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## **Declaration of Amy Shellman**

- I, Amy Shellman, hereby declare:
- 1. I make this declaration based on my own personal knowledge and if called to testify I could and would do so competently as follows:
- 2. I teach Health at Watsonville High School ("WHS") in Watsonville, California. I am a second-year teacher at Watsonville High School and I am currently the head of the Health and Home Economics Department.
- 3. When I started teaching at Watsonville High last year I was given a choice: I could switch classrooms three times each day, or I could teach in the library. There was no other option because of overcrowding at our school. I chose the library because I believed it was the lesser of the two evils. Switching classrooms ("roaming") would have involved using other teachers' classrooms during their prep periods. Many teachers at Watsonville have to roam (approximately 40 of the 170 teachers), which leads to staff squabbles over classroom territory and wall space. Roaming also forces teachers to invent methods of transporting their class materials from room to room. Some use carts, for example. One science teacher had to wheel delicate glass tubes, beakers, and bunsen burners around in a cart until he was given a permanent classroom this year. His permanent classroom is unfit for lab experiments because it doesn't have a sink, but he prefers it to having to haul his lab materials through the hallways between classes. I too preferred to have roots somewhere, even in a bad location such as the library, rather than move from room to room throughout the school day.
- 4. Unfortunately, it was very difficult to set up a true classroom environment in the library. I did what I could to create a focused classroom environment in the large, open space of the library by arranging the desks in certain ways. The lack of walls on which students could post their work also forced me to assign fewer group projects than I would have liked to assign. I couldn't do student-based performance assessment because there was nowhere to show students' work. Despite my adjustments, I couldn't teach my classes the way I believe is best because we were stuck in the library and did not have the benefits of a classroom.

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- 5. I taught in the library for approximately three months. During that time, I tried to make the best of a bad situation and created assignments that took advantage of the computers and books in the library. However, my students were the only ones who could enjoy these resources that were intended for the entire student body. Watsonville High essentially did not have a library for three months. Students were not allowed to come in and use the library while my class occupied it, so it was off limits to students during the school day. Students and teachers made comments to me about the school not having a library anymore.
- 6. Eventually I moved out of the library and into a portable classroom. The portable classrooms have problems as well. Some of the portables did not have enough desks and the school had to use Carl Perkins grant money to buy desks for these rooms. This money could have been spent on instructional materials such as models or books, if not for the problem with desks. Also, there is no storage space for teachers to use in the portables. Teachers need places to store supplies, instructional materials, etc. So some teachers took it upon themselves to build shelves in their rooms or recycle old materials from storage. Also, the school has had difficulty hooking computers in the portables up to the network. For example, some teachers in the portables this year were without Internet connections for the first eight weeks of classes and often the connections that do exist only work sporadically. Some portable classrooms may still be unconnected to the network. This lack of networking not only denies students the ability to use the Internet, but prevents teachers from sharing in the beneficial exchange of ideas and lesson plans that occurs between teachers at different schools over email and the Internet. The lack of connections to the network also makes it difficult to receive important staff-only bulletins or take attendance because WHS uses a centralized, computer-based system for both purposes.
- 7. We had a major flood in my portable classroom during the 2000-2001 school year. Water from a broken pipe soaked almost an entire wall and did extensive damage to my classroom. The cleanup and aftermath of the flood interrupted class for at least a couple of days.
- 8. I moved two more times during the 2000-2001 school year. Both times I was moved to a portable classroom in an attempt to keep the health and home economics teachers next to each other. We move as a department. Many other teachers had to move multiple times

1	as well. All of these moves are difficult logistically and are confusing and destabilizing for
2	teachers and students. Moving prevents teachers from establishing roots and students don't have
3	a sense of consistency in their school day.
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5	I declare under penalty of perjury of the laws of the State of California and the United
6	States that the foregoing is true and correct. Executed this $\frac{14}{2}$ day of $\frac{10}{2}$ , 2001 in Watsonville,
7	California.
8	Amy Shellman
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