

## UNDERSTANDING WHAT WE DO

1. We see ALL kids. We are conduits for culture and community connections in our school. We depend on those small interactions (mostly outside of class) with students to get to know them individually. Spreading us so thin takes away that opportunity. WE know that relationships and connections are a HUGE part of supporting the whole child especially with children of poverty.
2. We are the same as other educators
  - a. Held to the same standards (evaluations, expectations, workload equity)
  - b. Have same education (certifications, degrees, endorsements)
  - c. Lessons governed by Nationally adopted standards
  - d. Contrary to many school cultures, we are not merely planning time providers. We have curriculum—concepts, skills, discipline, and work ethics to help our students understand and achieve. We do not borrow someone else’s class for a few moments. We are educators tasked with a purpose.
3. We are at the same time slightly different than classroom teachers:
  - a. We build every lesson, every activity, every assessment for every grade and every class from scratch. This takes time, resources, and training.
  - b. Amount of energy it takes to teach a class (we are ON for the entire class period, delivering a full lesson every half hour)

In contrast, classroom teachers deliver a lesson and then depending on age, students do self-directed work (i.e. silent reading time, computer time, writing time, etc)

    - i. We also have to reset the physical classroom between classes as we may go from 5<sup>th</sup> grade to kinders and they cannot use the same physical materials
    - ii. We have to rethink how we interact with students EVERY HALF HOUR based on the developmental needs (i.e. you cant speak to/interact with/have same expectations/use same discipline with a 5<sup>th</sup> grader that you do for a kindergartener)
    - iii. have to think and act with long-term goals. Because we only see students once or twice a week, the spiral of learning is more spread out over time. Keeping track of who knows what and what experiences they can draw from takes much organization. Our strategic plans span years, not hours, days, or weeks..
  - c. We are usually physically separated from other classes/teachers which means we don’t have anyone to cover our classes while we pop out to use the restroom. We can’t send students to cool off – have to handle everything right there in the moment
  - d. We have to think and act with long-term goals. Because we only see students once or twice a week, the spiral of learning is more spread out over time. Keeping track of who knows what and what experiences they can draw from takes much organization. Our strategic plans span years, not hours, days, or weeks. Building a program takes time and effort. We need to be in place for the long haul to be effective.
  - e. We can’t make up lost class time (for dealing with behaviors, fire drills, assemblies, anything out of the ordinary) there is no time for us to circle around.
    - i. Goes back to energy – how often do we spend time/energy trying to re-teach a concept bc we were interrupted

- f. Classroom teachers are able to work closely with colleagues in the same position, sharing some of the responsibilities and workload. Specialists are isolated within each building and are not even being given the ability to plan with colleagues with which they share students.
- g. No way would anyone ever think of scheduling Ms. Jones, second grade teacher, at a different school each Wednesday and have Ms. Smith at a another school come teach Ms. Smith's first school students, Ms. Smith and Ms. Jones never being in the same place at the same time.
- h. We are talking about a finite amount of energy in each of us – and when we are spread SO THIN – when we have TWICE as many students, we cannot possibly do quality job that is expected of us by our students, school, district – ourselves. This is why we need the OPTION to not be split between schools.

**Dividing schools among several teachers means that no one will feel ownership of the position/space/responsibility.**

**Teachers who are at a school one day a week cannot learn students' names, let alone tailor instruction to their needs.**

**Students sometimes have a difficult time keeping track of expectations when the instruction is fragmented, which lessens the efficacy of instruction.**

**Remembering the lesson from a week ago seems like a lot to ask. Especially when you're doing that for more than one teacher. Yet according to the evaluation tools, we are expected to create lessons that build upon previous lessons.**