



# Closing the Loop

# Shepherds and Newfoundlands

- Shepherd dogs move sheep
  - Highly efficient
  - Exact
  - Blood and fear
  - No love lost
- Sheep scatter when dog backs off

# Shepherds and Newfoundlands



# Shepherds and Newfoundlands

- Newfoundlands lean to move things
- Jaspar at SLC International Airport
  - calms people but also helps get them where they need to be on time
  - hard to resist pressure

# Shepherds and Newfoundlands



# Leadership



- Granite Rule for leading
  - our people are people, neither sheep nor things
  - lean, don't snap or bite
- Correction sometimes necessary
  - factually
  - humanely
  - legally
    - respect rights

# Basic Training



- Fort Leonard Wood, Missouri 1989
- Drill sergeants
- More shepherds than newfies

# Sergeant “Shepherd”





# Basic Training

- Wished we could have kicked back with drill sergeants, had them tell us what they really thought
  - how doing?
  - legitimate evaluation
  - instead, consistent complaints
    - “barracks all [messed] up”

# My Role as Superintendent



- I can never be complacent.
- I can never say “We’ve arrived.”
- But I do want to take a moment . . .

# Take a Moment



*Good job, way to go, well done!*

- Federal Office of Refugee Resettlement audited GSD: highlighted 2-week Tumaini orientation as national best practice
- State monitoring visit commended Cottonwood network schools:

# Take a Moment



- Lincoln commitment to early childhood education by supporting 3 full-day kindergartens, preschool education
- Moss design of effective small group instruction for ELLs through *Wonders* curriculum

# Take a Moment



- Granite Park creation of welcoming, positive environment through visual representations of academic success, college aspirations
- Cottonwood High allocation of resources to ensure small class size in many ESL classes

# Take a Moment



- SAGE: Secondary Math III students 80% proficient on 2018 SAGE
- SAGE: up in 17 subjects, even in 2, down in 4
- ACT: mathematics results trending up; percent of students achieving all 4 benchmarks up in 2018

# Take a Moment



- DIBELS: students closed the achievement gap compared to statewide by end of 3<sup>rd</sup> grade
  - BOY Utah = 77%, GSD = 57%
  - EOY Utah = 77%, GSD = 61%

# Take a Moment



- High MGP
  - 2016: 176 teachers, 237 certificates
  - 2017: 231 teachers, 324 certificates



# Some Observations



- Seismic shifts over past 30 years
  - I taught v. they learned
  - adoption of state core curriculum
  - accountability
    - proficiency v. growth
    - connection to higher education
- Profession different from where many started

# Some Observations



- State Core Curriculum
  - K-12 scope and sequence
  - every grade important
    - Swiss cheese foundations
  - aligned with college AND work force entry level expectations
  - verified by Governor's task force
- Haunted by teacher conversation
  - *My job is to teach them to love science.*

# Marathons

- Think K-12 scope and sequence
- 1988 St. George Marathon
  - 2400 participants
  - 15 minutes to start line
- 2009 Rock and Roll Marathon
  - nearly 20,000 participants
  - an hour to start line
  - now chip time!

# Marathons



- Many GSD kids don't get to start line until November or later
  - deserve 26.2 miles (or more!)
- Many GSD kids start race at mile 10
  - also deserve at least 26.2 miles
- Growth, not proficiency, the name of the game

# Personalized Growth



- SGP become MGPs
- MGP not a tool to get people in trouble
  - truly a measure of “they learned”
  - great reflective tool: for individual teacher year-to-year, for PLCs, for school

# Personalized Growth



- SAGE successor is RISE
  - level adaptive
  - better picture of growth, even for kids who start at mile 10
  - will still generate MGP in 3 subjects
- MGP for all secondary courses soon available

# Personalized Growth



- Correlations:
  - 0-39 **red** (less than 26.2 miles)
  - 40-69, **yellow** (26.2 miles, a solid year)
  - 70+, **green** (more than 26.2 miles ; kids can catch up over time)
- PBG natural, even essential

# Conversations with Greens

- Veteran teachers: *I broke down and got out the curriculum maps.*
- New teachers: *I just used the stuff the district gave me.*
- Takeaways
  - stopped teaching what's NOT in the core
  - started teaching what had been left out



# Conversations with Greens

- All teachers: *I focused on . . .* (various descriptions of Instructional Framework)
- All teachers: *I assessed kids' progress frequently AND had students track their progress themselves.*

# In Other Words . . .



- They teach the core standards in instructionally sound ways and involve students in frequent core-related formative assessments.
- Add two more components to complete The Granite Way:
  - work together to share what you've learned
  - systematically catch kids who are struggling

# If There's a Secret, That's It!



- It's not easy – it's hard, BUT it's being done
  - all across the district
  - at every grade level
  - regardless of student SES

# Caveat



- Some understand this to mean *Teach the test*.
- Analogy: class notes v. class final
- Students deserve to be taught what will be assessed, what they're expected to know and be able to do. (Teach the objectives; test will take care of itself.)

# Current Politics

- USBA/USSA highest priority request for 2019 legislative session:  
In the interest of accountability and transparency and the need to examine student academic growth and teacher performance, every student that receives the benefit of state-funded education should participate in state end-of-year assessments, and educators should be allowed to encourage and incentivize students to do their best on state exams.

# Current Politics

- All, whether with kids in school or not, pay at least 5% income into public education.
- Shouldn't system be accountable to taxpayers regarding ROI?
- Should someone be allowed to say *I want my neighbors to pay for my child's education, but I don't want to participate in letting my neighbors know the outcome of their investment.?*

# Death Crawl/Facing the Giants

- <https://www.youtube.com/watch?v=-sUKoKQIEC4>

# Facing Our Giants



- You are the most influential player on this team.
- If you walk around defeated, so will the rest of the team.
- I need you.
- You are gifted with leadership ability; don't waste it.
- Can I count on you?



# Can the Kids Count on Us?



- As principal, you are the most influential player on the school team.
- If you walk around defeated, so will the rest of the team.
- The school team needs you.
- You are gifted with leadership ability; don't waste it.
- Can the kids count on you?

# Can the Kids Count on Us?



- As the teacher, you are the most influential player on the classroom team.
- If you walk around defeated, so will the rest of the team.
- The classroom team needs you.
- You are gifted with leadership ability; don't waste it.
- Can the kids count on you?

# Conclusion



- Lead by leaning, not biting or snapping.
- Focus on personalized growth.
- Be the most influential person on the team.
- **Let me count on you.**

# Finale



I'm so grateful and proud;

All I want is to sing it out loud:

**Have a great year!**

Encore



Again –

I'm so grateful and proud;

All I want is to sing it out loud:

Have a great year!