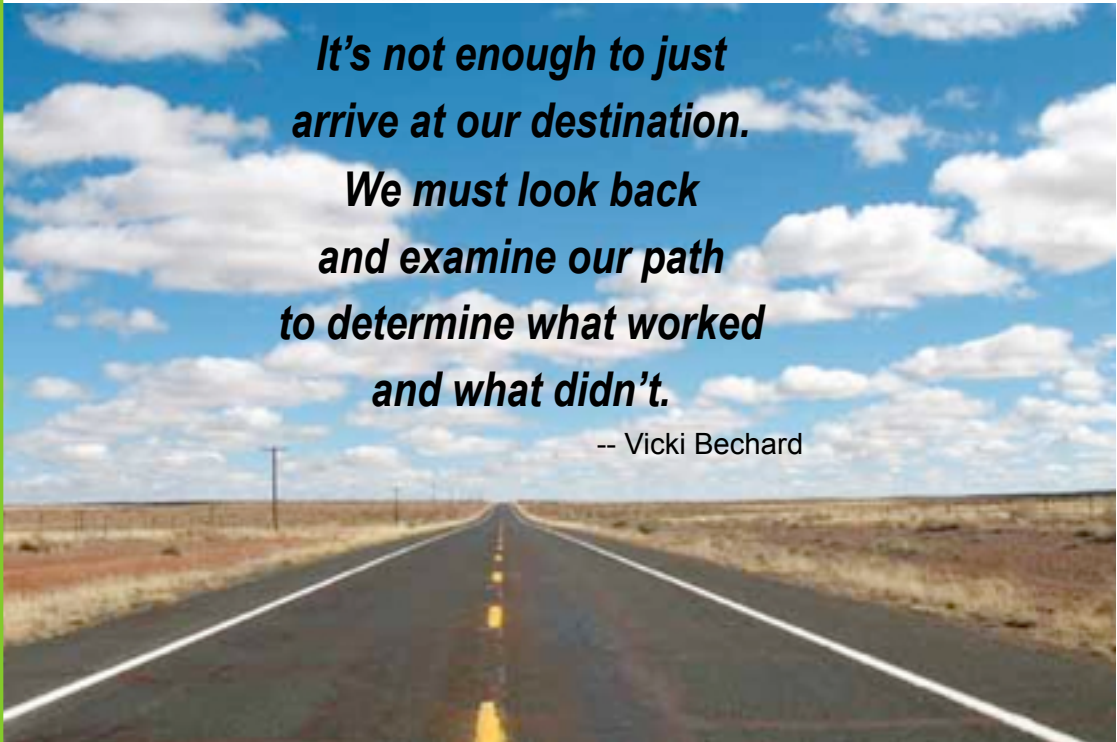


KS Direct Connection

LEARNING
FORWARD
KANSAS

MAY 2014



***It's not enough to just
arrive at our destination.
We must look back
and examine our path
to determine what worked
and what didn't.***

-- Vicki Bechard

Why Did We Get Those Results?

By Vicki Bechard
LF KS Secretary

It's the end of another school year. It was a great trip we took together, and even though we enjoyed the journey, we're glad it's over. Instead of focusing on how tired we are from this trip and whether or not we had fun, what if we considered some questions that might make next year's trip even better?

For some, looking at student results is a normal "end of the year" task. We might ask, "How did we do? What did we accomplish? Why did we get those results?" Despite the problems with the state testing this spring, schools will have plenty of ways to determine the quality

of student achievement. To that end, we must also ask ourselves, "What role did professional learning play in student results?" If there was a professional learning plan in place, then reflection on the effectiveness of the plan in relation to student results is the next step. If you don't know the answer, then alignment of professional learning to student goals may be the place to start.

Outcomes are the results

To get what we want, we have to know where we are going and how we are going to get there. Backwards planning, as identified by Wiggins and McTighe in *Understanding by Design*, helps us determine the desired results, how we know when we have achieved those

goals, and ensures that we are planning learning activities that directly tie to achieving the desired results. Learning Forward's Professional Learning Standards identify three core elements of the Outcomes Standard. They are:

- Meet performance standards
- continued on page 2*

Inside This Issue:

Why Professional Learning?	3
Where We Are Headed	5
C4 Framework	6
Project-Based Learning	7
LF KS Board	9



Illuminate the Possibilities

On-Site Support for Kansas Schools

Learning Forward Kansas has representatives to come to your school or district to provide support for any change or initiative.

Read more about this professional learning opportunity on the [LF KS website](#)

The Outcomes Standard

Backward Planning Helps Determine Desired Results

continued from page 1

- Address student learning outcomes
- Build coherence through alignment

What makes an educator effective?

There are many standards that exist to help us identify characteristics, knowledge and skills that every educator should possess or use to be effective. These performance standards address what teachers should know and be able

to do to provide an effective and equitable education for all students. But these standards are not restricted to classroom teachers. Administrators and instructional coaches also have standards to which they must adhere in order to provide quality leadership to guide and facilitate effective teaching and learning in their school. Effective professional learning serves as a vehicle to promote quality instruction that leads to improved student results. This requires that schools provide new research-based learning for educators as needed; regular and frequent collaborative discussions within grade levels and content areas and between grade levels and buildings to promote effective implementation; and the necessary support, feedback and follow up to sustain the desired changes. Effective professional learning also requires a commitment from the educator to be a lifelong learner who strives to improve his/her practice that will directly impact student performance.

How do STUDENT learning outcomes fit with professional learning for educators?

Identifying the knowledge and skills that students must have in order to be successful is a regular educator practice and even shows up in textbooks. One of the strategies promoted and used to learn more about the *Kansas College and Career Ready Standards* (KCCRS also known as Common Core) was to *unpack* the standards. Sometimes that's as far schools required educators to go. The question then becomes, "Now what?" What if we created a professional learning plan that focused on the educator skills needed to help students gain the necessary knowledge and skills as required by the new KCCRS? In the old QPA days, schools were required to have School Improvement Plans that directly tied professional learning (staff development) to the student learning goals. Research shows that alignment produced more significant impact on student learning because of the direct link between teacher instructional practices and student learning. We are all familiar with the work of Robert Marzano and the direct link he found between the kind and quality of teacher

practices and student performance which also supports the need for this connection.

Building coherence through alignment

translates simply into ensuring everyone is on the same page, using previously learned skills to serve as a foundation for new learning. This is a process involving systemic change. The goals of every school include improving student achievement, and when we make certain that professional learning supports the improvement of teacher effectiveness it will lead to improved student results. Building coherence requires that we look at the big picture as well as the elements of the process that play a part in determining the outcome.

Too many times we put a plan in motion, but fail to follow up at the end to see just how well it worked. This is where *data* plays a role to help us determine if the *learning designs* really helped with the *implementation*. We also can ask ourselves if the *leadership* and *resources* met our needs. Finally we can examine the effectiveness of the *learning community*. Did we work together? Did we support each other with feedback and encouragement? Did we examine student performance as we implemented the identified instructional strategies?

Effective professional learning serves as a vehicle to promote quality instruction that leads to improved student results.

Travel Prologue

When we get to the end of the school year, we can go back and look at the snapshots of our journey. It's not enough to just arrive at the destination. We must look back and examine our path to determine what worked and what didn't; what we'd like to keep or revise so that our next journey is even better. Before you know it, we will be *On the Road Again!* So when we plan that next trip, our plan should not only include where we want to go, but how we plan to get there and how we will know when we arrived! *Bon Voyage!* DC

Learning Forward Beliefs, Mission, and Standards

Learning Forward Beliefs

- Effective professional learning is fundamental to student learning.
- All educators have an obligation to improve their practice.
- More students achieve when educators assume collective responsibility for student learning.
- Successful leaders create and sustain a culture of learning.
- Improving student learning and professional practice requires ongoing systemic and organizational change.

Learning Forward Mission

Learning Forward advances educator effectiveness and student results through standards-based professional learning.

Learning Forward Standards for Professional Learning

Learning Communities
Leadership
Resources
Data
Learning Designs
Implementation
Outcomes

Check [Learning Forward website](#) for further information.

Why Professional Learning?

By Sandee Crowther
LF KS Executive Director

Why does Professional Learning matter? Stephanie Hirsh shared information about the impact of professional learning with attendees of the 2014 LF KS Learning Conference, but she didn't come with all the answers. To begin her keynote address, Hirsh asked attendees to form groups of three and provide their top answers to the question: Why Does Professional Learning Matter?

Several ideas about professional learning surfaced from those participant responses, including:

- Professional Learning inspires and rejuvenates.
- It increases educator effectiveness to have better results for students.
- It builds a culture of collaborative accountability.
- It builds leadership for a school or improves the quality of leadership.
- We want everyone to be better.
- We don't know everything we need when we get out of college.
- We continue to grow.
- We have a culture for improvement.

What evidence do you use?

Next, Hirsh posed a question about the impact of professional learning: What evidence do you use? Hirsh encouraged

educators to use multiple data points. She said it can also be helpful to identify an implemented program that is successful, suggesting the Bentwood story in Chattanooga, TN as one example.

A "Shift" in Professional Learning

Hirsh shared that schools and districts often need to make some shifts in their professional learning in order to increase its impact. Shifts to consider are:

- *Instead of being driven by educator preference, we need to look at what does the data say.*
- *Instead of a focus on individual learning, we need to be more collaborative and have more teams learning from others.*
- *Instead of large group format and one size fits all, we need to move to small focus groups with differentiation.*
- *Instead of low expectation or lack of support for application of learning, we need to move to high expectations of learning with coaching support and followup.*

Stephanie ended the keynote presentation by sharing a Youtube video with a powerful message about working together. – You might watch it to see what it says to you, your team or your school.

[https://www.youtube.com/watch?v=GPeZ6viNgY DC](https://www.youtube.com/watch?v=GPeZ6viNgYDC)

Calendar Countdown



LF KS Board Advance

June 10-11, 2014
The Barn
Valley Falls, KS

Rigor and Relevance: Preparing Students to be College and Career Ready

A Day with Dr. Bill Daggett
September 29, 2014
Doubletree by Hilton
Wichita, KS
Register with SWPRSC
800-728-1022

Surf on over...

to the **LF KS Facebook** page.
"Like" us to stay updated
on news 24/7.
Link up at

www.learningforwardkansas.org



Stephanie Hirsh, Executive Director of Learning Forward, dialogues with educators about ways in which schools can improve the quality and results of professional learning.

facebook.



Sticky Standards...

Professional Learning
That Sticks

A [website](#) that includes podcasts and other great resources on professional learning.

SAVE THE DATE!

September 29, 2014!



RIGOR & RELEVANCE: PREPARING STUDENTS TO BE COLLEGE AND CAREER READY!

The Kansas College and Career Ready Standards: What does it mean to truly be college and career ready? What are the implications to our instructional programs and to the assessments? How does the Rigor/Relevance Framework relate to the new standards and assessments?

Join us for a day of professional learning as we explore these questions and other related topics with Dr. Bill Daggett.

Learning Objectives:

- Understand the instructional implications to the new College and Career Ready Standards .
- Understand that career ready requires a different set of fundamental skills than college ready.
- Provide participants tools and strategies to use to make students college and career ready.
- Show how to use the Rigor and Relevance Framework in the planning and delivery of instruction .

Meet Your Presenter:

Bill Daggett, Ed.D., Founder and Chairman of the International Center for Leadership in Education, is recognized worldwide for his proven ability to move preK-12 education systems towards more rigorous and relevant skills and knowledge for *all* students. He has assisted a number of states and hundreds of school districts with their school improvement initiatives. Dr. Daggett has also collaborated with education ministries in several countries and with the Council of Chief State School Officers, the Bill & Melinda Gates Foundation, the National Governors Association, and many other national organizations.

Monday, September 29, 2014

Registration from 7:30-8:15; Conference from 8:30-4:00; Lunch on Your Own

DoubleTree by Hilton @ Wichita, Kansas

\$175/ person for Members of Learning Forward Kansas or SWPRSC; \$200/person for Non-Members

Register with SWPRSC @ 800.728.1022



Where We Are, Where We Are Headed

By Sandee Crowther
LF KS Executive Director

Brad Nuenswander, KSDE Deputy Commissioner, spoke at the last luncheon of the 2014 LF KS Learning Conference, which was held in Topeka April 8-9. Some of the thoughts shared in his speech: "We are living in difficult times, we can't feel defeated. We need to advocate for ourselves."

Nuenswander reminded conference attendees that College and Career Ready doesn't say anything about math and reading.

"We want to help kids get to the middle class which calls for academic and vocational/technical education.



Brad Nuenswander

We are interested in the 5 R's: rigor, relationships, relevance, respect and rapport," he said.

Nuenswander shared updates on KS state assessments, and noted that the KS assessment system will be a multi-year plan based on career interests. A student's educational path becomes the approach.

"Our state is interested in several things: academic and cognitive skills, technical skills, workforce skill development, employability skills and not one test measures all of these," he explained.

"In the past, we didn't look at the long term results or acknowledge growth," Nuenswander added. "Now, we have a new way of looking at the data. Every time a student moves to a new performance category, it adds value. The



"How do we move kids over time?"

biggest challenge is moving from bottom category up. The question becomes: How do we move kids over time?"

Nuenswander explained that this year's KS state assessments serve as a field test. In spring 2015, a math performance task will be added, plus an essay and listening items. In 2016, the full test will have the capability to be machine-scored.

Nuenswander further noted that the percent of jobs requiring postsecondary learning is increasing. By 2018, 64% of the jobs will require post secondary education. He also highlighted that high

school educated workers represent a decreasing share of the middle class.

How's Kansas faring in postsecondary learning? Nuenswander cited that Kansas ranks 13th in postsecondary education intensity. The percentage of Kansans with postsecondary degrees or certifications is 41%. In 2011, the percentage of Kansas high school graduates enrolling in postsecondary learning was 76%. However, our percentage of graduates enrolling in postsecondary education earning one-year of college credit (14 credits) was only 49%. DC



Members elected to be a part of the Learning Forward Kansas board for 2014-15 are: Front Row: Sandy Guidry, KSDE Representative; Kim Panzer, Representative B West of Hwy 281; Vicki Bechard, Secretary. Back Row: Pam Irwin, President-Elect, Tamara Konrade, Service Center Representative; Michele Peres, Teacher B Representative; Dr. Jill Bergerhofer, Representative B East of Hwy 281; Blake Vargas, Principal Representative.

*"There are many ways of going forward,
but only one way of standing still."*

Franklin Roosevelt

Using the C4 Framework in 21st Century Social Studies Classes

By Lana Evans
LF KS President-Elect

What does the new Social Studies standards look like for me as a teacher?

Glenn Wiebe presented a strategic plan for addressing the new Social Studies standards using the *C4 Framework* as a part of his breakout session at the 2014 LF KS Learning Conference. The framework focuses on how students can "collect," "collaborate," "create," and "communicate" as they work to address the new standards. Wiebe noted that these new standards are centered around 5 Big Ideas, which span across grade levels and across content. The bottom line is: Students should be able to think historically and solve problems.

As a sample learning activity, Wiebe presented a photo and asked the audience, "Where and when was this photo taken?" The attendees then had to use contextual clues to form theories as to the origin of the photo. Discussing ideas with other attendees, plus the presentation of additional information, led to refinement in the theories. As Wiebe said, learning isn't always about easily finding the correct answer.

Learning isn't always about easily finding the answer.

"We need to create academic discomfort in the classroom. We need to provide questions that students cannot look up and find the answer; they need to use their brain to solve the problem," Wiebe said.

Wiebe referred to Sam Wineburg, author of *Historical Thinking and other Unnatural Acts*, and John Medina, author of *Brain Rules*, as resources for instruction. DC



C4 Framework

Collect
Collaborate
Create
Communicate

- **Collect**–
Collect and organize information.
- **Collaborate** –
Have students work together .
- **Create** –
Write a prequel, make a prediction, draw connections between then and now, use thought bubbles to write a dialogue for a photo.
- **Communicate** –
Students share and prove that they know.

Find out more
about the C4 Framework:
www.c4framework.com

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.*



learningforward
Advancing professional learning for student success

Project-Based Learning: It Comes In All *Shapes* and *Sizes*

By Vicki Bechard
LF KS Secretary

The focus of Dr. Jill Bergerhofer's session at the 2014 LF KS Learning Conference was "DO!" Dr. Bergerhofer expanded the commonly used "Why, How, and What" and added the "DO" to represent the action that must accompany the learning.

Project Based Learning is active in its design and in what it requires of the students. It is curriculum-driven and a natural fit for the Kansas College and Career Ready Standards. Students must be problem solvers and think more deeply as they apply what they know and can do to real world (authentic) problems and situations. This type of learning is also more complex, requiring students to investigate and explore options within the problem or issue. Bergerhofer stressed that this type of learning is possible in all curriculum areas and is interdisciplinary in that content and skills from multiple subjects can be incorporated in the different components of the project itself.

Project Based Learning (PBL) requires a great deal of "up front planning." A typical plan for a PBL activity includes the following:

- A question that is central to the learning



- A plan of action
- A schedule of what is to be accomplished and when (determined with the student)
- A way to monitor learning and progress
- Assessment check points; and
- Evaluation of the end product.

Using the work of Wiggins and McTighe from *Understanding by Design*, teachers incorporation of PBL often begin with the essential question that focuses the learning. Using the backwards design strategy, the teacher determines what the desired result is, followed by ways to determine if those results have been achieved. The teacher is a facilitator and mentor in the PBL environment. Rubrics are helpful tools to articulate and standardize expectations in a framework that allows for individual learning experiences.

"Authentic" assessment is stressed. This means that the problem is real world, and something to which the student can apply his/her

knowledge and skills. The nature of the problem should be interesting and challenging so that the student wants to be engaged and learn more. Other benefits are found in the use of 21st Century Skills and student-driven learning. Reflection and revision should also be a part of the learning experience.

Dr. Bergerhofer shared many resources with the group that would be beneficial to a teacher who is just learning how to utilize PBL, as well as those teachers who are experienced with this strategy.

Some of those resources included: *Edutopia*, *Project-Based Learning Checklists*, *Globalschoolnet*, *Buck Institute*, and *You Tube*.

Dr. Bergerhofer concluded the session with "10 Tips for Assessing Project-Based Learning" from *Edutopia*:

- Keep It Real with Authentic Products
- Don't Overlook Soft Skills
- Learn from Big Thinkers
- Use Formative Strategies to Keep Projects on Track
- Gather Feedback – Fast
- Focus on Teamwork
- Track Progress with Digital Tools
- Grow Your Audience
- Do-It-Yourself Professional Development
- Assess Better Together **DC**

Hirsh Focuses Workshops On Improving Quality, Results Of Professional Learning

By Sandee Crowther
LF KS Executive Director

Stephanie Hirsh facilitated two breakout sessions meant to deepen knowledge and practices in professional learning at the 2014 LF KS Learning Conference.

Standards-Based Professional Learning: What are the Implications?

How will the standards IMPROVE the quality and results of professional learning?

- Expect the standards to improve the quality of professional learning in your school or district.
- Read and be familiar with the standards, share what you have learned.
- Evaluate how your school or district has met the standards?
- Be an advocate.

What can you do?

- Ask principals, "How do you create these kinds of learning environments?"
 - Ask if teachers in KS are receiving Professional Learning (PL) according to the standards.
 - Create your own survey.
 - Bring in PL plans that exemplify the standards.
 - Use "Save the Last Word for

Me? activity to take the learning deeper!

- Use the "Standards for Professional Learning Quick Reference Guide", which is available on the [Learning Forward website](http://learningforward.org/docs/pdf/facilitatorguide.pdf?sfvrsn=2). Or Use the Facilitator Guide for the Standards <http://learningforward.org/docs/pdf/facilitatorguide.pdf?sfvrsn=2>

Assessing the Impact of Professional Learning

In her learning session on assessing the impact of Professional Learning, Hirsh defined evaluation as a systematic, purposeful process of studying, reviewing, and analyzing data gathered from multiple sources in order to make informed decisions about a program.

What is the purpose of evaluation?

Hirsh explained evaluation of professional learning aims to:

1. Determine its merit and/or worth.
2. Assess the impact – Does it make a difference?
3. Consider how to identify improvements.
4. Provide accountability.

Hirsh added that are three types of evaluation: planning, formative, and summative.

However, Hirsh noted that evaluating any professional learning program begins with three assumptions, including:

- The professional development program is data-driven, research-based, and well-defined.
- The school, district, or regional agency has the capacity, including fiscal and human capital, to implement both the program and evaluation with fidelity to their designs.
- Key stakeholders in the school, district, or agency intend to use the evaluation results to make decisions about the program.

Eight-Step Evaluation Process

When considering assessment, Hirsh suggested attendees choose one comprehensive program, then consider following eight-step evaluation process, which is divided into three main phases:

Planning – Are we Ready?

1. Assess evaluability.
2. Formulate evaluation questions.
3. Construct evaluation framework – Determine the evidence needed to answer the questions.

Conducting Phase

4. Collect data.
5. Organize, analyze, and display data.
6. Interpret data to determine merit, worth, and impact to make recommendations for improvement.

Reporting Phase

7. Disseminate Results/Findings – Identify audiences to receive findings and appropriate format.
8. Evaluate the Evaluation – Reflect on the process and the findings to improve future evaluations. DC

KELI Supports, Strengthens Educational Leaders

By Blake A. Vargas
Principal, Field Kindley HS,
USD 445

The Kansas Educational Leadership Institute (KELI) put on an informative session at the Learning Forward Learning Conference, held in Topeka in April. Dr. Donna Augustine-Shaw, a KELI staff member and Assistant Professor at Kansas State University, explained the KELI partnerships and provided an overview of their mission, as well as programs they are currently offering.

KELI is a partnership between the Kansas State Department of Education, the Kansas Association of School Boards, United School Administrators of Kansas, Kansas School Superintendents Association, Kansas Leadership Center, and Kansas State University. The mission of KELI is to collaborate and share resources to support professional growth of educational leaders needed in Kansas schools for the 21st century. Within the mission, there is a division of two areas, the first centering on the mentoring of new superintendents and principals, and the second regarding ongoing professional learning for district school leaders and leadership teams.

Currently, 90% of all first-year Superintendents in Kansas have completed the KELI induction program since its inception in 2011.

KELI is also in the pilot phase of a new mentoring and induction program for first-year principals. Components of the programs include face-to-face visits, helpful checklists for each month of the school year, introductions to professional organizations, access to veteran leaders, and opportunities for professional development. Find further information about [KELI on their website](#). DC

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