

**KS Direct Connection**

LEARNING FORWARD KANSAS

FEBRUARY 2013

AN AFFILIATE OF



*If we are growing  
we are always  
going to be  
outside  
our comfort zone.*

*John C Maxwell*

## Register Now To 'Ascend To Greater Heights' In Student Achievement, Staff Development

By Jo McFadden  
LF KS Leadership Conference Chair

Registration for the annual LF KS Leadership Conference is now online. At this 2013 conference, to be held April 23-24 at the Wichita Doubletree Airport in Wichita, LF KS will review research, provide resources, and offer real-life connections to assist educators as they "Ascend to Greater Heights". 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?" Breakout sessions focusing on common core implementation, leadership, instruction, mentoring, and best practices will follow Brown's presentation. 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**

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### Election for 2013-2014 LF KS Board April 23

Candidates for the 2013-2014 LF KS board are: President-Elect, Lana Evans; Teacher A Representative, Paige Rathbun; Central Office Representative, Pam Irwin; Higher Education Representative, Dr. Donna Augustine-Shaw; Representative A East of Hwy 281, Ben Smith; Representative A West of Hwy 281, Judy Beedles Miller; Classified Representative, Open. Look on the [LF KS website](#) for more information on each of these candidates.

# A Closer Look New Standards of Professional Learning

By Sheri Thomas  
LF KS President

These new standards put the word "learning" as a focus to signal the importance of educators taking an active role in their continuous improvement. By making learning the focus, educators responsible for professional learning can concentrate their efforts on assuring that learning for educators leads to learning for students.



The new edition of the standards includes some key changes from earlier editions. First, there are fewer standards – seven instead of the previous twelve. Next, these seven are clearly defined and some aspects are more prominent. The standards work in a partnership with one another. The context, process, content organizer is not as prominent yet remains a foundation for the seven standards. *Learning Communities*, *Leadership*, and *Resources* define the essential conditions for effective professional learning. *Data*, *Learning Designs* and *Implementation* describe the attributes of the educator learning processes that define the quality and effectiveness of professional learning. The three previous content standards Equity, Quality Teaching and Family Involvement have been replaced with a single standard, *Outcomes*, which identifies student learning outcomes and educator performance expectations. Finally, all the standards begin with a common statement: "Professional Learning that increases educator effectiveness and results for all students. . ." This statement confirms the link between educator practice and results for students.

Each standard has **three core elements** to describe its emphasis:

**Learning Communities:** Engage in continuous improvement, develop collective responsibility and create alignment and accountability.

**Leadership:** Develop capacity for learning and leading, advocate for professional learning, and create support systems and structures.

**Resources:** Prioritize human, fiscal, material, technology, and time resources; monitor resources and coordinate resources.

**Data:** Analyze student, educator, and system data; assess progress and evaluate professional learning.

**Learning Designs:** Apply learning theories, research, and models; select learning designs and promote active engagement.

**Implementation:** Apply change research, sustain implementation, and provide constructive feedback.

**Outcomes:** Meet performance standards, address learning outcomes and build coherence.

More information on the standards can be found at:

<http://www.learningforward.org/standards-for-professional-learning>. This link is filled with narrative about each standard and has links to videos from leaders in the field as well as a link to a "featured practitioner" with insight into the standard.

Another great resource is:

[www.learningforward.org/publications](http://www.learningforward.org/publications) which connects to publications from Learning Forward. The August 2011 issue of the JSD (The Learning Forward Journal) focused on an introduction to the new standards. Each following issue of the JSD has focused on one of the standards, providing articles, lessons, and research to help with the understanding of that standard. One key component of each issue is a chart "Connecting the Standards for Professional Learning" which uses the essential elements to examine the standard individually but also demonstrate the key connections between and among all seven standards.

Finally, visit a site posted on our Learning Forward Kansas website, <http://plstandards.wikispaces.com/> to review information about each standard compiled by two of our members, Dayna Richardson and Vicki Bechard, as they share information at Regional Learning Labs across the state. The use of Standards for Professional Learning by school systems and educators leads to enhanced student learning – a goal for all educators. DC

## Calendar Countdown



### Ascend To Greater Heights

LF KS Annual  
Leadership Conference

April 23-24, 2013

Wichita Doubletree Airport  
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 Hilton

Minneapolis, MN

### Learning Forward Annual Conference

December 7-11, 2013

Gaylord Texan Resort

Grapevine, TX

### Surf on over...

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# Driving Students Toward Motivation 3.0

By Jill K. Bergerhofer  
Education Services Support Team,  
USD 229 Blue Valley

**What is motivation 3.0?** How does a school community begin the process of fostering intrinsic motivation to learn in the students they serve? Recently, the Teacher Club at a Kansas high school discussed these very questions. The club's conversation was framed around the members' professional learning from three Daniel H. Pink resources

*Drive: The Surprising Truth About What Motivates Us* (2009). Pink presents a thorough case for how there is a mismatch between the 20<sup>th</sup> Century style of motivating through external rewards and the way to motivate for today's challenges. His argument is based on scientific research supporting his discussion of the "secret to high performance and satisfaction". Pink "demonstrates that while carrots and sticks worked successfully in the twentieth century, that's precisely the wrong way to motivate people for today's challenges..." (Penguin Group, 2009. New York: NY. ISBN 978-1-59448-884-9).

*The Puzzle of Motivation* (TED Talk 2009). In less than 20 minutes in a succinct talk covering studies to support his theory, Pink presents what he has identified as the "building blocks" of a whole new way of motivating for the 21<sup>st</sup> Century (autonomy, mastery, purpose), and cites examples of companies that motivate employees through the autonomy.

<https://www.youtube.com/watch?v=rrkrvAUbU9Y>

*RSA Animate-Drive: The Surprising Truth About What Motivates* (2010). This is a creative, 10-minute animated adaptation of Pink's speech at the RSA (Royal Society for the encouragement of Arts, Manufactures and Commerce). The video presents additional evidence supporting Pink's argument and explains the "building blocks" – mastery and



purpose.

<https://www.youtube.com/watch?v=u6XAPnuFjC>

**What Teacher's Club took away from studying Pink's work on motivation is transferrable to all learning communities** striving to best meet the post-secondary needs of our students. Their take-aways came as *ahas* as well as *questions*.

- Given problem-solving is innate, class should be centered on students solving some sort of issue/problem and questioning should be used to promote a problem-solving model.
- Do grades and grading policies make students' 'point chasers' or motivate them to want to learn; and create adversarial relationships between teachers and students?
- What shifts are necessary to create culture where students "want to learn for the sake of learning" while working within the confines of motivation 2.0 (the carrot-and-stick approach)?

**Another resource for connecting Daniel Pink's work on motivation** to current discussions of meeting the needs of our students is "19 Top Ideas for Education in *Drive* by Daniel Pink". Larry Fliegelman (2011) characterizes Pink's work as an essential lesson for educators.

*Drive is an important look at motivation in a time when those in charge of the education reform discussion are pushing extrinsic motivators that do not work for teachers. I'd like all those involved in Ed*

*Reform to understand the ideas in Drive; maybe then, they would change their tunes and begin thinking about what is really good for children. (p. 2)*

Fliegelman pulled out passages from Pink's book (cited by page number) and commented on how these relate to educators (in italics) to support his call to use *Drive* as an educational change agent. Two examples from his blog are:

- "By neglecting the ingredients of genuine motivation – autonomy, mastery, and purpose – they limit what each of us can achieve." (p 49). *"When we apply these ingredients to students and teachers, we get exciting results. We get people who are invested in what they are doing"*.
- "...'Goldilocks tasks' – challenges that are not too hot and not too cold, neither overly difficult nor overly simple." (p 118)

*We need this in the classroom as differentiated instruction. Maybe technology will help make the workload more manageable. Maybe additional staffing could do it; maybe a whole new system. We have a lot of work left on this.*

<http://connectedprincipals.com/archives/2202#comment-67039>

Make sure to read Part Three: The Type I Toolkit of *Drive* or you will miss perhaps the best professional learning opportunity of Pink's work. This section is designed to help readers put his ideas into action. Most significant for educators is "Type I for Parents and Educators: Nine Ideas for Helping our Kids" on pages 175-184. DC

# KLFA Celebrates 14 Years, 14 Great Accomplishments

Kansas Learning First Alliance's (KLFA) January meeting included their 14<sup>th</sup> birthday celebration! The 14 Greatest Accomplishments of KLFA were generated and celebrated!

Dayna Richardson, the KLFA representative on the Teachers in Kansas Commission II (TIKC II), shared the Commission's progress report to the state board. Dr. Nancy Bolz, KLFA Chair, updated the group on the status of KLFA Advocacy presentations.

Joe Lawhon and Brad Hoff, representatives from the Legislative Post Audit, shared their findings on "K-12 Education: Estimating Potential Costs Related to Implementing the No Child Left Behind Waiver in Kansas." The audit is organized by the four principals of the waiver.

Dr. Tom Foster shared the recently KSBE-approved state definition of "College and Career Ready" (CCR). It states "CCR means an individual has the academic preparation, cognitive preparation, technical skills, and employability skills to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation." This definition includes seven components:

- academic preparation,
- cognitive preparation,
- technical skills,
- basic skills,
- critical thinking skills,
- interpersonal qualities, and
- career interest development.

Kansas CCR is the focus of the five R's of our accreditation model – relationships, rigor, relevance, responsive culture, and results. With that in mind and because Kansas has added the allowable 15% modification, the Common Core Standards will be referred to as the Kansas College and Career Ready Standards!

The rest of the meeting focused on the impact of the CCR definition, the challenges it presents, and the role that KLFA might play to support KSDE. This information will be used to guide KLFA's future strategic plan. Impact included targeted professional learning, communication to share this with the field, and emphasis that all content area teachers are impacted! Challenges included additional resources for professional learning and implementation, ensuring that everyone (administrators, teachers, parents, and community/business) understands that classrooms and assessments will look considerably different, and coordinating schools around individual student needs. The role of KLFA was primarily helping to communicate the changes!

The meeting concluded with brainstorming ideas for a new KLFA logo/motto. A sub-committee was formed to take the ideas and propose a new logo/motto. Ideas included keeping our current motto (Making Kansas first in teaching and learning!), and emphasizing words like partnering, inform, empower, promote, and educate.

The next KLFA meeting will be March 14<sup>th</sup> at the KASB building starting at 9:45 a.m. Please visit the [KLFA Website](#) for more information. DC



Kansas  
Learning First  
Alliance

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

[www.klfa.org](http://www.klfa.org)

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- Designing and Evaluating Professional Development
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- Implementing Professional Development
  - Job-embedded Professional Development

To log in, simply go to [www.pd360.com](http://www.pd360.com). Your log in name is your full email address and the password is pd360. If you have difficulty logging in, contact Jan Beutler, customer service representative, at 1-866-825-4185 x 9594.

## Digital Binders Help Connect, Organize Resources

By Jill K. Bergerhofer  
Education Services Support Team, USD 229 Blue Valley

Those who have been around education as long as I might still think of a binder collection as a set of static notebooks destined to take up space on a shelf in our classroom or office. However, there is a whole new world of electronic binders that are anything but fixed just waiting to be accessed. One such resource is the free LiveBinders site that Stephen Anderson, author of *Bring Those Boring Binders to Life with Livebinders*, succinctly describes as "a virtual 3-ring binder that you can put pretty much anything in. Web-page, PDF, image, video, text, they all can go into a page organized for you. Each item can be on its own tab or you can further organize by using sub-tabs (2010)." What's even better, is a huge collection of binders are already organized and shared on the LiveBinders website - [www.livebinders.com](http://www.livebinders.com)

Three of my favorite binders include:

- *LiveBinders 4 Teachers: The Knowledge Sharing Place*  
A space created for educators to share and categorize LiveBinders by subject, grade-level, and whatever else makes sense. Users are invited to add their own binders, pages, and new sections.



**PD on a shoestring**

<http://livebinders4teachers.pbworks.com/w/page/574743/FrontPage>

- *iPad in Education*

The binder includes sections for all levels of iPad users including students, teachers, administrator, and higher education. Also included are tabs on app reviews, cart set up, and Delicious Bookmarks of the author's favorite iPad related resources.

<http://www.livebinders.com/play/play/26242>

*Curriculum21's Public Shelf (My favorite!)*

This is just one of the resources on the Heidi Hays Jacob's website. Binders include the following - *Common Core Crosswalks; Cell Phones for Educators; Tag Cloud Creators; Video Conferencing Resources; Social Bookmarking; Twitter for Educators*. The site also has a link to the Livebinders website.

[http://www.livebinders.com/shelf/search\\_author?terms=Curriculum21](http://www.livebinders.com/shelf/search_author?terms=Curriculum21)

Three binders don't even scratch the surface of the multitude of topics and binders available through the LiveBinders website. If you have already joined the site or are just learning about LiveBinders, be sure to check out the more than 50 binders categorized as professional development; once on the site simply enter professional development as the search term. Some PD binders include:

- [Free Internet Tools4Schools 103](#)

This is the binder for 10-hour Technology Professional Development

- [Building Blocks for Digital Citizenship](#)

Originally created as a workshop resource, this Live Binder identifies four critical building blocks for promoting responsible digital citizenship in K-12 learning environments.

- [ABSS K-12 English Language Arts](#)

Resources, Professional Development, ELA Newsletters, and other information to support K-12 ELA teachers.

- [eTeaching Resources for TCSG Instructors](#)

A collection of resources for online instructors that includes user-friendly technologies and tools, content-specific repositories, and professional development resources such as relevant articles, blogs, and professional organizations. 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](http://learningforward.org)

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

## 21st Century Classrooms

# Are American High Schools Obsolete?

By Jill K. Bergerhofer

Education Services Support Team, USD 229 Blue Valley

**My 91-year-old father recently emailed his children a list of nearly 500 things he could think of that had occurred or been invented/developed in his lifetime.** Here are just a few things from my dad's list - ballpoint pens, Kleenex, frozen meals, television, radar, jet planes, rockets, spaceships, plastic bottles and containers, plastic hoses, neon lights, zippers, Velcro, laundry detergents, microwaves, dishwashers, clothes washers, dryers, reaching the South Pole, flying the Atlantic solo, flights to almost anywhere, climbing Mt. Everest, electric calculators, electric scooters, walk-in bath tubs, electric chair for up and down stairs, men wearing caps, men wearing caps backwards...

As I was reading over my dad's list I wondered about things that had been "the norm" at some point in his lifetime, but no longer were. Here are a few examples of what my dad sent me in just a matter of minutes - ink wells, metal-tipped pens, glass milk bottles, hand-turned wringer for laundry, electric streetcars, typewriters, dial telephones, dicta-phones, telegraph messages, refrigerators cooled by ice, steam railroad engines, the milk man, the ice man, 5-cent Cokes, 10-cent movies.

**I started thinking about what the world might look like when I am 91 (positive thinking!) – flying cars maybe?** But seriously, can we even imagine what the next 50 years of the 21<sup>st</sup> Century will bring for the current generation of students? Those of us who have been teaching since the late 20<sup>th</sup> century have already lived through carbon paper, purple mimeograph machines, and Xerox machine copies; and, creating worksheets that are handwritten, typed, word-processed, now computer-generated. The lesson learned is the adage that the only constant we can count on is change.

Bill Gates (2005), in a speech given at the National Summit on High Schools, made one of the most robust statements regarding the disconnect between the structure and practices of schools today and the needs of the 21<sup>st</sup> Century learner because the education profession has failed to follow the previous adage.

*"American high schools are obsolete. By obsolete I mean that our high schools, even when they are working exactly as designed, cannot teach our kids what they need to know today. Training the workforce of tomorrow with high schools of today is like trying to teach kids about today's computers on a 50-year-old mainframe. It's the wrong tool for the wrong time."* (paragraph 10)

Gates' message is clarified by understanding that the current... school model instituted more than 50-years ago was "designed for a different era and a set of core beliefs that are no longer valid in modern American society." (Meeder, 2006)

Below is a list of **"21 Things That Will Be Obsolete by 2020"** predicted in Tina Barseghian's site *Mind/Shift How we will learn*. Already, we are seeing some of these predictions happening in education. As educators let's count on, plan for, and even facilitate those changes that will impact our students of the 21<sup>st</sup> century.

1. Desks
2. Language Labs
3. Computers
4. Homework
5. The role of standardized tests in college admissions
6. Differentiated instruction as a sign of distinguished teacher
7. Fear of Wikipedia
8. Paperbacks
9. Attendance offices
10. Lockers
11. I.T. Departments
12. Centralized institutions
13. Organizations of educational services by grades
14. Education schools that fail to integrate technology
15. Paid/outsources professional development
16. Current curricular norms
17. Parent-teacher night
18. Typical cafeteria food
19. Outsources graphic design and web design
20. High school Algebra I
21. Paper



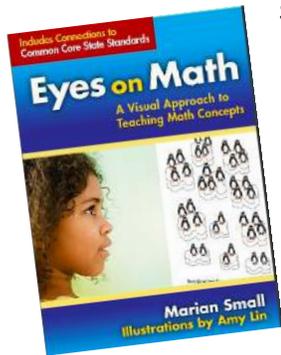
To read the explanation for why each of the 21 things are predicted to be obsolete in education by 2020 go to <http://blogs.kqed.org/mindshift/2011/12/21-things-that-will-be-obsolete-in-2020/>. You can also read more in the *School Day of the Future* series. DC

# Differentiating Math Instruction - What Matters?

By Sheri Thomas  
LF KS President

The dilemma as stated at the introduction of Marian Small’s session on Differentiating Math Instruction during the 2012 Learning Forward Conference in Boston is:

- the teacher is trying to focus on teaching a particular curriculum standard and
- the difficulty is that the students are all over the map in terms of their readiness for the activity planned.



Small suggests several factors have combined to slow the rate of differentiated instruction (DI) in math entering the classroom. For one, math is sequential in nature, and the focus is often placed on small pieces of content instead of processes. There is also a culture of all students doing the same thing, and many times suggestions concerning differentiated instruction have been on the style of DI rather than the readiness of DI.

To help the teacher, Small suggests:

- share ideas and provide coaching to support implementation of them.
- set up PLCs where teachers can work with an informed participant on strategies that have been proven to work.
- act as sounding boards as teachers plan tasks.

Two strategies Small suggests are use of **Open Questions** and use of **Parallel Tasks** for students.

**Open Questions** have many answers, not just different strategies to get to the same answer. Because of this approach, students at many different levels have the potential to successfully respond.

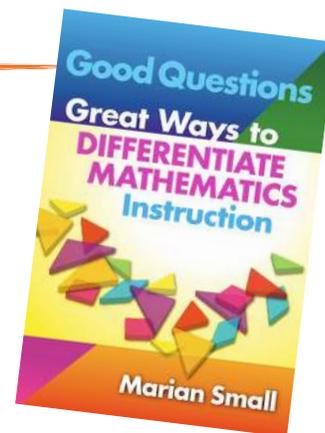
Consider an example:

<p><b>Standard: Second Grade</b> <b>2.OA.1.</b> Use addition and subtraction within 100 to solve one- and two-step word problems involving situations of adding to, taking from, putting together, taking apart, and comparing, with unknowns in all positions, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p>	<p><b>As a coach:</b> It is important to help teacher deconstruct what the standard actually is all about  Ms. Small states that many teachers don't go below the surface of the standard and they need to.</p>	<p><b>What Matters Most:</b></p> <ul style="list-style-type: none"> <li>• Two Operations</li> <li>• Many contexts for addition and subtraction</li> <li>• One- and two-digit numbers</li> </ul>	<p><b>Possible Questions:</b></p> <ul style="list-style-type: none"> <li>• Choose two numbers between 10 and 100</li> <li>• Create a problem you would solve by subtracting those two numbers</li> <li>• Tell why you would subtract to solve the problem</li> <li>• Tell what the answer is</li> </ul>
<p><b>What is the Benefit:</b></p> <ul style="list-style-type: none"> <li>• Rich conversation since different meanings of subtraction come up</li> <li>• Potential for struggling students to use small numbers</li> </ul>			
<p><b>Other Strategies to Open Questions:</b></p> <ul style="list-style-type: none"> <li>• Take a concept and think about how to show it pictorially.</li> <li>• Start with an answer, think about a "regular" question", get the answer and work backwards.</li> <li>• Ask for similarities and differences between numbers, concepts etc.</li> <li>• Let the student choose some of the values. <i>Example: Choose a two-digit number to add to 412 easily. Why did you choose that number?</i></li> <li>• Use slightly vague words. <i>Example: The product of two numbers is almost 300. What might the numbers be?</i></li> <li>• Tell as much as you can. <i>Example: You know that a triangle has 120° angle in it. Tell as much as you can about the triangle.</i></li> <li>• Create a sentence. <i>Example: Create a sentence that has all the numbers and words: 5, 2, more, all</i></li> </ul>			

This could provide a useful professional learning activity. Provide open questions and ask teachers to consider whether they are appropriate for a particular standard. This helps give meaning to the standards for teachers. This follows along with the need for teachers to "deconstruct" or "open up their thinking" about what the standards say.

**Parallel Tasks** are two or more tasks that focus on the same idea at different developmental levels but are quite similar. They are designed to suit the needs of different students, but set up so that a broader range of students can participate in a discussion about continued on page 8

# Use of Open Questions, Parallel Tasks Build Differentiation



continued from page 7

them. An important aspect of parallel tasks is there must be a set of questions you can ask that pertain equally to both tasks. This piece is critical for students to start where they need to be.

Consider an example:

<p><b>Option 1:</b> Choose a number between 1 and 10. Show that number in as many ways as you can.</p>	<p><b>Common Questions:</b> How do you know your number is the right size?</p>
<p><b>Option 2:</b> Choose a number between 20 and 30. Show that number in as many ways as you can.</p>	<p>How are these two representations alike and different?</p>
<p><b>In General:</b></p> <ul style="list-style-type: none"> <li>• A teacher chooses a standard and a task to match it.</li> <li>• Adjustments are made to the “details” of the task.</li> <li>• Common Questions are created.</li> </ul>	

To move teachers in this direction, Marian Small suggests modeling then having teachers do their own; focus on deconstructing the standards; practice with moving “above” the details; and practice with open question/parallel task strategies.

Some online resources to help build further understanding of this topic:

- [www.tmerc.ca/digitalpapers/](http://www.tmerc.ca/digitalpapers/)
- [www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS\\_AskingEffectiveQuestions.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/CBS_AskingEffectiveQuestions.pdf)
- [www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/different\\_math.pdf](http://www.edu.gov.on.ca/eng/literacynumeracy/inspire/research/different_math.pdf)

Some books to help build further understanding of this topic:

- *Eyes on Math - A Visual Approach to Teaching Math Concepts* by Marian Small
- *Good Questions – Great Ways to Differentiate Mathematics Instruction* by Marian Small
- *More Good Questions – Great Ways to Differentiate Secondary Math Instruction* by Marian Small DC

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## 2012-13 LF KS Board

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