

KS Direct Connection

LEARNING FORWARD KANSAS

MARCH 2014

AN AFFILIATE OF
learningforward
 THE PROFESSIONAL LEARNING ASSOCIATION



Rigor • Relevance • Relationships • Rapport • Respect
'Move FoRwaRd' to Enhanced Student Learning

By Jo McFadden
 2014 Learning Conference Chair

Does Professional Learning Matter?
 Stephanie Hirsh, Executive Director of Learning Forward, will share how professional learning makes a difference for student learning when she presents the keynote address at the 2014 LF KS Learning Conference. Hirsh's address will set the tone for the 2014 Learning Conference, titled *moving foRwaRd with leaRning foRwaRd kansas*, and begin the journey toward an in-depth look at how the 5 R's (Rigor, Relevance, Relationships, Rapport, Respect) build a foundation for instruction based on the Kansas College and Career Ready

standards (KCCRS).

Sessions at the conference, to be held **April 8-9 in Topeka**, will focus on strategies for using the 5 R's to impact student learning. A few of the topics to be covered include:

- Engaging Students in the Learning Process
- Core Energy Leadership
- Next Generation Science Standards
- Confessions of a Math Phobe - Math Practices that Work
- New Teaching Practices for New Literacies
- Using the C4 Framework in the Social Studies Classroom

Hirsh will also facilitate two breakout sessions focused on professional learning. "Standards-based Professional Learning" will examine data that measures the quality of professional learning educators are experiencing. "Assessing *continued on page 2*

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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 page 4.

A Close-up Look - Stephanie Hirsh Executive Director of Learning Forward Heads to Kansas for Keynote Address



Stephanie Hirsh

Stephanie Hirsh, keynote speaker for the 2014 LF KS Learning Conference, is executive director of Learning Forward. Learning Forward’s more than 10,000 members and 40 state and provincial affiliates are committed to increasing student achievement and educator effectiveness through standards-based professional learning.

Before her appointment as executive

director, Hirsh served the association 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. In 1996, she was elected to the Richardson school board and served for three terms.

Today, Hirsh advises policymakers, state and local superintendents, foundation leaders, and other thought leaders on improving student learning through effective professional learning and school improvement. Hirsh also presents, publishes, and consults on Learning Forward’s behalf across North America. Her recent books include *A School*

written articles for *Educational Leadership*, *Phi Delta Kappan*, *The Record*, *The School Administrator*, *American School Board Journal*, *The High School Magazine*, and *Education Week*.

Hirsh serves on advisory boards for several organizations including Learning First Alliance, University of Texas College of Education, National Stem Equity Pipeline, Great Teachers and Leaders Center, Chief Learning Officer, and AdvancED. She has been recognized with a Lifetime Achievement Award by Learning Forward Texas; as a Distinguished Alumnae from the University of North Texas; and as Master Trustee and member of an Honor Board from the Texas School Boards Association.

Hirsh earned her masters and doctorate degrees from The University of North Texas and undergraduate degree from The University of Texas. She and her husband, Michael, recently celebrated 35 years of marriage. They have a son, Brian, and a daughter, Leslie, who is an elementary school instructional coach in Dallas, TX. [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.

While individual educators can produce outstanding learning environments for small groups of students, only great leaders can ensure that best practices spread across the entire school.

- Stephanie Hirsh

Board Guide to Leading Successful Schools (2013), coauthored with Anne Foster; *A Playbook for Professional Learning* (2011), co-authored with Shirley Hord, *The Learning Educator* (2009), co-authored with Joellen Killion, and *Transforming Schools Through Powerful Planning* (2006), co-authored with Kay Psencik. Hirsh writes a regular column for *JSD*, Learning Forward’s bimonthly magazine. She has also

‘Move FoRwaRd’ with LF KS’ Annual Learning Conference

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the Impact of Professional Learning” will review strategies for measuring impact as well as determine which strategies to employ depending on the outcomes and the constituents for the information.

Program and registration information for the 2014 Conference is on the [LF KS website](#) NOW! Don’t miss this opportunity to deepen your understanding of how to implement KCCRS, to network with Kansas educators, and to be a part of *moving foRwaRd with leaRning foRwaRd kansas*. [DC](#)

Schedule Your Priorities

By Jill Bergerhofer
Representative B East of Hwy 281

Stephen Covey stated, "The key is not to prioritize what's on your schedule, but to schedule your priorities". The essence of Covey's words are especially meaningful for beginning educators who may be experiencing a sort of cognitive and time management overload for the first time in their professional lives.

During a recent mid-year reflection conversation I was having with a mentee, the beginning educator identified prioritizing her "to do" lists as one of her successes this year. The strategy she described was to number the items on her list based on a quadrant she used as:

- 1=Urgent & Important,
- 2=Not Urgent, but Important,
- 3=Urgent, but not Important, or
- 4=Not Important & Not Urgent.

We celebrated how this strategy has helped her find a balance between her

professional and personal life, which was making it possible for her to be more productive and satisfied in both. As I thought about this incredibly effective strategy your peer was using, it occurred to me that she was practicing one of Covey's seven habits: *Habit 3: Put First Things First*.

Below is an illustration of Covey's Quadrant Theory accompanied by an extended explanation of each.

"**Habit 3** could be summarized like this: Now that you know you control your own thoughts and actions (Habit 1), and now that you have short term and long term goals in mind (Habit 2), you need to put first things first and accomplish those goals efficiently by minimizing your procrastination and distractions. Covey suggests that a good way to evaluate our daily activities is by breaking them down into four quadrants along two axes. One axis measures *continued on page 4*

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



Sticky Standards...
Professional Learning
That Sticks

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

	URGENT	NOT URGENT
IMPORTANT	<p>Quadrant #1 "NECESSITY"</p> <hr/> <p>Your Key Action: "MANAGE"</p> <hr/> <p>Common Activities</p> <ul style="list-style-type: none"> - Crises - Deadline-driven activities - Medical emergencies - Other "true" emergencies - Pressing problems. - Last minute preparations 	<p>Quadrant #2 "QUALITY & PERSONAL LEADERSHIP"</p> <hr/> <p>Your Key Action: "FOCUS"</p> <hr/> <p>Common Activities</p> <ul style="list-style-type: none"> - Preparation and planning - Values clarification - Empowerment - Relationship-building - True recreation
NOT IMPORTANT	<p>Quadrant #3 "DECEPTION"</p> <hr/> <p>Your Key Action: "USE CAUTION or AVOID"</p> <hr/> <p>Common Activities</p> <ul style="list-style-type: none"> - Meeting other people's priorities and expectations - Frequent interruptions: - Most emails, some calls - Urgency masquerading as importance 	<p>Quadrant #4 "WASTE"</p> <hr/> <p>Your Key Action: "AVOID"</p> <hr/> <p>Common Activities</p> <ul style="list-style-type: none"> - Escapist activities - Mindless tv-watching - Busywork - Junk mail - Some emails - Some calls

Adapted from Stephen Covey's "First Things First"—Covey Leadership Center, Inc. © 2003

Effectiveness Comes from a Balance of Personal, Professional

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'importance' — is the activity important when it comes to your goals or not. The other axis measures 'urgency' — how pressing is the activity.

"The killers to productivity are quadrants III and IV. Quadrant III consists of busy work— things that take up our time but don't really move us closer to our goals. Quadrant IV is the things we do when we really don't want to work at our goals when we know we should. (... Note quadrant IV is not having fun or unwinding after working hard; Covey insists that is actually very important. Rather quadrant IV is lollygagging about when we know we should be working.)

"Quadrant I consists of 'fires' in life that require our urgent attention. (Note: Covey thinks that lots of people love to live in quadrant I because it makes them feel important and useful. He calls it the 'urgency addiction'. You know the type — always frazzled and running around like a chicken with its head cut off...) But the key to true productivity is quadrant II. This quadrant consists of all those things we know we should be doing but we put off anyway (like exercising, pondering/praying, planning, etc.). Covey teaches that the key to being efficient and productive with our time is to take the time we are devoting to quadrants III and IV and put it into quadrant II. Once we begin to spend more time in quadrant II we discover that quadrant I begins to shrink and there are fewer fires to put out in our lives.

"So there is the short version of Habit 3 — the book(s) obviously go into much greater detail than this. I think it is a very useful way of looking at our activities in life." (Retrieved from <http://www.newcoolthang.com/index.php/2007/01/covey-habit-3-put-first-things-first/326/>)

An insight shared by the mentee was that she realized she was putting her personal life items into quadrant III, when really they needed to be measured as equally important as the items from her professional life. When she began to evaluate her personal and professional "to-do" list items through equal metrics,

she found that balance that is oh-so-important!

Some readers may be familiar with Steven Covey's work *The Seven Habits of Highly Effective People*. If not, you might consider checking with your principal and/or library media specialist about locating a copy to read as Covey presents information that is very applicable for every teacher, regardless if this is their first year in the teaching profession or their 20th year. Here are the habits Covey identified—

Habit 1: Be Proactive
Habit 2: Begin with the End in Mind
Habit 3: Put First Things First
Habit 4: Think Win/Win
Habit 5: Seek First to Understand, Then to Be Understood
Habit 6: Synergize
Habit 7: Sharpen the Saw

I encourage each beginning educator to try out this mentee's prioritizing strategy. To support you in this professional learning consider downloading a free eBook of Covey's book [The 7 Habits of Highly Effective People: Powerful Lessons in Personal Change](#) from Internet Archive or visiting one or more of the websites listed below.

Forbes. [The only thing you need to remember about the seven habits of highly effective people.](#)

Kaw. A. [Seven Habits of Highly Effective Educators.](#)

Kingsbury, K. [The 7 Habits of Highly Effective Schools.](#)

Lowe, E. [Covey's 7 Habits of Highly Effective People.](#)

QuickMBA. [The 7 Habits of Highly Effective People.](#) DC

Now Available From LF KS

On-Site Support for Kansas Schools

By Vicki Bechard
LF KS Secretary

Learning Forward Kansas has representatives that **will come to YOUR school or district** to provide support for any change initiative that you are implementing. Working directly with YOUR teams, on YOUR initiatives, at YOUR school is more convenient and more effective. Understanding the change process, how individuals and groups respond to change, and focusing and aligning professional learning are the keys to implementing and sustaining the desired changes that will lead to improved instruction and student results. The Regional Labs have been a place to start the conversation, but now it is time to roll up our sleeves and get to work!

What change initiatives are you undertaking?

- Kansas College and Career Ready Standards?
- Educator Evaluations?
- One-to-One Technology?
- Learning Communities?

These one-day work sessions are designed to work with your leadership team(s) to develop a long-term plan for implementing and sustaining any systemic change. Sessions will focus on how to use the Standards for Professional Learning and will be personalized to your situation, your goals, and your needs. Additional days can be scheduled to support your school in the implantation process.

Check out the [flyer](#) or go to the Learning Forward Kansas website to learn more about costs and session benefits.

Contact [Dayna Richardson](#) (daynarichardson45@gmail.com) or [Vicki Bechard](#) (bechardv@hotmail.com) to schedule your one day work session.

Let us help you transform professional learning on your journey to improved teaching and learning! DC

Professional Learning Standard 6

Implementation: Putting Our Knowledge, Skills To Work

By Vicki Bechara
LF KS Secretary

Implementation implies action and change over time. It says we will do, apply, and make something happen. Yet we are frustrated when we find that implementation in our schools is an idea



started, or a strategy introduced, but is often unfulfilled, leaving us to feel isolated or alone. True implementation is sustained and continued for the long term. When implemented with fidelity, the process will run smoothly and produce the desired results: to improve educator effectiveness and increase results for all students.

Using what we have learned seems like the natural thing to do! After all, we are educators! But too often, individual educators learn a new instructional strategy or process, and go back to our classrooms or schools and do what we've always done because honestly, change is hard. It sounded good. The research demonstrated that this was as an effective way to improve student learning. Maybe we even tried it with limited success, but it never became embedded in our practice. The effort to fully implement the strategy or process may have seemed too much at the time, or failed because we needed some support, encouragement, and/or feedback that didn't happen. It's hard to "go it alone" and carve a new path in our buildings where no one has gone before. That's why the focus on changing individual, building, or district practices to improve teaching and learning has to be *systemically* based, with focused professional learning instead of a random, popcorn approach.

Educators are learners just like the students we teach. We require the same kinds of support in terms of scaffolding, time, feedback, and reflection in order to understand and use what we have learned. Too often, educators are provided with a half-day learning opportunity and then we expect to see it in lesson plans and classrooms next week during observations. Really? Was there

time to plan? Was time built in for reflection or discussions on how those first few attempts went? Have we identified people/ways to support and guide educators through the implementation and revision process to hone those skills and refine techniques to improve results?

Lessons from the Science Lab

My son is a graduate student in Biochemistry, doing research in the lab every day. He has procedures and protocols to follow during the research, analysis, and reporting process. He is supported by graduate supervisors, his advisor, and other professors. While he works independently most of the time, his work is rooted in established protocols and principles that get him to his desired result, and is done in a collaborative environment. He is currently applying for jobs and each job has indicated that they will spend 1-2 years training him for the job, in a mentoring situation, until he has mastered the new skills he will be asked to utilize. They don't have one-day workshops, wish him luck, send him to the lab and expect him to have perfect results next week. It is a continuous process of learning, using, analyzing, reflecting, refining, and reporting findings. Their work relies on precision in the process and accuracy of findings, and they understand that can't be achieved overnight. They ask a lot of "why" questions and then work together to figure out the "how" and the "what." They are practicing sustained implementation with clearly defined expectations, resources, modeling, and feedback for the process, and reflection and revision on their results.

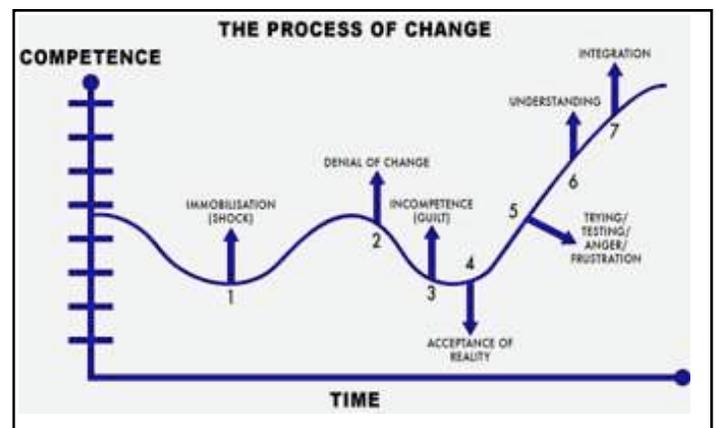


Implementing Desired Changes

Schools are currently faced with many changes in what we teach, how we teach,

and how we will be assessed on our teaching and student learning. The first requirement of *Implementation* is that we **Apply Change Research**. In other words we must understand the change process (see graphic), why the change is necessary, how we will implement the change, and what the change will produce. In addition we want to understand how people respond to change, anticipating needs, prior knowledge, ownership, and obstacles. Effectively implementing change requires that leaders set clear goals and expectations. Leaders support the implementation by providing resources (time, materials, technology, and collaborative feedback) to assist educators in the learning and application process. Everyone uses data to measure progress, identify challenges, and assist in the revision of goals or strategies.

To **Sustain Implementation**, it will take **3-5 years of on-going implementation support** to bridge the gap between knowing and integrating new ideas into practice. In the previous graphic, it is easy to see that we might abandon the change initiative long before we actually integrate the desired change(s). In addition, episodic, periodic, or occasional professional learning has little effect on educator practice or student learning because it rarely includes ongoing support or opportunities for extended learning to support implementation. On-going support takes on many forms including: additional on-going workshops; coaching; collaborative discussions in learning communities; reflecting and reviewing results (individual, pairs or small continued on page 6





KLFA Continues Commitment to Advocacy for Public Education

Kansas Learning First Alliance (KLFA) met in January to continue its work for public education. Brad Neuenwander, Deputy Commissioner for KSDE, shared information on Kansas Assessments. Since the KSDE voted to use assessments developed by the Center for Educational Testing and Evaluation (CETE) instead of those developed by the Smarter Balanced Assessment Consortium (SBAC), KSDE has revised the assessment plans. Students will take the Transition Math and ELA assessments as previously planned in Spring 2014 and the enhanced Kansas assessment in 2015. The performance tasks (the enhancements) will be field tested in 2015 and will not be machine scored. While the decision to use CETE took many by surprise, an advantage is that Kansas will have control of the assessments designed solely for Kansas. It will use the same blueprint as SBAC.

Chris Cartwright, the principal economist for the Kansas Legislature, presented the "Kansas Tax Policy Shakeup." He provided an informative history of how Kansas traveled this path and highlighted the facts and the conflicting interpretations of the facts. While there are differing opinions, all agree that budget decisions for the upcoming years will be challenging due to limited revenue. The Gannon decision from the Supreme Court is likely to have an interesting impact. Cities, counties and other local entities are very concerned about the budget's impact on their ability to provide necessary services and the pressure to rely more heavily on property tax. In fact, many states are watching Kansas to see how this plays out and how it might impact their states as well.

Please visit the [KLFA Website](#) for resources related to these and other vital educational issues. DC

Implementation: Putting Our Knowledge, Skills To Work

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groups); classroom observations, and personalized guidance and feedback. To sustain implies using a continuous professional learning process that monitors, reflects, and revises practices. It is never measured in seat time, but rather in results.

Finally, **Providing Constructive, Effective Feedback** requires that **ALL** parties clearly understand the expectations (including desired goals), have an atmosphere of mutual trust, and provide and receive feedback that is specific and related to the progress toward the desired goal(s). To add reliability to the feedback process, it is recommended to develop and use common and clear expectations that define practice. Additionally, feedback occurs on a frequent and regular basis so that it supports improvement, dialogue, and communication (and is less likely to be interpreted as evaluation).

As we examine the change process used in our school/district, ask ourselves these guiding questions:

1. How do educators working at the school or district/division level apply the change process to transform professional learning?
2. How do you promote sustainable change, increase teacher effectiveness, and drive student achievement through professional learning?
3. What support systems and follow-up strategies ensure sustained implementation of professional learning?

And finally, keep these change principles in mind as you plan to put your knowledge and skills to work:

Change is...

- A Process, not an event
- Made by individuals first, then organizations
- A highly personal experience
- Developmental growth in FEELINGS and SKILLS

Resources:

[Learning Forward](#), Standards of Professional Learning resources
[Sticky Standards](#), Dayna Richardson DC

Step beyond the scope of state assessments start...



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

Join us **April 8-9** in **Topeka, KS**

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 those 5 R's into instruction.

Register NOW on the [LF KS website](#).

2013-14 LF KS Board

Elected Officers

President

Jill Lachenmayr
USD 385
4032 N Andover Rd
Andover, KS 67002
Phone 316-284-1305
jlachenmayr@gmail.com

President-Elect

Lana Evans
USD 480
401 N. Kansas
Liberal, KS 67905
Phone 620-604-1016
lane.evans@usd480.net

Past President

Sheri Thomas
USD 342
1000 Andover St.
Lawrence, KS 66049
Phone 913-796-6152
sdthomas47@hotmail.com

Secretary (2014)

Vicki Bechard
20064 K92 Hwy
McLouth, KS 66054
Phone 913-796-6241
bechardv@hotmail.com

Board Members

Teacher A (2015)

Paige Rathbun
USD 266
1041 Lazy Creek Drive
Newton, KS 67114
Phone 316-772-1243
paigerathbun@gmail.com

Teacher B (2014)

Michele Peres
USD 259
3011 N. Longfellow
Wichita, KS 67226
Phone 316-640-2426
mperes@usd259.net

Principal (2014)

Jo McFadden
USD 308
Graber Elementary
1600 N. Cleveland
Hutchinson, KS 67501
Phone 620-615-5050
mcfaddenj@usd308.com

Classified Rep. (2015)

Silvia Fleming
USD 259
2601 N. Edwards
Wichita, KS 67204
Phone 316-973-1100
Silvia.Fleming1980@gmail.com

Higher Education Rep. (2015)

Donna Augustine-Shaw
KSU
358 Bluemont Hall
1100 Mid-Campus Drive
Manhattan, KS 66506
Phone 785-532-2597
donna5@k-state.edu
Rep A East of Hwy 281 (2015)
Ben Smith
USD 435
1300 N. Cedar St.
Abilene, KS 67410
Phone 785-263-1260
bsmith@abileneschools.org

Rep A West of Hwy 281 (2015)

Judy Beedles-Miller
USD 443
1302 Evans Pl.
Dodge City, KS 67801
Phone 620-227-1763
miller.judy@usd443.org
Rep B East of Hwy 281 (2014)
Jill Bergerhofer
USD 229
16409 Horton
Stillwell, KS 66085
Phone 913-239-4366
bergerhofer@sbcglobal.net

Rep B West of Hwy 281 (2014)

Suzan Patton
USD 382
401 S. Hamilton
Pratt, KS 67124
Phone 620-672-4500
suzan.patton@usd382.com
KSDE Representative (2014)
Sandy Guidry
KSDE
120 SE 10th Ave.
Topeka, KS 66612
Phone 785-296-1101
sguidry@ksde.org

Service Center Rep. (2014)

Tamara Konrade
ESSDACK
1500 E. 11th Ave. #200
Hutchinson, KS 67501
Phone 620-663-9566
tkonrade@essdack.org

Central Office Rep. (2015)

Pam Irwin
USD 305
1511 Gypsum
Salina, KS 67401
Phone 785-309-4748
Pam.Irwin@usd305.com

Ex Officio

KNEA Liaison

Mark Farr
715 SW 10th Ave.
Topeka, KS 66612
Phone 785-232-8271
mark.farr@knea.org
Nominating Com. Chair
Sheri Thomas
Program Committee Chair
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Jo McFadden
Leadership Conf. Chair (2015)
Pam Irwin
Membership Chair
Jo McFadden
Quality Practices Chair
Jill Bergerhofer
Advocacy/Collab. Chair
Dayna Richardson
37 Tomahawk
Hutchinson, KS 67502
Phone 620-669-0501
daynarichardson45@gmail.com
Awards Co-Chairs
Ben Smith & Pam Irwin

Staff

Executive Director

Sandee Crowther
1230 W. 29th Crt.
Lawrence, KS 66046
Phone 785-842-3700
crowther.sandra@gmail.com

Publications Coordinator

Mary Adcock
USD 308
1600 N. Cleveland St.
Hutchinson, KS 67501
Phone 620-665-4630
mjadcock@cox.net

Treasurer

Tom Jerome
Box 458
Eudora, KS 66025
Phone 785-542-2170
tomjerome@learningforwardkansas.org

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