

Granite PLC Principal Assurances

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1. PLCs are structured and organized to enable all teachers and specialists the opportunity to meet regularly, review data, share their expertise, and work collaboratively toward improved practices that are responsive and supportive of student learning.
2. Principals will explicitly communicate their expectations for how and when their teachers and specialists will utilize their PLC time in accordance with District guidelines. Namely, teachers and specialists will work together to plan and improve their lessons, innovate and provide effective intervention strategies for students not meeting grade-level expectations and innovate and provide meaningful extensions for students meeting or exceeding those expectations.
3. There are three types of PLC's recognized by Granite School District: Grade Level PLCs, Content Level PLCs, and Singleton PLCs.
 - **Grade Level PLCs** are recommended for elementary school teachers, grades K-5. Grade level PLCs are comprised of teachers from the same school and teaching the same grade level. The principal assigns teachers to this type of PLC based on the grade level they teach (i.e., Kindergarten PLC, 1st Grade PLC, 2nd Grade PLC, 3rd Grade PLC, 4th Grade PLC, 5th Grade PLC). Thus, teachers assigned to the same Grade Level PLC are responsible for teaching toward the same set of education standards. Principals are responsible for organizing and managing the Grade Level PLCs at their school.

School-based SPED teachers may be assigned to participate in a Grade Level PLC as needed and on a rotating schedule or as appropriate within the following guidelines:

- *Mild Moderate Special Education Teachers (resource, DK, AA, SEL)* – The principal may elect to assign their MM-SPED teacher(s) to a specific Grade Level PLC. If assigned, the MM-SPED teacher's participation is based on supporting the general education teachers with ideas, suggestions, and strategies for students to gain proficiency on the Core standards. They should provide ideas on accommodations that are based on student-specific needs. The principal should consider rotating a MM-SPED teacher by semester or quarterly to a different Grade Level PLC.
- *Severe Special Education Teachers (FK, FLS, FA)* are responsible for teaching the Essential Elements. If your teacher is a single severe teacher in your building, please refer to singleton section in this document.

- **Content Level PLCs** are recommended for secondary schools, grades 6-8 and 9-12. Content Level PLCs are composed of teachers from the same school who are teaching the same subject matter. The principal assigns teachers to this type of PLC based on the classes and content areas they teach. Thus, teachers assigned to a Content Level PLC are responsible for teaching toward the same set of education standards. Principals are responsible for organizing and managing the Content Level PLCs at their school.

School-based SPED teachers may be assigned to participate in a Content Level PLC as needed and on a rotating schedule or as appropriate within the following guidelines:

- *Mild Moderate Special Education Teachers (resource, AA, SEL)* – The principal may elect to assign their MM-SPED teacher(s) to specific Content Level PLC. If assigned, the MM-SPED teacher's participation is based on supporting the general education teachers with ideas, suggestions, and strategies for students to gain proficiency on the Core standards. They should provide ideas on

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accommodations that are based on student-specific needs. The principal should consider rotating a MM-SPED teacher by semester or quarterly to a different Content Level PLC.

- *Severe Special Education Teachers (FA)* are responsible for teaching the Essential Elements. If your teacher is a single severe teacher in your building, please refer to singleton section in this document.

- **Singletons:** Singleton PLCs are composed of teachers from different schools who teach the same subject matter. A singleton teacher is the only teacher at their school who is teaching their subject matter and therefore they do not have someone at their school with whom to collaborate. Principals are responsible for coordinating their singleton teacher PLC assignments with the appropriate district department. The following departments are responsible for organizing and managing Singleton PLCs:

Career and Technical Education Department (CTE). During the 2022-2023 school year, there are 34 CTE PLCs in 13 CTE Career Clusters and 18 Non-Pathway PLCs for a total of 52 Singleton PLCs. (Appendix A)

- Agriculture, Food & Natural Resources (6 PLCs)
- Architecture & Construction (3 PLCs)
- Arts, Audio/Visual Technology & Communication (3 PLCs)
- Business, Finance, & Marketing (4 PLCs)
- Computer Science & Information Technology (4 PLCs)
- Education & Training (2 PLCs)
- Engineering & Technology (2 PLCs)
- Health Science (1 PLC)
- Hospitality & Tourism (2 PLCs)
- Human Services (1 PLC)
- Law, Public Safety, Corrections & Security (1 PLC)
- Manufacturing (2 PLCs)
- Transportation, Distribution & Logistics (3 PLCs)
- Other Non-Pathway PLCs (18 PLCs)

Special Education Department (SPED). During the 2022-2023 school year, several of our schools have Special Class Singletons.

- Junior High Special Class Singletons composed of FAs from
 - West Lake JHS and
 - Matheson JHS

- High School Special Class Singletons composed of FAs from
 - Cottonwood High School
 - Hunter High School
 - Olympus High School

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Curriculum and Instruction Department (C&I). During the 2022-2023 school year, there are 11 Singleton PLCs supported by the C&I department. (Appendix B)

- Performing Arts
 - Fine Arts
 - World Languages
 - Dual Language Immersion
 - Secondary ELA Electives
 - Social Studies
 - Elementary Math
 - Secondary Math
 - Secondary Science
 - Health
 - Physical Education
 - Driver Education
 - Title I Interventionists
4. Principals will assign each teacher and specialist to **one** PLC, either a Grade Level PLC, a Content Level PLC, or a Singleton PLC. Teachers and specialists should not be assigned to more than one PLC.
5. Principals will assign a lead teacher for each PLC. The PLC lead teacher is responsible for facilitating their PLC meeting, assisting team members in PLC preparation activities, following up with PLC assignments, communicating regularly with the principal, and ensuring the PLC assurances are being met. A specialist may not be assigned as a PLC team lead teacher. *The principal may elect to offer a stipend to the PLC Lead teacher to reimburse for any additional time needed to fulfill their added responsibilities.*
6. Principals will create a master schedule that includes time for teachers to meet in their assigned PLC such that:
- Each PLC will meet minimally twice each month,
 - Each PLC meeting will be 45-60 minutes in duration,
 - All members of the same PLC must be able to attend at the same time and for the scheduled duration of the meeting,
 - PLC meetings may occur in-person, virtually, or a combination of both,
 - PLC meeting times may not intentionally conflict with holidays, or any other days or times known to be a nonworking day, or a time directed for other use (e.g., SSAPs),
 - School-related events, activities, or responsibilities throughout the school year should neither significantly overlap nor conflict with the regularly scheduled PLC time,
 - High School Singleton PLCs meet on Friday morning,
 - Junior High School Singleton PLCs meet on Friday afternoon

Additional scheduling recommendations for optimal outcomes:

- Each PLC should have the opportunity to meet weekly for 45-60 minutes to review the progress their students are making and innovate effective intervention strategies for students not meeting grade-level expectations and meaningful extensions for students meeting or exceeding those expectations. Weekly time dedicated to informing our instruction by problem solving student learning is critical to keeping our students on track with their learning.

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- Each PLC should have extended periods of time scheduled each semester to plan their instruction. Common Planning time works best when done in “chunks” of time rather than weekly. Teachers need time away from the activities and stresses of the regular school day to immerse themselves in their curriculum and in their ideas of how to engage their students in their learning. SNAD days or days where large chunks of uninterrupted time are reserved to work together are ideal.
- 7. Principals support and focus the work of their PLCs within the type of activities outlined in the *Granite PLC Core Responsibilities*,
- 8. Principals should effectively communicate and facilitate the goal that the work teachers do in their PLCs supports (neither competing with nor detracting from) their daily planning and preparation time.
- 9. Principals work with their PLC lead teachers to develop and communicate a set of agreed expectations (PLC Lead Teacher Assurances) in response to these questions:

Ensuring the quality of the PLC meeting

- What are our meeting norms and roles?
- What is our PLC meeting attendance policy?
- What meeting agenda format should we use?
- What type of data and materials should team members have ready for each PLC meeting?
- What is the role of the PLC lead teacher in helping team members prepare for upcoming meetings?
- What is the role of the PLC lead teacher in helping teachers follow-through with what was agreed during the PLC meeting?

Ensuring that PLC work results in something tangible

- What are our expectations for the dissemination of meeting agendas, meeting notes, and the data and work products we used to inform and anchor our discussions during our PLC meetings?
- What are our expectations for the creation of materials needed to plan our instruction? For example, we may request that the team create units of study, lesson plans, or proficiency scales
- What are our expectations for the creation of materials needed to assess and track student learning? For example, we may request that the team create (multiple modalities) of common formative assessments, checks for understanding, and exit tickets.
- What are our expectations for the creation of intervention and extension strategies needed to meet the learning needs of our students?

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Ensuring that PLC practices support professional learning

- In what ways should our PLC prioritize, practice, adapt and innovate the best practices envisioned in the school improvement plan?
- The principal identifies the training events that will be offered to their teachers and the specific skill sets they are hoping to install and improve. In what ways should our PLC prioritize, practice, adapt and innovate these best practices?
- The principal identifies the types of coaching opportunities that will be made available to their teachers. In what ways should our PLC prioritize, practice, adapt and innovate these best practices?

Ensuring that we continually improve our PLC practices

- How often should the PLC team members reflect on their PLC practices?
- What should this reflection look like and how are the results shared?
- How often should the principal participate and/or observe each PLC? What does this look like?
- What type(s) of feedback should the principal be prepared to provide?
- How will we recognize and celebrate the work we are accomplishing?

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Appendix A Singleton PLCs Supported by Career and Technical Education Department

Agriculture, Food & Natural Resources	Lead Teacher	Coordinator
<i>Agriculture Mechanics Systems</i>		
<i>Agricultural Production Systems</i>		
Animal & Veterinary Science	Kristina Hansen	Mario Platero
Food Science, Dietetics & Nutrition	Kortney Cullimore	Laura Dieckmann
Natural Resource Science	Kristina Hansen	Mario Platero
Plant Science	Kristina Hansen	Mario Platero
Architecture & Construction	Lead Teacher	Coordinator
Architectural Design (CAD)	Thomas Paskett	Rob Scott
Construction & Structural Systems	Robert Cook	Ben Anderson
Interior Design	Dee Ann Peterson	Laura Dieckmann
Arts, Audio/Visual Technology & Communication	Lead Teacher	Coordinator
Broadcasting & Digital Media	Thomas Rodgers	Uinalu Fonua
Fashion, Apparel & Textiles	Dee Ann Peterson	Laura Dieckmann
Graphic Design and Communication	Edie Leavenworth	Uinalu Fonua
Business, Finance & Marketing	Lead Teacher	Coordinator
Accounting & Finance	John Johnson	Dave Juett
Business Administration	Dave Juett	Dave Juett
Business Information Management	Kammie Jones	Dave Juett
Marketing	Margaret Holmes	Dave Juett
Computer Science & Information Technology	Lead Teacher	Coordinator
Cybersecurity	Scott Watson	Ed Mondragon
Information Technology Systems	Robert Fox	Ed Mondragon
Programming & Software Development	Mike Zervos	Ed Mondragon
Web Development	Mark Wood	Ed Mondragon
Education & Training	Lead Teacher	Coordinator
Pre-K: Early Childhood Education	Holly Murray	Laura Dieckmann
K-12: Teaching as a Profession	Mary Jane McGuire	Parley Jacobs
Engineering & Technology	Lead Teacher	Coordinator
Engineering	Tony Byrom	Rob Scott
Mechanical Design (CAD)	Thomas Paskett	Rob Scott
Health Science	Lead Teacher	Coordinator
Health Science	see below	Julie Bagley
Hospitality & Tourism	Lead Teacher	Coordinator
Culinary Arts	Kortney Cullimore	Laura Dieckmann
Hospitality & Tourism	Erin Paulsen	Julie Bagley
Human Services	Lead Teacher	Coordinator
Behavioral Health & Social Service	Mary Jane McGuire	Uinalu Fonua
Law, Public Safety, Corrections & Security	Lead Teacher	Coordinator
Protective Services	Uinalu Fonua	Uinalu Fonua
Manufacturing	Lead Teacher	Coordinator

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Manufacturing & Production	<i>see below</i>	Mario Platero
Welding & Machining	James Lewis	Mario Platero
Transportation, Distribution & Logistics	Lead Teacher	Coordinator
Auto Mechanics & Repair	Chris Nielsen/Ben Schwitters	Parley Jacobs
Aviation	Amy Monson	Parley Jacobs
<i>Diesel</i>		
Non-Pathway PLCs	Lead Teacher	Coordinator
College & Career Awareness	Vicky Beacham	Vicky Beacham
Junior High Computer Science	Debbie Corbridge	Ed Mondragon
Exploring Computer Science	Tyler Hansen	Ed Mondragon
General Financial Literacy	Brent Burton	Dave Juett
Junior High Business (Digital Literacy)	Chris Winn	Vicky Beacham
Junior High Engineering (Tech Ed)	Tamara Anderson	Rob Scott
STEM Concepts	Joanne Brown	Rob Scott
Junior High FCS	Christi Jardine	Laura Dieckmann
M.A.P./Medical Terminology/Intro. to Health Sci.	Julie Bagley	Julie Bagley
Certified Nurse Assisting	Erica Harmer	Julie Bagley
Dental Assisting	Carma Varas	Julie Bagley
Emergency Medical Services	Sadie Riel	Julie Bagley
Pharmacy Tech.	Laura Timpson	Julie Bagley
Medical Assisting	Charity Peterson	Julie Bagley
Exercise Science/Sports Medicine	Misty Morrow	Julie Bagley
Bio-Technology	Patricia Ethington	Julie Bagley
Woodworking	Tim Poll	Mario Platero
Composites	Steve Gutierrez	Rob Scott

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Appendix B

Singleton PLCs Supported by Curriculum and Instruction Department

Content Area	Content Specialist	Content Area Courses that Meet at the School Level	Content Area Courses that Currently Meet as a District PLC	Content Area Courses that Could Benefit from Having a District PLC	Unique Circumstances
Social Studies	Stasha Wheeler	U.S. History I; World Geography; World History; U.S. History II; U.S. Government & Civics	Psychology; AP Psychology	20th Century People, Problems, and Progress; American West, Comparative World Cultures; U.S. History Through Film; American Government & Law; Sociology; Philosophy; AP Human Geography; AP World History; AP European History; AP U.S. History, AP Government & Politics	Utah Studies
Dual Language Immersion	Kerrie Neu	DLI vertical teams of grades 1 to 6; Grade level teams with their non-DLI colleagues	Possibly DLI Spanish grade 4 and grade 6	Spanish DLI for each grade level; Chinese DLI for each grade level; French DLI for each grade level	DLI Chinese & French only have 2 teachers in entire district at their grade level.
Elementary Math	Rachel Pehrson	All grade level teams	4 math interventionists hired through district starting Fall 2022	Elementaries with a small FTE (1-1.5 teachers on a grade level) would benefit from meeting a few times a year with either the district or other small schools around them.	
Title I Interventionists	JaNeil Oblad & Sonia Ashby	Title I Interventionists K-3 (Sometimes, when time allows)	Title I Interventionists		The interventionists are scheduled at two schools, and Fridays are really the only time they could do some PLC work.
Science	Emily Harward	6,7,8, bio, chem, Earth & space, phys		6, 7, 8 (some schools only have 1-2 teachers for each grade); bio, chem, Earth & space, phys, wildlife bio (wildlife teachers have expressed interest in meeting)	Other science electives may also be interested in meeting in district-level PLCs because they are usually singletons, but they also teach core courses, so they may be expected or need to attend the PLC for their core classes during PLC time. Five of the elective courses are getting standards from the state for the first time, so they may be more interested in meeting together to share resources and build curriculum (wildlife, zoology, environmental science, botany, astronomy). AP teachers may also be interested in meeting. A possibility of meeting quarterly might work well for the elective and AP teachers, so they can spend most PLC time with their core courses.
Driver Education	Matt Baumann	All are singletons. 2 schools have 2 DE teachers.	Driver Education	DE	We might want to do some regional PLC's? And some that will include all teachers. We need to look at including "drivers" that may be in other content areas.

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Health	Susan Marshall	Health I & Health II	Health I	Health II	
World Languages	Sharon Gracia	I suspect some world language departments meet together at the school level but there is typically one language teacher per language at the school.	These junior high groups meet separately: DLI Spanish, DLI French, Chinese, Spanish 1-2, French 1-2 (the Spanish 1-2 group is split with one group meeting in person and the other meeting via Zoom)	High school world language teachers - all languages, all levels	Ideally DLI 2-4 junior high and DLI 5 high school teachers should meet together. Other than that, having high school teachers meet with their language group would be helpful.
Math	Amy Fishler	6, 7, 8, Secondary Math 1, Secondary Math 2, Secondary Math 3, AP Statistics and AP Calculus (depending on sections offered at each school)	AP Calculus, AP Statistics	6, 7, 8 (some schools only have 1 - 2 teachers for each grade), AAF Courses (Decision Making, Personal Finance, Modern Math, Intro to Calc, Intro to Stats, PreCalculus, College Prep)	With our AAF courses sometimes the teacher may be the only one in the district teaching a specific course. High Schools choose which AAF course they think would best benefit their students and different schools choose different courses. Similar to the science department, our teachers also teach multiple classes and could be required to meet with their core PLC's versus a singleton PLC.
Physical Education	Chris Shipman	PE 9, Fit 4 Life and Lifetime Activities	PE 7 and PE 8		
ELA 6-12 Secondary	Tracy Langlie & Tracy Hansen	ELA Core/Honors 6-12; usually grade level teams additionally some ELA electives if there are more than one	n/a	Reading - AP Lang and Literature - Speech/Debate - Creative Writing - Journalism	For many of our schools there may be one or two elective teachers and they tend to not meet with others in networks or across the district. I think it would be very beneficial if some of our elective ELA and especially our Tier II reading teachers could meet to exchange lessons and ideas.
Fine Arts					
Performing Arts					