

KS Direct Connection

LEARNING
FORWARD
KANSAS

AUGUST 2012

AN AFFILIATE OF



You don't need all the answers. The teaching isn't in the answers. It's in the question, the conversation, the journey to the answer.

*from Notes on Teaching: A Short Guide to an Essential Skill,
Hendricks and Reich*

Common Core Regional Learning Labs Create Classroom Magic

By Vicki Bechard and Dayna Richardson
Regional Learning Lab Facilitators

Common Core is here and *Learning Forward Kansas* is here to help you! Using a one-day regional lab format, our goal is to create a little magic in the classroom by helping you link together the pieces for student achievement. We will all learn together!

Our purpose is to bring educators together to learn, collaborate, share ideas, and find out how the new Professional Learning Standards can help schools effectively implement Common Core Standards in ways that promote student achievement and 21st Century Skills.

Two labs will be held this school year, giving schools options in dates and locations. The first will be held Thurs., October 18, 2012 in Salina. The second lab will be Wed., January 16, 2013 in Topeka. Read the entire flyer for specific information on the [LF KS website](#).

The format for these learning labs will consist of learning opportunities in the morning followed by collaborative sessions in the afternoon where ideas can be brought and shared by participants in a facilitated setting led by Kansas educators.

We are especially excited to have scheduled an iPad demonstration by students from Centre Schools, led by

Superintendent Jerri Kemble, at both locations!

Registration information can be found on the [Learning Forward Kansas website](#).
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BOSTON

learningforward

2012 ANNUAL
CONFERENCE

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



Heard of PD 360?

School Improvement Network Offers Free Access

By Sandee Crowther
LF KS Executive Director

The Learning Forward Kansas board (after Skyping with a representative from the School Improvement Network who offers PD360) decided to participate in a collaborative venture to provide online professional development content to our members from September 1, 2012 to August 31, 2013 at no additional cost.

The School Improvement Network (SINET) believes that providing its free monthly PD 360 content to Learning Forward Kansas members will add awareness and value to SINET and the resources they provide. They will provide our members with a 30-day preview of newly released content to the PD 360 library each month.

Some of the content to be available to our members this year includes:
 - Segments from *Designing and Evaluating Professional Development* (featuring: Stephanie Hirsh, Joellen Killion, and Dennis Sparks)
 - *Effective Professional Development: segments from four different schools.*

- Segments from *Implementing Professional Development*
- Segments from *Job-embedded Professional Development*
- Six segments from *Common Core*

Please note that your PD 360 access is not the same as a full membership. Learning Forward Kansas is pleased to be able to offer you special access to a limited, but focused, set of PD 360 resources. You are welcome to access PD 360 at your leisure and to utilize these resources to conduct staff training, but please do not share your login information with others.

All current members will receive an e-mail from Learning Forward Kansas in early September that gives you the choice to opt into this opportunity. The subject of the email will be: **"Getting Started with PD360"**.

The LF KS board will assess use and interest of this resource during the year to determine if we wish to continue this alliance a year from now. Give us feedback as you try it out. **DC**



Common Core Regional Learning Labs Coming Soon To A Location Near You

Continued from page 1
Register early so this learning experience can be personalized for participants!

We hope that you will come, bring a team of educators from your school, and experience a learning community in action! **DC**

Linking together the pieces for student achievement

Smoky Hill Learning Center
October 18, 2012
Topeka Shawnee County Library
January 16, 2013

Calendar Countdown



LF KS Fall Planning

September 26, 2012
USD 385 District Office
1432 N. Andover Rd.
Andover, KS
3:30-6:30 p.m.

Common Core Regional Learning Labs

Smoky Hill Learning Center
839 S. 9th St.
Salina, KS
Thurs., October 18, 2012
Topeka Shawnee County Public Library
1515 Southwest 10th Ave.
Topeka, KS
Wed., January 16, 2013

Putting the New Standards into Practice

KSDE Preconference
facilitated by LF KS
November 5, 2012
Wichita, KS

2012-2013 LF KS Board Meetings

September 26, 2012
3:30-6:30 p.m.
Andover, KS
November 5, 2012
April 23, 2013
4:00 - 6:00 p.m.
Wichita, KS

Ascend To Greater Heights

LF KS Annual Leadership Conference
April 23-24, 2013
Wichita, KS

Board Advance

June 12-13, 2013
Valley Falls, KS

Spread The Word About *Professional Learning*

By Sheri Thomas
LF KS President

As we start a new school year, we know that providing “learning time” for our district staff members is always a balancing act with the time and



resources available to each of us. Our ultimate goal is always to make sure we are making an impact for increasing student learning and results in the classroom.

As I think back on many of my experiences while teaching over the past 30-plus years, I’ve heard the terms “in-service”, “workshops”, “professional development” and now the new term is *professional learning*. What does that mean? What makes this new term any different from what we called this time spent in the past?

I came across the chart below created by Lois Brown Easton. It is a helpful tool for what **professional learning** looks like in our efforts to make the most of the time and effort we spend each year working to make an impact.

As you review this list and compare it to the work going on in your own school or district, what can you say with certainty is happening on a consistent basis and where is there room for improvement? What changes could take place to make a “professional learning” environment in your district/school?

The following quote is by

William Glasser,
“Education is the process in which we discover that learning adds quality to our lives. Learning must be experienced.”

Let’s make this the year that we experience quality learning in our schools and spread the “word” – **PROFESSIONAL LEARNING!** DC



<i>Professional Learning</i>	<i>Professional Development</i>
Focuses on needs in a school, as identified by those within the school	Often focuses on topics of educational interest generally; may focus on a state or district initiative; may focus on learning a particular strategy (such as differentiated instruction) whether or not the school has identified needs
Is driven by school-based data (not just test scores, however)	May not be data-driven (or the data may be district- or state-level)
Application/implementation is expected and provided for	May be “one-shot”; that is, without a process for application/implementation
Ongoing-learning related to one need generates new questions and professional learning continues	May be “one-shot” or a day of workshops twice a year;
Led from within – by teachers and for teachers – with the principal as a learning peer	Led from the top (state, district, school)
Is usually active, with educators involved in looking at student work or artifacts of their practice using protocols or strategies	Is usually passive as educators listen to speakers or witness Power Points
Involves research, such as action research; also educators may survey the research to discover strategies that address needs	May be research-based
Usually occurs in small learning groups – 4 to 6 people	May be presented in an auditorium to an entire district
Usually occurs during the school day	May occur during the school day- on an established professional development day at the start or in the middle of the school year
Involves educators in sharing their work and the work of their students; involves them in visiting other classrooms and welcoming others into their own classrooms	Does not usually involve teachers in “deprivatizing” their practice
Can be challenging to individuals and culture changing	Can be somewhat “not-threatening” since change is not usually required or provided for
Honors the experiences, skills and knowledge of those within a school	Hones the experiences, skills and knowledge of the presenter/speaker
Is collaborative	Is usually individual (each person listening to a speaker)

2012 KSDE Pre-Conference...

Learning Forward Kansas To Host Pre-Conference Session On Professional Learning Standards

Do you want to understand how to plan and assess professional learning in your school or district that makes a difference for educators and students? If so, plan now to attend the full day Pre-conference, [Putting the New Standards for Professional Learning into Practice](#), November 5, 2012, at the KSDE Conference in Wichita. This interactive, engaging session, hosted by LF KS, will not only model the new standards, but also give participants an in-depth understanding of how the seven standards are truly

integrated and strategies for using them in their school or district to impact not only educator practice but also student learning. **These revised standards were adopted by the Kansas state board last April.**

To register for this pre-conference go to www.learningforwardkansas.org. The workshop will run from 8:30-3:30 and includes continental breakfast, lunch, and materials. DC



LF KS Works To Grow Its Membership

By Jo McFadden
Membership Chair

Membership Dues To Increase

At its June board meeting, the Learning Forward Kansas (LF KS) board approved an increase of \$10 for all membership levels, effective October 1, 2012. That increase creates the following dues structure:

- Individual membership: \$25.00
- Agency membership: \$50 (with additional buildings added for \$25.00 each to a maximum of \$250 per agency for 10 buildings or more)
- Individual building membership: \$50.00

Renew Now And Save

The board did approve a savings for members who join for the 2012-2013 year before October 1st. Any member, individual, building, or agency, who joins or renews before October 1st may pay at the current dues level to receive 2012-2013 membership with full benefits. The board additionally paved the way for [payment of membership dues online via Paypal](#).

LF KS Provides Free Membership To First-Year Teachers

Lastly, it was approved to offer a year of membership free to any student teacher or first-year of career teacher. [Download a flyer](#) about this offer at the LF KS website, www.learningforwardkansas.org.

Look for more information on these new membership-related opportunities in the upcoming issues of Direct Connection.

To join or renew an individual membership to LF KS for the 2012-2013 school year at the current dues rate, [apply online using Paypal](#) or [print the membership form](#) and send your payment by postal mail. DC

ASCEND TO GREATER HEIGHTS 2013 Leadership Conference



Save
the date

Conference Strands

Common Core
Leadership
Instruction
Mentoring
Best Practice

APRIL 23-24, 2013
Wichita DoubleTree Airport

See page 7 to submit a form to be a presenter

CLASSIFIED Files

It Takes A Team... That Rewarding Place In Between

By Jennifer Layne
Classified Representative

Here we go! Another school year is here. Time to journey back to new paint, clean white boards, updated technology, and bright, shiny faces.

Behind the scenes, in Special Education departments, teachers are feverishly working with classroom teachers in pulling team members together and making decisions regarding services for each student. There are blanks to be filled in: classroom schedules, IEP minutes to cover, goals to reach, classroom vs. learning lab, and placement levels. Getting all the pieces to fit is always demanding.

However, for all the unknowns facing teachers each fall, there is always a given - the importance of the para-educator to the team. The word "para" means "alongside." That means para-educators are the eyes and the ears of the Special Education teacher when she/he cannot be there. They are that additional set of hands, ears, and eyes for the classroom teacher, in a multitude of subjects. But more important, they are that supplementary guidance special needs student require, whether it be academic, behavioral, or organizational. Whether it is in the classroom, the learning lab, or anywhere their school day takes them.

Due to the increasing number of students with disabilities, the number of Special Education paraeducators in and out of the classroom has risen greatly. While the classroom and Special Education teacher have the ultimate responsibility for a student's lessons, goals and progress, the paraeducator has a wide

range of responsibilities, depending upon their level of training, the caseload of the Special Education teacher, and the school district's policies. On any given day, paraeducators teach, guide, observe, and report. In addition, they may be in and out of classrooms and learning labs multiple times, interacting each time with different students, different subjects, and different teachers.

Along with this multi-faceted role come challenges. Aside from the obvious difference in adapting to a child's academics and behavior from day to day (often minute to minute), there are also challenges in filling the space between teachers. Diplomacy is required to bridge the gap between what the Special Education teacher envisions as best for the student and what the classroom teacher envisions. Open communication between everyone is key, keeping the child's success always at the forefront.



Does it sound like the paraeducator needs to know something about everything and everyone? Must understand and apply diplomacy at every turn? Is often caught "between a rock and a hard place?" The answer to each question is, "Yes".

But who else is fortunate enough to make a direct, hands-on difference in the lives of so many different students, with different modalities, in different subjects, at different learning levels, on a daily basis?

That demanding spot in-between that the paraeducator fills: As far as this para-educator is concerned, it is by far the most rewarding place of all. DC

Aligning Teacher Evaluation With Professional Learning

Thirty-three states recently passed teacher evaluation legislation, all with the goal of improving the quality of instruction in our schools. But many educators question how rigorous evaluation translates into stronger teachers and how state education agencies, stretched thin as they are, can build successful systems in the urgent time frame required.

The National Comprehensive Center for Teacher Quality (TQ Center) is helping to ensure teacher evaluation reform succeeds with the release of three new practical resources. Designed by experts in the field, all three resources detail how teacher evaluation reform can generate increases in teacher effectiveness if aligned with meaningful teacher professional learning.

Generating Teaching Effectiveness: The Role of Job-Embedded Professional Learning in Teacher Evaluation.

<http://www.tqsource.org/publications/GeneratingTeachingEffectiveness.pdf>

This Research & Policy Brief examines how an aligned teacher evaluation system can be used to create optimal professional learning environments for teachers. DC

Kansas Learning First Alliance

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

www.klfa.org

KANSAS
Learning First Alliance

What Is A Learning School?

By Suzan Patton
Rep B West of 281

Is your school a *building* or a *Learning School*? Joellen Killion, senior advisor to Learning Forward, led her breakout session at the LF KS leadership conference, held in April 2012, addressing this fundamental question. Participants answered a survey to determine "where are we now?" and identified strengths, gaps, and strategies necessary to become a Learning School.

At the core of every Learning School is a leader who is actively engaged in connecting teacher professional learning to student learning through high functioning Professional Learning Communities (PLC). The leader creates an environment where trust, honesty, accountability, and adherence to protocol build PLCs that impact student learning.

Killion shared video of a Texas elementary school PLC at work where data was analyzed and then teachers were allowed to reflect on their practice. Feedback from peer observations, as well as individual reflection guided their discussions.

Modeling of best practices also helped provide solutions. Their meeting was focused, efficient, and effective because they followed a protocol with the expectation that they would leave their PLC group with new ideas, a commitment to try other practices, and to impact student learning the next day.



Killion's session provided inspiration and motivation to return to our districts and strive to adopt and implement the characteristics of a Learning School.

LF KS will host another Leadership Conference, Ascend To Greater Heights, in Spring 2013. Find out more about the conference or submit a proposal to present at the [LF KS website](#). 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.



Learning Forward Kansas
is an affiliate member of Learning Forward
learningforward.org

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

Ascend to Greater Heights

2013 Leadership Conference



Submit a PROPOSAL

for the Learning Forward Kansas Leadership Conference

Proposal Strands

* Common Core * Leadership * Instruction * Mentoring * Best Practices

Title of Presentation (as you wish it to appear in the program.)

Lead Presenter

Position/Title

Affiliation

Work or Home Contact Address

Work Phone (area code)

Fax

Email

Proposal Strand (Check the **one** your presentation best addresses.)

Common Core Leadership Instruction Mentoring Best Practices

Target Audience (Check those that apply.)

District Administration College Instructors Principals
 Teachers Classified

Presentation Options (Check one length and one type.)

1 hour and 15 minute session 2 hour and 45 minute session
 Informational Interactive

Program Description (Please attach the following:) Your presentation description of no more than 40 words, as you wish it to appear in the program. Include participant outcomes – what will participants know and be able to do as a result of participation in the session.

List the following information for **Additional Presenters**: Presenter, Position/Title, Affiliation, Work or Home Contact Address, Work Phone (area code), and Email.

Audio Visual Needs (Presenters must provide their own computers and projectors for Power Point and Internet presentations). The hotel has wireless internet capabilities.

Screen Small AV cart for my equipment that I bring

Verification

On behalf of the presenters listed in this proposal, I understand that I (we) must register for the conference and be responsible for all conference registration fees and other expenditures. I understand that it will be my responsibility to notify each of my co-presenter(s) regarding the status of the proposal, the date, time and location of the presentation should it be accepted.

Submitter Signature

Date

Please submit Proposal On-Line **by Monday, October 29, 2012** at: www.learningforwardkansas.org or mail hard copy to: Jo McFadden, Graber Elementary USD 308, 1600 N. Cleveland, Hutchinson, KS 67501.

All breakout sessions will be held Tuesday and Wednesday, April 23 & 24, 2013.

Putting The Learning Back In PLCs

By Sheri Thomas
LF KS President

Can teams of teachers engage in learning together so that they can positively effect their own and student learning? This was the essential question in a session with Lois Brown Easton, presented as part of the pre-conference of the Learning Forward Affiliate Meeting held in Denver, CO, in July, 2012. Easton's follow-up question was: What might you do first to help a P_C (pronounced P, duh, C) become a PLC (professional learning community)? To answer her question, Easton shared some essential features of PLCs.

Components of a PLC

A group of educators who meet regularly to engage in professional learning... For the purpose of enhancing their own practice as educators... In order to help all students succeed as learners.

Descriptors and Characteristics:

- Team learning
- Shared vision, values and beliefs
- Reflective dialogue
- Deprivatization of practice
- Collective focus on student learning
- Collaboration
- Supportive leadership; sustaining leadership
- Supportive conditions
- Action orientation and experimentation; results-oriented
- Collection and use of effective data

What Gets In The Way Of Learning

- Outside Agendas
 - No choice/Voice
 - Outcome established by Outsider(s)
 - Process determined

What's Variable and Not Variable In PLCs

What's Variable	What's Not Variable
The group size	Focus on professional learning activities
Members of the group	Focus on what educators do, what's happening in classrooms and how educators can get better in terms of what they do
How often they meet and for how long	Focus on helping all students

- Little purpose to learning
- History/Culture
 - What we are used to/what's familiar
 - What keeps us safe
- Familiar interactions
- Our familiarity with professional development, not learning
- Mandates
 - No choice/Voice
 - Outcome determined in advance
 - Someone else in charge
 - Little purpose to learning
- Business as Usual
 - Learn something new from outside expert
 - Hierarchical vs. peer to peer
 - Ends when agenda is accomplished or when workshop is over

Top Ten (+1) Strategies For Helping Your PLC Be A Real Learning PLC

1. Focus on the opposite: WHY first, then HOW, then WHAT, exactly opposite from the order we usually use.

Start with the WHY - the passion and purpose; then how to operate/ when what. Simon Sinek addressed this approach for change in a TED lecture in 2009. The video available at www.youtube.com or www.ted.com is titled "Start with the Why: How Great Leaders Inspire Everyone to Take Action".

2. Think DATA GALORE and FOREVERMORE - To the extent possible, data should be unfiltered, it should come to people who need it without someone else's summary or conclusion for study.

Use four types of data for information:

- Student Learning Data - Describes the results of our educational system in terms of standardized test results, grade point averages, standards, assessments, and authentic assessment.
- Demographic Data - Provide

descriptive information about the school community - enrollment, attendance,

grade level, ethnicity, gender, native language.

- Perception Data - Helps develop an understanding of "what students, parents, teachers, and others think about the learning environment".
- School Process Data- Defines what teachers and schools are doing to get the results they are getting.

3. Focus on PURPOSE and PASSION instead of VISION and MISSION. (This relates to number one of our top ten). **Consider Design Teams** as the way to share leadership. The team consists of volunteers who agree to serve for a term for continuity; open to others; work will be nonrepresentational - focus on whole school; keep the big picture in view and make sure details focus on big picture; focus on listening and communicating "Who else needs to know? Who else and who else?" will become a mantra.

4. Consider DESIGN TEAMS as a way to share leadership.

These roles may be appointed or volunteer. Reflect on the makeup of those teams, especially in how it may be perceived by others: representative (which may lead to partianship) or not; exclusive (may be seen "inner circle"); or inclusive.

5. Learn and use DIALOGUE. Distinguish dialogue from discussion and recognize when to use each - a deliberation point. The purpose or goal of the meeting decides which is appropriate.

6. Make ACCOUNTABILITY PURPOSEFUL.

Consider using portfolios. Make time for revisiting goals. Utilize resulting agendas.

7. Focus on RELATIONSHIPS.

Take time to review with members about how to work within a group. Consider how the speed of group; individual differences and make-up of the team impact the work of the team.

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Meeting Notes from the Learning Forward Affiliate Meeting

Taking A Deeper Look At The New Professional Learning Standards And ICs


By Sandee Crowther
LF KS Executive Director

Understand the 3 core elements for each standard. They truly define each standard - we need to be well versed in those concepts. Knowing the core concepts helps us to talk about the standards and to understand how well we are implementing each standard.

The innovation configuration (IC) maps will help address specific behaviors of the core elements. (The first set of ICs will be available this fall from [Learning Forward](#).) Why do we have IC maps? They give directions for responsibilities. The vocabulary helps people understand the elements. At the same time when they are used as a self-assessment, the IC provides direction on how to get to a higher level.

What are the 5 functions of ICs?

- Give us descriptions of our vision of the standard in practice - concrete and visible so we know the actions. What does it look like?
- Help us to meet the standards to design Professional Learning
- Serve as a tool to give clear plans and actions for implementing the standards.
- Serve as a tool to assess implementation of the standards.
- Improve the quality of the practice.
- Serves as a tool to improve the quality and results of professional learning. DC



KANSAS

Recognized for
Standards State Policy Actions
2012

Taking STANDARDS for
PROFESSIONAL
LEARNING to New
Heights

Summer Conference
Denver, CO

Learning Forward presented an award to Learning Forward Kansas for its work in helping schools and districts embrace the new standards for professional learning.

Survey Offers Deeper Look At Professional Learning Standards

The following set of questions was developed as a tool for schools or districts to use in assessing how they are doing with learning communities as referenced in Learning Forward's Professional Learning Standards.

Learning Communities Standard

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Please rate the following items as one of the following:

Always Frequently Sometimes Seldom Never Don't Know

1. My school's learning communities are structured for teachers to engage in the continuous improvement cycle (i.e. data analysis, planning, implementation, reflection, and evaluation).
2. Learning community members in my school believe the responsibility to improve student learning is shared by all stakeholders, such as all staff members, district personnel, families, and community members.
3. My school system has policies and procedures that support the vision for learning communities in schools..
4. All members of the learning communities in my school hold each other accountable to achieve the school's goals.
5. Learning communities in my school meet several times per week to collaborate on how to improve student learning.
6. In my school, some of the learning community members include non-staff members, such as students,
7. In my school, learning community members demonstrate effective communication and relationship skills so that a high level of trust exists among the group. DC

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KLFA Focuses On New Kansas Accreditation Model, Looks Toward Partnerships With KSDE, P12

Kansas Learning First Alliance (KLFA) met in spring 2012 to continue collaborating and supporting KSDE initiatives that support quality Kansas schools, including the new accreditation system that will be piloted in fall 2012. Both P21 and LFA are hoping to create a partnership with KLFA in its work of collaborating with KSDE in the development of the new Kansas accreditation process.

KLFA Work Groups discussed three partnering ideas to consider for the coming school year:

- Work with KSDE to develop and/or review the new accreditation model rubrics or checklists that will identify whether schools are implementing, transitioning, modeling.
- Work with KASB's College/Career Ready Committee, being chaired by Tom Krebs. P21 representatives would work to inform the accreditation rubric as well as the incorporation of P21 skills development in our schools.
- Work together to leverage P21 and Corporate Partners, LFA/KLFA, EdLeader21, KSDE and possibly KASB, KNEA Kansas Learning Forward, etc. to secure funding to support the collaborative effort of creating the 21st Century Accreditation Model in Kansas.

The **Community Engagement** group, working with Cheryl Williams from the Learning First Alliance and Tim Magner, Lil Kellogg, and Barb Stein from P21, developed early steps necessary to help bring a louder business voice to the discussion of preparing Kansas graduates for post-secondary success. P21 has robust business participation and will share its expertise and resources to help KLFA collaborate more effectively with the Kansas business community. The envisioned project, a workshop with statewide business leaders, can help develop more effective statewide policies, as well as support local educators in developing more productive relationships with regional and local employers.

The **Student Learning** group discussed working with KSDE with the accreditation rubric, especially the areas of results and relevance and perhaps rigor. A discussion was held on how: a) assessment will fit in, b) performance assessments might be designed, and c) our vision of effective assessment should have an emphasis on project-based learning (probably assessed by rubrics).

The **Professional Learning** group explored possibilities of working with LFA and P21 around educating both Kansas educators and Kansas business learners of the following new KSDE initiatives: accreditation, KEEP, CCSS, professional learning standards, 21st century skills, and character education standards. DC

Put Learning Back Into PLCs

Continued from page 8
8. Forego **LONG-RANGE/STRATEGIC PLANNING**.

Keep the purpose of the team, and passion always in mind; leave seeing the whole to the design teams.

9. **Have and use an agreed-upon THEORY OF CHANGE.** Hall and Hord (1987, 2001) identified three related models of change that describe what people do when approaching and going through change: Stages of Concern; Levels of Use; and Innovation Configurations. Another model for change is known as CBAM –Concerns-Based Adoption Model.

10. **Act upon APHORISMS** (concise wisdom of the group presented).

Don't reinvent the wheel; involve the involved; operate according to NOT YET; build on positive deviance.

10 +1. WHERE ARE THE STUDENTS???

Where do we include students in the work of PLCs?

A complete and detailed description of these topics related to PLCs can be found in the book, "

Professional Learning Communities by Design – Putting the Learning Back Into PLCs" by Lois Brown Easton ©2011 by Corwin DC



Surf on over...



to the
LF KS Facebook page,
a 24/7 connection.

Link up at

www.learningforwardkansas.org

Learning Forward Awards Program Celebrates Excellence In Professional Learning

By Ben Smith
Awards Team Chair

Learning Forward Kansas is proud to announce that we will again be accepting nominations for seven prestigious awards. Through your continuous improvement efforts in your school and district, please keep the following nomination categories in mind:

1. Cycle of Continuous Improvement Award:

Learning Forward Kansas wants to recognize a school team that successfully implements the cycle of continuous learning for professional learning that results in student achievement.

2. 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. There is no limit on the number of potential winners in this category, and any educator is eligible to apply.

3. Professional Learning Community Award:

The PLC Award is a school level award. All buildings in Kansas are eligible to apply. The school must provide evidence of excellence in professional learning by measuring progress on the KLFA/Learning Forward Kansas/KSDE Professional Learning Community Building Rubric. The rubric is based on the Learning Forward Standards and includes the standards most often aligned to school improvement efforts. The artifacts provided must illustrate the level of performance on the rubric. Up to two buildings will be awarded annually.

4. Classified Professional Learning Award:

The Classified Personnel Professional Learning Award recognizes an individual or building/district that has made a significant commitment toward the professional learning of classified staff members to improve student achievement.

5. Systemic Learning Award:

The Systemic Learning Award is a school district level award. All Kansas school districts are eligible to apply for the award which recognizes district level commitment to growth in professional learning and support for change. Specific criteria for growth include the time, money, management, materials, and authority allocated to the adult learning effort in the district to foster improved student learning. Up to two districts will be awarded annually.

6. 21st Century Skills Professional Learning Award:

Learning Forward Kansas wants to recognize those buildings or districts which effectively implement 21st Century Skills in their professional learning program.

7. District Staff Developer of the Year Award:

Learning Forward Kansas would like to help districts recognize the staff developer that has had the most direct impact on your school or district. Districts will be encouraged to nominate the individual (either an internal or an external source) who has had the most impact on improving student performance through professional learning in your schools. Remember, everyone can be a staff developer! Nominations will be distributed to district superintendents annually. Every individual nominated will receive a certificate and a complimentary one-year Learning Forward Kansas membership. Awardees will be recognized at the Learning Forward Kansas Leadership Conference.

The deadline for accepting nominations is January 15, 2013. Please visit <http://learningforwardkansas.org/awards.html> for further details on how to apply for each award. There is so much tremendous work going in in Kansas school districts, much of it unrecognized. The LF KS nomination and application process is a great way to bring recognition to those who richly deserve it. DC

Standards For Professional Learning

Learning Communities:

Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.

Leadership:

Professional learning that increases educator effectiveness and results for all students requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.

Resources:

Professional learning that increases educator effectiveness and results for all students requires prioritizing, monitoring, and coordinating resources for educator learning.

Data:

Professional learning that increases educator effectiveness and results for all students uses a variety of sources and types of student, educator, and system data to plan, assess, and evaluate professional learning.

Learning Designs:

Professional learning that increases educator effectiveness and results for all students integrates theories, research, and models of human learning to achieve its intended outcomes.

Implementation:

Professional learning that increases educator effectiveness and results for all students applies research on change and sustains support for implementation of professional learning for long-term change.

Outcomes:

Professional learning that increases educator effectiveness and results for all students aligns its outcomes with educator performance and student curriculum standards. DC

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