

Frequently Asked Questions Regarding the CCSS and PLCs

SDEA has received many questions and concerns regarding the districts implementation of CCSS, curriculum/resources, and the PLC's. The CCSS and their implementation are a hot topic not only in SDUSD, but across California and the nation. SDEA is continuing to carry out our right to consult over curricular matters.

- 1. The elementary math program (combination of EnVision, Georgia Math, Engage NY and Harcourt) the district is providing is hard to follow and taking many extra hours for me to prepare my instruction. Do I have to use what is being provided by the district?**

The math program the district has created is an attempt to provide teachers with something tangible that addresses common core math. The EnVision program does not correlate with the CCSS and is not sufficient to provide math instruction. The curriculum the district provided is simply one additional tool/resource for teachers to assist with instruction. All other materials in math, can and should be used, to support student needs. Publishers are currently working on developing new math curriculum and should be available in 2016, at which time our district and the state will decide if a new adoption is needed.

- 2. Can my principal require me to attend or not allow me to attend the CCSS professional development being provided during my PLC?**

No. SDEA members may decide whether or not they want to attend the professional development. It is highly recommended that you attend as a grade level or department team, because topics discussed at the PD can help inform your future PLC time.

- 3. We are overwhelmed and struggling with the implementation of the new CCSS. Where can we get additional help?**

The district has hired Common Core Support teachers during this implementation phase. These support teachers are assigned to support clusters in the implementation of the CCSS. If your grade level or department needs support, make your principal aware and they will then contact your area superintendent to get the support provided. The support teachers can come out during your PLC, modified day or during a site PD to provide extra assistance.

- 4. We are having a difficult time getting subs to cover our PLCs and member absences. What should we do?**

If you know in advance (the day before) that there are not enough subs for your PLC, cancel the PLC and reschedule it for another day. If there is a problem the morning of the PLC or PD, the member with no substitute should not attend the PLC. That member is still entitled to receive the time at a later date. Students should NOT be dispersed to other classrooms unless it is an emergency situation. PLCs are not considered an emergency. We continue to address the visiting teacher shortage with SDUSD and have requested to meet with Human Resources. As part of our consultation process, we are also working with the district to develop a process that would allow members (as a grade level or department team) to elect to get paid the curriculum rate to meet outside of their work hours for PLC time. We hope to have details available in the next week or two.

- 5. Can my administrator or school resource teacher give our team an agenda that must be followed during our PLC time?**

No. The PLC time is teacher directed, principal facilitated and student centered. The PLC time is for members to use to assist them in the implementation of the CCSS and plan instruction focused on the needs of their students. Administrators may make suggestions, but the agenda should be mutually agreed upon by the team members. Some sites are using their ILTs to help develop the agendas, while at other sites grade levels or departments develop the agenda. The funding for the PLCs is paid out of the CCSS money, so it is a requirement that agendas or notes are kept to ensure the money was spent appropriately.