Implementation

Granite School District
Administrators’ Conference
July 31, 2019
Utah Code §53G-4-402: It’s the Law

Boards of Education shall:

- Implement the core standards for Utah public schools
- Administer tests which measure the progress of each student and create plans to improve the student’s progress
Utah Code §53G-4-402: It’s the Law

Boards of Education shall:

• Use progress-based assessments to identify schools, teachers, and students that need remediation

• Implement training programs for educators regarding managing for learning results and continuous improvement and how to help every child achieve optimal learning
Board Policy: Curriculum and Instruction

• All courses taught in the district shall implement Utah State Board of Education standards

• Principals shall ensure -
  – implementation of those standards into instruction
  – remediation of deficient instruction

• District shall prepare materials and guides to identify and support best instructional practices
Board Policy: Educator Expertise

• Board recognizes the value of professionals sharing and leveraging their expertise

• Educators shall meet regularly to identify, implement best instructional practices
  – review formative learning results, discuss how to help all students achieve optimal learning
  – share experience and expertise across similar/different grade levels/subjects in the interest of optimal student learning
Board Policy: Assessment and Student Progress

• District shall develop tools for periodic assessment of student progress, calculation of student growth percentiles

• Principals shall ensure use of periodic assessment tools
  – calculation of student growth percentiles
  – communication on proficiency to students, parents
  – instructional decision-making
Board Policy: Assessment and Student Progress

• Academic grades shall be based on proficiency in Utah state standards for respective courses.

• Citizenship grades shall reflect aspects of student behavior and habits such as –
  – behavior
  – cooperation
  – work completion
Board Policy:
Assessment and Student Progress

• In order to provide parents and students current information regarding student learning and behavior, principals shall ensure that educators provide multiple updates in the grading system each grading period.
Bottom Line: Our Big “WHY?”

• While RISE appears to have imploded, accountability isn’t going anywhere; federal law requires state assessment.

• Push from state school boards, superintendents’ association is to change state law, assessment so it monitors student progress, informs instructional decision-making.
Bottom Line: Our Big “WHY?”

- Our role as school and district leaders is to ensure -
  - standards are taught
  - kids make progress
  - progress (or lack of progress) is measured, reported
  - instructional (district, school, classroom) decisions made accordingly
Building Capacity

• Is NOT square footage in building

• IS our skills, abilities, experience

• High turnover
  – students
  – teachers
  – school leaders
  – district leaders
Don’t You Trust Me, Dad?

“Sure, son, I trust your intentions; it’s your experience I worry about…”
Last Ten Years

• Steady (even accelerating) increase in step costs in teacher, administrator salary schedules

• Reflects high step individuals retiring, lower step individuals replacing them

• Experience leaving
Last Ten Years

- New hires have great talent, passion, intent but less experience

- Veterans, PLEASE SHARE YOUR EXPERIENCE.
Coaching: It’s for Professionals

• Jerry Rice
  – greatest wide receiver in NFL history
  – specialty coach his whole career (What do you think they talked about?)

• Megan Rapinoe
  – position coach?
  – goes over film with someone - everything from foot placement to strength training?

• Pros in every profession have coaches
Coaching/Professional Development

- Bad PD: efficient but doesn’t stick (less effective)
  - like today
  - sit and “git”
  - no follow up
  - no practice
  - no feedback or coaching
Coaching/Professional Development

- Good PD: takes time and effort but sticks (more efficient, effective)
  - demonstration
  - practice
  - feedback and embedded coaching
Professional Development and Coaching

• Teachers and administrators deserve to be treated AND paid as professionals

• Days added to the teacher contract
  – discontinue after-school, weekend, stipend PD
  – calendars set two years in advance
    o days embedded into year in coming calendars
    o desire to turn days into hours directed by teachers
Professional Development and Coaching

• District agenda/school agenda
  – New PD time always has option to be school-directed (with director approval)
  – Expectation that principals tailor/design PD for schools’, teachers’ needs
PD/Coaching: Student Focus

• Educational professionals
  – GSD educators have undergraduate, graduate degrees in content areas
  – Kids have changed much more than content
  – Need to pay more attention to students than content

• GSD educators - teachers, school/district administrators - are professionals who deserve good coaching
It’s All About Leadership

• Research identifies school leadership as huge lever in creating sustained culture of achievement

• George W. Bush Institute
  – 60 districts applied to be part of GWB Institute School Leadership Initiative
  – Granite one of four selected
It’s All About Leadership

• Analysis of each piece of leadership work flows from recruitment to induction to coaching

• Coaching again – coaching of coaches
  – principal as coach of teachers
  – principal supervisor as coach of principals
  – principal supervisors need coaches, too
Culture Eats Strategy for Breakfast

• While we have lost, are losing centuries of experience, we are replacing great people with teachers/administrators with fire, passion, talent, commitment

• They have undergraduate, graduate degrees in our profession; they are, you are professionals

• Professionals in every profession are learners and yearn for feedback and coaching
Granite’s Culture

• Make our Granite culture one where we -
  – respect professionals as professionals
  – thirst for feedback and coaching
  – do our work in the Granite Way
    o teach the core
    o teach in instructionally sound ways
    o assess kids frequently, formatively and involve them in tracking assessments
    o work and share expertise as professionals
    o support school systems that create safe environments where kids, faculty and staff thrive
  – report proficiency in standards (implement PBG)
Thanks for being with us in this great destination district!

Let’s have a great year!