

Cambrian School District
Board of Education

Job-Share Proposal



Joelle Erich
Kelly Matveief

January 5, 2024

JOB-SHARE PROPOSAL

This proposal delineates a plan to implement a job-sharing agreement between **Joelle Erich** and **Kelly Matveief** for the **2024-2025 school year**. Our focus in writing this proposal is to ensure the creation of a collaborative environment with strong communication between both teachers in order to meet the academic and emotional needs of all students.

We will share a contract at **Fammatre Elementary School**, possibly teaching **1st grade**. We understand the need to be flexible with our grade level placement and we would share a different grade level as needed. **Mrs. Matveief will work the first semester of school (first 91 days), and Mrs. Erich will work the second semester of school (last 91 days). Kelly and Joelle will work 2 days together during the transition between the semesters**, to ensure a smooth transition and maintain established protocols. We will substitute for each-other, whenever necessary and possible.

The two teachers will be in contact over the summer to ensure that they are on the same page about classroom management set-up and expectations.

WHY WE MAKE A STRONG TEAM

Mrs. Erich and **Mrs. Matveief** are both very excited for this opportunity to work together next year and share a contract. Mrs. Matveief has shared a contract previously with two other teachers, and is familiar with what it takes to work together as a team and communicate effectively to make it work well for everyone involved. Joelle is a team-player, and dedicated to doing whatever is best for the sake of the children.

We will both be able to more effectively meet the needs of our own children at home while teaching for half of the school year. Mrs. Erich will be able to spend an extra semester with her baby before sending him to daycare, and Mrs. Matveief will be able to support her sons through the challenges of high school.

COMMUNICATION:

Communication Between Partners:

We are committed to using several communication vehicles to ensure our success. We will contact each other via email or telephone as needed and **Mrs. Matveief will share relevant student information, concerns, and interventions in January**. We will teach together for a

week to ensure a smooth transition and a consistent schedule. This will also give us an opportunity to meet and communicate important information about curriculum, pacing, student groupings, and daily routines.

We will also keep a folder where notes from home, copies of notes going home, administrative communication, and other concerns will be kept so Mrs. Erich will be aware of any issues from the first semester. An **individual file** will be kept for each student and all communication will be stored in the file for reference.

Communication with Teachers and Parents:

As soon as the school year begins, we will contact parents to share our plan of communication with each other, them, and most importantly their child. We will also share with them the benefits of having two teachers.

During the school year, we will communicate to parents with **weekly emails** detailing announcements, events, and the instructional focus that week. In students' **home-school folders**, parents will find corrected work, graded assessments, as well as School/Classroom Correspondences and "optional homework". In addition, any time the need arises, we will not hesitate to make the professional decision to **email, telephone or schedule in-person meetings** with parents. Communication regarding specific student behavior will be directly addressed with the parents via email or personally and shared on our **log** so the other teacher is aware.

Communication with Fellow Teachers and Other Employees:

We will confer with our **grade-level team** to ensure that we are on the same page regarding curriculum pacing, assignments, "homework", events, projects, classroom management etc. We will also confer with other employees (intervention, speech, therapists, PE, music, art docents, etc) before our semester transition.

CURRICULUM:

We will use the Cambrian School District adopted curriculum and will follow the district curriculum pacing schedules. We will incorporate GLAD units and strategies, as well as use the Benchmark Reading program to teach our students the Language Arts standards. We will incorporate Guided Reading into our literacy block 4-5 times per week. The Eureka Math Program will be implemented to address the math standards. We will work with our grade level team to address the Social Studies standards as well as use the newly-adopted science curriculum (FOSS?) to teach the science standards.

Our instructional approach includes teaching both whole group and small group work. The whole group approach will be used when introducing new topics to ensure that the students are able to learn from each other. We will teach small groups for reading, math intervention, remediation, enrichment, and daily designated ELD.

At the start of the school year, we will work together to develop and agree on our **weekly lesson plans** and **schedule templates**, so that things will **stay consistent** for the students for both semesters. At the start of the second semester, we will review data and discuss student needs, groupings, and interventions.. We will also review and incorporate what we learned from **student assessments** and various data (i.e. Imagine Learning, Fastbridge) into our lesson planning and small group work. Lesson plans will be completed on Google Drive so both teachers will always have access to them and Mrs. Erich will know what has been covered and what still needs to be taught the second half of the year.

ASSESSMENT AND DATA:

Beginning of the Year Assessments:

We will follow the district assessment plan timeline, and assessments to confer about students' levels, appropriate groups, and support needed. Kelly will store and maintain data during the first semester, which Joelle will review thoroughly prior to her official start-date.

Ongoing Assessments:

Students' progress will be monitored and recorded using a variety of methods. Ongoing assessments for Language Arts include weekly comprehension and dictated sentences, based on the Benchmark Phonics program. Math mid and end of module tests will be given as well as ongoing exit tickets to check for understanding. Fastbridge tests in Language Arts and Math will also be reviewed to check for student achievement and needs. Individual Assessment Folders for each student will be maintained. These folders will contain copies of assessments such as writing prompts, math assessments, and Language Arts assessments.

CLASSROOM MANAGEMENT:

Our goal is to maintain **consistent behavior, discipline, and classroom procedures** to have a seamless transition between teachers. In order to do so we will both be fair, firm, consistent and yet maintain our individual teaching style. Our goal of classroom management is to eliminate distractions, disruptions, and behavior issues, so that we can create a safe learning environment

to inspire students. We will set expectations by having consistent classroom rules, procedures, behavior expectations, rewards and consequences.

Behavior and Discipline:

Mrs. Erich and Mrs. Matveief share a common philosophy in how we handle behavior expectations and discipline in the classroom. We believe in a positive discipline model and focus on building mutually-respectful relationships with the students in our class so students feel safe, cared for and want to make good choices. During the first few weeks of school, and throughout the year, we will make sure we are clearly communicating expectations, rules and limits. Parents will also be notified of these expectations, rules and limits. Various positive reinforcements will be used such as **table-group points** and filling the **token tower**.

We are both dedicated to using **Restorative Justice practices**, and Morning Circles to improve students' behavior, relationships with one-another, and self-confidence.

Students may be rewarded with various incentives such as a sticker/prize out of the prize box, taking shoes off in the classroom for the day, bringing in an item to share, or special crayons for the week. We will work together with children to increase their confidence and competence to handle challenging situations and will step in as needed.

We will help students struggling with their behavior by working with them on changing or fixing their mistakes and including their parents or the principal as necessary. Behavior and discipline standards will also include using PBIS to teach students to be safe, be respectful, be responsible, be kind and inclusive. If needed students will use the check in/checkout procedures from PBIS.

We will explicitly teach and continually review Fammatre 4 Bes. We will abide by the behavior management system set forth for the grade-level, in order to be consistent.

Classroom Procedures:

Classroom procedures will be taught and practiced at the beginning of the year to ensure that the class runs smoothly. Examples of procedures are what to do with completed work, how and where to line up after recesses, how to work with partners, where to sit on the carpet. One example of implemented procedures is that the students will be taught to use sign language for various daily procedures (i.e. I need water, I need to use the restroom). Additional procedures will be put in place for classroom jobs, group work, independent class work, etc. Classroom procedures will also include the use of table groups. The use of table groups helps teach the

students responsibility and teamwork. Tables earn points and will be rewarded for their efforts based on the number of points they earn each week.

ADDITIONAL ITEMS:

Joelle will take on the committee job that Kelly signs up for at the beginning of the year.

BENEFITS OF A SHARED CONTRACT:

The following is a description of the benefits of our shared contract and what we will be able to accomplish as a team.

Teacher Collaboration:

By starting the year, Kelly will benefit from having to stay accountable for setting up clear expectations and procedures for students. By starting mid-year, Joelle will benefit from having to maintain these clear expectations and procedures. We believe our classroom management will improve because we will be accountable to one another and our students for staying consistent throughout the year.

Diversity of Perspectives and Skills:

Joelle will spend time teaching Kelly her strengths and knowledge (math talks, Science of Reading) and Kelly will spend time teaching Joelle her strengths and knowledge (literacy strategies, integrating curriculum, interactive writing). Overall, both of us will be better teachers after sharing our knowledge with one another. Our grade-level partners will *also* benefit from working with two different educators, as we'll share our unique experiences and insights with them as well.

Student Assessment:

By sharing a contract, the students will benefit because there will be two of us who will be reviewing their data, identifying needs and developing strategies to support their learning.

Productivity Increase:

By working for only one semester each, we will be able to maintain our vitality and enthusiasm as we will both be able to better-balance our professional and personal lives. For example, Kelly will minimize teacher-burnout and knowing that she can take a breather after Winter Break. Furthermore, Joelle will likely have two children who sleep through the night by the time she starts, so she'll have more energy to teach during the day.

Illness or Other Absences:

We are committed to make every attempt to substitute for each other should one of us be absent to maintain consistency for our students. When Joelle substitutes for Kelly during the first semester, she'll be able to get to know the students and classroom procedures prior to her official start-date. When Kelly substitutes for Joelle during the second semester, the kids will feel comfortable with her and she'll easily be able to reinforce known classroom routines.

REASONS FOR SHARING A CONTRACT

Mrs. Matveief has two teenagers attending high school and would like to spend more time with them before they leave home. The mental health of the entire family will benefit from having her home and available more often. A shared contract would allow Mrs. Matveief to give her children the time and encouragement they need from their mom as they go through the challenges of adolescence.

Mrs. Erich has a toddler and is expecting another baby due in February. Continuing to work at Fammatre part-time would give her the ability to spend more time with her young children, while also continuing to develop her career and impact students at Fammatre.

With more of a work/life balance, Mrs. Matveief and Mrs. Erich feel we can be even stronger teachers due to having more energy, enthusiasm and engaging lessons for our students.

CONCLUSION:

Our profession as educators and being a part of the Cambrian School District, is equally important to us as the needs of our families. This split contract allows us to do both and we are sincerely appreciative of this opportunity. We believe our combined experience, teaching styles, and organizational strengths will allow us to provide an excellent experience for the children. We thank you for your consideration and sincerely hope you will allow us this opportunity to teach together! We think it will be a wonderful experience for both of us, as well as the children we teach.