

Just The Facts

The fact that so many of these young, brightest and best recruits were, over time, found to be – well, not really so sure that they were all *that* dedicated. The fact that two years was, actually, for a significant number each staffing cycle, turning out to be definitely enough time spent on a selfless (and endlessly harassed) low-income public school devotion.

The fact that so many of these magical initiates were not, in reality?

All that willing, sometimes even blindly unable, to open privileged (although undoubtedly bright) minds to a necessary acceptance of, or understanding, support and celebration for, the *actual* lives of the less privileged, less economically stable, and less culturally assimilated.

The fact that each year an increasing number of these privileged-world “brightest” recruits came face to face with the reality that an honest production of those miraculously high or even stable test scores – well, huh, who would’ve guessed? Due to the multiple intervening and uncontrolled variables, including the so many unhelpful actions from frustratingly inexperienced administrators, producing *high* scores?

Was going to remain an arbitrary – and generally unlikely – possibility.

The fact that, even as these inexperienced newcomers struggled to address the complicatedly non-standardized needs of their students, they were projected capable of functioning sans benefit of traditional education classes *or* an honest collaborative role modeling simply because big-name, self-promoting, business-world “experts” had begun to loudly and persistently claim that the *right* teachers? The *best* teachers?

Could, alone and independently, even while taking on huge classes filled to the brim with low-income, culturally-diverse students:

Perform magic.

The fact that, inside the so many reform-controlled buildings of modern days there was now a very limited non-orchestrated departmental communication; the fact that new teachers were increasingly unlikely to interact honestly and effectively with older, experienced peers; the fact that, unaided and autonomously, new hires were ordered to find success simply by turning a blind eye to an overwhelming reality.

The fact that, after being pushed unceremoniously into heavily reformed buildings, unproven and unsupported youngsters were directed to instruct large and even growing classes even as they were simultaneously commanded to respond to not only the demands of ongoing observations, but a variety of requirements attached to suddenly instigated in-school innovations.

The fact that, ironically, so many of these young dreamers?

So many of these low-income school saviors recruited *because* they were the brightest?

Came from privileged-class, economically-stable backgrounds: homes where personal finances had not only been openly discussed, but made an analytic priority – so that, far from being fiscally naïve or mathematically challenged? These especially bright recruits could look with ease right *through* proffered performance-dependent merit pay schedules and deduce that performance systems where pay would arrive arbitrarily in one-time-only, per-situation, non-variable-controlled bonus monies rather than in base-pay longevity increments – was, in fact?

Unappealingly, a system which never planned to support anything as expensive as personal dedication, building loyalty, hard-won experience, continued education, or a student and community commitment.

The fact that these not-so-dumb recruits?

Could rapidly process the necessary calculations and figure out that, huh, no kidding, they were unlikely *ever* to realize the big-salary-promoted dream; could even see that (there it was, plain as day) the promise of huge, elevated teacher salaries under an unpredictably-shifting, bonus-decided, top-down-punitive, variable-affected, test-score-wobbly merit pay structure?

Was simply yet another razzle-dazzle smoke-screen-camouflaged *non-reality*.

The fact that a noteworthy number of these low-income-school saviors kept choosing to leave; kept choosing to fulfill minimal employment agreements and get the hell out; kept choosing to vacate the premises and allow the next naïvely idealistic conscript to take up the job.

The fact that, oh, well – on the other hand:

The fact that *you* really didn't mind?

The fact that, as a result of *your* now very profitable business of assertively recruiting, short-term training and then ruthlessly placing an unceasing procession of young (and oh my, yes; often vivacious; often perky) teachers – well, the fact that their overall lack in dedication and durability was actually making *you* rich?

Oh, you *could*, of course, in all of your overwhelming concern for the children:

Simply forgot to bring that up.