LEARNING FORWARD KANSAS

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KS Direct Connection

DECEMBER 2012

Real generosity toward the future lies in giving all to the present.

Albert Camus

'Ascend To Greater Heights' in Student Achievement, Staff Development

Brown Set to Keynote the 2013 Learning Forward Leadership Conference

By Jo McFadden
LF KS Leadership Conference Chair

"Ascend to Greater Heights" will be the focus when Learning Forward Kansas holds its annual Leadership Conference April 23-24, 2013 at the Wichita Doubletree Airport in Wichita, KS. The conference features Frederick Brown as the keynote speaker. Brown will address the topic, **"Creating the Conditions for Common Core Implementation – Lessons from Kentucky,"** answering through experience the question, "How do we

create systems at the state and district levels that support the implementation of these new standards?" In addition to his keynote presentation, Brown will offer two breakout sessions during the conference focusing on **"Going Deep with the Standards"** and **"Becoming a Learning System."**

Breakout sessions emphasizing the areas of common core implementation, leadership, instruction, mentoring, and best practices will also be offered by Kansas educators as a part of the conference. Examples of planned sessions include: addressing academic vocabulary, iPad and the Common Core, co-teaching & mentoring preservice

teachers, opening the door to coaching conversations, and promoting self-questioning through picture book illustrations. Check the LF KS website for a full listing of breakout sessions and registration information.   DC

Inside This Issue:

Common Core Regional Learning Lab

Linking Together The Pieces For Student Achievement

Join Learning Forward Kansas January 16, 2013 at the Topeka Shawnee County Library for a day of interactive learning about implementation of Common Core. The day's content is tailored to meet participant needs in terms of content area and grade level. Registration is now open at www.learningforward.org

Core Concepts of Professional Learning

By Sheri Thomas
LF KS President

As we continue our conversation about the New Standards for Professional Learning, we will consider core concepts in this issue. Each of our new professional learning standards has four core concepts – *educator, effectiveness, results,* and *all students* embedded in the stem, or beginning of each of the standards. For example, the standard for Learning Communities is stated as *"Professional learning that increases educator effectiveness and results for all students occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment."*

Let's look at each core concept's description*:

Educator describes the members of the education workforce, those employed within schools and school systems and in other education agencies to provide direct or indirect services to students. Educators include both the professional and support staff who contribute to student learning.

Effectiveness refers to educators' capacity to meet performance expectations, implement evidence-based practices, create and sustain conditions for effective learning, and increase student learning. Effectiveness is evident in performance as defined by role expectations and professional standards and by the results of an educator's work.

Results refers to all aspects of student growth and development. Academic success is the primary results area, and it is coupled with social and emotional learning in the overall development of students. Academic, social and emotional development work together to ensure student success. Student learning is assessed through multiple measures, both formative and summative, that provide evidence that students are succeeding in meeting the expected curriculum outcomes and development indicators. These measures include, but are not limited to, daily classroom assessment such as student work samples and performances; educator and parent observations; student self-assessments; periodic common or benchmark assessments, portfolios of work, projects or performances; and standardized assessments.

All Students signifies that educators' professional responsibility and professional learning are driven by the belief that education for all students, not just some, is fundamental to the well-being of a global society. Without equitable opportunities and universal high expectations for all students societal, political, and economic infrastructure suffer.

The increased awareness and use of these core concepts enable educators to focus on both educator practices and students results. I encourage you to visit the [Learning Forward Kansas website](#) to find more information about professional learning opportunities offered, such as the Common Core Standards Regional Learning Lab and Learning Forward's annual Leadership Conference.

"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

as stated in the New Standards for Professional Learning, p. 20, by Learning Forward

Calendar Countdown

Common Core Regional Learning Lab
Wed., January 16, 2013
Topeka Shawnee County Public Library
1515 Southwest 10th Ave.
Topeka, KS

Ascend To Greater Heights
LF KS Annual Leadership Conference
April 23-24, 2013
Wichita, KS

2012-2013 LF KS Board Meeting
April 23, 2013
4:00 - 6:00 p.m.
Wichita, KS

Board Advance
June 12-13, 2013
Valley Falls, KS

Learning Forward Summer Conference
July 21-24, 2013
Minneapolis, MN

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

First Common Core Regional Lab Makes Magic!

By Vicki Bechard
LF KS Secretary

Starting something new is always a leap of faith and the first *Learning Forward Kansas Regional Learning Lab,* held in Salina October 18, to address how the new *Professional Learning Standards* can help schools implement Common Core, was no exception. Led by Dayna Richardson, LF KS Past President, and Vicki Bechard, LF KS Secretary, and assisted by Jill Lachenmayr (Andover), Kris Styes (Hutchinson), Cindy Couchman (Buhler), and Michelle Flaming (Marion), the regional one-day workshop became a reality.

The Regional Lab was designed to increase the accessibility for schools to receive affordable professional learning at a location closer to home. The program featured personalized scheduling based on the interests and educational responsibilities of those who registered and emphasized active engagement and collaboration.

Participants were engaged throughout the day in learning about the *Professional Learning Standards*, recently approved by the state of Kansas, discussing what they look like individually and as a process, and collaborating with other educators on the possibilities that exist to implement Common Core Standards. In addition, they were treated to an iPad demonstration by students from the Centre K-12 School District, led by their superintendent, Jerri Kemble. This presentation shined as an example of incorporating 21st Century skills to advance the work required by Common Core, by allowing students to demonstrate their understanding of content, display their creativity, and show how they can communicate through a variety of media. Kemble shared how professional learning is essential for the staff to implement new technology. District support also helps teachers in Centre K-12 more easily utilize and incorporate technology into their instruction.

Attendees expressed their enthusiasm for the information received, ideas generated, and networks formed as a result of participating in this Regional Lab experience. Participants were able to continue their learning and collaboration following the lab day through two interactive online resources: the Learning Forward Kansas Learning Lab, a wiki devoted to sharing information and strategies specific to Common Core instruction and 21st Century skills, and the Professional Learning Standards wiki, featuring a compilation of materials to build knowledge and offer tools for implementation of each of the seven standards. (Access to both wikis is open not only to learning lab participants, but to all educators.)

A big thank you to the staff of *Smoky Hill Learning Center* for their hospitality and flexibility as we got this first event off the ground, and to *Sherry Reed* from CTB/McGraw Hill for providing flash drives for all the participants!

The next Regional Lab will be held in Topeka at the Shawnee County Public Library January 16, 2013. We hope that you will join us and make more magic in the classroom! DC

(Top) Students from the Centre K-12 district demonstrate how 21st Century skills and Common Core learning go hand in hand. (Below) Dayna Richardson facilitates the learning of participants during the first LF KS Common Core Learning Lab.

New Teacher Toolbox

Help! Flu Season and the Fall Slump

By Blake Vargas
LK KS Member
Principal, Field Kindley High School, USD 445 Coffeyville

As the weather has changed, I am often reminded of my first year as a teacher. I can remember the flyer being passed around that stated "Free Flu Shots," and thinking I'm healthy, there is no need. How I wish I could go back! Let me give a piece of advice, it is not a question of **if**, but **when** you will catch the local virus making the rounds. My point being, what procedures and polices do you have in place that will ease the work of a substitute in your classroom? It goes without saying but there are a few survival items you will want for your substitute, when you are gone.

1. Complete and up to date rosters
2. Updated Seating Charts
3. Emergency Procedures
4. Complete Lesson Plans
5. Daily schedule, especially if there are assemblies scheduled
6. The Go To Teacher (In the event you need help, go see Mr. or Ms...)
7. Back Up Work (Students will always finish faster than you anticipate, keep them working the entire period)
8. Policy and procedure for bathroom breaks, office visits, nurse or health concerns

As school breaks are headed your way it is often easy to fall into a slump if you are not planning accordingly. Students are sick more often, activities begin to remove them from your class; therefore, it is important to focus and maintain the academic integrity of your classroom. There are common fallbacks that we may have been a victim of when we were students that are often used as time fillers, but honestly, waste the time of both teachers and students. Here is a short list of activities I would avoid in order to maximize student learning and stay away from the fall slump.

• Word searches
• Crossword puzzles
• Read Chapter/Section and answer the review questions
• Full-length video
• Lecture without graphic organizers or extensive work on proper note taking
• Fill-in-the-blanks

Next, one simple piece of advice is never be afraid to ask for help. Your administration is there for assistance and to work with you on becoming the best educator possible. They can give you words of wisdom from experience, suggest professional development activities, and give resources that can make your life easier. One of the biggest mistakes is assuming you can do it all by yourself. Great educators are collaborators! They beg, borrow, and steal great lesson ideas, projects, and assessments in order to work smarter, not harder.

Finally, in an often thankless job, tell someone, "Thank you". Be it a custodian, administrator, mentor, or colleague, take the time to say thank you, and remember whether you know it or not, you are appreciated.   DC

PD: It's Just a Click Away

By Jill Bergerhofer
LF KS Member
Education Services Support Team, USD 229

Looking to do professional development on a shoestring budget? Here's my five, free and favorite online publications. You will find that all publications offer a breadth of resources, articles, and links to other sites that can be used to supplement or enhance your professional development budget. Additionally, each publication is connected with a larger organization that can add even more resources to your Professional Development treasure trove.

Communicator.21 P21 e-Newsletter - Published by The Partnership for 21st Century Skills, a national organization that advocates for 21st Century readiness for every student. P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the 3Rs and 4Cs (Critical thinking and problem solving, Communication, Collaboration, and Creativity and innovation); this organization also advocates for local, state and federal policies that support this approach for every school.
http://www.p21.org/tools-and-resources/publications
http://www.p21.org/

EducationWorld Professional Development Newsletter - This weekly newsletter is just one of 10 e-newsletters published by Education World®, which is advertised as the largest **free** resource on the Web for teachers and school administrators. You may subscribe to any of the Education World e-mail newsletter lists. You will be added to only the specific newsletter(s) for which you submit your e-mail address.

PD on a shoestring

Just for the ASKing! - A monthly e-newsletter from Just ASK Publications & Professional Development that addresses the needs of all those who strive to be instructional leaders. Each issue is authored by ASK Group Senior Consultant, Bruce Oliver, and offers information that can provide immediate food for thought and serve as a resource in promoting professional learning in faculty meetings, collaborative teams, and coaching and supervisory sessions. The organization encourages reproduction of this e-newsletter for non-commercial use.
http://www.justaskpublications.com/

Thinkfinity - Has combined instructional resources from our Content Partners and other features from the original award-winning Thinkfinity website with their online Professional Learning Community. The publisher's goal is to make it easier for educators to connect and collaborate with each other and educational experts on a variety of topics and best practices for 21st Century teaching and learning.
http://www.thinkfinity.org/welcome

Tch Newsletter - The Teaching Channel Newsletters deliver weekly updates on new videos, inspiring lesson plan ideas and Teaching Channel news. This is the perfect newsletter for teachers, administrators and education professionals. These newsletters are filled ideas you can use tomorrow.
https://www.teachingchannel.org/newsletters 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.

KSDE Pre-Conference
Learning Session Focuses on Putting the New Standards into Practice

By Sandee Crowther
LF KS Executive Director
and Sheri Thomas
LF KS President

More than 35 participants from over 22 Kansas districts or agencies joined in " Putting the New Standards for Professional Learning into Practice", a pre-conference session for the KSDE conference.
Essential questions covered in the full-day workshop were:
• What are the Standards for Professional Learning?
• How can the standards improve the quality and effectiveness of professional
  learning?
• How do the standards impact me?
• What actions will I take to share these standards with others?
• What do I see happening in my school/district right now related to the standards?

The Standards are important because they make explicit that the purpose of professional learning is for educators to develop the knowledge, skills, practices, and dispositions to help students perform at high levels. They guide the design, implementation and evaluation of professional learning. It is much easier to work with the seven integrated standards than the previous 12. The seven new standards are: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, and Outcomes. They do function in synergy and they are all very connected.
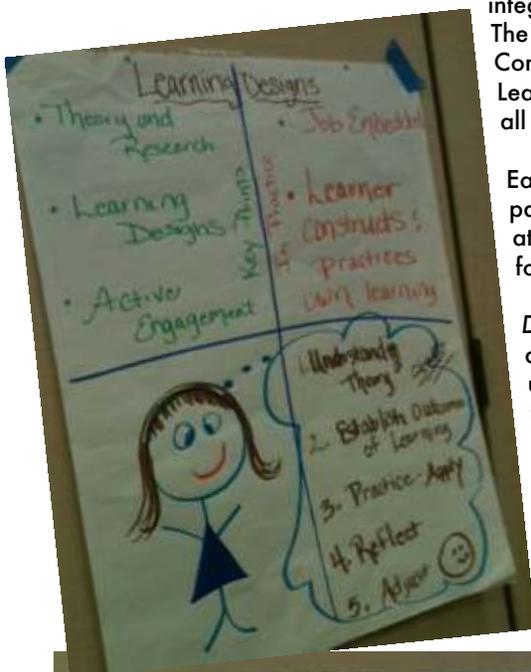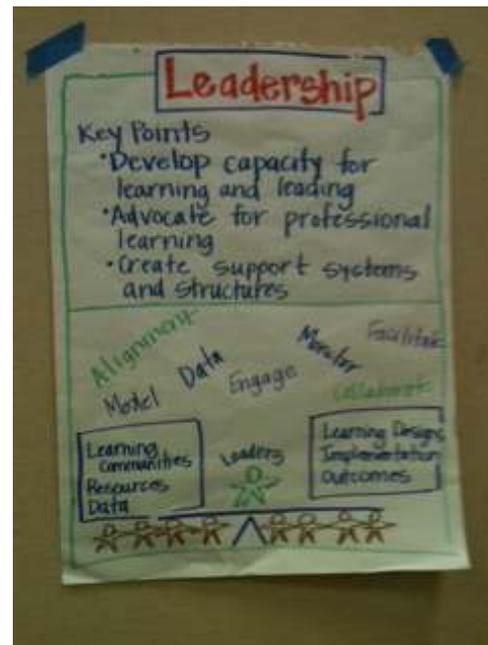
Each educator attending the professional learning opportunity worked individually and as part of a group to take an in-depth look at each of the standards and become an "expert" at one standard. Each small group "showcased" their learning by presenting one standard for the entire group, thus providing *leadership* in a standard area.

Data was collected throughout the day on several factors: how prevalent the standards are in the educational settings represented, how easy or hard the standards are to understand, and where participants felt their strengths and weaknesses occurred within the standards.

The group also had an introduction to the new Innovation Configurations "IC's" to see how they could help educators in their school or district to have a clear expectation for what some of the ideal behaviors and practices are for the various standards, looking at the standard from their role as teacher, principal, school leadership team, or coach.

Many other *Resources* were also provided to participants, including Learning Forward's booklet, New Standards for Professional Learning, the *Quick Reference Guide* and access to the Learning Forward website for videos, literature in the *Journal for Staff Development (JSD)* and practitioners' experiences.

To conclude, each participant shared their commitment on a postcard concerning an action they will take regarding the new standards. Postcards will be mailed to participants in January as a reminder of their commitments. Some of the commitments included the following:
• Work with our PDC to incorporate the new standards into our
  professional learning activities.
• Complete a needs assessment for our building.
• Educate my district.
• Collaborate with other district leaders to determine next steps.
• Lead discussions about the news standards and changes.   DC

Is Decision Paralysis Overtaking Common Core Implementation?

By Dr. Gina Marx
Higher Ed Representative

Switch: How to Change Things When Change is Hard
(Heath & Heath, 2010)

What are Your 'Critical Moves' with Common Core?

I am an associate business partner with Coaching For Results Global, and when we did a book study on Switch last spring, no one wanted to let it go. Truly, I believe it was the best book study I have ever been a part of! We then did a book study with it in the School of Education at Newman University. Brothers Chip and Dan Heath have succeeded in writing a book that provides, through stories, research, and metaphor, so many connections to our work in education. I highly recommend it for administrative teams, board members, and PLC's.

One chapter that has really stayed with me that I continue to find of utmost importance to our work in implementing the Common Core State Standards (CCSS) is Chapter 3: Script the Critical Moves. The authors discuss that when there are many options on our plate, this can freeze us and make us retreat to the default plan, which is doing things the way we've always done them. The Heath brothers term this "decision paralysis". The status quo is comfortable. The more choices we, as humans, are offered, the more exhausted we become – and there is excess choice all around us. As if we didn't have enough to do in our classrooms, now CCSS has inundated educators with a plethora of things to learn in the new ELA and Math standards, and now Social Studies and Science hot on the tail. There's rigor, relevance, text complexity, habits of mind, mathematical practices, 6-12 literacy standards, and the list goes on and on.

Transition plans in districts come in all shapes and sizes, but few script the critical moves to be implemented. How many of the teachers in your building can tell you exactly which pieces of the Common Core are to be implemented

and supported this year? Or are they thinking they are supposed to implement ALL the pieces? The authors talk about "what is often perceived as resistance is often a lack of clarity on the part of the leader". Hmmm.....are teachers resisting implementation, or are they exhausted at the many options and perhaps are just not clear on what they are supposed to be implementing, when, or how?

In the following excerpts from the book, let's consider a couple of real examples of decision paralysis:

Scene 1: A gourmet food store. The store managers have set up a table where customers can sample imported jams for free. One day, the table showcases 6 different jams. Another day, 24 jams. As you'd expect, the 24-jam display attracts more customers to stop by for a sample—but when it comes time to buy, they can't make a decision. Shoppers who saw only 6 jams on display are 10 times more likely to buy a jar of jam!

Scene 2: The office. The employees of a large company read over their 401(k) materials, ready to start saving for retirement. The human resources department has thoughtfully provided many investment options: domestic growth stock funds, domestic value stock funds, municipal bond funds, real estate investment trusts, emerging market funds, developed market funds, money market accounts, and more. Each category might have several choices within it. The extra options backfire, however, because for every 10 options offered, the employees' rate of participation goes down by 2 percent. Decision paralysis deters people from saving for their own retirement!

Think about the sources of decision paralysis in your school or district. How many options do your teachers have? As Barry Schwartz puts it in his book, *The Paradox of Choice*, as we face more and more options, "we become overloaded. Choice no longer liberates, it debilitates."

The status quo feels comfortable and steady because much of the choice has been squeezed out. You have your
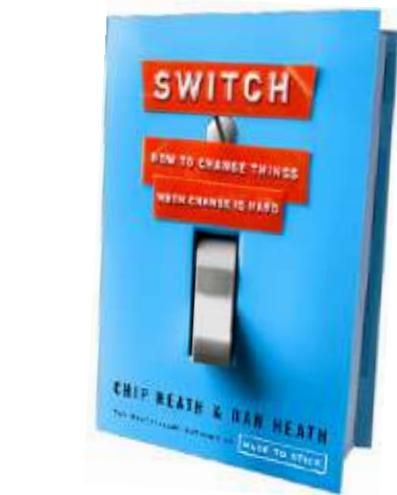
routines, your ways of doing things. Change brings new choices that create uncertainty. Let's be clear: It's not only options that yield decision paralysis, but ambiguity does, too. Uncertainty leads to decision paralysis as surely as a table with 24 jams. But when the road is uncertain, people take the most familiar path because uncertainty makes us anxious. And that's why decision paralysis can be deadly for change—because the most familiar path is always the status quo.

Many leaders pride themselves on setting the vision and staying out of the details. We know from the ISLLC leadership standard 1 that a compelling vision is critical. But the Heath brothers ascertain that it's not enough. "Big-picture, hands-off leadership isn't likely to work in a change situation, because the hardest part of change—the paralyzing part—is precisely in the details." We need leaders who can cut through the overwhelming array of choices and provide clarity of exactly which pieces of CCSS will be implemented. For example, maybe this year we just focus on increasing rigor and sharing Quadrant D lessons. "Ambiguity is the enemy. Any successful change requires a translation of ambiguous goals into concrete behaviors."

How clear is your leadership? If one was to walk through your building and ask each teacher "what are the critical pieces of the CCSS that you are expected to be implementing as a building this year?" - would they all respond the same? In short, to make a switch to CCSS, as leaders, we must script the critical moves.

Read the first chapter of *Switch*. DC

TPTs: Keeping Students Involved In Learning

By Sheri Thomas
LF KS President

Total Participation Techniques
-Making Every Student an Active Learner
by Persida Himmele and
William Himmele

Total Participation Techniques - Making Every Student an Active Learner is a 133-page book divided into three easy to use sections. The book gives alternatives to the 'stand and deliver' approach to teaching that causes many students to disengage or drop out. The authors present many ways to engage K-12 students in active learning and demonstrate their depth of knowledge and understanding.

The introduction describes the purpose of the book: to provide ways to actively and cognitively engage students in the learning process; use real classroom examples; provide a variety of field-tested techniques to be implemented in classrooms the next day and provide a 'tool kit' of techniques and a model for analyzing lessons so content can be deep and relevant to students. Section I, Chapters 1 and 2 cover the *why* of Total Participation Techniques (TPTs). These chapters explore the role that disengagement is taking on student success. A quote from the book states, "In the United States, slightly more than 30 percent of students fail to graduate from high school (Greene & Winters, 2005)."

TPTs are teaching techniques that can change that statistic by allowing for all students to demonstrate, at the same time, active participation and cognitive engagement in the topic being studied. Students are demonstrating that they are learning and interacting, instead of hiding behind others who always raise their hand. The TPT Engagement Model of four quadrants from Low Cognition/ Low Participation to High Cognition/ High Participation stresses the need to make the shift to Quadrant 4 to allow students to process to higher order thinking skills.
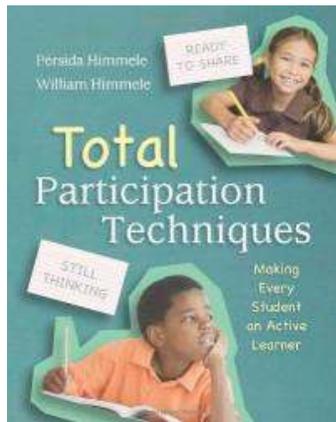
Section II, Chapter 3 -7 addresses tools and supplies for the inclusion of TPTs in the classroom. Each TPT is presented in four parts: a descriptive overview; how it works with step-by-step instructions; how to ensure Higher-Order Thinking; and Pause to Apply which gives suggestions for how to adapt and customize the technique for context or content.

Chapter 4 includes *"On-the-Spot"* TPTs that allow teachers to quickly gauge the depth of student understanding of concepts being taught that require little advance preparation. Examples of these type of TPTs: *Think-Pair-Share, Quick Writes, Quick Draws, or Chalkboard Splash*. (See Chapter 4 for more examples.)

TPT "Hold-Ups" are listed in Chapter 5. These might include *Selected-Response Hold-Ups, Number Card Hold-Ups* or *True/Not True Hold-Ups*.

Movement TPTs are explained in Chapter 6 including *Line-Ups and Inside-Outside Circles, Appointment Agendas,* or *Mouth It, Air-Write It, or Show Me Using Your Fingers*. The use of movement in the lessons can enhance learning while providing active engagement and cognitive engagement.

Chapter 7 *Guide to Note-Taking and Concept Analysis* using TPTs such as *Confer, Compare and Clarify; Graphic Organizers and Prepared Packets, Picture Cards or Lecture T-Charts*. These techniques can be used to move back and forth between delivering the new content and obtaining evidence that students are understanding and analyzing the content.

Chapters 8 and 9 provide a look at TPTs *as Formative Assessment Tools*, and in *Building a TPT-Conducive Classroom*.

This book may help start conversations among teachers or PLCs around the topic of active participation and cognitive engagement for students. DC

KLFA Presentations Target Support From Community

Kansas Learning First Alliance (KLFA) met October 25, 2012 to continue work on their goals for this year to:

a) collaboratively create a " presentation" that can be shared with local community organizations, particularly local chambers of commerce,
b) challenge each of our member organizations to present locally, and
c) update our website to be more engaging to our communities.

The meeting included several updates. Dayna Richardson, the KLFA representative on the Teachers in Kansas Commission (TIKC), shared their charge is to determine how student performance might be included in teacher evaluation. The commission will make a progress report to the state board in December.

The meeting next transitioned to the modeling of the presentation for community organizations or local chambers of commerce. Dr. Nancy Bolz, KLFA Chair, and Dayna Richardson presented a PowerPoint that includes customized data for individual sites where it might be presented. Richardson provided the alignment to the Professional Learning Standards, and then Bolz facilitated feedback to improve the presentation. The rest of the meeting was used to organize and schedule future sites for the presentation.

Visit the KLFA Website for more information, including agendas for upcoming meetings as they are developed. DC

2012-13 LF KS Board

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