



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

The **Granite Way Fidelity Inventory-Teacher Edition (G_wFIT)** is a self-assessment whose aim is to gain an understanding of where teachers feel they are at in their knowledge and use of the instructional and classroom skill sets represented in the Granite Way.

The information from this assessment is utilized in the development of your School Improvement Plan. This information is also utilized by the district office to make resources available that better support you (our teachers) and your school leadership.

The Granite Way:

- *Exercise Fidelity to the Core*
- *Implement the Instructional Framework*
- *Use District Provided Tools & Assessments*
- *Organize and Implement Professional Learning Communities*
- *Implement Multi-Tiered Systems of Support*

Instructions:

- The Granite Way is represented by ten constructs or skill sets of essential teacher practices.
- A list of teacher practices that define each construct are presented to you. Read these carefully. The questions that follow are about these skills!
- The first question for each set of skills asks for your current level of use. When you first see the descriptions of each rating you may think “good grief that’s a lot to read”. Rest assured we use the same scale for every skill set. Take some time to reflect on the different ratings and what they infer about the kinds of support that will best meet your needs. Once familiar with this scale, giving yourself a rating is so very much easier.
- The second set of questions are about how you support your knowledge of the skill set.
- The third set of questions concern the support you receive from school leadership in the use and development of these skills.
- Finally, the fourth set of questions ask how your colleagues support you in their use, primarily through involvement in your PLCs.
- Please consider that these are not evaluative questions! Relax, be thoughtful. There is no “right” answer. We do not use these to “judge” ourselves or each other. Rather, they are designed to help us as individuals and as a learning community to better understand our schools learning needs and strengths.
- Please note that we do not ask for any personal identifiable information. Your responses are completely anonymous. Your responses are aggregated with those of your colleagues.
- Completing this survey will take a bit of time. Our pilot study indicates that, on average, it takes around 20 minutes to complete.
- The first set of questions on the first set of skills will take the most time as you become familiar with the questions and the format. As you press forward and gain familiarity with the questions, it will take progressively much less time to respond to the questions because the same questions and format are used for each set of skills.

OK, now let us begin the survey...



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Please record the name of your school and today's date:

School: _____,

Today's Date: ___/___/___

Student Proficiency: I know what my students should know and be able to do.

These are the observable practices this Granite Way construct represents...

- ❖ Ability to identify student learning goals and objectives.
- ❖ Ability to create and utilize proficiency scales; to identify and articulate levels of student proficiency for each prioritized standard.
- ❖ Ability to deepen our understanding of what students should know and be able to do through an active and ongoing process of analyzing and deconstructing grade-level and course-specific standards; to unwrap the standards.
- ❖ Ability to determine which standards will be the focus of our instruction; to prioritize the standards.
- ❖ Ability to review and familiarize ourselves with the Utah Core Standards.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or "bought into" them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to "put them in motion". However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students' individual learning needs	Emerging Leadership. I "fully own" these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just "one more set of extra things to do?"	What types of data should I be regularly using to better understand their effect on student learning?	How do I "make these my own"? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(1) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Student Proficiency: <i>I know what my students should know and be able to do.</i></p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to identify student learning goals and objectives. ❖ Ability to create and utilize proficiency scales; to identify and articulate levels of student proficiency for each prioritized standard. ❖ Ability to deepen our understanding of what students should know and be able to do through an active and ongoing process of analyzing and deconstructing grade-level and course-specific standards; to unwrap the standards. ❖ Ability to determine which standards will be the focus of our instruction; to prioritize the standards. ❖ Ability to review and familiarize ourselves with the Utah Core Standards. 	The things you have done to support your knowledge of these abilities	
	(2) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(3) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(4) I utilize district tools and assessments to support and inform these practices.	
	The kinds of guidance you receive from School Leadership (e.g., principal, assistant principal) ...	
	(5) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(6) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(7) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(8) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(9) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	The ways that you collaborate with your colleagues...	
	(10) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
(11) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.		
(12) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition

G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Instructional Alignment: I plan instruction that is connected to the Utah Core standards.

These are the observable practices this Granite Way construct represents...

- ❖ Ability to connect grade-level and course-specific standards with district supported curricular and instructional material; to understand how the curricular materials support instruction and student learning of the Utah Core Standards and how to supplement those curricular materials.
- ❖ Ability to design and modify lesson plans; to effectively implement our Units of Study.
- ❖ Ability to design Units of Study; to develop a sequential plan of instruction that integrates skills, concepts, and activities; to develop an instructional framework from which to teach content in a meaningful and organized fashion and which structures how our students will engage in their learning.
- ❖ Ability to articulate the learning progression.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(13) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Instructional Alignment: I plan instruction that is connected to the Utah Core Standards.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to connect grade-level and course-specific standards with district supported curricular and instructional material; to understand how the curricular materials support instruction and student learning of the Utah Core Standards and how to supplement those curricular materials. ❖ Ability to design and modify lesson plans; to effectively implement our Units of Study. ❖ Ability to design Units of Study; to develop a sequential plan of instruction that integrates skills, concepts, and activities; to develop an instructional framework from which to teach content in a meaningful and organized fashion and which structures how our students will engage in their learning. ❖ Ability to articulate the learning progression. 	The things you have done to support your knowledge of these abilities	
	(14) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(15) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(16) I utilize district tools and assessments to support and inform these practices.	
	The kinds of guidance you receive from School Leadership (e.g., principal, assistant principal) ...	
	(17) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(18) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(19) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(20) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(21) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	The ways that you collaborate with your colleagues...	
	(22) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(23) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
	(24) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.	



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Performance Alignment: My assessments and scoring rubrics are connected to mastery of the Utah Core standards.

These are the observable practices this Granite Way construct represents...

- ❖ Ability for grading to be responsive to student needs; being both supportive of their learning and reflective of their level of proficiency of the Utah Core Standards.
- ❖ Ability to design assessments and scoring rubrics that reliably measure student proficiency; create Common Formative Assessments (CFAs)
- ❖ Ability to delineate the ways in which students can demonstrate their proficiency of the knowledge and skills that characterize the prioritized standards embedded within each Unit of Study; to create opportunities for students to model their learning.
- ❖ Ability to inform a more responsive instruction by identifying the critical checks for understanding that need to occur.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
<i>(25) Please check the level that best represents your daily (regular) practice of these skills →</i>							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Performance Alignment: My assessments and scoring rubrics are connected to mastery of the Utah Core standards.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability for grading to be responsive to student needs; being both supportive of their learning and reflective of their level of proficiency of the Utah Core Standards. ❖ Ability to design assessments and scoring rubrics that reliably measure student proficiency; create Common Formative Assessments (CFAs) ❖ Ability to delineate the ways in which students can demonstrate their proficiency of the knowledge and skills that characterize the prioritized standards embedded within each Unit of Study; to create opportunities for students to model their learning. ❖ Ability to inform a more responsive instruction by identifying the critical checks for understanding that need to occur. 	The things you have done to support your knowledge of these abilities	
	(26) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(27) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(28) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(29) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(30) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(31) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(32) I receive School-level support related to these practices that enable me to be innovative in my approach to doing them.	
	(33) I receive District-level support related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(34) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(35) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(36) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Student Engagement: My students are actively involved in and focused on their learning.

These are the observable practices this Granite Way construct represents...

- ❖ Ability to help our students take ownership of their learning.
- ❖ Ability to promote parent communication; to better enable parents to actively support and be engaged in their student’s learning and desire to learn.
- ❖ Ability to reach reluctant learners.
- ❖ Ability to connect with each student and for students to connect with each other; to build meaningful relationships with and between our students; to better support our students’ social-emotional needs.
- ❖ Ability to ensure smooth transitions.
- ❖ Ability to provide effective classroom management.
- ❖ Ability to establish and to support classroom and school-wide behavior expectations.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(37) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Student Engagement: My students are actively involved in and focused on their learning.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to help our students take ownership of their learning. ❖ Ability to promote parent communication; to better enable parents to actively support and be engaged in their student's learning and desire to learn. ❖ Ability to reach reluctant learners. ❖ Ability to connect with each student and for students to connect with each other; to build meaningful relationships with and between our students; to better support our students' social-emotional needs. ❖ Ability to ensure smooth transitions. ❖ Ability to provide effective classroom management. ❖ Ability to establish and to support classroom and school-wide behavior expectations. 	<p>The things you have done to support your knowledge of these abilities</p>	
	(38) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(39) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(40) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(41) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(42) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(43) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(44) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(45) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(46) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(47) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(48) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Student Equity: My students feel that their school “looks like me” and supports me as an individual.

These are the observable practices this Granite Way construct represents...

- ❖ Ability to ensure that all students experience an equitable learning environment every day.
- ❖ Ability to integrate effective strategies for ELLs that are both responsive to and furthering of their developing language abilities.
- ❖ Ability to assist our students in developing soft skills that support their learning such as: communication, note taking, problem solving, teamwork, organization and time management, self-help, and initiative; to better enable our students’ to interact and ‘grow’ with the things they are learning; to develop and apply successful learning strategies.
- ❖ Ability to design and to provide an environment of instructional, classroom, and school-wide practices that benefit our students’ personal, cultural, and social diversity; to create an inclusive learning environment; to know and value each of our students.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(49) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Student Equity: My students feel that their school “looks like me” and supports me as an individual.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to ensure that all students experience an equitable learning environment every day. ❖ Ability to integrate effective strategies for ELLs that are both responsive to and furthering of their developing language abilities. ❖ Ability to assist our students in developing soft skills that support their learning such as: communication, note taking, problem solving, teamwork, organization and time management, self-help, and initiative; to better enable our students’ to interact and ‘grow’ with the things they are learning; to develop and apply successful learning strategies. ❖ Ability to design and to provide an environment of instructional, classroom, and school-wide practices that benefit our students’ personal, cultural, and social diversity; to create an inclusive learning environment; to know and value each of our students. 	The things you have done to support your knowledge of these abilities	
	(50) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(51) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(52) I utilize district tools and assessments to support and inform these practices.	
	The kinds of guidance you receive from School Leadership (e.g., principal, assistant principal) ...	
	(53) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(54) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(55) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(56) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(57) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	The ways that you collaborate with your colleagues...	
	(58) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(59) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(60) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Ongoing Assessment: My instruction is responsive to student learning while maintaining appropriate rigor

These are the observable practices this Granite Way construct represents...

- ❖ Ability for students to track their progress and practice effective study habits, test preparation, and test-taking skills.
- ❖ Ability to identify the types and distribution of learning, learning errors, mistakes, and language errors evident in student work and responses.
- ❖ Ability to use assessments in a timely manner such that sufficient interventions and extensions can occur; assessments and checks for understanding are purposed to inform our ongoing instructional practices.
- ❖ Ability to design and to implement an effective assessment plan; to have an effective ongoing assessment cycle within each Unit of Study and across each term.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(61) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Ongoing Assessment: <i>My instruction is responsive to student learning while maintaining appropriate rigor.</i></p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability for students to track their progress and practice effective study habits, test preparation, and test-taking skills. ❖ Ability to identify the types and distribution of learning, learning errors, mistakes, and language errors evident in student work and responses. ❖ Ability to use assessments in a timely manner such that sufficient interventions and extensions can occur; assessments and checks for understanding are purposed to inform our ongoing instructional practices. ❖ Ability to design and to implement an effective assessment plan; to have an effective ongoing assessment cycle within each Unit of Study and across each term. 	The things you have done to support your knowledge of these abilities	
	(62) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(63) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(64) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(65) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(66) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(67) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(68) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(69) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(70) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(71) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(72) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Instructional Capacity & Effectiveness: My students experience instruction that challenges, motivates, and interests them.

These are the observable practices this Granite Way construct represents...

Provide effective daily instruction;

- ❖ such that all students are actively/observably learning.
- ❖ with sufficient complexity and rigor. We are consistently teaching up to our students.
- ❖ that challenges, motivates, and interests our students. Our instruction is indicative of “knowing our students”.
- ❖ that differentiates the application of equitable practices.
- ❖ by refining and adjusting our lesson plans as needed to better support the learning progression outlined in our Units of Study.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(73) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Instructional Capacity and Effectiveness: <i>My students experience instruction that challenges, motivates, and interests them.</i></p> <p>These are the observable practices this Granite Way Construct represents ... Provide effective daily instruction;</p> <ul style="list-style-type: none"> ❖ such that all students are actively/observably learning. ❖ with sufficient complexity and rigor. We are consistently teaching up to our students. ❖ that challenges, motivates, and interests our students. Our instruction is indicative of “knowing our students”. ❖ that differentiates the application of equitable practices. ❖ by refining and adjusting our lesson plans as needed to better support the learning progression outlined in our Units of Study. 	The things you have done to support your knowledge of these abilities	
	(74) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(75) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(76) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(77) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(78) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(79) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(80) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(81) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(82) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(83) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(84) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition

G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Tier I Interventions & Extensions: My students are learning at or above grade/content level expectations.

These are the observable practices this Granite Way construct represents...

- ❖ Ability to stay on track; to provide effective interventions such that each student is learning at or above grade/content level expectations.
- ❖ Ability to identify talented and gifted learners; expanding the depth of their knowledge and extending the breadth of its application.
- ❖ Ability to provide personalized instruction; the learning of each student is prioritized at some time during each Unit of Study.
- ❖ Ability to additionally differentiate instruction and structure the learning environment toward the diverse learning styles, learning histories, and social-emotional needs of each students.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(85) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Tier I Interventions and Extensions: My students are learning at or above grade/content level expectations.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to stay on track; to provide effective interventions such that each student is learning at or above grade/content level expectations. ❖ Ability to identify talented and gifted learners; expanding the depth of their knowledge and extending the breadth of its application. ❖ Ability to provide personalized instruction; the learning of each student is prioritized at some time during each Unit of Study. ❖ Ability to additionally differentiate instruction and structure the learning environment toward the diverse learning styles, learning histories, and social-emotional needs of each students. 	The things you have done to support your knowledge of these abilities	
	(86) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(87) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(88) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(89) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(90) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(91) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(92) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(93) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(94) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(95) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(96) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Tier II/III Student Support Process: I effectively expand instruction and provide support for students who are consistently failing to make adequate progress.

Discuss the kinds of observable practice that this factor represents...

- ❖ Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports.
- ❖ Ability to provide sufficient support when a student consistently does not demonstrate mastery in one or more subject areas or when they consistently do not meet behavioral expectations.
- ❖ Ability to recognize levels of at-risk; to understand the need for tiered supports and the potential form those supports may take.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
<p>This is a description of where you think you are currently at in your understanding and use of these skills →</p>	<p>Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.</p>	<p>Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.</p>	<p>Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.</p>	<p>Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.</p>	<p>Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs</p>	<p>Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.</p>	<p>School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.</p>
<p>These are common questions asked when beginning this level of implementation →</p>	<p>What is expected of me? How will doing these things benefit my students?</p>	<p>What district tools and assessments support these skills? How do I access and use them?</p>	<p>What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”</p>	<p>What types of data should I be regularly using to better understand their effect on student learning?</p>	<p>How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?</p>	<p>How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?</p>	<p>How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?</p>
<p>(97) Please check the level that best represents your daily (regular) practice of these skills →</p>							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Tier II/III Student Support Process: I effectively expand instruction and provide support for students who are consistently failing to make adequate progress.</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports. ❖ Ability to provide sufficient support when a student consistently does not demonstrate mastery in one or more subject areas or when they consistently do not meet behavioral expectations. ❖ Ability to recognize levels of at-risk; to understand the need for tiered supports and the potential form those supports may take. 	The things you have done to support your knowledge of these abilities	
	(98) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(99) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(100) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(101) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(102) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(103) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(104) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(105) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(106) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(107) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
(108) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.		



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

Special Education Support Process: I effectively expand instruction and provide support for students with disabilities

Discuss the kinds of observable practice that this factor represents...

- ❖ Ability to implement appropriate referral, access, and utilization of SPED services
- ❖ Ability to participate in the development and implementation of a student’s IEP; to integrate their special instructional and social needs into their regular classroom instruction.
- ❖ Ability to effectively interact with our schools’ SPED teacher, with the District SPED Director and their assigned specialists.
- ❖ Ability to recognize when a student is at risk due to significant developmental delays and/or physical and social-emotional challenges.

	Getting ready			Using/doing these		Leading these	
	1	2	3	4	5	6	7
This is a description of where you think you are currently at in your understanding and use of these skills →	Information. I am not fully knowledgeable of these practices or “bought into” them. I would benefit from professional development and receiving resources to better understand the skill or practice. I would like to discuss issues of practicality and use.	Preparation. I am getting ready to start doing these things in my classroom. I am reviewing my current practices and exploring how and when to integrate these skills into my daily routines.	Emerging Use. I am starting to put things into practice by closely following guidelines and coaching recommendations. I am starting to make changes or adjustments to my current practices.	Dependable use. I am doing what is expected of me. I am no longer figuring out how to practice these skills or how to “put them in motion”. However, I may not be certain when the effects will be seen or how to formatively assess effectiveness.	Ownership: I am taking ownership of these skills by substantially tailoring how I do them to my strengths and to my students’ individual learning needs	Emerging Leadership. I “fully own” these practices and I am leading them out with my colleagues.	School Leadership. I understand and have ideas of how having (and not having) these skills impact and integrate with future school improvement decisions, options, and opportunities.
These are common questions asked when beginning this level of implementation →	What is expected of me? How will doing these things benefit my students?	What district tools and assessments support these skills? How do I access and use them?	What kind of support should I be asking for? How do I make it feel like these are not just “one more set of extra things to do?”	What types of data should I be regularly using to better understand their effect on student learning?	How do I “make these my own”? How do I customize or supplement these to meet the learning needs of all my students?	How can I facilitate the attainment and use of these skills in my content, PBIS, and grade level PLCs?	How can I assist school leadership in sustaining these practices while concomitantly exploring future school improvement initiatives?
(109) Please check the level that best represents your daily (regular) practice of these skills →							



Granite Way Fidelity Inventory – Teacher Edition G_wFIT

Department of Organizational Development
2500 South State Street
Salt Lake City, UT 84115-3110
Phone 385-646-4521

	For the next set of questions, please provide <u>one</u> rating for <u>each</u> statement: 4=Strongly Agree, 3=Agree, 2=Disagree, 1=Strongly Disagree, 0=Not Applicable/I don't know	Rating
<p>Special Education Support Process: I effectively expand instruction and provide support for students with disabilities</p> <p>These are the observable practices this Granite Way Construct represents ...</p> <ul style="list-style-type: none"> ❖ Ability to implement appropriate referral, access, and utilization of SPED services ❖ Ability to participate in the development and implementation of a student's IEP; to integrate their special instructional and social needs into their regular classroom instruction. ❖ Ability to effectively interact with our schools' SPED teacher, with the District SPED Director and their assigned specialists. ❖ Ability to recognize when a student is at risk due to significant developmental delays and/or physical and social-emotional challenges. 	The things you have done to support your knowledge of these abilities	
	(110) Within the last 5 years, I have participated in district supported <u>professional development</u> that focused on improving my ability to do these things.	
	(111) I am a resource that other teachers use to help them in using these skills effectively and efficiently	
	(112) I utilize district tools and assessments to support and inform these practices.	
	Discuss the kinds of guidance you receive from School Leadership (e.g., principal ...	
	(113) Improving these skills and integrating them into my practice is included in our School Improvement Goals.	
	(114) My principal provides <u>clear expectations and guidance</u> regarding the performance of these practices. I understand why we are doing them, as well as how and when to do them.	
	(115) I receive <u>valuable feedback</u> from my principal concerning my performance of these practices. The feedback I receive better informs and motivates me to improve my practice.	
	(116) I receive School-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	(117) I receive District-level <u>support</u> related to these practices that enable me to be innovative in my approach to doing them.	
	Discuss the ways that you collaborate with your colleagues...	
	(118) I am on a PLC that has been <u>tasked</u> with understanding how to put these skills into practice.	
	(119) During our Common Planning Time, my PLC uses these things to give guidance on how we create: our instructional units, lesson plans, and common formative assessments.	
	(120) When we problem solve student learning, my PLC uses these skills to; understand student learning errors and mistakes, create interventions and extensions, and improve how we teach and engage our students in their learning.	

You made it to the end!!! This information will greatly help us support and serve you. Thank You!