

Comments from the Teacher Survey in 1999

Appendix D

GOAL = By spring 1999, 100% of students will experience more continuity in their curriculum and school day as measured by teacher perceptions on a school-based climate survey.

Comments from teacher surveys include:

- I whole-heartedly agree with this statement. My ESL children seem very much a part of the classroom and are experiencing more continuity in their curriculum than the ESL kids I had last year. A father of one of my ESL children said his son, who is in my class, had "learned more in kindergarten than any other child" in his family of five. I also had one of his daughters in my room last year, but in a class of 23 not 17 and with a pullout program.
- I can work with my students more closely with the lower class size; knowing their needs, learning styles etc., better than if the ESL students were pulled out. I think my center and math stations have worked well with all students present throughout their lessons; introduction, implementation and sharing.
- I have seen a dramatic difference in continuity for my ESL kids, as far as task completion and the self-esteem, that comes along with a job well done. Before, these kids had to run off to ESL sometime during language arts time, and never had time to return to what they were working on. In order to arrange reading groups before they left, this never made time for them to complete anything. I also find the teaming up with other students, group cooperative type work, and dialogue has greatly improved for my ESL kids. They no longer work on the periphery and feel much more a part of what's expected for all.
- Each day, the children are part of the planning for the day. They know they will be part of each and every activity that takes place during the day. The unit of study is common to all the children. The experiences are shared and provide a basis for conversation throughout the day.
- I feel that all the children are a part of the school day—something that was lacking before. Every child knows the routine for every part of the day. Every child has the same expectations for the amount of work that needs to be completed. No one is walking into the room or leaving the room in the middle of directions or projects. I no longer see the bewildered faces of children who were missing out on parts of the day—collected together, those parts became large chunks of missing pieces for those children. Children now have all the pieces and the curriculum makes more sense to them.

- All my students are making great strides in learning. I believe two factors have greatly impacted this progress: a 17:1 ratio and in class resources rather than pullout programs. All support services are in the class and I feel the support staff and I can help the children work with adults and not have to deal with transitions in and out of the room. The adult ratio is lowered in my classroom by ½ hour per day bilingual support time and two hours a week of educational assistant time. The continuity allows all children to work in all three settings—large group, small and 1:1 with another adult or me. Tremendous parent involvement has also allowed more small groups as well as three student teachers. It's working. It's great. I truly feel I know my students this year and can plan to meet their needs every day much, much better than before.
- Team – (three teachers responded collectively). Friendships enjoy a broader base in the classroom. Transitions are fewer, allowing children to work cooperatively with others on assigned tasks within the room. More of a bonding for expectations of the teacher. More responsibility and ownership for work completion. Bilingual resource specialists coming into the room supports classroom curriculum.
- All children participate in all classroom activities together. Children perceive that all are afforded the opportunity to read with adults individually and that adults who do come into the room are available to all children. Children are eager to relate to adults and don't perceive adults as the sole helper for specific children.
- I think that this goal has been, and continues to be, accomplished. Because my ESL students stay with us all day, they are always a part of the room and the activities that we are doing. Also, the other students are not kept waiting while I go back and try to quickly explain what we were doing while the ESL students were pulled out. Another benefit is that cooperative activities are much more successful because the whole group can share the work together as a team for the whole work time everyday.