



THE VIEW FROM 30,000 FEET

2016-17 School Year

Opening Meeting



DIFFERENT PERSPECTIVES

- It is helpful when people understand not only their personal role and mission but also the relationship of their missions to the mission of the larger organization.
- The graduating class entering kindergarten today: 2029



DIFFERENT PERSPECTIVES

- Classroom
- School
- Network
- District
- State

Our board of education often talks about making decisions from 30,000 feet - not ground level implementation decisions but broad districtwide policy decisions.

STATE LEVEL NARRATIVES

50,000' PERSPECTIVES

- Legislative attitudes
- Some slides from a presentation being made through the governor's office:
50,000' look at public education in Utah

GOVERNOR'S OFFICE

Utah K-16 Education: Innovate, Collaborate, Transform



Tami Pyfer, M.Ed.
Education Advisor

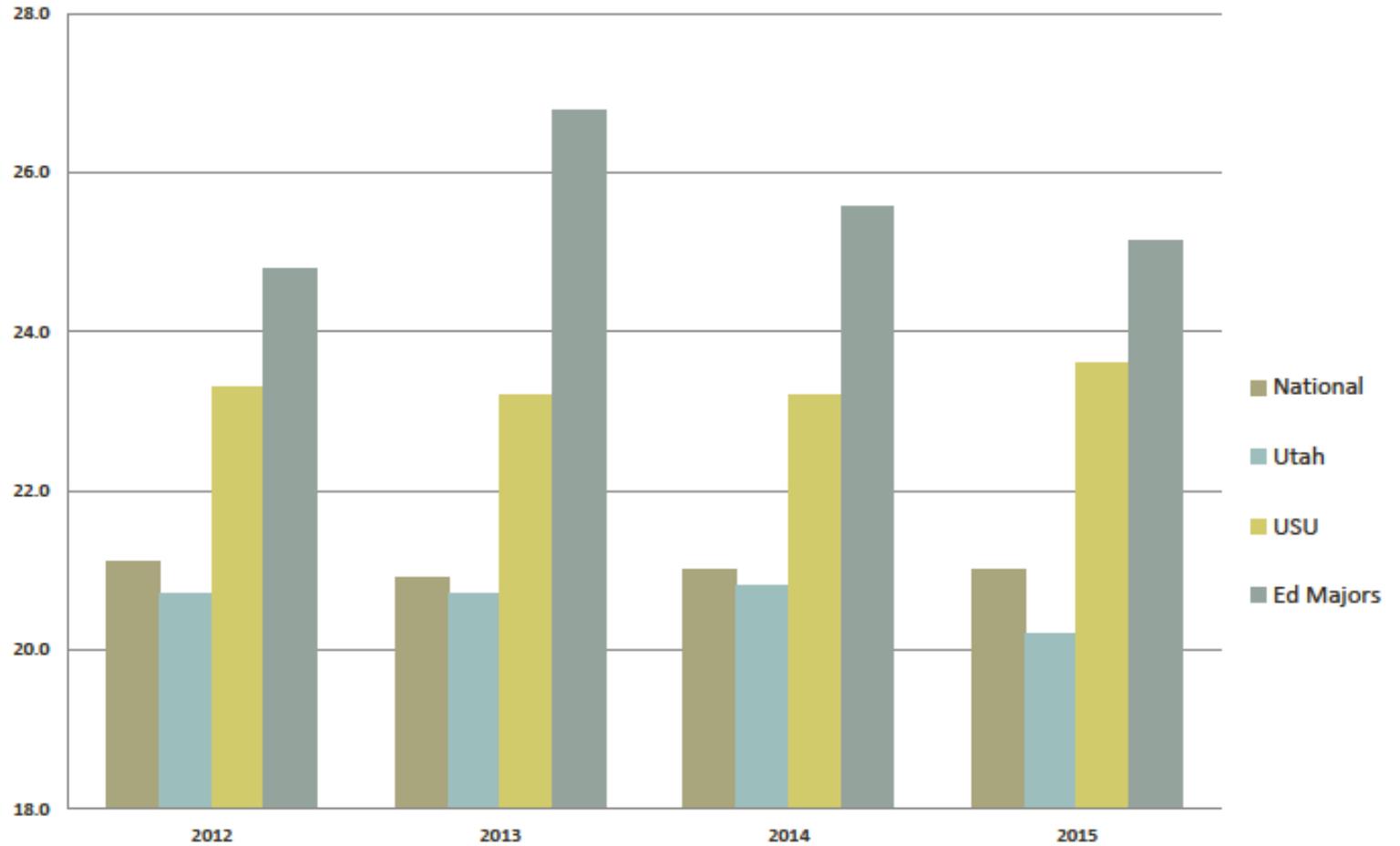
Changing the Narrative

... on teacher quality

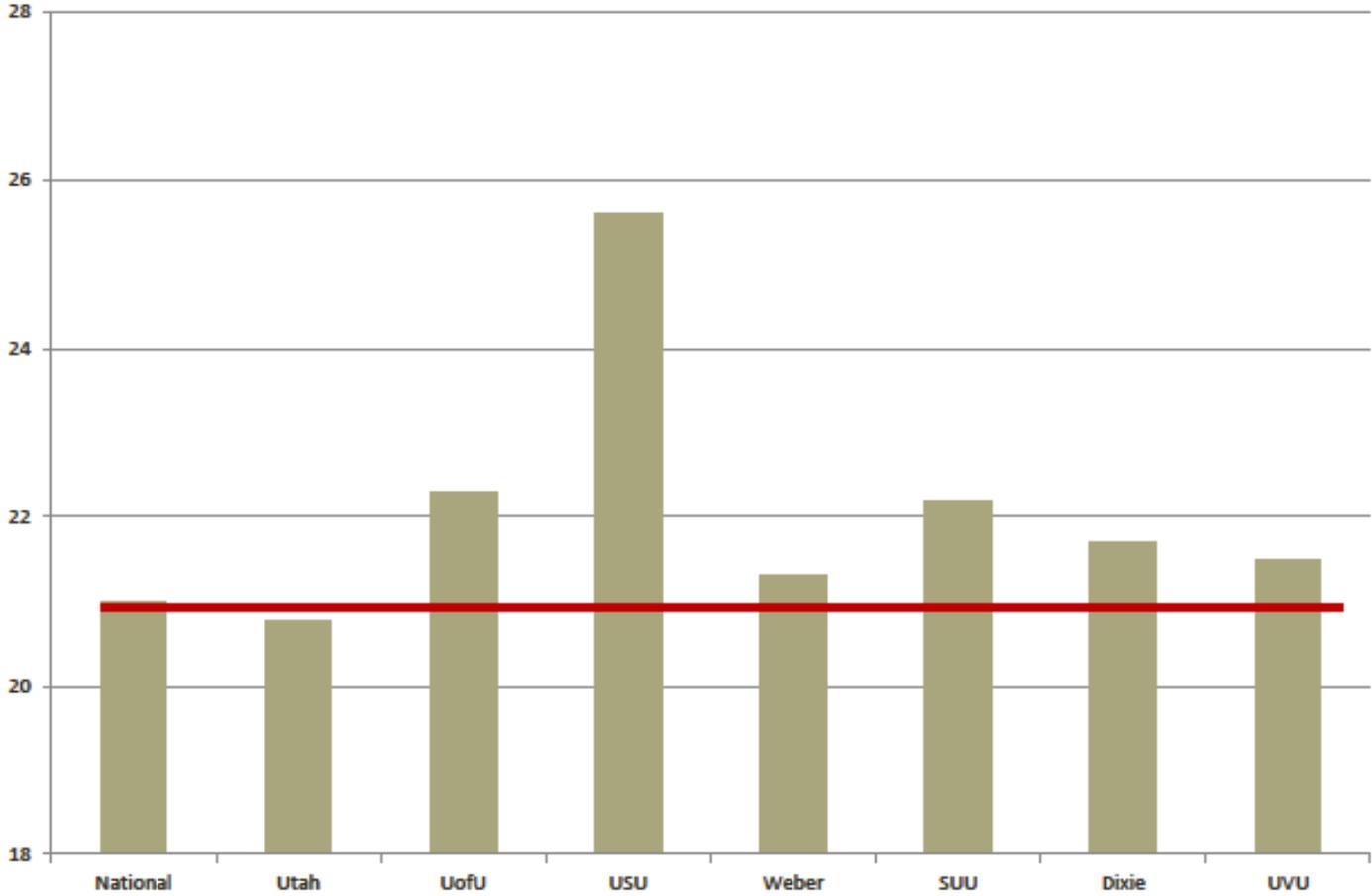
Changing the narrative

- Teachers work “part time” ... 6 or 7 hours a day... 9 months out of the year
- Teach because they couldn't get into another major
- We need more highly skilled teachers vs. we need to make it easier for people to become teachers
- Teacher candidates coming from bottom third of the class.

ACT Scores – Teaching Majors Utah State University



4 Year Average ACT Composite Scores of Utah Education Majors Compared to State and National Average



- Measures of academic preparedness (GPA, ACT) of incoming education majors compare favorably to non-education majors, including those entering STEM disciplines, across all Utah public universities
- **On average, education students come from the top third of students entering college**
- Minimum GPA required for admission to Utah teacher education programs is 3.0, but the average cumulative GPA for education students across Utah public universities ranges from 3.35 to 3.75

The question is not how to *attract* the best and the brightest into the teaching profession, but rather, how to *keep* them from leaving the classroom for more promising or financially rewarding careers.

Changing the Narrative

... on teacher quality

... on Utah's education outcomes

National report shows high overall quality in Utah schools

By Morgan Jacobsen, Deseret News
Published: Wednesday, July 29 2015 5:50 p.m. MDT
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Utah's education system ranked 14th best overall in a national report published this week by WallerHub. The report measured various metrics, such as reading and math scores, graduation rates and school safety.

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Summary

Utah's education system ranked 14th best overall in a national report published this week by WallerHub. The report measured various metrics, such as reading and math scores, graduation rates and school safety.

SALT LAKE CITY — Utahns aren't strangers to statistics that show the state's low per-student funding amount and an education system that's about average compared with other states.

But when other factors are added to the mix, Utah's schools may be well above average.

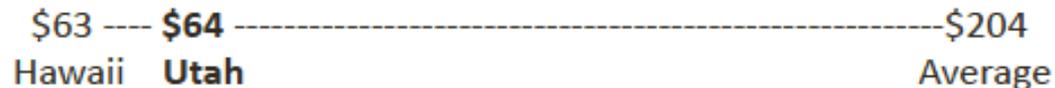
Quality of schools
in Utah

Utah's education system ranked 14th best overall in a national report published this week by

National Ranking Based on NAEP Scores

NAEP Scores	Math	Reading	Science
4 th Grade	17 th	11 th	19 th
8 th Grade	11 th	10 th	6 th

Utah has the 2nd lowest administrative costs in the nation

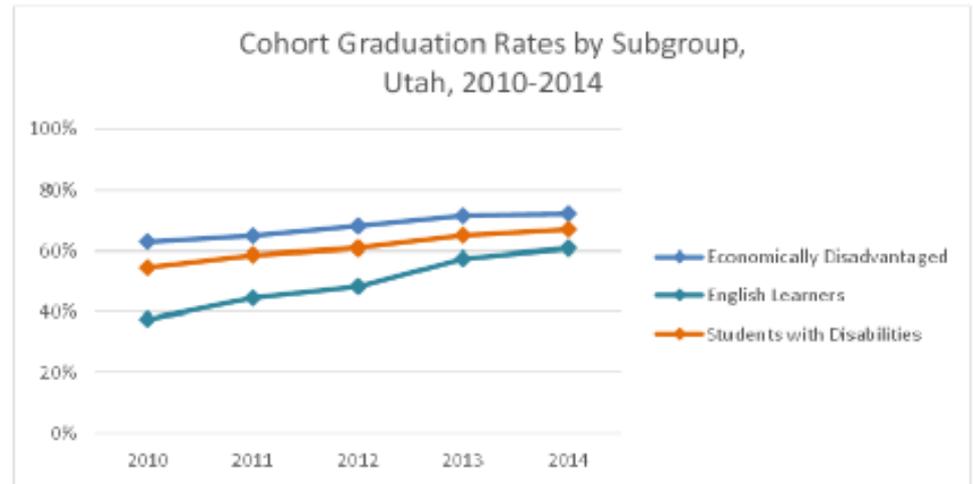


Utah only state to earn an A+ in financial literacy education; Only 4 other states earn A's.

Utah is a national leader in dual-immersion programs.

14% increase in the number of students taking the ACT test. Utah's composite ACT average is 20.2 compared to national average of 21.0, however, nationally only 59% of students take the ACT vs. 100% in Utah.

2015	84%
2014	83%
2013	81%
2012	78%
2011	76%
2010	75%



- Utah's graduation rates increased to 84%, which is a 1% increase from last year at 83% and above the national rate of 82%.
- In the past 5 years, graduation rates have increased 9%, from 75% to 84%, and dropout rates have decreased from 23% to 13%.
- We are closing the graduation gap between low-income and non-low-income students
- We led the nation in growth of Latino high school graduation between 2011 - 2013 - and in the past 5 years graduation rate of Hispanic students has increased 17%

- Utah has the 3rd-lowest tuition in the nation for public universities.
- Utah is 4th in the nation for the percent of population currently enrolled in college, with over 6% of Utahns currently enrolled in higher education.
- In the past decade there has been a 231% increase in Hispanic/Latino student enrollment at Utah's public colleges and universities (5,041 students to 16,699).
- Utah's college class of 2014 had the lowest average student debt in the country, at \$18,921. This is a decrease from 2013, which was \$22,418. The national average was \$28,950.

Of course – we have challenges

- Despite overall improvements in public and higher education outcomes, achievement gaps in academic scores and graduation rates persist with minority and low-income students.
- Utah students at high risk for remaining in the intergenerational poverty cycle are still experiencing higher levels of chronic absenteeism, lower proficiency rates in math and reading, and lower pass rates on AP exams on average than their peers.
- Of the 2,417 new teachers who began their teaching careers in Utah schools in 2010, only 58% remained on the job 5 years later (2015).
- Nationally, the pupil-teacher ratio is 16.0 to 1. In Utah it is 23.1 to 1, And the average teacher salary nationally is \$56,383, compared to Utah's average of \$49,393.
- In higher education, only about 40% of students are completing a four-year degree within 6 years; the percent of completion raises to 51% within 8 years. (National average: 59% complete within 6 years).

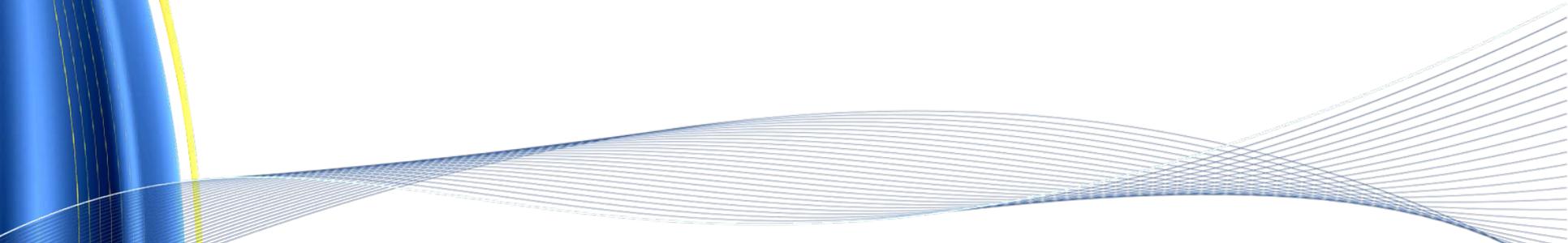
ON THE OTHER HAND: LEGISLATIVE ANIMOSITY

“In my view, the traditional public education system is incapable of making the necessary transitions and is doomed. As a policy maker, should I sit by and watch or is there something I can do to hurry its demise?”

Legislator to Clayton Christensen during presentation on Disruptive Innovation, July 16, 2010



MOVING NOW FROM 50,000' TO 30,000'



LOCAL BOARD OF EDUCATION

30,000' PERSPECTIVE

- The Board of Education of Granite School District has two goals:
 - increase student achievement
 - enhance community engagement
- And a *Charge and Responsibility*:
 - Students will leave us prepared for college, careers and life in the 21st Century world
- 30,000' policy level look provides context for your decisions somewhat closer to where our work really happens.

WHAT WE SEE FROM 30,000' THAT WORKS

- The Granite Way
 - Fidelity to the core
 - Instructional framework
 - Tools and assessments
 - Professional Learning Communities
 - MTSS

WHAT WE SEE FROM 30,000' THAT WORKS

- In classrooms and schools who don't simply administer the Granite Way but embrace, internalize, think the Granite Way
 - Excited and satisfied teachers
 - High levels of growth and proficiency regardless of SES or other factors

OTHER THINGS WE STILL SEE: THREE TRANSFORMATIONS

- Economic
- Demographic
- Technological

TRANSFORMATION #1

ECONOMIC TRANSFORMATION

“The U.S. and the world are in the middle of an economic rebalancing that hasn’t been seen since the rise of the great European empires in the 1500s. Power is shifting from West to East, technology is rejiggering the relationship between growth and jobs, and both trends are intersecting in ways that have undercut the upper trajectory of our economy. It’s uncharted territory in which policymakers and economists alike are flying blind.”

Time, June 13, 2011

WORLD ECONOMY

- 1500's – 1600's: Spanish Empire
- 1700's – 1800's: British Empire (with great French influence if not sustained leadership)
- 1900's: United States of America
- 21st Century: USA? China? India?

INCREASING POVERTY HERE AT HOME

- Percentages
- Readiness implications
 - Community Centers
- Behavioral implications
 - BHAs
 - Behavioral pilots
- Implications for aggregate scores
 - Holding steady is already a success

WITH WHOM ARE WE PREPARING OUR KIDS TO COMPETE ECONOMICALLY?

- Duluth?
- Seattle?
- Singapore?

TRANSFORMATION #2

DEMOGRAPHIC TRANSFORMATION

- Generational differences exist.
- Our communities are increasingly diverse and heterogeneous.
- This is more pronounced the younger the group we observe; our students are representative of an increasingly diverse, heterogeneous community.

GENERATIONS

- “I know you have a policy. I understand the policy; I even agree with the policy. I just don’t want it applied to my child.”

Gen X mother to Linda Mariotti

- “It is practically impossible to persuade most Gen-X parents that they should relinquish their choice for the sake of some great public good.”

*Meet Mr. and Mrs. Gen X: A New Parent Generation,
The School Administrator, Jan, 2010*

DIVERSITY

- Ethnic diversity
 - 48%
 - Low number
- Refugees
 - 5 years

OPPORTUNITIES PROVIDED BY DIVERSITY

- Chinese Education System
- Indian Education System
- Huge investment in top 10% (a fairly homogeneous group)



HOMOGENEOUS V. HETEROGENEOUS GROUPS

Research on problem-solving and innovation:

PROBLEM SOLVING OUTCOMES

- Three Groups
 - homogeneous group
 - diverse group with training on implications of diversity
 - diverse group without training on diversity
- Diverse groups not trained on the existence and implications of differences produced lower problem-solving scores than homogeneous groups.
- Diverse groups with training produced scores that averaged six times higher than the homogeneous groups.

Member Heterogeneity and Dyadic Creativity, Harry C. Triandis

INNOVATION OUTCOMES

Research comparing ethnically diverse teams to all-Anglo teams doing a [creative and innovative] task shows that the diverse teams outperformed the homogeneous ones by about 10 percent.

Ethnic Diversity and Creativity in Small Groups, Taylor Cox Jr.

OPPORTUNITIES PROVIDED BY DIVERSITY

- A homogeneous group will outperform a heterogeneous group until the heterogeneous group learns to leverage its diversity – thereafter the homogeneous group can't touch them.
- There is no better place to practice leveraging diversity than in our classrooms and schools.

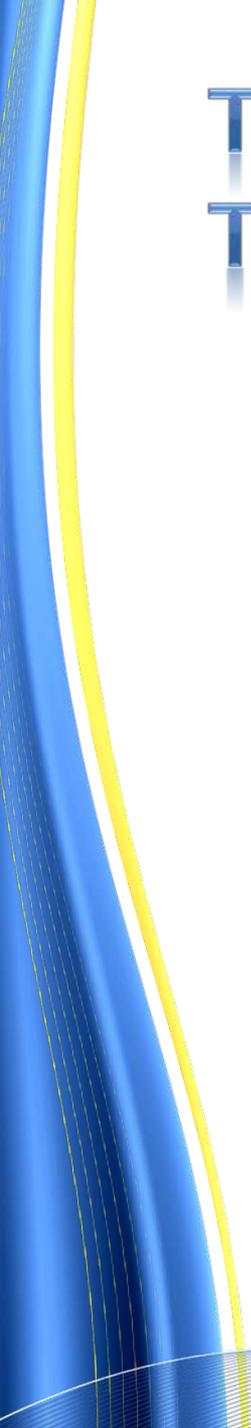
OPPORTUNITIES PROVIDED BY DIVERSITY

“Racially diverse schools . . . are the most powerful path for nonwhite families to graduating high school and college and middle income wages. There’s undisputed evidence of that.”

Myron Orfield
University of Minnesota

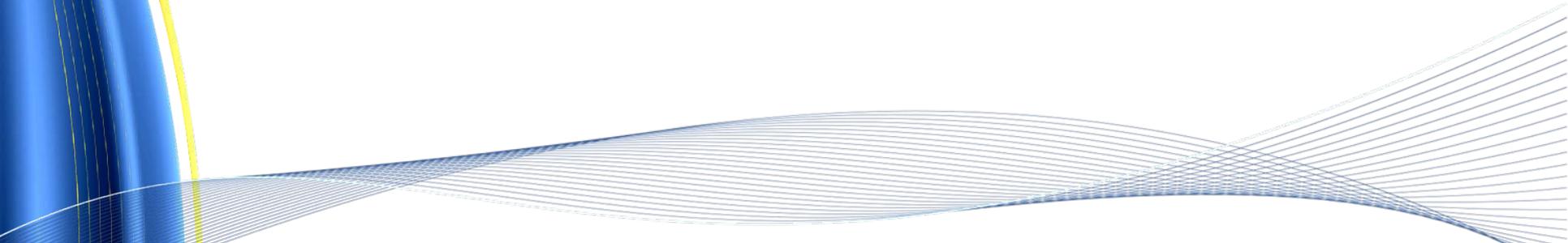
OPPORTUNITIES PROVIDED BY DIVERSITY

- Is there evidence that racially diverse schools somehow get white children off the path to graduating high school and college and high wages?
- Is there evidence that racially diverse schools somehow stunt the academic or economic trajectory of white children?
- NO
 - If anything, the research cited above suggests the contrary, everybody wins!



TRANSFORMATION #3 TECHNOLOGICAL TRANSFORMATION

Disruptive Technology:



THINK BACK JUST A FEW YEARS . . .

- Who didn't have a computer in the classroom when you started teaching?
- Who didn't have a computer outside of the front office when you started teaching?
- How long ago did you get internet access at school?
- How long ago did you get a web-enabled cell phone?
- We've come a long way, baby!
 - (who remembers that ad – on black and white TV?)

DISRUPTIVE TECHNOLOGY



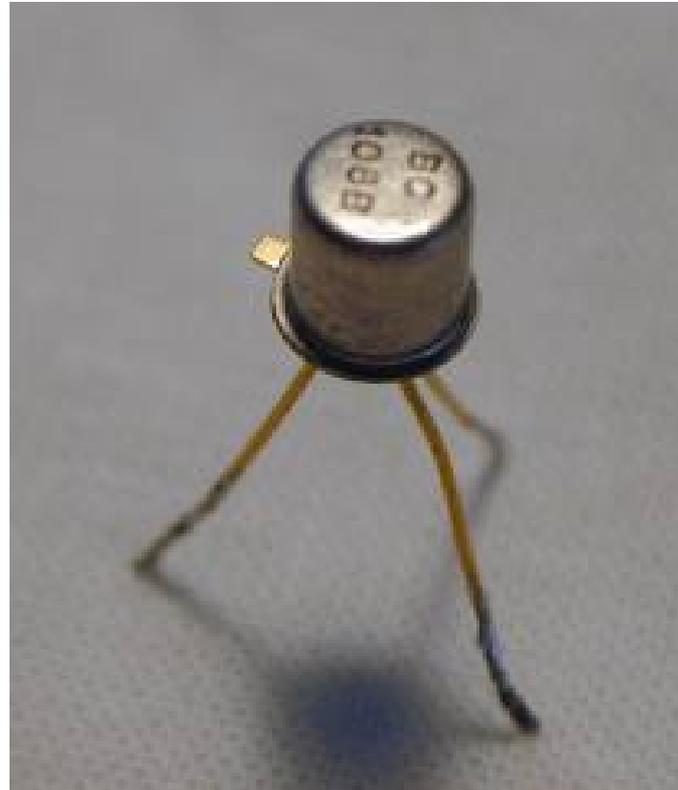
DISRUPTIVE TECHNOLOGY



DISRUPTIVE TECHNOLOGY



DISRUPTIVE TECHNOLOGY



DISRUPTIVE TECHNOLOGY



RCA HIFI V. SONY POCKET RADIO

- Which gave better sound?
- Which was higher quality?
- Which company drove the other out of business?

RCA HIFI V. SONY POCKET RADIO

- What was the only real feature that made the low quality Sony product “superior” to the Zenith or RCA hi-fi? **Flexibility**
- Interestingly, RCA’s metrics of superiority were not those the consumer was using.

“The customer rarely buys what the company thinks it is selling him.”

Peter Drucker

WHEN THE BABY-BOOMERS MEET THE MOBILE GENERATION

DISTRICT ADMINISTRATION, JUNE 2011

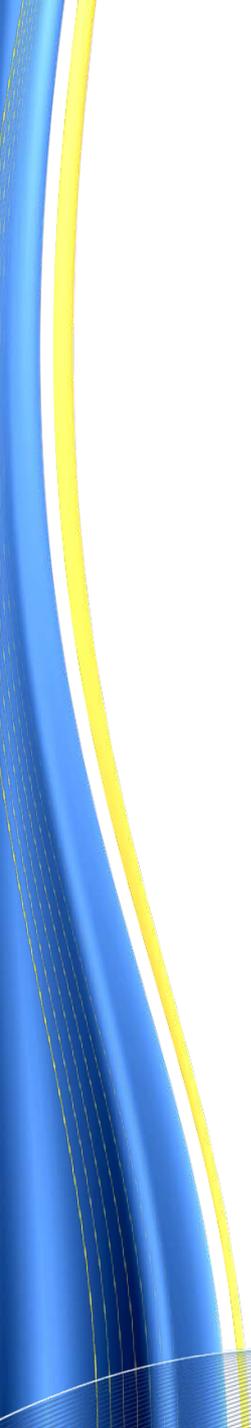
“[Here] is the biggest learning disconnect between the old age and the new age. In the old age classroom, if someone asked you a question and you didn’t know the answer, you failed. In the new age classroom, ... if someone asks you a question you should get five minutes to access whatever sources you use in your daily life to answer that question, because that’s how we will handle questions and problems in our real daily lives, not in isolation, but in extreme interconnection.”

WHEN THE BABY-BOOMERS MEET THE MOBILE GENERATION

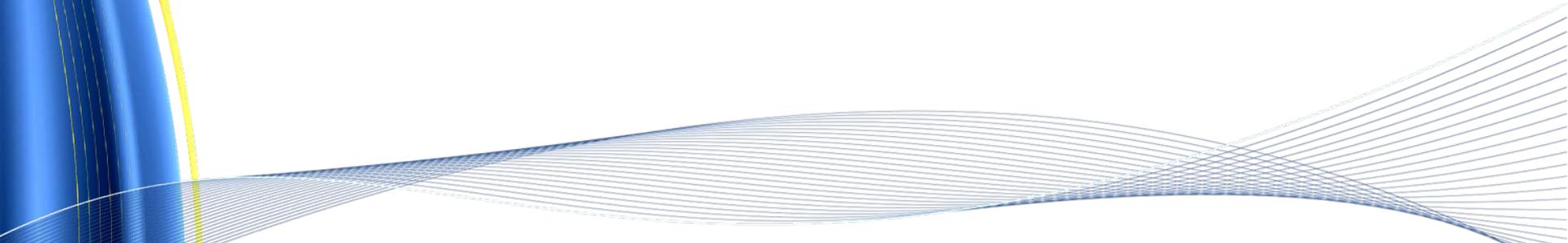
DISTRICT ADMINISTRATION, JUNE 2011

- “First, the methods by which the mobile generation learns outside the classroom must be adopted inside the classroom. Thus, 24/7 use of one-to-one, handheld, portable technology must be allowed.”
- “Second, curriculum and pedagogy need to change; we need to move from an ‘I teach’ to a ‘we learn’ culture.”

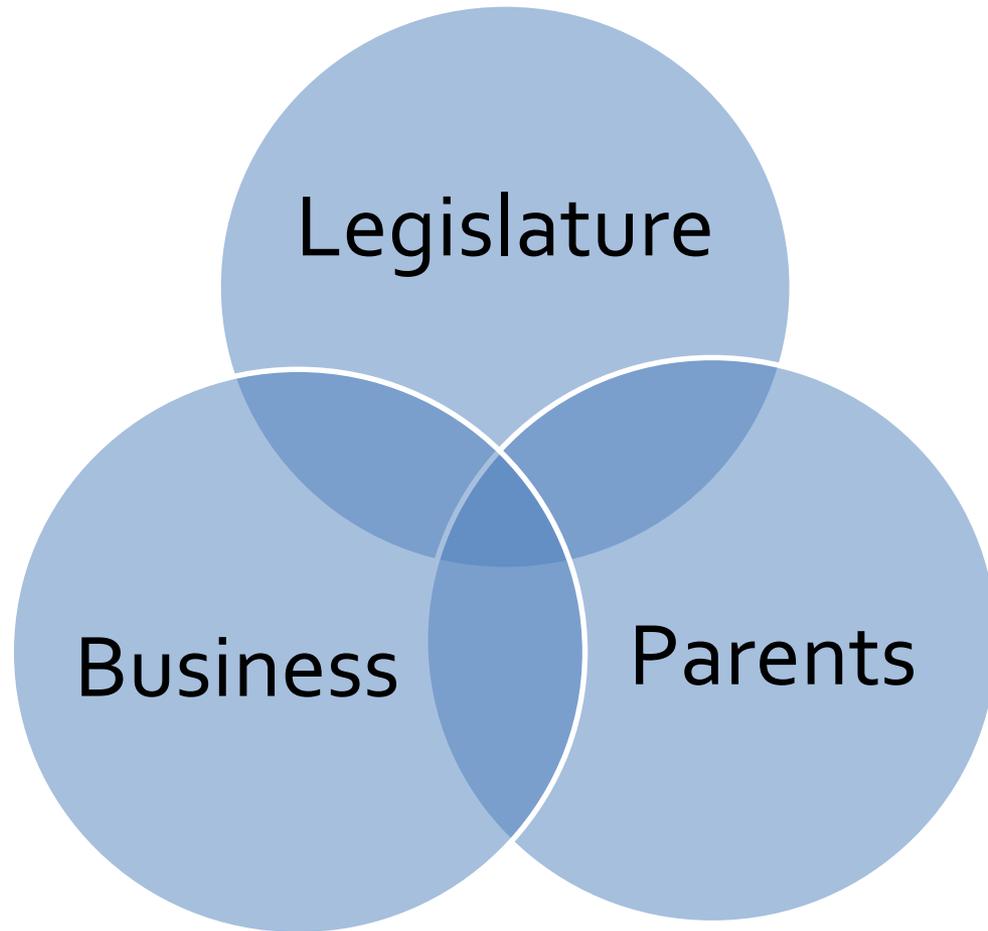
BRIEF INTERLUDE



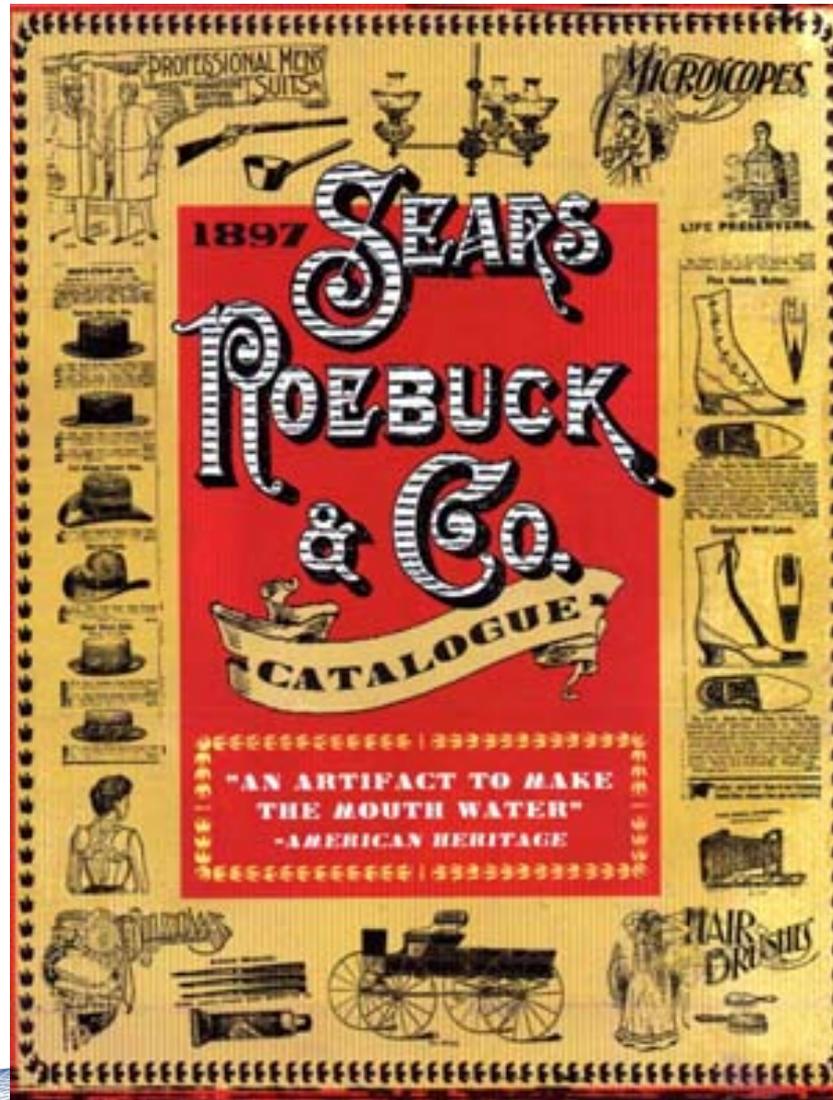
What is our business?



WHO DEFINES OUR CORE BUSINESS?



SHOPPING FROM HOME



INTERNET RETAIL



SWISS WATCHES



QUARTZ CRISIS

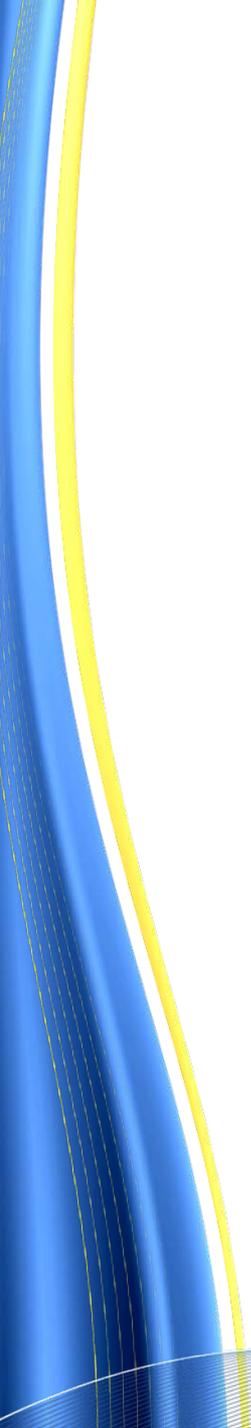


MISSION CONFUSION

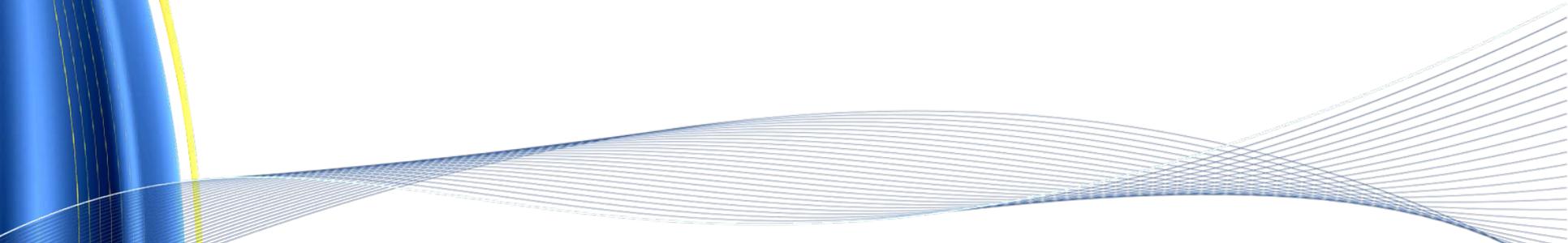
- How did Sears lose the corner on the shopping-from-home market?
- How did the Swiss watch companies lose their corner on the market?

**They were confused about the
business they were in:**

Retail v. Shopping from Home
Watch-making v. Time-keeping



BACK TO TRANSFORMATIONS ...



RESPONDING TO TRANSFORMATIONS

- At about 5:30 in the evening of Dec. 9, 1914, a massive explosion engulfed more than half of Thomas Edison's plants.
- Edison's son found him calmly watching the fire. Edison told him, "Go get your mother and all her friends. They'll never see a fire like this again," and "It's all right. We've just got rid of a lot of rubbish."

RESPONDING TO TRANSFORMATIONS

- To do great things, we need to be able to endure tragedy and setbacks.
- We've got to love what we do and all that it entails, good and bad.
- It's fine to initially respond to loss or failure with sadness or anger, but only if it's fleeting.
- When tragedy strikes, you must accept that it has happened and that you cannot change the past. Finding the opportunity to overcome a challenge ultimately makes you stronger.

Ryan Holiday, The Obstacle Is the Way: The Timeless Art of Turning Trials into Triumph

HAS OUR BUSINESS TRANSFORMED?

- Students
 - How they learn
 - What they value
- Parents
- Demographics
- Neighborhoods
- Teachers
- Principals

Have these changed (tragically?) in the last few years?

HAS OUR BUSINESS TRANSFORMED?

- How are we responding?
- Those we lead will follow our lead!

FUN QUOTES

Ostriches will find that their toes will be crushed in the stampede from their own schools.

Cathleen Norris

In times of change, learners inherit the world, while the learned remain beautifully equipped to deal with a world that no longer exists.

Eric Hoffner

IF NOT US, WHO??????????

- Yes, we're asked to do more and more for students, often with fewer resources.
- Yes, in many cases, parents are less involved in their students' education.
- Yes, more students are at-risk.
- Yes, it's difficult to teach students whose attendance is irregular.
- Yes, our class sizes are too large.

IF NOT US, WHO??????????

- But who in the community has more daily access to students in a safe, structured environment?
- But who in the community has greater access to multi-tiered systems of support on behalf of individual students?
- But who in the community has more power to create and adjust systemic interventions on behalf of students?

IF NOT US, WHO??????????

- Who in the community devotes a college education to developing expertise and certification in teaching and learning?
- Who in the community pursues additional training and certifications in English language learning, gifted and talented education, reading, math or world languages, technology use in the classroom, etc.?
- Who in the community has ongoing access to best practice and research-based pedagogy regarding education?

NO ROOM FOR EXCUSES

No one knows more about educating students than we do, has more time and resources dedicated to educating students than we do, should care more about educating students than we do. If we professionals cannot assure that our students learn, **no one can.**

BOARD OF EDUCATION

30,000' direction to the Superintendent:

PERSONALIZED EDUCATION

- Develop and implement proficiency-based grading pilots
- Develop multiple ways in multiple modalities with associated rubrics to allow students to demonstrate proficiency

TEACHER DEVELOPMENT AND PLCs

- Develop an educator conference
- Enculturate PLCs - sample survey teachers on efficacy of PLCs

PARENT AND COMMUNITY ENGAGEMENT

- Develop Granite community Centers at neighborhood schools with:
 - School-aligned after-school opportunities
 - Educational and occupational opportunities for families
 - Opportunities for physical and mental health services, food assistance and other services as appropriate and necessary in a given community

PARENT AND COMMUNITY ENGAGEMENT

- Conduct appropriate assessments to determine community needs throughout the district

OTHER TRANSFORMATIONS

- Friends and colleagues have moved on.
- This is a new team.
- **We are the best team ever!!!**