "Sample Selection" on the right will need to be changed to CCSS and the appropriate grade level. Once these two "Sample Selections" are set, click the update and the analysis between state/grade level and the CCSS. A few things Evans and Flaming said to note on the content page:
• the categories in green are the "bigger picture" ideas (benchmark).
• the darker the color (white – deep orange), the more coverage or more emphasis has been placed on the content.
• there are five boxes in each sample selection which correlates to the level of understanding. Scroll to the bottom of the screen to view the levels from *I – Memorize facts, definitions and formulas* to *V –Solve non-routine problems/make connections.*

Communicating the Differences Between our Math Standards and CCSS
Using a template to record information about the differences between current standards and the new standards

aligned with CCSS can help in sharing this information with others in the district. The following categories can be added to the template:
• Added Content,
• Dropped or Decreased Emphasis Content,
• Standards pushed to higher cognitive level, and
• Anticipated Professional Learning Needs.

What do the CCSS look like in the Math classroom?
Evans and Flaming suggest a seven-step process to transform the math classroom into a higher-level of thinking, engagement rich classroom that makes the Eight Mathematical Practices a reality.
Step 1: Divide groups into PreK–2, 3–5, 6–8, and high school teams. Within each team, break into eight different groups and give each group a different mathematical practice on a large sheet of paper.
Step 2: Each team highlights the verb or verb phrases from the mathematical practice. Using Bloom's Verb Matrix, discuss the level of thinking required.
Step 3: Each group carousels within their team to highlight their personal reflections as to the level of thinking on Bloom's Verb Matrix for each of the mathematical practices.
Step 4: As the group returns to the one mathematical practice on which they are focusing, the discussion turns to what the practice would look, sound, and feel for their grade level. Questions can include: What does it look like at that grade level? What are the student actions? What are the teacher actions?
Step 5: Each group chooses a presentation method — whole group, group presentation, carousel — to share ideas with the larger group concerning the mathematical practice on which they focused.
Step 6: Introduce open questions vs. close question to the group. Ask each group to write a few open questions that a teacher might ask to probe students in the practice.
Step 7: Watch video footage of a classroom, ask each group to look specifically for the eight mathematical

practices and be ready to discuss as a group.

Using Video Footage to Identify the Eight Mathematical Practices
Seeing the "action" in a real-classroom, can often give an opportunity to learn how to transfer the vision into our own classroom. As Evans and Flaming shared, a website, Inside Mathematics – http://www.insidemathematics.org/index.php/common-core-standards, is devoted to showing how several teachers may approach the eight mathematical practices. Although these videos may have different examples, not just one way of doing it, it does emphasize what each practice may look like.
Step 1: With a group of teachers, share a video from one of the eight Mathematical Practices that best align to the grade band. There are several videos in this series for each grade band.
Step 2: Discuss the components of the video that address mathematical practice. How does it connect the discussion of student actions and teacher actions?
Step 3: Continue sharing with other videos followed by discussion.
Step 4: Put it all together – Lessons that align to all eight mathematical practices are very few. Most lessons will not incorporate all mathematical practices. Show examples of where a variety of the mathematical practices come together: http://www.insidemathematicals.org/index.php/math-standards-together. Ask

Ways To Unpack Math CCSS

continued from page 8
teachers to look for examples of the eight practices and the evidence to support their examples.

Teacher Questioning Makes Mathematical Communication a Reality in the CCSS Classroom

Communication is a common denominator in the "processes and proficiencies" outlined by the CCSS. So what will this communication look like in the mathematics classroom? Evans and Flaming explained that the answer for moving to classroom application is for teachers and students to become better questioners. The following steps could be used with students or teachers.

Step 1: Open sort –Give teachers/ students a large sheet of paper and a stack of small cards containing different types of questions. Make sure the large sheet of paper is under the cards, later the cards will be taped to the paper. (Example questions: Can you describe your method to us all? Does this make sense? Why is that true? How does this picture model the problem? Can you explain your work? How did you tackle similar problems? Would it be helpful to draw a picture, or make a table? How did this tool help you to solve the problem? How would you describe the problem in your own words?) For a complete list of cards contact: michellef@essdeck.org. Give time to sort the cards into categories of their choice – an open sort. Share how groups chose to sort and identify differences and similarities in the groupings.

Step 2: Closed Sort – Give groups the category titles for the eight mathematical practices. This is a closed sort. These cards should be a different color from the question cards. Sometimes, questions can fit into more than one category. The process of the group discussing where they go and why is much more important than where it truly fits. Share results.

Step 3: Understanding Open vs. Closed Questions – Discussion should be held to point out differences between open and closed questions and understand the potential value of using open questions with students. Closed questions can be answered with a simple one word answer. Open questions, should be used when wanting to encourage discussions and active learning in the classroom.

Step 4: Identifying Open and Closed Questions – Ask groups to go through the questions and turn over any cards which can be answered with a one-word answer. If the question can only be answered with more than one word, it should remain face-up. Groups look for similarities among the open and closed questions. They should notice that closed questions seem to start with "can", "could", "would", "does" while open questions typically start with "what", "how", and "why".

Step 5: Changing Closed Questions into Open Questions – Groups will rewrite the closed questions and make them into open questions. They may choose to keep the question closed, but add a follow-up question that is open. Once all questions have been rewritten to become open questions, groups tape the cards onto the white paper. The poster can be posted as a reminder to become better at asking open questions.

Using the Unpacking Documents from Other States

The wealth of information about CCSS available can be overwhelming. Three states that have done outstanding work to show examples, to give ideas, and to connect to resources that may align CCSS are:

• *The Arizona Curriculum*
http://www.azed.gov/standards-practices/mathematics-standards/
This document can be downloaded as a word document making it easy to change.

• *North Carolina grade level documents*
http://www.dpi.state.nc.us/acre/standards/
Highlight and copy and paste the pieces that you want to add to your document. NC has wonderful visual/graphics that help teachers understand how the eight mathematical practices can be embedded. It also shows how different students may solve the same problem in many different ways.

• *Ohio grade level documents*
http://www.ode.state.oh.us/GD/Templates/Pages/ODE/ODEDetail.aspx?page=3&TopicRelationID=1704&ContentID=83475
Ohio has done a wonderful job showing misconceptions and holistic ideas to teach to the domain rather than the standards. Hyperlinks in Ohio's documents also make it a valuable resource.

Exploring the History of the Eight Mathematical Practices

The eight mathematical practices is the by-product of two very important research documents, the five process standards from *Principles and Standards for School Mathematics* and the five mathematical proficiencies from *Adding It Up*.

The five process standards from *Principles and Standards for School Mathematics*
• Communication,
• Representation,
• Connections,
• Problem Solving, and
• Reasoning.

The five mathematical proficiencies from *Adding It Up_* are:
• Conceptual Understanding,
• Procedural Fluency,
• Strategic Competence,
• Adaptive Reasoning, and
• Productive Disposition.
If the group already has an understanding of the mathematical practices, groups could read an assigned process or proficiency highlighting and taking notes and then discussing the "big ideas".

Looking At Quality Problems to Understanding CCSS

Evans and Flaming suggested teachers reflect on the quality of the tasks involved in lessons. Teachers need to consider how students will use higher-level thinking in solving the problems within a lesson; and they need to appraise the use of the eight mathematical practices. One source suggested as a help for this process:
http://illuminations.nctm.org, a project from the National Council of Teachers of Mathematics. Example questions to use when solving specific problems include:
• How might the eight mathematical practices be addressed through this sort of problem?
• Does a rich, high-quality problem ensure the eight mathematical practices are being addressed?
• What does a teacher need to be cognizant of when using these rich problems?
• Where might we find more rich

USD 261 Leadership Academy Offers Award-Winning Classified Professional Learning

By Liz Hames
Community Relations Coordinator, USD 261

Learning Forward Kansas awarded Haysville USD 261 the Classified Personnel Professional Development Award at organization's annual Leadership Conference.

The Haysville School District received this award for making a significant commitment toward the staff development of classified staff members to improve student achievement. The District created a Leadership Academy for classified staff to receive training on district initiatives such as Literacy First, Common Core Standards, and Positive Behavior Intervention Supports (PBIS).

"More than 50 percent of our USD 261 employees are classified staff so we are thrilled to be able to offer an academy specifically designed to meet their needs," said Penny Schuckman, Learning Center Director and Leadership Academy Facilitator. "I was so impressed by the enthusiasm, interest and professionalism the participants of our Classified Leadership Academy brought to each session."

The Academy met once per month for a half day where classified staff would be involved interactive presentations on a variety of topics presented by district leaders. They have acquired organizational, persuasive communication, and situational leadership skills as wells as tips for balancing their personal and professional growth.

When classified staff were asked what about the benefits of the Academy, Roberta Gould, Haysville West Middle School Para-Educator answered, "I'm so grateful to our Superintendent Dr. John Burke for establishing this Academy, so classified staff members could grow their skills just like the certified teachers and students we work with daily."   DC

Math CCSS

problems?
 • How do we support teachers as they start incorporating these types of problems in their classrooms?

Creating Alternative Assessments Aligned to CCSS in Math
The assessment for CCSS have not been developed but some guidelines have.
 • The assessment will not just be a multiple-choice assessment.
 • The eight mathematical practices will be infused into the assessment.
 • Open-ended or constructed response will be a piece of the puzzle.

Math Vocabulary in the Common Core – Attend to Precision
Math vocabulary and symbolism is critical in the understanding of mathematical concepts. In order to communicate mathematically precisely, students must be able to "use clear definitions in discussion with others and in their own reasoning". A good starting point in helping students develop proficiency with math vocabulary would be to use the K-12 Vocabulary list that aligns the CCSS in Mathematics.

In *Building Background Knowledge* (2004), Marzano identifies six steps to effective vocabulary Instruction:
1. Teacher or other students provide descriptions, explanations, examples and non-examples.
2. Students restate word and explanation in own words, verbally and in writing.
3. Students create non-linguistic representations –this may be a picture, graph or a symbol to represent the word.
4. Students do periodic activities to refine knowledge of vocabulary terms.
5. Students describe/discuss terms to each other. This step needs to be done periodically and through group discussion.
6. Students play games to practice use of the words.   DC

USD 373 Develops Teaching, Learning Cycle
To Measure Impact Of Professional Learning

Learning Forward Kansas awarded Newton USD 373 the Systemic Learning Professional Development Award at its annual Leadership Conference.

The Newton district received this award for making a strong commitment to growth in professional learning and support for change at the district level. After some staff members had attended many external conferences, including several annual Learning Forward conferences, and earned membership in the Learning Forward Academy, they created a teaching and learning cycle to guide the evidence-based practice and measure the impact of professional learning in the district. In fall 2011, using the on-line Professional Development Management System, they also piloted a new professional learning measures tool as a way to begin to assess the impact of professional learning in the district. This District Professional Learning Plan template was created through collaboration with MyLearningPlan and Learning Forward resources to attend to the Learning Forward Standards for Professional Learning regarding planning with the end in mind, and the use of reflection, data and discovery to document how professional learning in each building is planned and implemented and to capture evidence of the outcomes.

The district is able to comprehensively plan, manage and evaluate the impact of all professional initiatives and easily manage the whole educator appraisal process to form a complete and integrated cycle of ongoing educator learning and growth. Technology helps facilitate staff reflection, tracks how teachers are applying new knowledge and skills in their teaching and collects evidence of the results in terms of changes in teacher practice and student learning. To further support site-based learning, the district is piloting a learning walkthrough tool using their online educator evaluation management system. Using the evaluation technology, the district can provide regular feedback and target professional learning throughout the year.

A Newton staff member expressed, "I know we have used our learning to transform our schools into becoming learning schools. I know we are intently creating the shift from instructional leadership to learning leadership."   DC

LF KS Recognizes Excellence

By Sheri Thomas
Awards Team Chair,
LF KS President-Elect

Learning Forward Kansas offers several awards in addition to the honors presented this year for systemic learning and classified personnel professional development. Visit the Learning Forward Kansas website
www.learningforwardkansas.org
for information about applying for all LF KS awards, including:
Cycle of Continuous Improvement Award:
This award recognizes a school team that successfully implements the cycle of continuous learning for professional learning that results in student achievement.
Impact Award:
The Impact Award recognizes individual educators who take learning beyond knowledge and application and provide verifiable evidence of improved student learning as a result of professional learning for the educator.
Professional Learning Community Award:
The PLC Award is a school level award. The school must provide evidence of excellence in professional learning by measuring progress on the KLFA/LF KS/KSDE Professional Learning Community Building Rubric.
21st Century Skills Professional Learning Award:
This award recognizes buildings or districts who effectively implement 21st Century Skills in their professional learning program.
District Staff Developer of the Year Award:
LF KS helps districts recognize the staff developer who has had the most direct impact on a school or district.   DC

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