

KS Direct Connection

December 2014

Learning Forward Kansas

An Affiliate of Learning Forward

The Professional Learning Association

UPCOMING EVENTS

- Feb. 3-4: LF KS Conf

INSIDE THIS ISSUE:

President's Message	1
Frederick Brown	1
Bridge to Change	2
Awards	2
Membership	3
KLFA	4
Retirement	4
Accreditation	5
LF KS Board	6

President's Message



THE PROFESSIONAL LEARNING ASSOCIATION

KANSAS

Plan to Attend

the *Bridge to Change.... Closing the Knowing and Doing Gap* on February 3 & 4, 2015 in Wichita. Our key note topics will be *A Blueprint to College and Career Readiness* presented by Brad Neuenswander and *Becoming a Learning System* delivered by Fred Brown. Both days are full of sessions to select from. Kansas' 2014 Teacher of the Year will be presenting *The Soul of the Great Teacher* during our lunch on Wednesday. Join us for this great opportunity to learn together!



Lana Evans

Plan to Hear Frederick Brown

At the Learning Forward Conference

A Preview by Sandee Crowther

Frederick Brown, the Deputy Executive Director of Learning Forward, will make two presentations at the upcoming Learning Forward Kansas Conference Feb 3-4, 2015 in Wichita at the Doubletree Hotel.

Frederick is offering a breakout session mid morning on February 3, 2015:

“Have you developed your school or district “learning agenda” for educators?”

A learning agenda is a collection of strategies or designs leaders select in order to ensure that educators can understand and apply practices that improve their own performance and student outcomes. Learning agendas help create a supportive

environment that allows individuals and teams to reflect on and learn from their own and others’ practices, and then create action plans to deepen their practice around what they are learning. During this session, participants will expand their understanding of a learning agenda and consider strategies to ensure educators’ learning needs are being met.

His Keynote will be after lunch on February 3, 2015, in the Multi Media Theatre.

“Are Your Educators Learning? How do you know?”

Educators today are working so hard to meet the learning needs of their students, but

are school systems doing what’s necessary to meet the learning needs of their adults? In a “learning system,” educators at the district and school levels share responsibility for their own learning and for ensuring great teaching for every student every day. During his remarks, he will expand on these and other key ideas from the newly released book, *Becoming a Learning System*, available from Learning Forward.





**Pam Irwin,
KS Learning Forward
Conference Chair**

Bridge to Change..Closing the Knowing and Doing Gap

The Learning Forward Kansas Annual Conference is right around the corner. We are trying something new this year and have changed the date of our conference from April to February. Avoiding the testing window and allowing you time to process and implement what you learn as soon as you return home are our main reasons for the change in the schedule.

We are also offering 2 full days of learning, rather than a day and a half. We had so many wonderful presentations submitted that we don't want you to miss out on a single learning opportunity.

We have a variety of session topics available through the following strands: professional learning, content/cross curricular focus, leadership, and technology. We are excited about the sessions offered by KSDE consultants, teachers, professional developers, service center consultants, and others.

I'm especially thrilled about our keynote speakers. Brad Neuenswander, Interim Commissioner of Education, Fred Brown, Director of Strategy and Development from Learning Forward, and Jeff Baxter, 2014 Kansas Teacher of the Year will provide the framework for our conference, sharing not only the direction of our state and how professional learning will help us reach our goals, but also strategies for how to do the work.

We feel that our conference provides something that will appeal to everyone. Please join us for this wonderful learning opportunity in Wichita, KS at the DoubleTree by Hilton on February 3rd and 4th. Registration is now available by going to the following link: http://learningforwardkansas.org/lc_2015.html

Learning Forward Awards Celebrate the Best in Professional Learning

As we get deeper into a new school year, it is important to keep in mind that January 15th, 2015 is the deadline for nominations for the seven Learning Forward Kansas awards. To nominate individuals or districts, please visit <http://learningforwardkansas.org/awards.html>



**Ben Smith,
Awards
Chair**

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, needs to be sent to

**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

Everybody Wins Through Membership in Professional Organizations

“Joining a professional association may well be one of the most important catalysts for your career...Almost all career fields have corresponding professional associations that offer valuable information and resources for... career enhancement (Pulman).” Because you are reading this newsletter, you already know one of the benefits of professional organizations – broadening your knowledge by accessing resource information... in the field (Cherwin). This is just one of the many returns from joining a professional organization within the educational field. In these tight economic times for education, often one of the first items cut from one’s budget in membership in organizations.

Below is a list of five compelling arguments for joining and/or maintaining membership in professional organizations (McClellan. Hood).

Enhance your network. Many organizations offer a sense of professional community by providing opportunities to connect with others through website features, smaller local or online affiliates and taking leadership roles.

Take charge of your career. Listing memberships in professional organizations is an excellent way to enhance a resume. Other advantages include field specific job posting and tips for improving resumes, cover letters, interviewing and negotiating techniques.

Broaden your knowledge. As mentioned previously most organizations offer access to a wide library of resource information. This can include learning best practices, finding new ideas or hearing about and from key achievers (Cherwin).

Give something back to your professional community. Opportunities to become involved in exist within most organizations. This can look like volunteering for committees, presenting at conferences, becoming a mentor, serving on the organizations board or writing for publications.

Protect and promote your profession. “An association is a synergistic group, meaning that the effect of a collection of people is greater than just one person” (Cherwin). Many organizations serve their profession by educating and lobbying governmental and industry related groups. Smaller organization and local affiliates often rely on membership dues to stay afloat and accomplish service oriented goals.

If you are already a member of professional organizations such as Learning Forward Kansas you currently reap the benefits presented above, as well as many more. If you are just visiting our website, welcome and please consider becoming part of a great organization by joining today.

To read more from the authors cited in this article as well as others visit these websites.

Anderson, Lauren B. *5 Reasons Professional Organizations are Worth Joining.* <http://college.monster.com/training/articles/2131-5-reasons-professional-organizations-are-worth-joining>

Cherwin, Kelly A. *Why Join a Professional Association?* www.higheredjobs.com/articles/articledisplay.cfm?ID=157

McClellan, Jacqueline. *Top 10 Reasons to Join a Professional Organization* <http://blog.cccctech.com/top-10-reasons-to-join-a-professional-organization/>

Hood, T. *6 Reasons to Belong to Your Professional Associations.* <http://www.macpa.org/blog/2196/top-five-reasons-to-belong-to-your-professional-associations>

Pulman, Maribeth G. *Discover the Benefits of Joining a Professional Association.* http://www.excelsior.edu/c/document_library/get_file?uuid=4e4751b8-4675-4fce-91d1-5573a84203c9&groupId=37019



Jill Bergerhofer, Ed.D.
Membership Chair, LFKS

KLFA Focuses on Individual Plans of Study and College and Career Readiness



Kansas Learning First Alliance (KLFA) met October 16 at the Kansas Association of School Boards (KASB) building.

Angie McDonald, McPherson #USD 418 Director of Instruction, shared the McPherson school district’s Individual Plan of Study. Their plan includes: Citizen: Character, service, and activity involvement; College: Academic readiness, academic rigor, and academic behaviors; Career: Work Keys, attendance, drug testing for students in activities, career pathways. McPherson employed three CCR Advocates at the high school and one at the middle school to work with counselors and meet with students and families two times each year starting in the 6th grade to discuss the Individual Plan of Study. Weekly meetings are held to analyze nine measures of each child. High school counselors’ focus has changed to support social and emotional awareness and stability. The preliminary data is looking good.



Article by
Dayna Richardson,
Advocacy Chair

A legislative/political update was given by Tom Krebs (KASB), Mark Farr (KNEA), Claudette Johns (KNEA), Cheryl Semmel (USA), Deena Burnett (AFTKS), and Kathy Busch (KSBE). All members stressed the importance of being an informed voter, of voting and voting early.

Dayna Richardson shared copies of the new Kansas Education Systems Accreditation (KESA) rubrics.

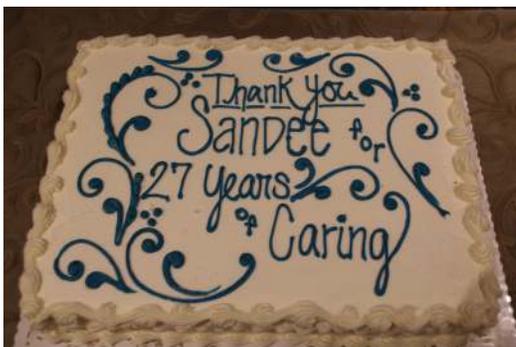
KLFA is focusing on six strands throughout this year – Standards, State Assessments, Individual Plans of Study, Educator Evaluation Systems, Rose Capacities, and Accreditation. During the work session, KLFA members chose a strand and began to brainstorm ways to promote the strand throughout Kansas.

The next KLFA meeting, January 8, will be held at the Kansas National Educational Organization (KNEA) building in Topeka.



Congratulations and Thank You!

Sandee Crowther, Learning Forward Kansas Executive Director, was recognized at a retirement reception held in her honor at the recent Learning Forward Conference in Nashville. Sandee has been a big part of professional development in Kansas for the last 27 years. We’re so thankful for her years of service.



Assessments and the New Kansas Education Systems Accreditation

As schools begin to embrace the new Kansas Education Systems Accreditation model, the role of formative and summative assessments will become even more important especially regarding the Rigor rubric. In order to show rigor in teaching and student improvement, educators need to know if what students are learning what they are teaching. Formative assessments are a great vehicle for educators to use so they can adjust their teaching to meet student needs and ensure maximum learning. The West Virginia Department of Education has an extensive list of hot links to multiple kinds of formative assessments that can be used in the classroom. It is a very comprehensive list and meets a variety of learning styles and needs. The list can be accessed through the following link:

<http://wvde.state.wv.us/teach21ExamplesofFormativeAssessment.html>

Summative assessments support the Rigor rubric, as well. Since formative assessments are not always assigned a point value and are sometimes “done on the fly”, they may not be a good tool to show marked student improvement and achievement. Enter summative assessments. This formal assessment used to measure learning at the end of a lesson or unit can provide a clear picture of what students know after a terrific lesson or unit, that has included multiple measures and checks, has been taught. Formative assessments help us to achieve rigor. Summative assessments can prove that we did, indeed achieve rigor.



Kansas Education Systems Accreditation: The Five Reciprocals

Reciprocal: RIGOR					
COMPONENT 1: CAREER AND TECHNICAL EDUCATION					
Criteria	No Evidence	Implementing	Transitioning	Modeling	Comments
Integration		Discusses plans for integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics through collaborative lesson planning.	Demonstrates deliberate integration of career and technical education (CTE) and academics across the curriculum through collaborative lesson planning and instruction, and dual credit.	
Partnerships		Discusses partnerships between the district, business and industry, community, and postsecondary institutions that meet minimum requirements for high school CTE pathways.	Documents partnerships between the district, business and industry, community, and postsecondary institutions that go beyond the high school CTE programs to support K-12 education.	Documents formed partnerships between district, business and industry, community, and postsecondary institutions and systematic support of student career exploration and preparation, K-12.	
Career awareness and guidance		Documents career awareness and guidance system grades K-12.	Documents career awareness and guidance system grades K-12 including an established plan focused on promoting the careers, and promoting the value of a variety of post-graduation opportunities.	Documents career awareness and guidance system grades K-12 including an established plan curriculum focused on careers, and promoting the value of a variety of post-graduation opportunities, and an Individualized Plan of Study (IPOS) for each student.	
Support and recognition		Discusses plans for communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community.	Documents communication, marketing, and distribution of CTE information to district educators, students, families, and community, recognition for all approved pathways, and citation of CTE achievements on students' transcripts.	

Innovation		Discusses how the district will begin recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation for CTE.	Demonstrates a district culture recognizing and supporting innovation and adopting those innovative ideas as best practices for CTE.	
Long term planning		Develops a plan to collect, analyze, and use data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness.	Collects, analyzes, and uses data including skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	Collects, analyzes, and uses data including state and national workforce/economic trend data, skill and knowledge assessments, numbers of concentrators, numbers of certifications, and following students beyond graduation to determine program effectiveness and redirection of CTE programming.	
Instructional practice		Develops a plan to document CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' instructional practices infused with 21st Century and technical skills across the curriculum.	Documents CTE educators' collaboration processes and instructional practices infused with 21st Century and technical skills across the curriculum.	
Professional learning		Demonstrates support of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Documents educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	Demonstrates results of educators' pursuits of individualized and pathway-specific professional learning such as certification training, externships, industry-based technical skills that impacts instruction.	

2014-15 LF KS Board

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