The College of Education and Shawnee Mission School District, or SMSD, entered a partnership that delivers upon the university’s land-grant mission in 21st century style. The three main components are providing student teachers; providing professional development opportunities; and providing a leadership academy for masters level teacher leaders who may also choose to seek building leadership licensure and a doctoral cohort for district leaders seeking doctoral degrees.

Over the course of the 2016-17 school year, the department of curriculum and instruction under the leadership of professor and chair Todd Goodson and assistant professor Tonnie Martinez, is piloting a new Professional Development School model called iPDS. A cohort of 18 undergraduates was supervised from a distance through the use of SWIVL robots; 12 signed teaching contracts with the district for the spring semester.

In addition, the Center for Intercultural and Multilingual Advocacy, or CIMA, is working with 10 schools in the district to provide professional development on biography-driven instruction. The schools have been divided into three tiers and each receives programming tailored to their individual needs. The college also offers professional development workshops on technology in the classroom.

The third leg of the agreement is that the SMSD leaders can complete their doctoral coursework by summer 2018 with the target of graduating in fall 2019.

Christy Ziegler, SMSD assistant superintendent of innovation and performance, said the partnership has many benefits.

“The Shawnee Mission School District is always looking for innovative ways to partner with organizations in ways that provide mutual benefit to both partners,” Ziegler said. “The goal in any partnership is seeking others who share a common mindset and demonstrated movement to action by seeking continuous improvement in all areas. K-State has been a great partner in helping our district continue to grow in ways that provide ongoing benefit to students, staff and our community.”

Reprinted from the Spring 2017 College of Education Connections magazine.
Celebrating the LEAD 512/KSU Master's Academy

The LEAD 512/KSU Masters Academy for Teacher Leadership (Cohort #1) begins Summer 2017 as USD #512 partners with Kansas State University to deliver a high caliber field-based teacher leadership academy. The district has selected fourteen teachers to participate in this two-year program designed to develop the unique leadership capacity needed to address USD #512 priorities. Students who complete the LEAD 512/KSU Masters Academy for Teacher Leadership in Spring 2019 will have met requirements for a Master's degree in Educational Leadership at Kansas State University. Interested students will have the option of taking an additional six credit hours to meet the requirements for an entry-level building leadership license from KSDE.

Program Themes of the Masters Academy

- Skills practiced by classroom educators as they accept new and greater responsibilities on leadership teams working on school improvement or special district projects
- Understanding of organizational structure; leading in collaborative and professional learning environments; and integration of leadership standards, problem solving, and effective leadership skills
- Proficiency in leadership standards set forth by the Professional Standards for Educational Leaders and the curriculum guidelines for the National Council for the Accreditation of Educator Preparation

Academy curriculum and required activities will be collaboratively aligned by the partners with USD #512 priorities. Delivery of instruction will be a blend of face-to-face sessions and field-based applications. A skilled mentor will be assigned by the district to counsel students as they engage in project work that will benefit the district and expand student professional growth. Class instruction will be delivered jointly by KSU faculty and district staff who have expertise related to program themes and can assist in making connections between theory and best practice in the Shawnee Mission school district. Students were selected by the district based on demonstrated understanding of the school improvement process, knowledge of good instruction, potential as a successful leader, participation in appropriate professional development activities, and commitment to leadership at multiple levels and to service to the district.

**Dr. Michael Schumacher**, KSU Adjunct Assistant Professor and Assistant Director for Human Resources, USD #512 will serve as the USD #512 District Liaison, joining **Dr. Christy Ziegler**, KSU Professor of Practice and Assistant Superintendent, USD #512, **Dr. Rick Doll**, KSU Associate Professor and Executive Director, Kansas Educational Leadership Institute, and **Dr. Mary Devin**, KSU Professor of Educational Leadership, in leading the new Leadership Academy during the two years.
Celebrating the LEAD 512/KSU Doctoral Cohort

Focus on Program of Study

• Spring 2017 brings the close of the first full year of the LEAD 512/KSU Doctoral Cohort. Course work is 54% complete with the completion target still in place for final oral defense of dissertations by Fall 2019. USD #512 leaders are making excellent progress on their selected courses of study.

Focus on Course Credits Coming Next

Summer 2017 – 6 hours
• Adv. Seminar: School Business Management and Facilities
• Strategies for Change

Fall 2017 – 8 hours
• Historical and Philosophical Analysis of School Leadership
• The District Leader
• District Internship
• Doctoral Internship

Focus on Faculty Guiding the Program

• District Liaison LEAD 512/KSU – Dr. Christy Ziegler
  KSU Professor of Practice and USD #512 Assistant Superintendent for Innovation and Performance

• KSU Coordinator LEAD 512/KSU – Dr. David Thompson
  KSU Skeen Endowed Chair in Education and Distinguished Fellow National Education Finance Academy and Department Chair

• Other distinguished KSU faculty supporting the program –
  Dr. Mary Devin, KSU Professor and Former Superintendent, Geary County USD #475
  Dr. Richard Doll, KSU Associate Professor; Executive Director, Kansas Educational Leadership Institute; and Former Superintendent, Lawrence USD #497
  Dr. Robert Hachiya, KSU Assistant Professor and Former Principal, Topeka USD #501
  Dr. Jia Liang, KSU Assistant Professor and David L. Clark Scholar, UCEA/AERA
  Dr. Donna Augustine-Shaw, KSU Assistant Professor; Associate Director, Kansas Educational Leadership Institute; and Former Superintendent, USD #263
The K-State College of Education and the Shawnee Mission School District have collaborated to pilot an innovative professional development school model, iPDS. This hybrid model embeds teacher candidates in Shawnee Mission elementary schools and utilizes the technological assets of both partners.

- SMSD provides teacher candidates with iPad technology available in the buildings to capture videos of their student teaching.
- K-State provides SWIVL robots for distance supervision as videos are uploaded to the SWIVL cloud for clinical feedback from college professors.

The teacher candidates become highly trained in the SMSD instructional coaching model in three buildings: Apache Innovative School, Broken Arrow Elementary, and Rosehill Elementary.

**Benefits of the Model**

**SMSD**
- Increased numbers of K-State College of Education students are in the pipeline for SMSD hiring upon graduation.
- Lower student-to-teacher ratios in classrooms benefit students.
- Teacher candidates become classroom ready with knowledge of “the Shawnee Mission Way” of professional teaching practices.

**KSU**
- Teacher candidates are immersed in the philosophical, pedagogical, and technological assets of SMSD educators.
- Uploaded classroom videos allow for fidelity of implementation of College of Education conceptual framework.
- The college continues research and development of an innovative professional development school model.

**Educational Technology**

- Professional development on SWIVL technology for Administrators, Instructional Coaches, and Teachers:
  - Rosehill Elementary
  - Apache Innovative School
  - Broken Arrow Elementary
- SWIVL robots were placed with each of 23 student teachers in assigned classrooms.
- A Code.org workshop took place on October 29 at Broken Arrow Elementary for 38 participants. Teachers received Code.org supplies for use in classrooms for Code Unplugged activities.
- A New Teachers and Mentors Technology Workshop was provided to the district on January 11 and 18 at Broken Arrow Elementary for 140 participants.
- Cyndi Kuhn provides ongoing and site-based technology support for K-State student teachers.
Department of Curriculum and Instruction

Curriculum and Instruction Faculty – iPDS Model

This innovative professional development school model would not have been possible without the vision of Dean Debbie Mercer and the guidance and expertise of the following faculty members:

- Dr. Todd Goodson, Chair, Department of Curriculum and Instruction
- Dr. David Allen, Director of Field Experiences
- Ms. Cyndi Kuhn, Instructor, Curriculum and Instruction
- Dr. Tonnie Martinez, Assistant Professor, Curriculum and Instruction

SMSD District Pioneers – iPDS Model

We owe a special thank you to the Administrators, Instructional Coaches, and Teachers who with their pioneering spirit, nurtured the inaugural cohort of innovative professional development schools.

- Central Administration
  - Dr. Christy Ziegler, Assistant Superintendent, Innovation and Performance
  - Lynda Hirsekorn, Human Resources
- Apache Innovative School
  - Pam Lewis, Co-Principal
  - Kevin Hansford, Co-Principal
  - Britt Pumphrey, Administrative Intern
  - Abby Morgan and Brittany Gonser, Instructional Coaches
  - Teachers: Erin Adriance, Erin Aldrich, Kari Bowles, Amanda Doll, Susan Dennis, Katherine Hearn, Molly Hoener, Tasha Howard, Joe Keegan, Libby Kramer, Alissa Lusby, and Stacey Nierman
- Broken Arrow Elementary
  - Michael Brewer, Principal
  - Michelle Reber and Liz Barton, Instructional Coaches
  - Teachers: Shauna Hammett, Kathryn Lorenz, Laura Nordeen, Ellen Stevens, Gary Strout, and Kathy Wilcoxon
- Rose Hill Elementary
  - Cory Strathman, Principal
  - Brandi Leggett, Instructional Coach
  - Teachers: Lindsay Davis, Meghan Minardi, Megan Null, and Kelsey Phillips

Teacher Candidate Placements

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The education professionals at CIMA provided PD on culturally responsive pedagogy (CRP) and practices, primarily through biography-driven instruction (BDI).

• **BDI reaches** students through what’s meaningful to them
• **BDI teaches** students by facilitating and enabling connections between their assets and interests and those of their school system
• **BDI values** students’ contributions to shared learning, peer-to-peer construction of new knowledge, and collaborative problem solving.

PD was provided by KSU faculty:

• **Dr. Socorro Herrera**, Professor, Executive Director of CIMA
• **Shabina Kavimandan**, Project Manager, Instructor
• **Melissa Holmes**, Associate Director, Instructor

PD comprised:

• 39 PD workshops across 10 schools
• 6 meetings with SMSD Instructional Coaches
• 95 classroom observations/walkthroughs for support, guidance, and feedback
• Lesson planning, co-teaching, and teaching demonstrations

The positive outcomes for participating schools are reflected in the following perspective of a collaborating educator:

"Staff development was well-planned based on the individual needs and direction of each building. BDI was not just talked about, but it was modeled in everything that was presented. For me, one of the biggest takeaways from BDI is the true value of students’ individual backgrounds, be that an ELL or any other student. The relationship and classroom culture pieces are made stronger when students feel individually valued, and achievement increases. The teacher’s role in this process is critical and is one area where I intend to grow for myself and when supporting teachers."

— **Louisa VonAhnen**, Instructional Coach

### Qualitative Findings of the Project

Throughout the process of implementation, CIMA faculty members were strategic in documenting SMSD teachers’ use of BDI processes, strategies, and techniques through classroom observations, student artifacts, and teacher interviews. Preliminary findings from this collected data indicate themes that have emerged through this ongoing partnership.
• **Theme 1 – Shifts in Cultural Perspective**

Perhaps the most salient theme of SMSD teachers’ participation in KSU professional development involved shifts in cultural perspectives associated with teachers and their culturally and linguistically diverse (CLD) students.

> Throughout the year, we have seen a positive impact of Biography-Driven Instruction in a culture shift in classrooms — teachers are trying new strategies and activities that build positive relationships with teacher-to-students and student-to-student. Strategies like Vocabulary Quilt has increased student writing in classrooms as well as the writing students do during a lesson. Teachers are beginning to understand and value the needs for knowing student biographies in order to implement good instruction. Teachers are starting to take risks in their instruction in order to grow their strategies toolbox. Teachers are asking more questions and beginning to utilize the instructional coach as a resource.

— **Katie Campbell**, Instructional Coach

• **Theme 2 – Questioning, Adapting, and Reaching Students**

Another theme that emerged from this process has been enhanced educator capacities for culturally responsive teaching, as reflected in asking students relevant and responsive questions, utilizing strategies as tools in the classroom, and reaching students in new ways. For many teachers who participated, becoming a more effective in classroom practice was all about letting go and allowing students’ assets, needs, and responses to instruction drive the lesson.

> This year at our school, I have observed teachers intentionally slowing down to connect to student learning on a personal and individually-relevant level. BDI has provided Nieman Elementary educators a bundle of best-practice strategies and processes, which levels the playing field for ELL learners by allowing them to engage in any activity at their own level and participate in whole class activities. At our school, that means BDI “feels good” to all students who “sense they are a part of a greater whole” where the teacher utilizes the strategies.

— **Stan Anderson**, Principal

**Future Directions**

Next steps include:

- Publications reflecting outcomes of the partnership for SMSD teachers and students. A book chapter focusing on SMSD teachers’ perspectives on the impact of BDI on the education of CLD students in their classrooms is under review.
- Research, in collaboration with Dr. Dan Gruman, focusing on the quantitative impact of BDI on student assessment data.
- Continued, targeted support to SMSD educators to provide culturally responsive pedagogy that attends to not only the learning but also the socio-emotional and cultural dimension of the learner.
PREPARING EDUCATORS TO BE KNOWLEDGEABLE ETHICAL CARING DECISION MAKERS FOR A DIVERSE AND CHANGING WORLD

coe.k-state.edu
The College of Education’s online graduate programs are ranked in the top 100 by U.S. News and World Report.

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Great Students become Great Teachers

Celebrating the KSU-SMSD Partnership

The College of Education:
★ Nationally touted innovative partnership with SMSD
★ Produces more teachers each year than any other teacher preparation program in the state
★ Winner of 12 prestigious national awards since 2010

Samantha Shawnee Mission South graduate Elementary student teacher

coe.k-state.edu KSUCollegeofEd

Samantha
Shawnee Mission South graduate
Elementary student teacher

KSAS State University
College of Education