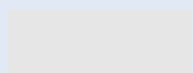




Implementation

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

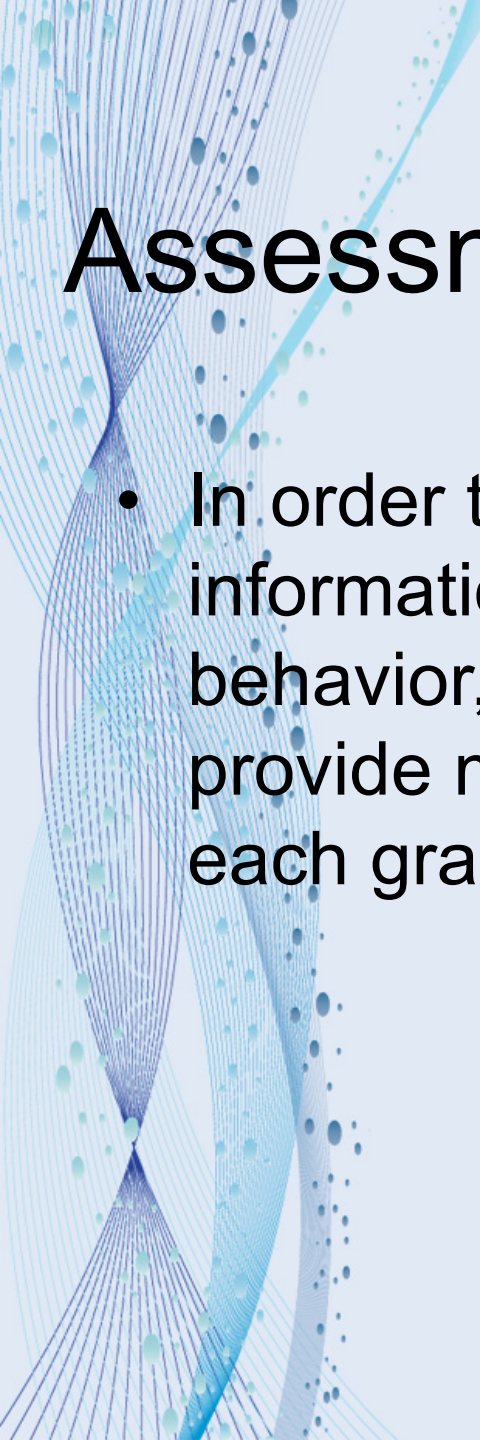
Board Policy:

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

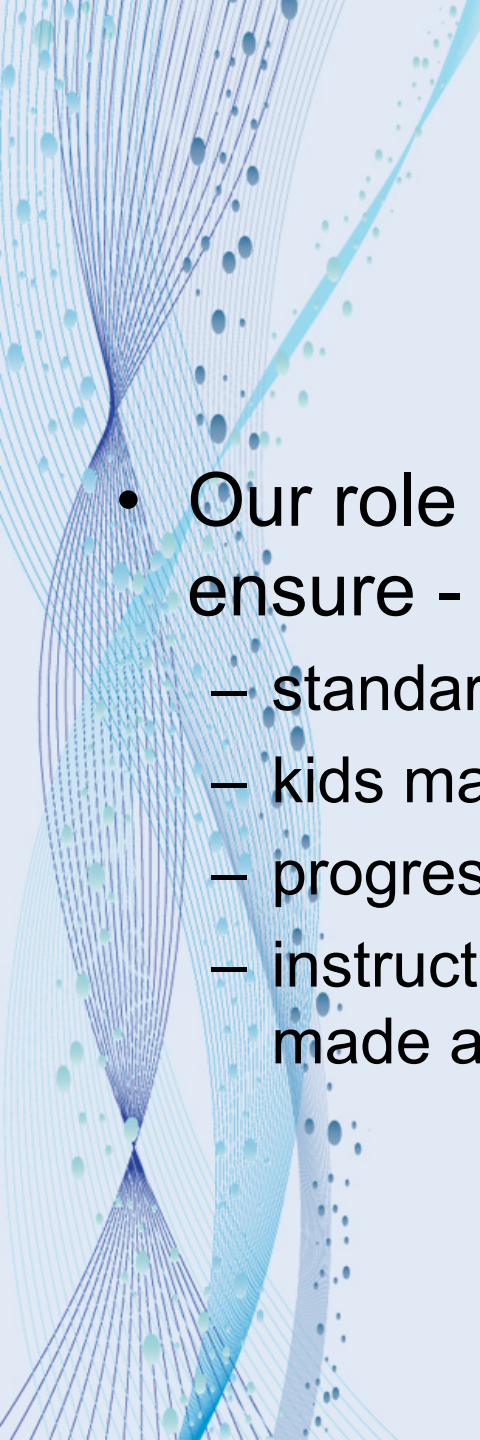


Board Policy: Assessment and Student Progress

- 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
 - days embedded into year in coming calendars
 - 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
 - teach the core
 - teach in instructionally sound ways
 - assess kids frequently, formatively and involve them in tracking assessments
 - work and share expertise as professionals
 - 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!