

		Essential Skill Sets Represented in the Granite Way Teachers and Specialists		
<b>Teacher &amp; Specialist Focus</b>	<b>Level 4</b> Expanded instruction and support	<b>5-3a* Tier II/III Student Support Process</b> <ul style="list-style-type: none"> <li>❖ Ability to develop strategies including appropriate referral, access, and utilization of Tier II/III interventions and supports.</li> <li>❖ 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.</li> <li>❖ Ability to recognize levels of at-risk; to understand the need for tiered supports and the potential form those supports may take.</li> </ul>		<b>5-3b Special Education Support Process</b> <ul style="list-style-type: none"> <li>❖ Ability to implement appropriate referral, access, and utilization of SPED services</li> <li>❖ 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.</li> <li>❖ Ability to effectively interact with our schools' SPED teacher, with the District SPED Director and their assigned specialists.</li> <li>❖ Ability to recognize when a student is at risk due to significant developmental delays and/or physical and social-emotional challenges.</li> </ul>
	<b>Level 3</b> Learning Experience	<b>3-1 Ongoing Assessment</b> <ul style="list-style-type: none"> <li>❖ Ability for students to track their progress and practice effective study habits, test preparation, and test-taking skills.</li> <li>❖ Ability to identify the types and distribution of learning, learning errors, mistakes, and language errors evident in student work and responses.</li> <li>❖ 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.</li> <li>❖ 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.</li> </ul>	<b>2-2 Instructional Capacity &amp; Effectiveness</b> <p>Provide effective daily instruction;</p> <ul style="list-style-type: none"> <li>❖ such that all students are actively/observably learning.</li> <li>❖ with sufficient complexity and rigor. We are consistently teaching up to our students.</li> <li>❖ that challenges, motivates, and interests our students. Our instruction is indicative of "knowing our students".</li> <li>❖ that differentiates the application of equitable practices.</li> <li>❖ by refining and adjusting our lesson plans as needed to better support the learning progression outlined in our Units of Study.</li> </ul>	<b>5-1 Tier I Interventions &amp; Extensions</b> <ul style="list-style-type: none"> <li>❖ Ability to stay on track; to provide <u>effective</u> interventions such that each student is learning at or above grade/content level expectations.</li> <li>❖ Ability to identify talented and gifted learners; expanding the depth of their knowledge and extending the breadth of its application.</li> <li>❖ Ability to provide personalized instruction; the learning of each student is prioritized at some time during each Unit of Study.</li> <li>❖ Ability to <u>additionally</u> differentiate instruction and structure the learning environment toward the diverse learning styles, learning histories, and social-emotional needs of each students.</li> </ul>
	<b>Level 2</b> Learning Environment	<b>5-2 Student Engagement</b> <ul style="list-style-type: none"> <li>❖ Ability to help our students take ownership of their learning.</li> <li>❖ Ability to promote parent communication; to better enable parents to actively support and be engaged in their student's learning and desire to learn.</li> <li>❖ Ability to reach reluctant learners.</li> <li>❖ 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.</li> <li>❖ Ability to ensure smooth transitions.</li> <li>❖ Ability to provide effective classroom management.</li> <li>❖ Ability to establish and to support classroom and school-wide behavior expectations.</li> </ul>		<b>4-1 Student Equity</b> <ul style="list-style-type: none"> <li>❖ Ability to ensure that all students experience an equitable learning environment every day.</li> <li>❖ Ability to integrate effective strategies for ELLs that are both responsive to and furthering of their developing language abilities.</li> <li>❖ 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.</li> <li>❖ 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.</li> </ul>
	<b>Level 1</b> Instructional Planning and Preparation	<b>1-1 Student Proficiency</b> <ul style="list-style-type: none"> <li>❖ Ability to identify student learning goals and objectives.</li> <li>❖ Ability to create and utilize proficiency scales; to identify and articulate levels of student proficiency for each prioritized standard.</li> <li>❖ 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.</li> <li>❖ Ability to determine which standards will be the focus of our instruction; to prioritize the standards.</li> <li>❖ Ability to review and familiarize ourselves with the Utah Core Standards.</li> </ul>	<b>3-2 Instructional Alignment</b> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Ability to design and modify lesson plans; to effectively implement our Units of Study.</li> <li>❖ 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.</li> <li>❖ Ability to articulate the learning progression.</li> </ul>	<b>2-1 Performance Alignment</b> <ul style="list-style-type: none"> <li>❖ 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.</li> <li>❖ Ability to design assessments and scoring rubrics that reliably measure student proficiency; create Common Formative Assessments (CFAs)</li> <li>❖ 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.</li> <li>❖ Ability to inform a more responsive instruction by identifying the critical checks for understanding that need to occur.</li> </ul>

		<b>Essential Skill Sets Represented in the Granite Way School Leadership</b>	
<b>Leadership Focus</b>	<b>Level D</b> Professional Learning Community (PLCs)	<b>4-3 Collaborative Teaming Practices</b>	
		<p>We are a professional learning community:</p> <ul style="list-style-type: none"> <li>❖ Teams are effective problem solvers and middle managers for innovative, improved, and more effective instructional, classroom, and school practices specific to the immediate and long-term learning of each student.</li> <li>❖ Teams engage in common planning time to facilitate and coordinate their professional responsibilities; collaboratively reviewing student and school performance data, vetting each other’s ideas and concerns, reaching consensus on future actions that will guide their work, and taking responsibility toward those actions.</li> <li>❖ Team members recognize that all school staff are colleagues and as such, appreciate each other’s ability to contribute to our professional development and effectiveness. We strive to develop and maintain professional relationships with one-another to the benefit of improved student learning and a healthy school culture and safe environment.</li> <li>❖ We align our work with our School Improvement plan while concomitantly influencing the development and refinement of our School Improvement Plan.</li> </ul>	
	<b>Level C</b> Teacher Readiness	<b>4-2 Foundational Skills</b>	
		<p>We ensure the provision of professional development, coaching, and supportive services such that:</p> <ul style="list-style-type: none"> <li>❖ Teachers and staff are encouraged and supported in their ongoing professional development; regular opportunities to gain, refresh, revitalize, and retrain all essential practices are provided.</li> <li>❖ Teachers have the technical skills and knowledge necessary to access and utilize district supported tools and assessments relevant to their area(s) of instruction and responsibility.</li> <li>❖ Provisional teachers are able to perform all essential instructional, classroom management, and student engagement practices; teachers new to our classrooms are adequately prepared and deserving to be there to the benefit of our students.</li> </ul>	
		<b>4-4 Teaming Organization &amp; Structure</b>	<b>5-4 Student Support Services</b>
<b>Level B</b> Leadership	<ul style="list-style-type: none"> <li>❖ Ability to identify, staff, organize, purpose, enable, and empower meaningful collaborative teams, committees, and workgroups.</li> <li>❖ Ability to balance the time required for teacher development, collaboration, planning and preparation; to build an efficient Master Schedule</li> <li>❖ Ability to assign staff responsibilities and distribute leadership authority.</li> </ul>	<ul style="list-style-type: none"> <li>❖ Ability to construct and maintain an effective tiered system of supports necessary for the diverse needs of our students and staff.</li> <li>❖ Ability to identify, develop, and manage the school resources necessary for student learning.</li> <li>❖ Ability to set school-wide behavior and academic expectations.</li> <li>❖ Ability to bureaucratize essential practices; to establish school policy and procedure.</li> </ul>	
	<b>5-5 School Culture and Climate</b>		
	<ul style="list-style-type: none"> <li>❖ Ability to shape an inclusive school-wide Mission Statement and vision: to prioritize and focus staffs work toward school improvement.</li> <li>❖ Ability to cultivate leadership and staff initiative.</li> <li>❖ Ability to set instructional and professional expectations for all the abilities represented in this hierarchy and to connect those expectations with meaningful and timely feedback and support that promotes improved and innovative practice; to be an effective school and instructional leader.</li> <li>❖ Ability to utilize data to inform decisions.</li> <li>❖ Ability to cultivate a healthy school climate; a belief embodied in practice and attitude that all students have the same potential and ability to learn and succeed.</li> <li>❖ Ability to implement with fidelity the school improvement plan as developed by the Building Leadership Team and as approved and supported by the District.</li> </ul>		
<b>Level A</b> District Guidance	<b>3-3 District Supported Continuous School Improvement Framework</b>		
	<ul style="list-style-type: none"> <li>❖ Ability to benefit from your School Leadership and Improvement Director; leadership coaching and accountability.</li> <li>❖ Ability to identify and implement district supported evidence-based practices that support our school improvement efforts.</li> <li>❖ Ability to access and utilize district supported services that best facilitate our school improvement efforts.</li> </ul>		

\*Each construct (e.g., 5-3) has two numbers referencing the component(s) of the Granite Way they most contribute. The five components of the Granite Way and their corresponding reference numbers:  
 1-Exercise Fidelity to the Core,  
 2-Implement the Instructional Framework,  
 3-Utilize District Supported Tools and Assessments,  
 4-Organize and Implement Professional Learning Communities (PLCs),  
 5-Provide Multi-Tiered Systems of Support (MTSS)