Cover Photo:
SMSD Teachers participating in the first cohort of the Shawnee Mission School District Masters Academy for Teacher Leadership

Left to right: Dr. Rick Doll, KSU Professor; Gloria Hastings; Carolina Salguero; Amie Schick; Erin Aldrich; Jeremy Wayne; Molly Hoerner; Jonathan Ferrell; Maggie Carter; Jessica McGovern; Jennifer Juday; Joanna Roche; Kendra Shamburg; Dr. Michael Schumacher, SMSD Liaison
LEAD 512 / KSU Leadership Partnership
Fall 2017 Report

Celebrating Year 1 for the Master's Academy for Teacher Leadership

New for 2017-2018 is the first-ever LEAD 512/KSU Masters Academy for Teacher Leadership which is designed to prepare aspiring school principals and other building-level leaders for USD 512. The Leadership Academy model is unique to Kansas State University and the nation. The Academy engages collaborative planning by the university and school district partners to deliver a seamlessly integrated curriculum in specific context of the district via a blend of face-to-face classes and field application. The partner district assigns each student a mentor, and application is an essential element of the curriculum throughout the two-year duration. KSU has long partnered with larger school districts seeking to build extensive leadership succession plans, and historical advancement in employment of Academy graduates by the host school district is extremely high. The KSU Leadership Academy model has drawn national acclaim as an American Association of School Administrators’ (AASA) Book of the Month choice. The KSU model has been replicated in other states.

Focus on Achievements

- While the Academy’s two-year curriculum is integrated and spiraled (not strictly course-based), Year 1 courses were delivered in Fall/Spring covering topics related to Ethics and Community Relations.
- Summer 2018 focused on coursework involving Historical and Philosophical Foundations.
- Year 2 includes Staff Development, Special Populations, Leadership in Curriculum, and much more.
- Candidates are scheduled to complete the Leadership Academy, with masters degrees bestowed in Spring 2019.
- Graduates may additionally include Kansas principal licensure with 6 more credits.

Focus on Guiding Faculty

The LEAD 512/KSU Masters Academy for Teacher Leadership has engaged deep learning under the expert direction of the highly experienced faculty:

- Dr. Christy Ziegler, Assistant Superintendent and KSU Professor of Practice
- Dr. Michael Schumacher, Assistant Superintendent and KSU Assistant Professor
- Dr. Rick Doll, Associate Professor and Executive Director, Kansas Educational Leadership Institute
- Dr. Mary Devin, Professor and Inaugural Executive Director, Kansas Educational Leadership Institute
Department of Educational Leadership

Celebrating Year 2 for the LEAD 512/KSU Doctoral Cohort

The LEAD 512/KSU Doctoral Cohort also began its second year, working with six Shawnee Mission school leaders who are pursuing doctoral degrees. Kristie Darby, Cho Druen, Kevin Frick, Chris Lowe, Blake Revelle, and Nancy Tynon began pursuing terminal degrees in Summer 2016. Now on the threshold of Summer 2018, the cohort has completed nearly all formal coursework and is preparing to launch doctoral dissertations.

Focus on Achievements

• All Kansas superintendent license courses have been delivered, with candidates ready for state license examination.
• All doctoral core and research methods courses have been delivered.
• Summer 2018 will deliver the final course EDLEA 986 Advanced Seminar: The Dissertation Proposal, with candidates launching their first two chapters.
• Remaining internship and dissertation credits are targeted for completion by Fall 2019.
• Dissertation research topics are designed to be useful to USD 512 for knowledge creation, policy impacts, and practice implications.
• Graduation with hooding in full regalia is anticipated for approximately Fall 2019.

Focus on Guiding Faculty

The LEAD 512/KSU Doctoral Cohort has engaged deep learning under the expert direction of a highly experienced faculty:

• Dr. Christy Ziegler, Assistant Superintendent and KSU Professor of Practice
• Dr. Kenny Southwick, Superintendent
• Dr. Rick Doll, Associate Professor and Executive Director, Kansas Educational Leadership Institute
• Dr. Mary Devin, Professor and Inaugural Executive Director, Kansas Educational Leadership Institute
• Dr. Jia Liang, Assistant Professor
• Dr. Robert Hachiya, Associate Professor
• Dr. Alex Red Corn, Assistant Professor and Coordinator for Indigenous Partnerships
• Dr. Donna Augustine-Shaw, Associate Professor and Associate Director, Kansas Educational Leadership Institute
• Dr. David Thompson, Professor and Skeen Endowed Chair in Education and Distinguished Research Fellow, National Education Finance Academy

Extraordinary Recognitions

Congratulations

In 2018, Dr. Christy Ziegler and Dr. Kenny Southwick were honored by the prestigious international University Council for Educational Administration (UCEA) for their exemplary contributions to excellence in leadership preparation. Both Dr. Ziegler and Dr. Southwick received the 2018 UCEA Excellence in Educational Leadership Award.

Milestones

The KSU Leadership Academy Model’s 20th anniversary will be celebrated in Fall 2018 at the Council for Public School Improvement’s (CPSI) gathering in Manhattan. Internationally acclaimed author Dr. Linda Lambert (Lambert Leadership and Literature Series), whose work has been extensively utilized in the KSU Leadership Academy, will be the keynote CPSI presenter and will receive an award for her impact on exemplary leadership preparation.

Special Thanks

USD 512 and KSU are indebted to SMSD staff and Board of Education leaders who additionally provided instructional time to the Leadership Academy and to the Doctoral Cohort:

• Dr. Rick Atha
• Ms. Sherry Dumolien
• Mr. Russ Knapp
• Mr. Bob Robinson
• Ms. Allison Staroski
• Ms. Deb Zila
iPDS Model:
Now an Established Pipeline for High Quality Teachers in the SMSD

For the second year, the Department of Curriculum and Instruction under the leadership of professor and chair Todd Goodson and assistant professor Tonnie Martinez, has partnered with Shawnee Mission School District to continue research on the Innovative Professional Development School (iPDS) model. The iPDS model is raising the bar for promising practices in teacher education research with the utilization of the SMSD instructional coaching model. A hallmark of the iPDS Model is the discovery and sharing of knowledge that shapes beneficial educational practices for both K-State College of Education and The Shawnee Mission School District (SMSD). In the iPDS Model, student interns are embedded in a clinical experience that provides:

- Professional on-boarding designed specifically for the SMSD clinical setting
- A co-teaching model that aligns the pedagogical foundations of the university and curricular and technological assets of the district
- Use of SWIVL robots, to film and upload co-teaching segments to a storage cloud where they are viewed and marked with feedback from teachers, instructional coaches, and K-State faculty
- Mock interviews provided by SMSD personnel to build confidence and offer opportunities for early hires
- Professional development designed to meet the specific needs of SMSD students and families:
  - Understanding Trauma in the Classroom
  - Universal benchmark and progress monitoring
  - Engagement structures for any lesson
  - Behavior Intervention Support Teams (BIST)
  - Blended Learning

The two-year outcomes of the iPDS model were elevated to a national conversation as Pam Lewis, Director of Elementary Services, Abby Morgan, Apache IS instructional coach, and Tonnie Martinez, K-State assistant professor, presented evidence of success at the National Association of Professional Development Schools Conference.
Bolstering the Teacher Pipeline

In its second year, the iPDS model has gained traction as a recruiting mechanism for high quality talent.

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<thead>
<tr>
<th>K-State Intern-to-SMSD Teacher</th>
<th>SMSD Building Assignment</th>
<th>SMSD Mentor Teacher</th>
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<tr>
<td>Kelly-Anne Agee</td>
<td>Brookwood</td>
<td>Maggie Carter</td>
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<td>Marley Brooks</td>
<td>Mill Creek</td>
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<td>Morgan Fulk</td>
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<td>Alissa Lusby</td>
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<td>Rachel Hiatt</td>
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<td>Cara Hillman</td>
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<td>Elizabeth James</td>
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<td>Leah Kellerman</td>
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<td>Sara Lair</td>
<td>Rosehill</td>
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<td>Taylor Lyle</td>
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<td>Hannah Miller</td>
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<td>James (Nate) Mitchell</td>
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<td>Jessica Parra</td>
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<td>Erin Stout</td>
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<td>Mackenzie Nelson</td>
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<td>Stacey Nierman</td>
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<td>Hayley Wallace</td>
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What SMSD Educators are saying about K-State Early Career Teachers...

“Erin is always willing to go above and beyond to build relationships with students, families and our team. In fact, she is attending one of her student’s tournaments this weekend! She also always reaches out for clarification to ensure that she is providing quality instruction and using best practices to help her students to success.”

“Zibby believes that all students can learn and contribute to the school community and it is evident in her classroom. Compared with other first year teachers she has an exceptional focus on relationships, standards, collaborative planning, and responsive instruction.”

“It is apparent to anyone who observes in Ms. Fulk’s class that her preparation exceeded what is typical for a student intern. She was ready to lead her class and collaborate with her team on day one.”

“Students naturally gravitate towards Nate as he is someone that the sixth grade students feel they relate well with. He isn’t only interested in ensuring that standards are taught, he’s invested in being a role model for kids to emulate. Nate has not been afraid to try different approaches of instruction in his classrooms, and he’s found techniques such as flipping his classroom instruction that free up time for him to work with small groups of students”

EDUCATIONAL TECHNOLOGY CONTINUES TO RAISE THE BAR

Educational Technology Integration Educator Cyndi Kuhn provided professional learning opportunities at the Center for Academic Achievement for administrators, teachers, and support staff. An Apple-certified trainer, her workshops included:

- Tech Tips and Tricks – Making Technology Work for You
- Assessment Tools – Technology Tools to Help Capture Student Learning
- Apps, Apps, and More Apps – Apps that Put Students as the Creators of Knowledge
- Adobe Spark for Administrators, Teachers, and Students
Professional Development (PD)

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

This year, we focused on Westridge Middle School, Brookridge Elementary, Nieman Elementary, and John Diemer Elementary. We started professional development at Westridge Middle School in August with the entire staff. Throughout the 2017-2018 school year, we worked on BDI professional development in schools, classroom walk-throughs and observations, and attended PLC meetings at the aforementioned schools. The positive outcomes for participating schools are reflected in the following perspective of a collaborating educator:

“Learning about and putting BDI into practice has started to shift our mindset from viewing culturally and linguistically diverse students from a deficit perspective to one of recognizing and celebrating the assets they bring to our schools. Teachers are starting to see growth and the great things that students can accomplish when they are held to high expectations for learning. As an instructional coach, I see teachers trying new ways of supporting students and providing opportunities for interaction, and then recognizing that it is beneficial for all students.”

— Louisa VonAhnen, Instructional Coach

Our other coach reflected, “The benefit of BDI in classrooms is that it provides teachers the skills and strategies to instruct all students in a way that makes curriculum accessible, manageable, and meaningful to them.”

— Joanna Euston, Instructional Coach

**QUALITATIVE FINDINGS**

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.

  Giving is meaningful, relevant, and purposeful opportunities to productively collaborate with lesson planning during a structured time frame. I also enjoyed problem solving and talking teaching philosophies with my team during BDI sessions.

  — Teacher, Westridge Middle School

- **Theme 2 – Teacher Collaboration**

  We would like more time during the BDI session and the reading of the article. This was my favorite session because we did a lot of problem solving with my elective colleagues.

  — Teacher, Westridge Middle School

**FUTURE DIRECTIONS**

Next steps include:

- We would like to continue working with the coaches to help build their capacity in carrying out the BDI work in schools.
- Also, we would like to continue with Nieman, Brookridge, and John Diemer Elementary in helping them plan their lessons utilizing BDI as an instructional framework.

CIMA Project Manager Shabina Kavimandan works with a SMSD student
A Shared Focus on Social-Emotional Curriculum and Outcomes

An exciting new aspect of the partnership between the K-State College of Education and the Shawnee Mission School District was a “meeting of the minds” between K-State Special Education, Counseling and Student Affairs, SMSD administration, and the director and coordinators of SMSD Special Education.

One result of that meeting was a research pilot focused on social-emotional curriculum and outcomes. Dr. Mickey Losinski and Dr. Sara Sanders collaborated with the staff at Arrowhead Day School to pilot their Cognitive Behavioral Therapy (CBT) program, Stopping Stress at School. Drs. Losinski and Sanders have been working to develop social-emotional curriculum and interventions that can be implemented by school personnel to address student symptoms of anxiety, depression, and anger in a school setting.

SMSD therapists Bobbette Sawka and Anne Langdon piloted the anxiety portion of the program with six elementary students, providing valuable feedback and information that will be used to refine the current program. Drs. Losinski and Sanders are extremely appreciative of Arrowhead Day School for their partnership on this project and look forward to working with Shawnee Mission School District in the future. Special thanks to Jackie Chatman, SMSD director of special education, for her support in both the planning and implementation phase of the collaboration and Stephan Wyly, administrator of Arrowhead Day School for his continued support of research in the area of students’ social-emotional needs.

SMDS Experteise Adds Value to K-State/KSDE Retention Summit

This year, the Kansas Department of Education turned to Dean Debbie Mercer, Chair of the KSDE Professional Standards Board to lead a statewide dialogue on teacher retention. Thus, the Educate Kansas Dialogue Summit on Retention was born. Dr. Richard Ingersoll (University of Pennsylvania), recognized as a leading expert in teacher retention, provided a national research lens.

Following Dr. Ingersoll’s presentation, Dr. Randy Watson, Kansas Commissioner of Education, highlighted state efforts. Dr. Lachelle Sigg, Human Resources Director from the SMSD, provided insight into the district’s strategic retention efforts in her presentation, Induction, Programming, and Community Engagement.

Special Education, Counseling and Student Affairs

Broken Arrow mentor teacher Steffanie Booth exemplifying the K-State COE and SMSD priority of attending to the whole student, particularly social-emotional needs

SMSD Human Resource Officer Dr. Lachelle Sigg, shares strategies for teacher retention at the first Educate Kansas Dialogue Summit hosted by K-State College of Education and the Kansas State Department of Education.
Do you want to be a teacher but have the wrong degree?

Earn a master’s degree and recommended elementary teaching license online in 12 months.

- A convenient, affordable, and practical pathway to teaching
- Learn to teach in your local schools
- Apply by April 1 for the May 2018 session

Master of Arts in Teaching – 100% Online

global.k-state.edu/education/master-of-arts-teaching

Global Campus
The College of Education at Kansas State University produces more teachers than any of the other 24 teacher training programs in the state and graduates nearly 400 teachers per year.

1,222 Undergraduate Students

EDCATS ALUMNI is a free program to support early career teachers for the first three years in the classroom.

89% of undergraduate students are from Kansas.

13% of the student body is composed of multicultural students. There are currently 53 students from 18 countries on 5 continents enrolled. Call Me MISTER supports men of color pursuing a teaching degree.

27% of undergraduate students are first generation college attendees.

In the last 5 years:
Over $2 million in scholarships awarded

Education-related student organizations, including Educators Rising, which offers peer mentorship organization serving first year students.

1:1 iPad to student ratio during professional coursework.

97% of new graduates are employed, enrolled in graduate/professional school or further education, or are occupied in other non-career activities.

NEW PROGRAMS RECENTLY ADDED:
→ Online Elementary Education
→ K-12 Physical Education/Health
→ Secondary Technology

30% of candidates student teach at a distance, outside of the Manhattan/Ogden School District.

coe.k-state.edu/future @KStateTeachers kstate_future_teachers
Exceptional Experience
Dedicated Faculty & Staff
Connected Community
Advocates for All
Technology & Innovation
Student-Centered

Make Your Mark – Make A Difference

#1 K-State prepares most educators in Kansas
22 Average class size in College of Education
96% Employment K-State graduates are in demand
#EDCATS

Educators Powered by Purpose