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 3rd 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

• SGPs 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.)
• 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!