

**KS Direct Connection**

LEARNING FORWARD KANSAS

OCTOBER 2013

AN AFFILIATE OF  
**learningforward**  
 THE PROFESSIONAL LEARNING ASSOCIATION



A genuine leader is not a seeker for consensus, but a molder of consensus.

Martin Luther King

## Standards for Professional Learning Going Deeper Into the Leadership Standard

By Sandee Crowther  
 LF KS Executive Director

What does the Leadership Standard in Learning Forward's Standards for Professional Learning say?

**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.

We all know that leadership is important in education. Without strong leadership, education initiatives tend to crash and burn so we must also look at

professional learning of all educators. Leadership is one of Learning Forward's seven Standards for Professional Learning – evidence-based standards that outline the characteristics of professional learning that lead to effective teaching practices and improved student learning. This standard holds that leaders develop **their own** and **others' capacity** to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results.

Leaders throughout the pre-K-12 education community recognize effective

professional learning as a key strategy for supporting significant school and school system improvements to increase  
*Continued on page 2*

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### Transform Professional Learning To Improve Student Achievement

Wednesday, November 20, 2013

SW Plains Regional Service Center, Sublette, KS

Further information on the [LF KS website](#)

Regional Learning Lab

# Leaders Develop Capacity, Create Support Systems

continued from page 1  
results for all students. Whether they lead from classrooms, schools, school systems, technical assistance agencies, professional associations, universities, or public agencies, leaders develop their own and others' capacity to learn and lead professional learning, advocate for it, provide support systems, and distribute leadership and responsibility for its effectiveness and results. Develop capacity for learning and leading.

## 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.

### How is this accomplished?

- Leaders hold learning among their top priorities for students, staff, and themselves.
- Leaders recognize that universal high expectations for all students require ambitious improvements in curriculum, instruction, assessment, leadership practices, and support systems. These improvements require effective professional learning to expand educators' knowledge, skills, practices, and dispositions.
- Leaders demand effective professional learning focused on substantive results for themselves, their colleagues, and their students.
- Leaders use data to monitor and measure its effects on educator and student performance and give frequent, constructive feedback
- As facilitators of professional learning, leaders apply a body of technical knowledge and skills to plan, design, implement, and evaluate professional learning.
- As coaches and supervisors of those who facilitate professional learning, they develop expertise in others about effective professional learning. They work collaboratively with others, such as school and system-based resource personnel and external technical assistance providers, so that all educators

engage in effective job-embedded or external professional learning to meet individual, team, school, and system goals.

Modeling is key for all types of leaders. They hold themselves and others accountable for the quality and results of professional learning. They do this by working collaboratively with others to create a vision for academic success and set clear goals for student achievement based on educator and student learning data. As supporters of professional learning, they apply understanding of organizational and human changes to design needed conditions, resources, and other supports for learning and change. As advocates for professional learning, leaders make their own career-long learning visible to others. They participate in professional learning within and beyond their own work environment. Leaders actively engage with policy makers and decision makers so that resources, policies, annual calendars, daily schedules, and structures support professional learning to increase student achievement.

Which of these characteristics or practices are embedded in your school or school system? What might be done to bring about effective change? **DC**



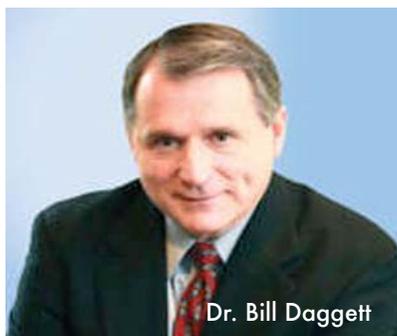
## President's Message

# Learning Forward Kansas Plans Professional Learning To Help Transform Classrooms

By Jill Lachenmayer  
LF KS President

We are fortunate to have so many amazing learning opportunities to help us transform our classrooms, schools and districts. I encourage you to engage in one or more of these upcoming learning events:

- **Nov. 4:** Transforming Professional Learning, KSDE Pre-Conference, Wichita



Dr. Bill Daggett

- **Nov. 20:** Regional Learning Lab, Sublette
- **Dec. 7-11:** Learning Forward Annual Conference, Grapevine TX
- **April 8-9:** Learning Forward Kansas Conference, Topeka
- **Sept. 29:** Rigor & Relevance with Dr. Bill Daggett, Wichita

We all have great things happening in our school districts and organizations. Please consider facilitating a learning session at the LF KS Learning Conference April 8-9 in Topeka. (See the proposal form on page 9 or online at the [LF KS website](#).) By sharing and collaborating, we can accomplish amazing things together!

Together in learning,  
Jill DC

## PD on a Shoestring

By Jill Bergerhofer  
Rep B East of Hwy 281

The promise of true reform in teaching and learning has or continues to become a reality of the day-to-day practice in schools and classrooms. Given so, it seems more than appropriate than ever that the focus of professional learning turns even more toward growing teachers' content knowledge and instructional practices to support the Kansas College and Career Ready Standards (KCCRS). Here are three great sites for finding an abundance of professional development materials and resources

[Bozeman Science](#) - This is an incredible collection of very teacher friendly videos by Paul Anderson on the Next Generation Science Standards (NGSS). "Andersen's video series covers eight practices, seven crosscutting concepts, and 44 disciplinary core ideas." (NSTA website favorite)

[AchievetheCore](#) - The message on the website homepage says it all: **Steal These Tools**. This website is full of free content designed to help educators understand and implement the Common Core State Standards. It includes practical tools designed to help students and teachers see their hard work deliver results.

[ASCD's EduCore™ Tool](#) - ASCD's free EduCore digital tool, which was funded by a [grant from the Bill & Melinda Gates Foundation](#), is a repository of evidence-based strategies, videos, and supporting documents that help educators transition to the Common Core standards in mathematics and English language arts and literacy (ASCD). DC

## Calendar Countdown



### Fall Board Meeting

Mon., Nov. 4, 2013  
Hyatt Hotel, Birch Room  
Wichita, KS

### Learning Forward Annual Conference

December 7-11, 2013  
Gaylord Texan Resort  
Grapevine, TX

### LF KS 2014

#### Learning Conference

April 8-9, 2014  
Ramada Inn  
Topeka, KS

### Surf on over...

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

Link up at

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

### Sticky Standards...

Professional Learning  
That Sticks

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

# Conference on 5 R's to Provide Strategies to Continue moving foRWARD with LEaRning foRWARD

By Jo McFadden  
LF KS Learning Conference Chair

**Educators used to talk about the 3 R's of education;** the 2014 LF KS Learning Conference takes an in-depth look at the 5 R's that equip students to be college and career ready and how the Kansas-adopted Professional Learning Standards can help in integrating instruction with those 5 R's: Rigor, Relevance, Relationships, Rapport, Respect.

The conference, to be held April 8-9, has a new location and a refortified purpose. After being grounded in Wichita for years, this year's conference will move north to Topeka. And with all of the current challenges facing educators, the conference's focus will be to provide **all educators from pre-service teachers to classroom teachers to administrators** with strategies and measurements effective in moving classrooms and systems forward toward meeting the needs of all students and staff.

The 2014 conference features Dr. Stephanie Hirsch, executive director of Learning Forward, as the keynote speaker. In her keynote, Hirsch will share rationale, research, and strategies for building the case of "Why Professional Learning Matters." Additionally, Hirsch will facilitate two breakout sessions, focusing on the topics of "Standards-based Professional Learning" and "Assessing the Impact of Professional Learning."

Before her appointment as executive director of Learning Forward, Hirsch served as deputy executive director for 18 years. She began her career as a secondary teacher and later served as a school district administrator in the Richardson (TX) Independent School District. Her recent books include *A Playbook for Professional Learning*, co-authored with Shirley Hord, *The Learning Educator*, co-authored with Joellen Killion, and *Transforming Schools Through Powerful Planning*, co-authored with Kay Psencik. Hirsch writes a regular column for *JSD*, Learning Forward's bimonthly magazine.



In addition to Hirsch's breakout sessions, sessions are planned to emphasize each of the 5 R's and how they connect with common core implementation, leadership, instruction, and coaching.

Proposals to present breakout sessions are still being accepted. Check the [LF KS website](#) or page 9 for more information, and mark your calendar now to join in the learning and collaboration of "moving foRWARD with LEaRning foRWARD." [DC](#)



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

Join us for a day of professional learning  
with **Dr. Bill Daggett**

**September 29, 2014**  
DoubleTree by Hilton, Wichita, KS

Hosted by Southwest Plains Regional Service Center  
and Learning Forward Kansas  
**Register with SWPRSC @ 800-728-1022**



**Rigor>>>Relevance>>>Relationships>>>Respect>>>Rapport**

## At the Beginning...

# Understanding and Supporting the First Year Teaching Experience

By Jill Bergerhofer  
Rep B East of Hwy 281

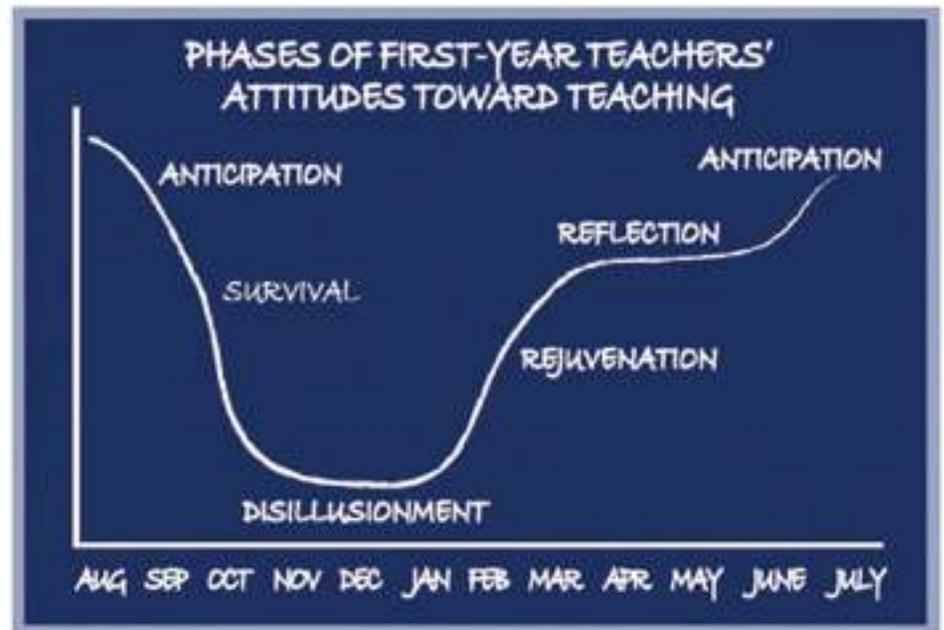
My daughter, who had decided years ago she wanted to be a physical therapist, came to her father and me during the fall of her high school senior year to say she wanted to be a teacher. To put this into context, the reader needs to know that while we both have been teachers for close to 30 years, I have not exactly encouraged my three children to follow in our footsteps. So, it took no small amount of courage to tell us she wanted to attend Emporia State University, and become a high school math teacher.

There is no question that those of us who teach are drawn to our profession for any number of reasons. Perhaps we

- Possess a love for learning that often has us seeking more information about things.
  - Enjoy working with children and young adults.
  - Receive great satisfaction from helping others learn new things.
  - Enjoy working collaboratively with others who love learning
  - Welcomes challenges and ever-changing opportunities.
  - Want to change the world.
- (2013 Wisconsin Education Association Council)

Regardless of what brings us to seek a career in education, we all know it is what dwells in our hearts that commit ourselves to teaching. And this is exactly why, if any of my children were to become teachers, I wanted them to come to that understanding on their own, because they felt it in their hearts, because they understood that "few accomplishments in life can measure up to the smile on a young boy's face when he first realizes that he can read, or the delight expressed by a young woman who solves her first calculus problem" (2013 Wisconsin Education Association Council).

For the past four years I have had the opportunity to serve my district as a full-time District Mentor for newly hired teachers who are also new to the profession. I have seen first-hand that no matter how prepared, gifted, and committed these beginning teachers (BT) are, the



first year of teaching is a difficult challenge. I have been fortunate to have received all three years of mentor training through the New Teacher Center (NTC).

One of the first things NTC talks about with future mentors is the phases of first-year teaching. Based on research collected through the center's work supporting nearly 1,500 new teachers, Ellen Moir, founder of NTC identified a number of developmental phases. Moir, 2011, noted BTs move through several phases throughout their first year. The phases are shown in the graphic above.

Moir points out that "while not every new teacher goes through this exact sequence, these phases are very useful in helping everyone involved – administrators, other support personnel, and teacher education faculty–in the process of supporting new teachers" (Moir, 2011). Briefly, the anticipation phase begins during the student teaching portion of preservice preparation, with mounting excitement and anxiousness about the first teaching experience; the survival phase tends to emerge early in the second month of teaching when BTs begin to feel they are just keeping their head above water in meeting all the unexpected responsibilities and requirements; disillusionment begins to set in at six to eight weeks when teachers have experience nonstop work and stress.

Beginning around January, teachers begin to feel a renewed positive attitude toward teaching due to the winter break, coping skills, and a general understanding of the system; the reflection phase occurs sometime in the last months of the school year when teachers begin to look back at their first year and highlight their successes as well as challenges, they begin to look toward the coming year; which, brings them back around to a feeling of anticipation,

Each phase is fully discussed by Moir on the [New Teacher Center website](#).

I share this visual with the BTs I support early in the year so they will know that experiencing the low points are natural and to be expected. I want them to know there are colleagues there to support, coach and mentor them through the hard phases and to celebrate the high points of their first year. I also let the BTs in on a little secret – every teacher experiences these phases ever year, granted to varying extremes, no matter if it is their 30th or first year.

So, when my daughter courageously told me that she realized she wanted to be a teacher as a result of how good it felt when the underclassmen she tutored "got it" because of something she had said or done, I knew it was in her heart. And, I embraced her and support her

*Continued on page 7*

# Why the 'Why, How, and What' Model Leads to Better Results

By Vicki Bechard  
LF KS Secretary

When I was a kid, my dad would tell me what to do, and often, how I was to do it. Many times, I wanted to know why. Sometimes I actually asked! Most of the time I just grumbled and did it, but I wasn't happy. If I did ask, the answer was frequently, "Because I said so." Well that made me feel a lot better. (Said no one ever!) What if I thought of a different or better way to do it? Never mind. My brother would have told on me. I learned (along with a lot of other people that I have worked with and for over the years) that this was the way we did things. "Why" created a messiness that most people didn't want to deal with. Toddlers ask *why* repeatedly and then we hope that they grow out of that stage. Well I say don't do it! Asking *why* indicates a need to know, a curiosity that can lead to new ideas or solutions, but ultimately deepens our understanding. So what if my dad would have started out telling me *why* I needed to do whatever it was he wanted me to do before he told me *what* to do and *how* to do it? Would I have listened?

Would it have changed my attitude? I'd like to think so.

Last year about this time, I read an article by Lois Brown Easton featured in the Learning Forward publication, **Tools for Learning Schools**, on the *Why, How and What of Professional Learning*. The author expanded on a business model developed by Simon Sinek, to show how educators can increase the effectiveness of professional learning by reversing the traditional model of *What, How, and Why*. Sinek proposed that instead of telling people *what* to do and *how* to do it, we should be begin with the "why" to increase buy-in and improve the chances that the "what" and the "how" actually get done. Immediately I thought of my dad and then reflected on my own practice, too. With all the changes facing educators today, we know that quality professional learning is the key to successfully implementing and sustaining those changes. But in keeping with Sinek and Easton's premise, if we understand and communicate the "why" behind the desired change, we have increased engagement from the inside out which produces

remarkable changes. As Easton points out in the article,

*"Educators need to know why they need to change the school experience for students. As they think about why they might want to do something to improve learning for all students, they might attend to how they want to work, and then look for what they want to do."*

This thought process applies to any sort of change. College and Career Ready Standards? Yes. New educator evaluation system? Yes. One-to-one technology initiative? Yes. Whatever change you are considering, determine and acknowledge the *why*, which will allow you to get to the heart of the matter from the beginning.

## WHY

The key to the "why" is information. Ask questions. Review data. Identify the pain of your system. Eventually answering the *why* questions will lead to determining the *how* and the *what*.

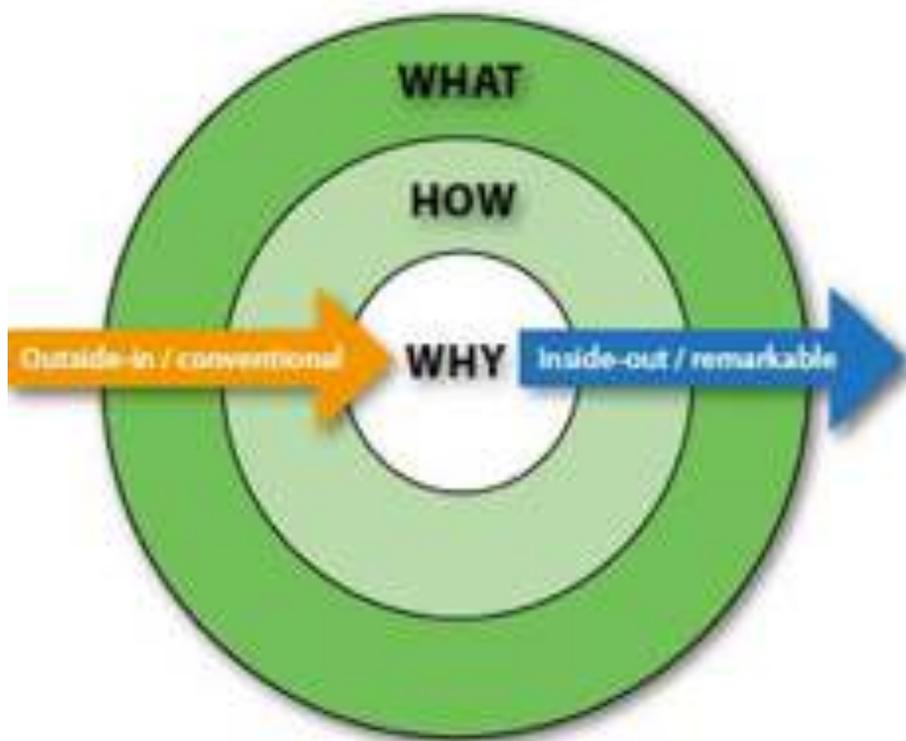
## HOW

Determining the *how* requires that you understand the people that will be involved. What are their strengths, learning or working preferences? What do they need? They will need to learn about the change process in general, and specifically about the issue that is being addressed. This progression encourages the building of relationships, improving communication and listening skills, and the facilitation of processes. Once the *how* is explored, it will lead to determining the *what*.

## WHAT

The "what" is the action. This is the response to achieve the desired change. Some people just want to cut to the chase and have the "what" laid out for them. But to transform the attitudes and behaviors of educators, there must be an understanding of the change process and buy-in for the desired change.

*Continued on page 7*



# Learning Forward Kansas Awards

## Celebrate the Best

### in Professional Learning

By Ben Smith  
Awards Team Chair

As we get closer to the end of the year, it is important to keep in mind that January 15, 2014 is the deadline for nominations for the seven Learning Forward Kansas awards. To nominate individuals or districts, please visit the awards page of the LF KS [website](#).



Here, you will find a description of the awards with a link to the nomination forms. Please look these nomination documents over in order to provide yourself plenty of time to complete the process. Completed nominations, with any evidence used as supporting documentation, need to be sent to:

## First Year of Teaching Brings Ups, Downs

*Continued from page 5*  
whole-heartedly. I knew she would survive and thrive.

My goal for this column in this and future LF KS publications is two-fold: first, to offer some of my insights and lessons learned from supporting first year teachers, and second, to provide information on some of the resources I have found to be quite useful to me as mentor, or directly for use in the teacher's classroom.

These two e-books each contain sections and full chapters devoted to specific topics relevant to the first year teaching experience.

- Hershman, D., and McDonald, E. (2003). [Survival Kit for New Teachers: Empowering Educators for Classroom Success a User-Friendly Handbook](#).

- [The Beginning Teacher Handbook](#). Copyright 2013 by Wisconsin Education Association Council. DC

Ben Smith  
Learning Forward Kansas Awards Chair  
1300 N Cedar  
Abilene KS, 67410

**The nomination categories are as follows:**

- Cycle of Continuous Improvement Award
- Classified Professional Learning Award
- Impact Award
- Professional Learning Community Award
- Systemic Learning Award
- 21st Century Skills Professional Development Award
- District Staff Developer of the Year Award

A brief description of the awards can also be found in the awards section of the LF KS [website](#).

Recognizing staff for the hard work they do is a great way to promote positive professional relationships and to create a climate where higher levels of student responsibility and learning can occur. Please make sure to have your nominations in by January 15. DC

## Facing a Change... Try Asking 'Why, How, What'

*Continued from page 7*

In conclusion, the "what" really doesn't matter in the long run if people don't care about the new change(s) being implemented. Answering the why questions before you start gives relevance to the desired change so that you can achieve the desired results.

A quote by Willard Daggett really ties this all together:

*"Relevance makes rigor possible."*  
Tell me why so I care about the what and will work to make it happen.

If you are a member of Learning Forward, you can download Lois Brown Easton's article, *The why, how, and what of professional learning, plus a PLC learning game*, [here](#).

If you would like to begin a membership in Learning Forward, you can access details on membership, [here](#). DC

**Gain access to the most up-to-date  
information on professional learning**

**Grow professionally • Grow as a leader  
Network with professionals from around the state**

**Join Learning Forward Kansas**

**Encourage a colleague to join**

**Print and mail the  
[membership form](#)  
from our website  
or [pay online via PayPal](#)**





## Kansas Learning First Alliance News

# KLFA Opens New Year Supporting Changes to Education

Kansas Learning First Alliance (KLFA) gathered via webinar in August to listen to Dr. Diane DeBacker, KS Commissioner of Education, and Kathy Busch, Kansas State Board of Education member, share this year's educational agenda and request KLFA's resources to change the conversation about educational issues in Kansas. This includes a focus on the four components in the state's definition of college and career ready:

- academic preparation,
- cognitive preparation,
- technical skills, and
- employability skills.

The KLFA [Educational Advocacy Video](#) that addresses educational changes and challenges was previewed. It dispels myths about the Kansas College and Career Ready Standards, discusses the use of student performance for educator evaluation, shares information about the changes in state assessments and district accreditation, and provides ideas on how to support your local schools. Please share it with Site Councils, Boards, community organizations, faculty or anyone who will listen and watch!!

Dr. Scott Myers, KSDE, provided an update on the use of multiple measures of student performance for educator evaluation. He shared that state assessments are required for math and language arts teachers, but that most measures are determined locally. An emphasis on the measure of growth on student performance is trend data over multiple years. Last spring practitioners were involved in generating lists of possible assessments, and KSDE is identifying a default list using technical quality criteria. The measures are beyond academic tests to align with the components in the state's definition of College and Career Ready. KSDE is working with the United States Department of Education, meeting the educator evaluation requirements of the waiver.

Dayna Richardson, KLFA Chair, led the group, exploring the topic of managing change systemically. Core values about



change were generated, and the professional learning standards were presented in a matrix of change. A positive emphasis focuses on how to improve rather than finding things that are wrong to fix.

Future meeting dates are Oct 24, Jan 9, Apr 9, and May 15 (webinar). Visit the [KLFA website](#) for more information about the organization and its mission. DC

## KLFA Advocacy Video and Talking Points

The mission of Kansas Learning First Alliance (KLFA) is "to unite the education community to improve our outstanding public education system, pre-K through higher education, to empower each Kansan to succeed in the diverse, interdependent world of the 21st century." KLFA's two priorities this year are:

- **Advocacy** (reaching out to educators, parents and our communities) and
- **Supporting/Partnering with KSDE/KSBE** and with each of our thirty-four member organizations.

To accomplish both of these priorities, KLFA has created a video, **[KLFA: Advocating for Education in Kansas 2013-2014](#)** and a supporting document, **[KLFA Advocacy Video Talking Points](#)**

The video highlights the changes that are affecting all who are involved in Kansas education as they focus on continuous improvement – whether it's Kansas College and Career Ready Standards, a new educator evaluation system, new assessments, or a new district accreditation system. Clarity and purpose is critical in order to move forward. Yes, change is happening. KLFA wants to communicate the facts to educators, parents, and communities, and hopes the video and talking points will be useful resources for Kansas educators.

Watch the video and explore the talking points document. The talking points includes possibilities, and includes driving questions that may be helpful to begin a dialogue around the changes happening in Kansas schools. DC

# moving forward with learning forward Kansas

## 2014 Learning Conference

### Submit a PROPOSAL

for the Learning Forward Kansas Learning Conference



### Proposal Strands

\* Rigor \* Relevance \* Relationships \* Respect \* Rapport \* Professional Learning Standards

**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.)

Rigor    
  Relevance    
  Relationships    
  Respect    
  Rapport  
 Professional Learning Standards

Circle standard/s to be addressed: Learning Communities, Leadership, Resources, Data, Learning Designs, Implementation, Outcomes

**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. **(Note: Lead Presenter registration discount applicable to only ONE Lead Presenter per presentation.)**

**Submitter Signature**

**Date**

Please submit Proposal On-Line by **Wednesday, October 30, 2013** at: [www.learningforwardkansas.org](http://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 8 & 9, 2014.*

## 2013-14 LF KS Board

### Elected Officers

#### President

Jill Lachenmayr  
USD 385  
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#### President-Elect

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#### Past President

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#### Secretary (2014)

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### Board Members

#### Teacher A (2015)

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#### Teacher B (2014)

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#### Principal (2014)

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#### Higher Education Rep. (2015)

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**Rep A East of Hwy 281 (2015)**  
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#### Rep A West of Hwy 281 (2015)

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**KSDE Representative (2014)**

#### Sandy Guidry

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#### Pam Irwin

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### Ex Officio

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