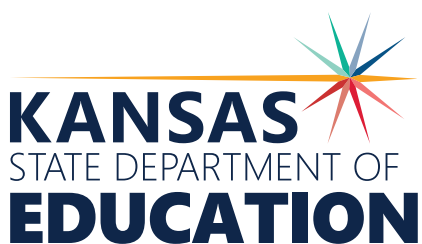


Kansas' Best Practices Clearinghouse



Kansas leads the world in the success of each student.

May 13, 2021



KANSAS STATE BOARD OF EDUCATION

MISSION

To prepare Kansas students for lifelong success through rigorous, quality academic instruction, career training and character development according to each student's gifts and talents.

VISION

Kansas leads the world in the success of each student.

MOTTO

Kansans Can

SUCCESS DEFINED

A successful Kansas high school graduate has the

- Academic preparation,
- Cognitive preparation,
- Technical skills,
- Employability skills and
- Civic engagement

to be successful in postsecondary education, in the attainment of an industry recognized certification or in the workforce, without the need for remediation.

OUTCOMES

- Social-emotional growth measured locally
- Kindergarten readiness
- Individual Plan of Study focused on career interest
- High school graduation
- Postsecondary success

900 S.W. Jackson Street, Suite 600
Topeka, Kansas 66612-1212
(785) 296-3203
www.ksde.org

CHAIRMAN
DISTRICT 9

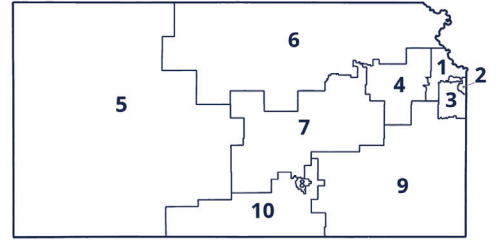


Jim Porter
jporter@ksde.org

VICE CHAIR
DISTRICT 1



Janet Waugh
jwaugh@ksde.org



DISTRICT 2



Melanie Haas
mhaas@ksde.org

DISTRICT 3



Michelle Dombrosky
mdombrosky@ksde.org

DISTRICT 4



Ann E. Mah
amah@ksde.org

DISTRICT 5



Jean Clifford
jclifford@ksde.org

LEGISLATIVE LIAISON
DISTRICT 6



Dr. Deena Horst
dhorst@ksde.org

LEGISLATIVE LIAISON
DISTRICT 7



Ben Jones
bjones@ksde.org

DISTRICT 8



Betty Arnold
barnold@ksde.org

DISTRICT 10



Jim McNiece
jmcniece@ksde.org



KANSAS STATE DEPARTMENT OF EDUCATION

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EDUCATION



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Division of Fiscal and Administrative Services



Dr. S. Craig Neuenswander

DEPUTY COMMISSIONER
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KANSAS' BEST PRACTICES CLEARINGHOUSE

Contents

PROVIDING SUPPORTS TO STUDENTS	1
Continuous Learning: Kansas Public Broadcasting Alliance	1
ParentCamp Partners with KSDE: Navigating Your Child's Education At Home	2
Choice Boards: Wiley Elementary School, Hutchinson USD 308	3
Outdoor Classroom: Bentley Primary School, Halstead-Bentley USD 440	4
Instructional Tools: Barber County North High School, Barber County North USD 254	5
Project-Based Learning: West Elementary School, Goodland USD 352	6
Rethinking: Allen Elementary, Hutchinson USD 308	7
REMOTE LEARNING	9
Providing Supplies: West Elementary School, Wamego USD 320	9
SAFE AND HEALTHY ENVIRONMENTS	11
Choice: Shawnee Mission USD 512	11
TEACHER, FACULTY AND STAFF SUPPORTS	13
Mobilizing: Kansas City USD 500	13
Virtual Lessons: Wichita USD 259	14

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KANSAS' BEST PRACTICES CLEARINGHOUSE

Providing Supports to Students

Continuous Learning: Kansas Public Broadcasting Alliance

Audience: Pre-K-12

Description: In response to schools closing in March 2020, Kansas teachers partnered up with all Kansas Public Broadcasting Systems to create, record and post thematic lessons airing on all PBS stations across Kansas once a week for six weeks. This project was facilitated by the Kansas State Department of Education (KSDE). Teams of Kansas' best teachers volunteered their time to plan lessons, record themselves, and then send their recordings to their local PBS station. The PBS stations in Kansas would then edit and produce a 30-minute show to be aired every Saturday morning for students all across Kansas to view and learn. The PBS stations donated their time and expertise to this project.

Rationale: Some would say in the midst of adversity, you find a person's true character. When Kansas educators and the local PBS stations realized there would be some students in Kansas without access to educational lessons, because of a lack of internet connectivity, they responded by producing educational TV shows featuring Kansas' best teachers, produced and broadcast by our generous PBS stations. This is a best practice in how to respond to adversity, as well as how to deliver educational content to learners of all ages when there is little to no access.

Equity: In Kansas, schools surveyed their families regarding their access to the internet once the pandemic shut down school buildings. On a rough average, 10-15% of students didn't have access to education via the internet. In many rural communities in Kansas, that percentage was much higher. To mitigate this gap, Kansas teachers and the Kansas PBS stations partnered to produce educational TV shows that would run in every household in Kansas with a TV. The shows were thematic and grade-banded (pre-K, elementary, middle, high). All of this was done on a volunteer basis and no budget to ensure every child across Kansas could access educational programming while school doors were shut.

Contact information: Jay Scott
Secondary School Redesign Specialist
Kansas State Department of Education
(785) 296-6818
jscott@ksde.org

ParentCamp Partners with KSDE: Navigating Your Child's Education At Home

Audience: Pre-K-12

Description: During the spring 2020 school closures, the Kansas State Department of Education, in partnership with ParentCamp, hosted the first virtual ParentCamps to ever take place in Kansas. This project not only engaged hundreds of parents from across Kansas, there also were events to teach educators and administrators how to host their own interactive and inclusive virtual ParentCamp events.

Rationale: Schools who hosted their own virtual ParentCamps learned that this method of family engagement was extremely well received. Some virtual events attracted more families than schools had ever seen at in-person events. Families did not have to find transportation or child care, instead they could Zoom from their homes or from their phones and connect with schools and other parents.

Equity: While it was not perfect, because of technology access limitations for some, families were encouraged to use a call-in option (phone number) to participate in lieu of using an internet connection. Schools went to great lengths to provide interpreters and reach out to families with information in their native language.

Link: [Virtual Tools Show Promise for Moving the Needle on Culturally and Linguistically Diverse Family Engagement](https://drive.google.com/open?id=174BmZMy8td-D3m7YuSTsiEliHWHphaeg)
<https://drive.google.com/open?id=174BmZMy8td-D3m7YuSTsiEliHWHphaeg>

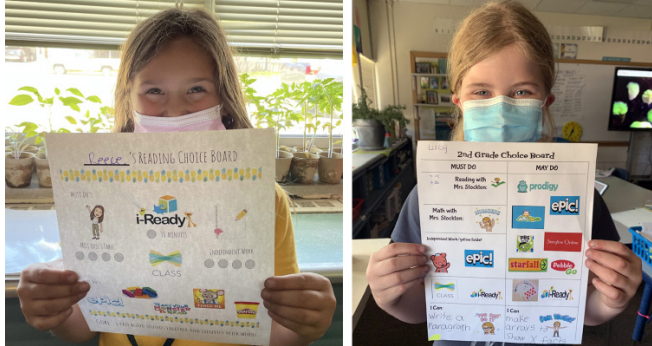
Contact information: Tammy Mitchell
Elementary School Redesign Specialist
Kansas State Department of Education
(785) 296-4623
tmitchell@ksde.org

Choice Boards:

Wiley Elementary School, Hutchinson USD 308

Audience: Pre-K-12

Description: Wiley Elementary School utilized choice boards during small-group instruction time. As the school transitioned to remote and hybrid learning this year, it was able to digitize personalized choice boards for a smooth transition to online learning.



Two students holding their choice boards.

Rationale: As part of Wiley Elementary's redesign process, teachers developed personalized choice boards for students to utilize during reading and math small-group instruction in the classroom. Because students were independent with this process before remote/hybrid, the school lost little instructional time when students were at home. Students were able to continue to have choice in their learning by engaging in "must dos" and "may dos" based on standards/competencies.

Equity: Because the choice boards were personalized to each child's needs, and they were able to use them independently, instruction was able to continue for all children, regardless of adult support at home.

Link: [Video: Choice Boards](https://drive.google.com/open?id=1h7xhmf9100nXcrnc31YhBcjB9fjZnQkj)
<https://drive.google.com/open?id=1h7xhmf9100nXcrnc31YhBcjB9fjZnQkj>

Contact information:

Jessica Self
selfje@usd308.com

Lynette McLean
 Principal
 Wiley Elementary School
 Hutchinson USD 308
 (620) 615-5250
mclean.lynette@usd308.com

Outdoor Classroom: Bentley Primary School, Halstead-Bentley USD 440

Audience: Pre-K-12

Description: Bentley Primary School built an amazing outdoor classroom for its staff members and students. The classroom will hold up to 90 students in four separate learning areas. The outdoor classroom was constructed with the help of a group of volunteers, teachers and the school's principal.



These photos show the outdoor classroom at Bentley Primary School, Halstead-Bentley USD 440. The classroom includes a wooden stage, picnic tables and stumps for seating.

Rationale: The school's students are engaged more often when they are learning outdoors.

Equity: The school's focus is to increase parent involvement. The school is predominately a low-income school, so gaining parent involvement enhances student education.

Contact information: Adam Conard
Principal
Bentley Primary School
Halstead-Bentley USD 440
(316) 835-3000
aconard@usd440.com

Instructional Tools:

Barber County North High School, Barber County North USD 254

Audience: Pre-K-12

Description: Barber County North High School was intentional about identifying students who did not have access to internet and/or devices outside of the school. The school was able to provide these instructional tools to all students during remote learning and continued to do so throughout the remainder of the year.

Rationale: This comes down to equal access and ensuring all students have the tools needed to succeed. Until families were surveyed, the school really did not know the breadth of the disparity existing in its community. Although remote learning brought this to light, one cannot dismiss the negative impact such disparity has at any point during a student's educational career.

Equity: The school's equity focus had to do with socio-economic status. Not all students live in a home where internet is accessible. This places these students at a significant disadvantage.

Contact information: Adam Maloney
Principal
Barber County North High School
Barber County North USD 254
(620) 660-2132
adammaloney@usd254.org

Project-Based Learning: West Elementary School, Goodland USD 352

Audience: Pre-K-12

Description: As part of West Elementary School's redesign, it implemented project-based learning this year. The whole school participated in a project about how to budget for and run a hot chocolate stand. Second-grade students are currently working with students on how they can design a tiny house to meet the needs of their clients.



Photos of West Elementary School's hot chocolate stand.

Rationale: A best practice is letting students learn by being actively involved in meaningful learning based on a driving question. Meaningful and engaging learning can and must continue no matter what.

Equity: All students are given the same learning opportunities.

Contact information: Julie Dautel
Principal
West Elementary School
Goodland USD 352
(785) 890-6163
julie.dautel@usd352.org

Rethinking:

Allen Elementary, Hutchinson USD 308

Audience: Pre-K-12

Description: Given the challenges of a global pandemic, Allen Elementary School had to rethink a lot of its methods, not just procedural, but also academic and social-emotional. Part of the identity at the STEM Magnet school is explicit teaching of design process thinking; the design loop students use start with a “challenge.” This year, the school was intentional in students using this model, embedding this process in everything it does.



Students attempting first-grade tower design challenge.

Rationale: The school’s design thinking process, loop and briefs are designed to teach students how to think, rather than what to think. Students own their own plan through trial and error, constant re-imagining and evaluating. With the challenges of this school year, Allen Elementary wanted to bring them along. The school staff gave students a real-world challenge, i.e. How do the school safely space 22 students in a classroom given the following criteria?

Equity: The school has a very diverse population at Hutchinson STEM Magnet. The minority is becoming caucasian, and eight to nine languages are spoken at the school. Using a school-wide vernacular and process has brought uniformity and consistency to the lives of its children. It sets the message of no matter what race, age, ethnicity or disability, the school is comprised of engineers and problem-solvers.

Links: [Spring into STEM Challenge Design Brief](https://drive.google.com/open?id=1W6dp2wTNf5K12Cu9MCyBfdZl2XVQllgn)
[Earth Day STEM Design Brief](https://drive.google.com/open?id=1GtKl9CjMY-nWSKa6LdunQWKT2lkNpjPV)
[Problem-solving Design Loop Template](https://drive.google.com/open?id=1g8kw9ekJo6iaY7TJuk_Hlg56JxyoxfUj)
[Math Design Loop Template](https://drive.google.com/open?id=1nPdvtlDAi12ZwUfHvhcUC2ELUDK1Gwj)
[Writing Design Loop Template](https://drive.google.com/open?id=1addxx0yWtrGnKB2Myv_Y8LPjqzwNMR8K)
[Video: 3rd Grade Velocity Design Challenge](https://drive.google.com/open?id=1W8_x5LTYUKWm5ZcMmcTQXwYRWMc6o4r5)

Contact information: Alma Henry
 Principal
 Allen Elementary
 Hutchinson USD 308
 (620) 615-4900
henrya@usd308.com

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KANSAS' BEST PRACTICES CLEARINGHOUSE

Remote Learning

Providing Supplies:

West Elementary School, Wamego USD 320

Audience: Pre-K-12

Description: This year, families were offered an option to have remote learning all year. For these families, Lori Rice, a fourth-grade teacher at West Elementary School, Wamego USD 320, provided tools and supplies for math and science learning. This allowed all students to have access to the items they would have available in an on-site classroom.



Supplies helped students have more engagement in hands-on activities.

Rationale: Students learn best and have more engagement when they are actively participating and doing hands-on activities. Providing the supplies allowed students to apply their skills and knowledge with games and experiments.

Equity: The purpose of providing the supplies was to allow all families an equal opportunity to participate and not assume that all students would have access to math tools and science and craft supplies.

Contact information: Lori Rice
Fourth-grade teacher
West Elementary School
Wamego USD 320
(785) 456-4643
ricel@usd320.com

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KANSAS' BEST PRACTICES CLEARINGHOUSE

Safe and Healthy Environments

Choice:

Shawnee Mission USD 512

Audience: Pre-K-12

Description: Once kids returned in person, Shawnee Mission USD 512 allowed parents to choose whether their children returned to in-person learning or continued to learn remotely for the school year. Teachers were incredibly flexible, and many volunteered to teach remotely. Choice is important!

Rationale: Parents felt they were in control, and it allowed them to make the best and safest choice for their families. The option of choice honored those who had strong feelings about how and where their children could learn.

Equity: Health equity, whether it was a fragile medical condition, immune issues or concerns for mental health. Some families witnessed their child thriving as they learned remotely. This option allowed them to remain in remote mode for the remainder of the school year. Others worried about the lack of social interactions and were eager to send their kids back in person. Families were so appreciative to have the choice.

Contact information: Melissa Molteni
Fourth-grade remote teacher
Corinth Elementary School
Shawnee Mission USD 512
(785) 993-2944
melissamolteni@smsd.org

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KANSAS' BEST PRACTICES CLEARINGHOUSE

Teacher, Faculty and Staff Supports

Mobilizing:

Kansas City USD 500

Audience: Pre-K-12

Description: Assistant principals mobilized their desks to monitor hallways as they ensured compliance to health and safety rules.

Rationale: Administration mobilizing their desks was a best practice that encouraged students and educators and showed support and engagement during these perilous times.

Equity: The administration and educators focused on diversity and racial equality both inside and outside of the classrooms.

Contact information: Rachel Leonard
English language arts teacher
F.L. Schlagle High School
Kansas City USD 500
(913) 428-0532
rachel.leonard@kckps.org

Virtual Lessons:

Wichita USD 259

Audience: Pre-K-12

Description: Wichita USD 259 harnessed the power of community partnerships and technology tools to design more than 300 free virtual field trips and guest speaker sessions for classrooms across Kansas. These experiences provided curriculum-aligned, student opportunities to tour areas of interest, such as museums and zoos; visit with career professionals; and discover the power of global collaboration. As a result, teachers celebrated the enrichment and dynamic learning opportunities these events provided for their students and for themselves, and the museums and zoos celebrated having a larger student outreach than ever before.

Rationale: The district discovered that establishing and nurturing community partnerships for virtual field trips opens new doors of learning to students and teachers even post-COVID.

1. Our educational technology team mentored informal educators and museum docents on how to lead virtual lessons so that now they can dial into any classroom around the world and create a personalized learning experience.
2. The district is deepening these connections and will co-facilitate experiential learning, teacher professional development alongside our community partners this summer.
3. Our story is easily replicated. What we've learned can be scaled easily so other communities can begin their own virtual field trip partnerships. We are glad to share our practice with others.

Equity: Equity, diversity and inclusion remain a top priority for our work. Through these virtual field trips and guest speaker sessions, intentional focus for students seeing themselves represented on screen was our number one priority. We sought experts, such as authors, artists, performers and scientists, who brought diverse voices and perspectives into classrooms and highlighted community businesses and nonprofits that prioritized equity. In addition, we intentionally design our experiences for learner equity, meaning these events bring enrichment to every child in every classroom, not only in advanced or gifted classrooms.

Links: [Video: Edventures with Wichita Public Schools](https://youtu.be/bZi0tQT3DEg)
<https://youtu.be/bZi0tQT3DEg>

[Webpage: Virtual Field Trips Bring The Outside World to WPS Classrooms and Remote Learners](https://www.usd259.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=13639&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=42328&PageID=1)

<https://www.usd259.org/site/default.aspx?PageType=3&DomainID=4&ModuleInstanceID=13639&ViewID=6446EE88-D30C-497E-9316-3F8874B3E108&RenderLoc=0&FlexDataID=42328&PageID=1>

[Webpage: Upcoming Events](https://www.usd259.org/virtualllearning)
<https://www.usd259.org/virtualllearning>

Contact information: **Dyane Smokorowski**
 Coordinator of Digital Literacy
 Wichita USD 259
 (316) 295-6453
dsmokorowski@usd259.net

For more information, contact:

Sarah Perryman
Redesign Coordinator
Division of Learning Services
(785) 296-1074
sperryman@ksde.org



Kansas State Department of Education
900 S.W. Jackson Street, Suite 102
Topeka, Kansas 66612-1212

www.ksde.org