American Revolution – Bostonians in 1777

- Bell curve
- Patriots
- Loyalists
- Those watching to see which side wins
Ukraine – Crimeans in 2014

- Bell curve
- Ukrainians
- Pro-Russians
- Those watching to see which side wins
Granite School District – Educators in 2014

- Bell curve
- Granite Way all the way!
- Fighting for the good old “non-aggression pact days”
- Those watching to see which way things go
It’s all about the principal

Principals . . .
• are the district officials assigned to each school.
• set the tone.
• provide information.
• provide vision and direction.
• provide motivation.
• reward.
Legislative Education Task Force

• I was invited to speak; here are the issues:
  – How to better prepare principals
  – How to better evaluate principals
  – How to better get rid of principals who aren’t performing
Again, it’s all about the principal

• Interviews the past two years
  – “I want to work in your district because I know what you believe in and I do, too.”
  – “Granite has the tools I want to use as I practice this profession.”

• Reasons behind administrative appointments
  – Personal vision aligns with the board and district vision.
  – Granite Way philosophy has already been embraced.
The Battle of Gettysburg

• July 2, 1863
• 20\textsuperscript{th} Maine Regiment marched 5 days, 100 miles to Gettysburg position
• Colonel Strong Vincent alerted that Little Round Top undefended
• Moved his brigade to defensive positions
• Gave Colonel Chamberlain mission for the 20\textsuperscript{th} Maine
The Battle of Gettysburg

20th Maine defensive lines

charge of the 20th Maine
The Battle of Gettysburg

• General Lee never so close to victory as that day

• Never a greater regiment
  – captured 400 prisoners
  – 100’s of dead enemies

• Tribute to discipline of the unit
  – 358 farmers, woodsmen, fishermen
  – 90 casualties, 40 deaths

• Never a greater leader
  – seminary graduate
  – language professor a year before the battle
• Charge of the 20th Maine
  – Did something new; probably didn’t make sense to the privates

  – More importantly, followed their leader

  – Not the general’s command; privates, sergeants followed local leader who had a perspective of his role on battlefield
Perspectives Applied

• Why did it work?
  – Chamberlain knew the objectives and his role
  – Chamberlain could communicate with and inspire troops
  – Chamberlain’s troops trusted him

• Chamberlain didn’t say . . .
  – “Everyone hunker down. I’ll do what I can to shelter you from what the district wants you to do.”
National Conferences

• NSBA/AASA
  – All keynote speakers addressed resisting the sell-off of public schools
    • parent trigger laws (grade C or below)
    • state takeovers (grade C or below)

• Shift from defined benefit world to a defined contribution world

• Industrial farming versus organic farming
  – Don’t focus on yield but conditions
  – Education about conditions for growth, not the yield (bulk)
• In the hyper-connected world, doesn’t matter what we know (Google knows everything), it’s what we do with what we know.
  – What is our/your contribution?

• The way to beat private sector incursion is to embrace accountability.
  – We think we’re doing better – prove it!
National Conference Suggestions

• Think like an immigrant
  – Paranoid optimist
  – Better place can be taken away; no “legacy spot”

• Think like an artisan
  – Product so superior that people want it
  – Proud to carve initials in own work
National Conference Suggestions

• Always be in beta mode
  – never finished

• Think like a parent
  – individual kids most valued possessions

• Think like a waitress
  – “What I control brings customers back to me.”
We have a problem

• Math example
  – new curriculum and alignment

• Integrated science example
  – teach the curriculum
  – not dumb at science, passed on unprepared

• Role is not only to have kids love the subject but also to master the subject
We have made observations.

Elementary UCAS vs Socio-Economic Status

\[ y = -192.64x + 492.85 \]
\[ R^2 = 0.4807 \]
We have made observations

Junior High UCAS vs Socio-Economic Status

\[ y = -137.51x + 433.91 \]
\[ R^2 = 0.4184 \]
We have made observations

- USHE high school/freshman math data
  - class of 2012: 3,586 Granite District graduates
  - of them, 1,553 attended USHE as freshmen
  - data on need for remedial math and English is staggering . . .
Utah System of Higher Education Enrollment Report
GRANITE DISTRICT Class of 2012
All Students

First Year After High School Enrollments **

Number of High School Graduates

Utah
32,582

Granite District
3,586

USHE ***
1,853

*** Summer, Fall and Spring Enrollments

- University of Utah
- Utah State University
- Weber State University
- Southern Utah University
- Dixie State University
- Snow College
- Utah Valley University
- Salt Lake Community College
- Utah College of Applied Technology
- Other In State
- Other out of State
- Unknown

1,667

** Students may attend more than one institution in a year

USHE Fall 2012 New Freshmen Quick Facts

New Fall Freshmen Enrollment
USHE 1,373

% Pell Eligible
43%

Avg. First Term GPA
2.83

Avg. ACT Composite
21

% Returned Spring Semester
77%

% with 30 Credits 1st Year *
14%

% ACT Math > 22
33%

% ACT Eng > 18
56%

* Percent of retained students with 30 or more credits earned within the first year
Data with counts less than 10 have been suppressed

USHE Grade Distribution in Math Courses
Took Math 1st Year 57%

Grade Key

<1010

1010

1010

<1000

1000

N=526

N=401

N=238

N=780

Data Source: Utah Data Alliance Un-validated Data
National Excellence in Urban Education Symposium

• 5 teachers from Monroe

  – asked to meet with me to tell me what they’d learned

  – In their words: “It was all the Granite Way.”
The Granite Way

• Fidelity to the Core

• Instructional Framework

• Tools and Formative Assessments

• PLCs

• MTSS
• Four bad answers
  – There’s a plan?
  – I’m going to do what I’m comfortable with.
  – I’m the expert.
  – I don’t know how to do what the plan calls for.

• All issues of PD

• Board raising taxes tomorrow for more PD
We’ve done a great job of articulating WHAT needs doing.

We need to do a better job articulating and owning the WHY and the HOW.
HOW we say it is important
I’m German by birth and upbringing; help me be a little F-r-e-n-c-h.

Be that committed communicator who leads, persuades, supports, owns and models the message genuinely, sincerely, positively.

The Granite Way: c'est la meilleure chose que nous pouvons faire pour les étudiants.