

Conceptual Model for the District, School, and Teacher Roles in Talent Development

Granite Professional Learning Model For Continuous School Improvement	District	Schools	Teachers
1. Clearly and explicitly envision and <u>communicate your expectations</u> of best practice,	Graduate of Granite Strategic Plan	Continuous Improvement Plan (CIP)	Professional Growth & Evaluation (PG&E)
2. <u>Make tools and assessments available</u> to provide a common method for structuring and informing these best practices,	District Tools and Assessments provide the standard format and minimum requirements	Schools adapt them and 'brand' them into their school identity and school culture	Teachers utilize them to structure and inform their instructional and classroom practices
3. <u>Provide training events</u> to introduce and refresh best practices and to connect them to district-supported tools and assessments,	Centered around district initiatives and the purchase of new curricula and technology	Three primary foci: <input type="checkbox"/> Initiate/revitalize essential practices <input type="checkbox"/> Adapt and support district initiatives <input type="checkbox"/> Support and enable CIP strategies	Connect the professional learning to their current students learning needs and to their own professional growth goals
4. <u>Provide coaching opportunities</u> to personalize professional learning where needed,	District specialists are made available to "train the trainer" or as interventionists or consultants	Provide school-based instructional coaches	Participation based on teacher request and/or by administrator recommendation or requirement.
5. <u>Enable PLCs</u> to systematically explore, adapt, and apply these best practices to the individualized learning needs of their students,	Guidelines and minimum requirements for setting up and managing PLCs	<input type="checkbox"/> Make PLC assignments. <input type="checkbox"/> Schedule times to meet. <input type="checkbox"/> Develop and implement a set of PLC Lead Teacher Assurances to explicitly communicate the scope of work.	Deliverables such as lesson plans, assessments, data, interventions and extensions
6. <u>Regularly recognize and celebrate</u> how teachers are using and innovating their PL to inform, plan, and provide instruction,	Communications and Marketing	Identify promising and signature schoolwide practices, learning experiences, events, and services	Self reflection. Are your students meaningfully and consistently experiencing <input type="checkbox"/> A sense of wonder and discovery, <input type="checkbox"/> A knowing of purpose and accomplishment, <input type="checkbox"/> Feelings of belonging, self-worth, and connectedness, <input type="checkbox"/> Moments of joy or happiness. <input type="checkbox"/> Growth and/or proficiency in their mastery of their USBE education stds
7. <u>Nurture teacher initiative</u> and emerging leadership in the use of best practices school-wide.	Teacher of the Year RISE MGP Awards Step and Lane changes	PLC, committee, and school assignments	Exploration, Anchored flexibility, Mentoring