

Discussion Guide

TEACH

inspiration is the greatest teacher

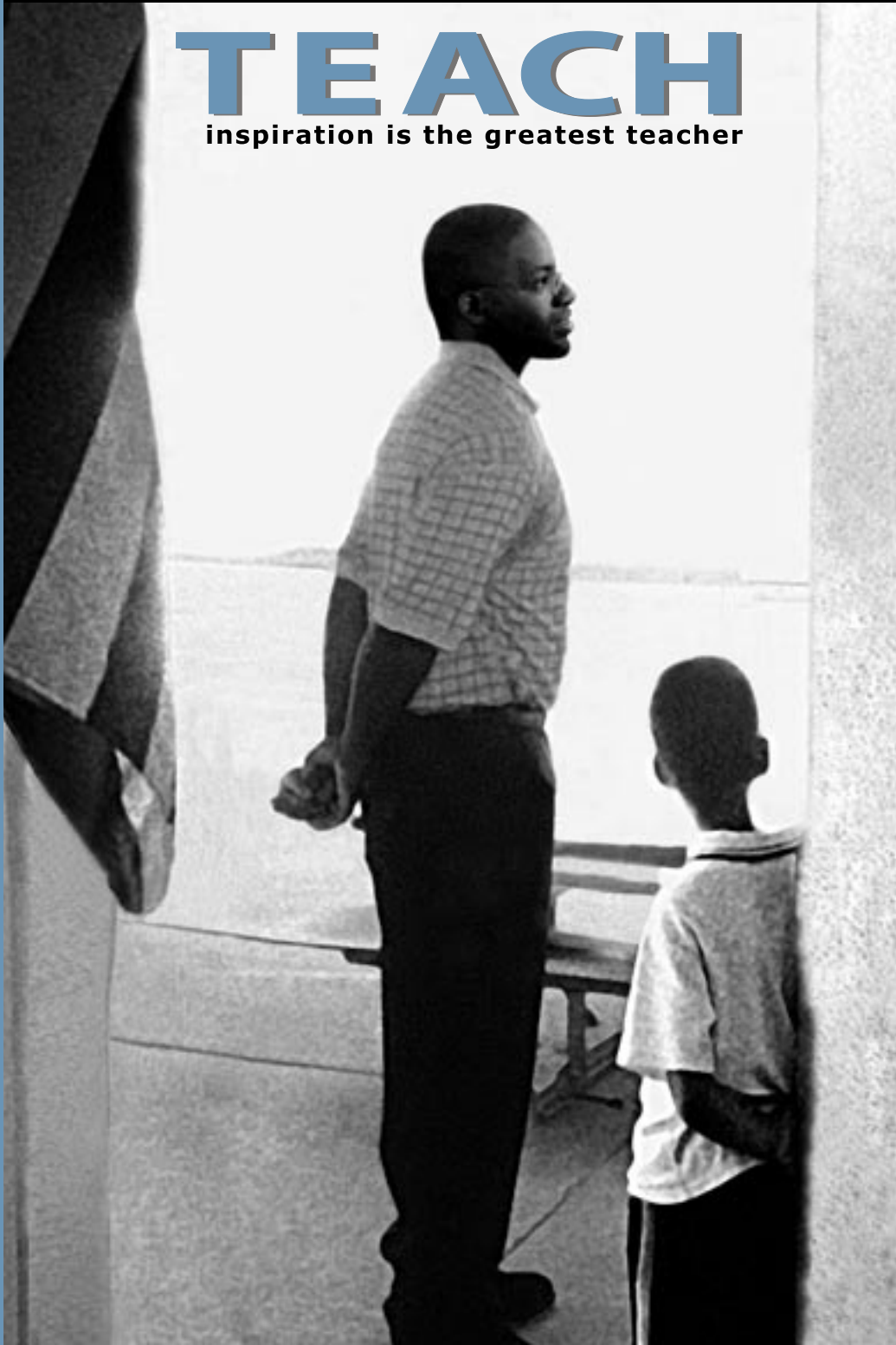


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INTRODUCTION

California faces an unprecedented teacher shortage. Over the next decade, our state will need to recruit 300,000 teachers to take on the rewarding, yet challenging job of teaching our youth.

This shortage, largely driven by an ever-expanding student enrollment; growing attrition of today's teacher workforce and class size reduction, is significant as evidence continues to emerge that the single largest factor to student achievement and success is the quality of our teachers.

In an effort to recruit qualified teachers, keep and motivate our current teachers and bring forth a commitment from all Californians to help support our classroom heroes, the California Center for Teaching Careers (CalTeach) encourages you to view the enclosed documentary, *Teach*.

Teach, created by filmmaker Davis Guggenheim, captures the determination and commitment of four novice teachers as they experience their first year in some of California's most challenging schools.

This film is engaging and moving. It will spark discussion. To help direct conversation and provide a clear pathway for action, this discussion guide has been developed and divided into three sections - each section providing detailed and tailored information.

View this film, share it with others and discuss it. By working collaboratively, we can make the difference of a lifetime by providing our children with the dedicated, qualified teachers they deserve. In turn, we can also provide the teachers in our classrooms the support they deserve.

ABOUT THE FILM

In response to the enormous shortage of teachers in California and nationwide, director Davis Guggenheim has produced a powerful documentary film, *Teach*.

Teach takes us on a journey through the first year of four teachers, all of whom are new to the profession. Told through the teachers' eyes, Guggenheim's film does what no policy or reform idea can – reveal the powerful emotional bonds between teacher and student.

We meet Geneviève who “wanted to teach the kids no one else wanted to teach.” She spends hours of extra time reaching out to a middle-school student only to lose him to his troubled family in the end.

There's Georgene, who teaches recent immigrants who are learning English as a second language. After the school board informs her they plan to cut funding for her high school class, she rallies her students to conquer the odds and win.

We meet kindergarten teacher Maurice, who is determined to get special help for a little boy in his class with severe speech problems. Struggling against an unresponsive system, Maurice refuses to give up, ultimately spending his free time after school giving the child the extra help he so desperately needs.

Guggenheim, whose work spans documentary (*The Art of Norton Simon*, *JFK and the Imprisoned Child*), television (*ER*, *NYPD Blue*) and feature film (*Gossip*), had been grappling for some time with the idea of making a documentary about the state of public education. The subject offered a confusing array of hot-button topics: school reform, voucher systems, charter schools. It wasn't until he saw school through the eyes of a teacher brand new to the system that a story began to take shape. Guggenheim set out to intimately document a teacher's first year – its victories and its frustrations. This very personal slant gives the film both its edge and its heart.

Guggenheim teamed up with documentary producer Julia Schachter whose previous film, *Colors Straight Up*, had familiarized her with the labyrinth of Los Angeles inner city schools. Together with producer Senain Kheshgi heading up their research, they scoured Los Angeles for the film's subjects.

The team sought out teachers who were willing to have their first and hardest year scrutinized on camera. Teachers who could learn to trust the filmmakers, engage in the documentary process, and allow the camera to record their most private and challenging moments. Ten teachers were chosen initially, reflecting a diversity of age, race, sex, background and personalities. Even so, these wildly different individuals shared one common characteristic: a passion for teaching.

Filming began on the first day of school in September 1999. The filmmakers shot for a hundred and ten days, collecting hours of footage. Initially, they planned to shoot on beta cam. But very early on Guggenheim purchased a small digital video camera and microphone so that he could be ready to shoot at a moment's notice. Much of the film is shot in this intimate manner, without crews, heavy equipment and lighting: just the director and a camera. This new technology permitted an intimacy that perfectly compliments Guggenheim's style of verité filmmaking.

The film captures the rhythm and cycle of that unforgettable year. Idealism and nervous excitement at the beginning, the soul-searching mid-year slump when teachers question if they are reaching the kids who most resist them, the deep satisfaction when a failing high school student turns his grade around, and how to maintain sanity and sense of humor throughout the excruciating marathon of the first school year.

An 80-minute version of the film, *The First Year*, aired nationally on PBS on September 6, 2001.

SPONSORS AND SUPPORT

California State University

The Teachers Documentary Project was made possible through the advocacy of the California State University. CSU Chancellor Charles B. Reed assisted to secure funding from the California Legislature. The California Center for Teaching Careers (CalTeach) is disseminating the film to target audiences in California to promote teaching as a profession and to recruit people to teaching.

The J. Paul Getty Trust

The J. Paul Getty Trust has long been dedicated to the quality of K-12 education nationwide. The Teachers Documentary Project offered the Getty a unique opportunity to support a film about the art of teaching.

Getty President and CEO Dr. Barry Munitz was a strong champion for the project from its inception. Through funding and support, and the dedicated work of Dr. Munitz and his colleagues, the Getty has been happy to assist this vital project in realizing its mission, and making an essential contribution to Southern California and American education.

Gary K. Hart

Instrumental support came from Gary Hart, former Secretary of Education for the State of California and the founder of the Institute for Education Reform.

STUDENTS AND PROSPECTIVE TEACHERS

Setting the Stage

This section is tailored for students (high school and college) who are thinking of pursuing a teaching career.

As a teacher, professor, counselor or administrator who will be showing the film, it is important to put the film into context and engage students in a classroom discussion. To assist with this effort, a variety of discussion points have been outlined for you to consider.

Discussion Points

It is recommended, if possible, that you view the film prior to showing it to your classroom so that you can help guide the discussion and answer questions. As stated in the introduction, this film was not created to sugarcoat the teaching profession, but rather it is a realistic look, from the filmmaker's perspective, into some of our state's more challenging classrooms.

High School Students

1. Set the stage for the film
 - a. Please use the information in the introductory section of this guide to set the stage for the film.
 - b. For more information on the film visit the CalTeach web site (www.calteach.com) and link to the film's web site or visit www.pbs.org/firstyear
2. Engage students in discussion
 - a. After viewing the film, ask students for their reactions.
 - b. Discuss those reactions, be it positive or negative. Were they motivated? Did the film "surprise" them? Explore their reactions and questions. If they were considering teaching, how did this film impact them?
 - c. Explore the challenges the teachers faced in the film. Share how you might have handled similar situations or ask your students how they would handle such situations.

- d. Have the students discuss their perceptions of teachers prior to watching the film and after viewing the film.
- e. Discuss with your students their views on student performance in relation to income, ethnicity and teachers' roles in classrooms that are located in underserved areas.
- f. Have students explain the teacher shortage. Why do they feel this labor shortage exists?
- g. Can students elaborate on what the challenges are in teaching today's youth?
- h. Discuss what it means to educate each student when parents are involved in the educational process.
- i. Have students analyze this director's approach to such an emotional documentary.
- j. Give examples of how education must change to provide for more career educators (i.e. more teachers who want to go into the profession).
- k. What does teacher preparation mean? From a student's perspective, how can we improve upon teacher preparation?

3. Conduct Class Activities/Group Projects

- a. Have your students write an essay on the teaching profession and share their work.
- b. Have students conduct a class project to help them understand California's school systems. As part of the process have them interview administrators and representatives from the California Teachers Association (CTA). Have them research the numbers - statistics for the number of underserved schools in California, number of emergency credentialed teachers, etc. Have students present their findings, conclusions and recommendations for improvement.
- c. Explain to them the process of preparing a lesson plan so they understand the planning and preparation that is required of a teacher.
- d. Group Project: research what it takes to become a teacher in California.
- e. Group Project: research the many incentives offered to college graduates looking at entering the teaching profession.
- f. Group Project: have students research the ethnic breakdown of our K-12 population and discuss how this affects a teacher's work in the classroom.

- g. Group Project: have students research the many pathways to becoming a teacher in California. What resources are available to interested students?
- h. Group Project: interview teachers of several grade levels and report on their reasons for becoming a teacher and remaining a teacher.
- i. Group Project: interview school board members, credentialing directors, local higher education professors and community college counselors for their insight on future changes in teacher credentialing in California. Will these changes help or hinder the process of hiring more teachers?

4. Quiz Questions and Discussion Questions

- a. The opening comments made by the four teachers give you the feeling of _____. What does it tell you about their career choices?
- b. Maurice says, “I try to be the type of person I want my kids to be...” Is this an important quality of teaching? Is it a necessary part of the profession? Why?
- c. Why did Genevieve go into teaching? And what do you notice about her style of teaching? Evaluate her approach.
- d. What prompted Andrew to choose teaching after trying so many other professions? Is it beneficial for teaching to have people who have experienced other careers?
- e. What does Andrew teach? What is his style of teaching? Is this an important area of education and do we have enough teachers to do the job?
- f. What does Genevieve consider her biggest obstacle when teaching? Is this a common obstacle or unique to her school?
- g. What do you think of the teacher-parent-student conference for Marvin? What would you do as Marvin’s teacher to help him in school? Do you think it is a teacher’s responsibility to deal with Marvin’s anger? How can teachers build trust with their students? Why is this an important aspect of learning?
- h. Is Andrew comfortable with his decision about Ulysses and what is his biggest concern after he is taken away? What hurts Andrew the most?
- i. Why doesn’t Tyquan get the help he needs from the speech therapist? If you were Maurice, what would you do? Why should Maurice be concerned about the politics of the school district? What value has the school district placed on Tyquan’s education versus the politics?

- j. If you were George, how would you motivate the 10 students who have failed the class? What are the students' excuses for failing the class? Do you feel these are valid reasons to not succeed in school? Should teachers have to motivate their students or is that a students' responsibility?
- k. What goal and objective does Genevieve want to gain from the use of cameras for part of her lesson plan? What sacrifices does she make to create this experience for her students? Do you agree with her reasoning and purpose?
- l. What reason is given to George regarding the funding for her classes? How does she approach resolving this? How is education funded in California?
- m. What does "mainstream" class mean? What would happen to these students if this class was eliminated?
- n. How does Andrew explain to Wilson what happened to Ulysses? What do you think Wilson thinks of Andrew now? Do you think Wilson understands why Andrew had to report this to the authorities? Should teachers have to get so involved in their student's personal lives?
- o. Since Maurice is not receiving any help from the speech therapist and Tyquan is not going to his Saturday classes, what does Maurice do? Is this also part of a teacher's job description? Where does a teacher's job start and end?
- p. What expectations does Genevieve have of her students? What roles do teacher expectations have on the students in the classroom? How important are teacher expectations? How does the lesson plan using the cameras fit into her expectations of her students?
- q. What does Andrew tell us about the expectations of his students? Are they different from Genevieve's? Of George's? How?
- r. What does Andrew mean when he says, this is only one part of the person, the classroom and education? Explain what he means.
- s. What does George mean when she mentions the "pay off"? Why is this important to teachers? Does this refer to their salaries? What exactly is she referring to?
- t. Based upon George's comment about pay offs, is teaching considered an important and worthwhile profession? How does society, in general, view the profession of teaching? How do you know this? Are teachers well respected in other countries around the world? Be specific.

- u. Once Maurice spends extra time with Tyquan after school, what is the end result? Be specific about the changes you see in Tyquan as a person and as a student. What impact does self esteem have on a person's educational process?
- v. How do these first year teachers feel about their chosen profession in June when they say goodbye to their students? How do you know?
- w. What does it mean: it takes a village to raise or educate a child? How does the video make reference to this?
- x. What does Maurice never want to forget? Why? How will that help him in returning to the classroom next year?
- y. What is the State of California's biggest challenge? What impact has this film had on your understanding of this challenge? How can you help?

College Students

1. Set the stage for the film

- a. Please use the information in the introductory section of this guide to set the stage for the film.
- b. For more information on the film visit CalTeach's web site and link to the film.

2. Engage students in discussion

- a. Have students discuss their reactions to the film. Engage them in a dialogue about various career options, their perceptions of teachers and the teaching profession.
- b. Have students discuss their perception of teachers prior to watching the film and after viewing the film.
- c. Have students discuss why they would or would not become a teacher. If they are in a teacher preparation course, have them discuss if this film has motivated them further or raised doubt.
- d. Expand the dialogue to include a discussion on our school systems and current educational structure. Ask for their views and recommendations for enhancement.
- e. Engage students in a dialogue about how California and local communities can ensure that children are taught by qualified teachers.

- f. Discuss the various pathways to teaching. What barriers exist? For those students in credentialing courses, what support do they think they will need once they become a teacher? Are they aware of the support and induction programs available?

Taking Action

Whether in high school, attending community college or about to graduate, numerous pathways are available to students interested in becoming a teacher. To learn more about the profession, encourage students to:

- 1) Join a club or take a class. There are numerous courses, classes, clubs and programs supporting prospective teachers from middle school through undergraduate levels.
- 2) Visit their local library or visit the CalTeach web site for more information and download the free publications. A variety of publications and books are available.
- 3) Talk to their favorite teacher. Nothing will be more beneficial than talking to an experienced teacher. Encourage students to ask their favorite teacher about the rewards and the challenges of teaching. Have students gain a true perspective.
- 4) Conduct research on the topic. If students are interested in teaching, but are still in high school or at a community college, have them work with their counselor to determine schools that offer teacher credentialing or contact the California Commission on Teacher Credentialing. To learn more about the many incentives that are now available to prospective teachers, have them visit the CalTeach web site.
- 5) If a student already has a degree, they may want to enter a fifth year teacher preparation program or a district or university internship program. These programs put students in the classroom under supervision while they complete coursework on teaching theories and techniques.
- 6) If you know a recent graduate who has their teaching credential and needs assistance with job placement, have them call one of the six regional Teacher Recruitment Centers listed in the appendix.

For More Information

For more information on becoming a teacher, call 1-888-CALTEACH (225-8322), visit www.calteach.com or send an e-mail to calteach@calteach.com. For details on the various pathways to teaching, contact the California Commission on Teacher Credentialing at 916-445-0184 or visit www.ctc.ca.gov.

TEACHERS

Setting the Stage

This section is designed for teachers. As a teacher, you may choose to watch this film with fellow teachers, principals, administrators or parents.

Discussion Points

Whether you are a new teacher or a veteran teacher, you have most likely encountered some of the issues raised in Guggenheim's documentary. While this discussion guide cannot provide solutions, it can be the launching point for discussions about the teaching profession - what is working and what is not, what must be kept in place and what must change. You are encouraged to show and watch this film with as many other teachers as possible and consider the following:

1. How did this film make you feel? Did it motivate you? Make you frustrated? Based on your reaction, is there something you feel you can or should do?
2. Is this film something that your district would want to share with parents so that the important collaboration needed between teachers and parents is reinforced?
3. Talk with fellow teachers about your philosophy of teaching. What aspects do you enjoy? What aspects do you not enjoy? Knowing that other teachers are thinking the same thoughts and feeling the same emotions can be helpful and lead to a network of support.

Taking Action

As the film depicts, the first couple of years of teaching can be challenging. In fact, some of those challenges never fully dissipate. However, there are numerous professional development and support programs available. As a teacher, your dedication and expertise are valued. By talking to your peers or being placed in contact with new resources, you can continue to be motivated, help educate our youth and make the difference of a lifetime. In addition, a multitude of new incentives and benefits are now available for California

teachers. Determine which ones you qualify for and consider the following:

1) Advanced Degrees

California State University and the University of California offer a wide range of graduate programs, including additional certificate and credential options.

2) California Professional Development Institutes and Subject Matter Projects

Provide opportunities for teachers to:

- a. Participate in university-based summer or intercession programs
- b. Engage in year-round activities to support their teaching
- c. Become part of a team focused on student achievement
- d. Receive a stipend for participation

3) Beginning Teacher Support & Assessment Program

Provides a variety of localized support services and professional development opportunities for first and second year teachers based on authentic assessments of teacher performance.

4) Teacher Incentives and Benefits

California now offers a variety of teacher incentives and benefits, such as:

- a. Loan forgiveness
- b. Professional development stipends
- c. Tax credits and bonuses

5) Mentoring

If you are a veteran teacher, have you thought about helping new teachers? If you are interested in sharing your wisdom and providing support, contact your local school district or university.

For More Information

For more information on the above programs, mentoring programs and teacher incentives call 1-888-CALTEACH (225-8322) or visit www.calteach.com.

STAKEHOLDERS

Setting the Stage

This section of the guide is tailored for our state's stakeholders. As community leaders, policy makers, employers, parents and citizens – you have a vested interest in ensuring that our state's children are taught by dedicated, qualified teachers and that, in turn, we provide the necessary support for those teachers.

Discussion Points

Your reaction to this film and those of your colleagues may vary. Some of you may be inspired and motivated while others may feel overwhelmed by the task ahead. Whatever your reaction, you are encouraged to share this film with the many colleagues, influentials and friends you know. This film is intended to lead to thoughtful discussions – discussions that lead to action and help us recruit qualified, credentialed teachers.

Taking Action

If you would like to get involved and make a difference, there are a variety of ways in which you, as an individual or as a company or community can take action. Listed in the appendix under “Taking Action” are a variety of web sites that are worth visiting. Also, consider the following:

1. If you are an employer: The children that are being taught today will be your work force tomorrow. It is crucial that those children are well educated, not only so they can be productive employees, but also so that our state and nation's economic structure continues to be strong and prosperous.
 - a. Create and support a science/math fund or literacy project for your local school or school district.
 - b. Donate supplies or books to a school or classroom.
 - c. Work with your local community leaders to host town hall meetings. Provide financial support or offer to host the meeting at your company.

- d. Create a company volunteer program or adopt a local school/classroom.
 - e. Depending on the type of organization you have, offer “Teacher Appreciation” discounts on merchandise/services.
 - f. Provide advertising dollars to support the local and/or statewide public education efforts currently taking place.
 - g. Underwrite the printing of collateral materials (informational brochures, newsletters, etc.)
 - h. Work with your local school district to sponsor an essay or poetry writing contest where students express how they feel about the most influential teacher in their lives.
 - i. If your company is downsizing, offer information to employees about career opportunities as a teacher. Have your human resource manager direct employees to CalTeach.
2. If you are a community leader: It is important that the community in which you reside provides children with a good education. It is equally important that the teachers who live within your community are supported and appreciated. As you know, a sound educational structure can play an enormous role in helping communities to be economically viable, violence free and filled with opportunity. Increasing awareness about the need for qualified teachers is one of the first steps towards making sure your community’s children receive the education that they need to succeed in life.
- a. Coordinate and hold a town hall meeting at a school and invite parents, teachers, and administrators. Watch the film and then facilitate a panel discussion about the film and California’s teacher shortage. Come up with an action plan that your community is willing to execute.
 - b. Work with your local media partners to make sure that your community is fully informed about our state’s great need for teachers. Contact your local media outlet and encourage the editor or producer to provide airtime and space for public service announcements about the importance of teaching.

- c. Develop and implement a plan for recruiting and retaining teachers in your community, such as hosting a teacher recruitment event in conjunction with your regional Teacher Recruitment Center, or holding a Teacher Appreciation Day at a local park.
 - d. Research, develop and use community and grass-roots-based resources to identify prospective teachers and help them through the pipeline of becoming a credentialed teacher.
 - e. Work with other community leaders and businesses to hold a fundraiser to purchase teacher supplies or raise money for fieldtrips. Call local merchants to have them participate.
 - f. Identify appropriate community-based organizations and/or local government entities that can serve as points of dissemination for CalTeach (teacher recruitment) information.
 - g. Work with local policy makers to hold a Testimonial Hearing for Education Committee members. The format would be the same as Congressional hearings, which means identifying industry leaders and having them deliver their statements before the panel. All testimonial papers would be provided to the panel.
3. If you are a policy maker: You have the ability to pass legislation that will make a difference in our classrooms. Through your efforts, CalTeach and six Regional Teacher Recruitment Centers – Californians’ primary information and referral agencies for teacher recruitment – were created. You have the ability and power to continue to ensure that our state’s children receive a good education and that the teachers we hire have the proper training and support they deserve.
- a. If you haven’t already done so, visit your local school districts, sit in a classroom and observe, talk to teachers in the district you serve. Gain perspective by spending time in California’s schools.

- b. Schedule a visit with the Teacher Recruitment Center in your region. They can provide you with the latest statistics on how many teachers need to be hired in the region, how many teachers are currently teaching with an emergency permit and much more. Contact information for the Teacher Recruitment Centers is listed on pages 21 and 22.
- c. Continue the dialogues you have established with community leaders and educational advocates. The solution to our teacher shortage rests with all of us. Community members want to help and be involved.
- d. Continue dialogs with educators, administrators and teachers. They are on the frontlines and have a wealth of information to share with you.
- e. Attend local town hall meetings on the topic; participate in forums that are held. Be visible and take the information you learn back with you and share it with your colleagues.
- f. If you feel there is information you do not have, have a staffer do research. CalTeach, the Teacher Recruitment Centers, the California Teachers Association and many more organizations have information to share.

For More Information

For more information on current teacher recruitment efforts, CalTeach or the *Teach* documentary, call 1-888-CALTEACH (225-8322) or visit www.calteach.com.

APPENDIX

California Center for Teaching Careers (CalTeach)

The California Center for Teaching Careers (CalTeach) is a one-stop information, referral and recruitment center for individuals interested in a teaching career. Administered by the California State University Chancellor's Office, CalTeach offers a variety of informational and advisor-assisted services. Established in 1997 by the California Legislature, the goal of CalTeach is to recruit qualified individuals to the teaching profession and alleviate the shortage of credentialed teachers in the state. Following are answers to common questions about CalTeach.

Why was CalTeach formed?

California faces a shortage of qualified teachers, largely driven by an ever-expanding student enrollment, mandated class size reduction and the growing attrition of today's teacher workforce as a large proportion reach retirement age. These factors have skyrocketed the demand for qualified and credentialed teachers.

The shortage of fully qualified teachers is especially significant as research shows that one of the most significant factors to affect student learning is teacher quality. Successful efforts to recruit and retain well-trained, experienced and fully credentialed teachers are critical to improving student achievement.

What role does CalTeach play in the *Teach and The First Year* documentaries?

The Teachers Documentary Project was made possible through the advocacy of the California State University. CSU Chancellor Charles B. Reed assisted to secure funding from the California Legislature. The California Center for Teaching Careers (CalTeach) is disseminating the film to target audiences in California to promote teaching as a profession and to recruit people to teaching. CalTeach anticipates that the film will be a key element in statewide teacher recruitment efforts.

What services does CalTeach offer?

In a state with multiple avenues for earning a credential, becoming a teacher is a detailed, extensive process. CalTeach offers several services designed to help aspiring teachers at all steps.

1. **www.calteach.com.** This web site offers information about the opportunities and rewards of a career in education, hosts an online recruitment system that connects colleges, school districts and applicants, and provides links to other education-oriented web sites.
2. **Call Center.** Staffed by trained advisors Monday through Friday, 9 a.m. to 5 p.m., the Call Center provides personalized information to interested individuals. The Call Center is designed to provide human support and interaction, complementing the array of technological support already provided via the web.
3. **Outreach Specialists.** These individuals develop and conduct motivational and informational outreach activities at high schools, community colleges, universities and other organizations.
4. **Interactive Voice Response System.** This system, known as IVR, is fully integrated with the CalTeach web site, allowing the use of a toll-free number (1-888-225-8322) to access information about jobs, programs and school districts.

For more information about CalTeach, call 1-888-CALTEACH (225-8322) or send an e-mail to calteach@calteach.com.

Regional Teacher Recruitment Centers

California has established six Teacher Recruitment Centers throughout the state to provide a direct link between teachers and prospective employers. The centers partner with school districts to ensure that teachers are placed in classrooms through a seamless and efficient hiring process. Services provided by the centers include:

1. Teacher Preparation and Assessment
2. Job Opportunity Exploration
3. Application Assistance
4. Financial Assistance

TRC Northern California Project Pipeline

Phone: 916-648-2580

TRC Central California

Phone: 559-624-1035

www.teachcentralcal.org

TRC - Riverside, Inyo, Mono, San Bernardino

Phone: 866-824-7467

www.teach4rims.org

TRC - Los Angeles County Office of Education

Phone: 800-875-2929

www.teachnow.la

TRC - Los Angeles Unified School District

Phone: 800 TEACH LA

www.teachinla.com

TRC - San Diego, Orange, Imperial

Phone: 619-908-3600

www.teachsocal.org

California & National Statistics

The following statistics help describe the teacher shortage currently facing California and the nation.

The Teacher Need

- California will need to recruit 300,000 teachers over the next decade.
- As of the 2000/2001 school year, the state of California is educating more than 6.3 million students.
- In California, the school age population has grown by more than 100,000 students per year during the past two decades.
- To replace retirees, fight attrition, accommodate projected growth and reduce the number of those who hold emergency credentials, the nation will need to hire two million teachers over the next decade.
- In high poverty, urban and rural districts alone, more than 700,000 teachers will be needed in the next ten years nationwide.

(Source: National Education Association)

The Makeup of California Classrooms

- Twenty-five percent of California's school children live in poverty.
- The majority of California teachers are from middle class backgrounds.
- Sixty-one percent of California's students are ethnic minorities.
- Twenty-two percent of teachers are from minority groups.

(Source: Teaching and California's Future 2000)

The Disappearing Workforce

- Of the 2.9 million teachers working in the U.S. today, more than 1 million are age 48 or older.
- Nationally, 20% of all new hires leave teaching within three years.
- In urban districts, nearly 50% of newcomers flee the profession during their first five years.
- In California, teachers leave the profession at the rate of eight percent per year.

(Source: National Education Association)

Characteristics of 2.9 million U.S. Teachers

70%	Female (nearly three out of four)
59%	Teach elementary grade levels (K-8)
12%	Teach in private schools

Highest Degree

52%	have a Bachelor's Degree
42%	have a Master's Degree
6%	Other

Race/Ethnicity

<u>U.S.</u>		<u>CA</u>
87%	White	75%
7%	African American	5%
4%	Latino	13%
1%	Asian/Pacific Islander	5%
1%	Native American	1%
	Multiple or Not Reported	1%

(Source: U.S. Department of Education, California Department of Education)

When Did New Teachers Make the Choice to Teach?

51%	Before college
38%	In college
9%	After college
1%	Not sure

(Source: *Met Life Survey of the American Teacher*)

Where New Teachers Want to Teach

75%	Hope to teach within home state
75%	Want to teach in middle-class schools
14%	...in culturally diverse schools
6%	...in low-income schools
57%	Plan to teach in suburbs
24%	...in rural areas or small towns
19%	...in cities
58%	Plan to teach elementary grades
42%	...secondary level

(Source: *Teacher Magazine*)

Recruitment Listings

If you are interested in teaching, below are numerous California and national job posting and recruitment web sites.

Academic Employment Network

www.academploy.com/jobs.cfm

Accepts postings via an Interactive Internet form, e-mail, regular mail, fax and phone. Ads are arranged by state and run for 30 days. Prices begin at \$95.00 for one person with multiple job listing discounts.

Education JobSite

www.teachersplanet.com

“Connecting Jobs and People for Better Education”

Educator’s Network (EDNET)

www.school-jobs.com

Employment opportunities for educators. Site offers a free three month trial offer, after the trial offer the fee is \$300 for a 12 month period. (Primarily Southern California)

EduTech

www.edutech-1.com

School districts can post “no frills” job listings for free on Edu-tech on-line Educational Employment Search at EduTech. The site also offers geographically enhanced listings for \$50.00 for 30 days. (Primarily Southern California)

GreatTeacher.net

www.greatteacher.net

Offers free job classifieds to the teaching community. Positions are now categorized by location (state, country or region) and can be found in the category scroll down box under “Select A Location.”

ISM’s Career Corner (Positions at independent schools)

www.isminc.com/pubs/mart/mm.html

Current job openings for administrators and teachers working in the private school world.

JOBTRAK

www.jobtrak.com

Visited by 35,000 job-seeking college students and alumni daily, JOBTRAK is the most-visited college-targeted site on

the Internet. K-12 school districts may post job listings on JOBTRAK free of charge at their choice of 900 college and university career center partners. During the first half of 1999, K-12 school districts posted over 50,000 openings on JOBTRAK.

NationJob Network

www.nationjob.com

Offers several listing packages starting at \$75.00 for one listing. They cross-post jobs to America's Job Bank. Usenet Newsgroups and Yahoo! Classified.

Project Connect

<http://careers.soemadison.wisc.edu/projectconnect/MainMenu.cfm>

Project Connect is a national cooperative venture between school districts and universities to get education staffing on the Internet. The service is free of charge to school districts and participating colleges.

The California Special Education Job Vacancy Data Base

www.cde.ca.gov/spbranch/sed

Site has hundreds of special education job vacancies searchable FREE on-line by county, statewide, position title, agency, California credential requirements and by key words within the job description narrative. School districts can post special education job vacancies for FREE at the same web site location.

Troops to Teachers

voled.doded.mil/dantes/ttt

A referral assistance and placement service for military personnel interested in beginning a second career in public education as a teacher. Free national system posting positions and resumes. Contact the Troops to Teachers Office near you for more information.

Teach for America

www.teachforamerica.org

A teacher recruitment program aimed at recruiting a national corps of outstanding and diverse recent college graduates, of all academic majors. The participants commit to two years of teaching in under-served urban and rural public schools.

Web66

web66.coled.umn.edu/schools/US/California.html

International WWW School Registry (California K-12 public and private school web sites; some have job listings)

Pathways to Teaching

The California Center for Teaching Careers (CalTeach)

www.calteach.com

An informational site and referral service for those considering or pursuing teaching careers. It contains a referral database for qualified teachers seeking public school employment. It provides resources for prospective teachers, including requirements for obtaining a teaching credential, and information about conventional and alternative teacher preparation programs.

Bilingual Education Credentialing Alternative (BECA)

<http://seclang.sdcs.k12.ca.us/beca>

The BECA Intern Program is a tuition-free, district sponsored, alternative certification program for the training of elementary bilingual English-Spanish speaking teachers.

National Teacher Recruitment Clearinghouse

www.recruitingteachers.org/become/index.html

Read about the basics of licensure and learn the differences between licensure, certification, and accreditation. You can also find information about teacher preparation programs and the various pathways to becoming a teacher. Learn about financial aid and other useful resources.

State Education Agencies

www.ed.gov/Programs/bastmp/SEA.htm

Provides direct links to the Department of Education in each state across the country. Many of the individual state sites contain information about requirements for teacher licensing, certification, and testing requirements.

UK College of Education

www.uky.edu/Education/TEP/usacert.html

A portal for finding certification requirements for the 50 states, with the understanding upfront that each state is continually revising its teacher certification/licensure rules and requirements.

National Education Association (NEA)

www.nea.org

America's oldest and largest institution committed to advancing the cause of public education. It sponsors activities, workshops, provides faculty and school support, assists in contract bargaining, and connects educational professionals together. For information on state affiliates of the NEA, visit: www.nea.org/aboutnea/affiliat

General Resources

For additional information on all aspects of California's educational system, including the teaching profession and legislation, visit the web sites listed below.

The California State University (CSU)

Institute for Education Reform

www.csus.edu/ier

A university-based policy center focusing on elementary and secondary school issues. Its goals are to link the university and state policymakers with developments and concerns in the K-12 education community, and to provide assistance to K-12 schools that are undertaking or contemplating major reform activities.

California State Department of Education

www.cde.ca.gov/spbranch/sed

Up-to-date information on all aspects of California education, including teaching, statistics, special programs, legislature, funding opportunities and career development.

California Teachers Association (CTA)

www.cta.org

CTA plans and executes programs and strategies designed to enhance the quality of education for students, and the professional and personal lives of its members. It offers information on education, training, development, management, research, business support, legal services and government relations.

California Federation of Teachers (CFT)

www.cft.org

The CFT is a labor union alternative to the California Teachers Association.

Ed-Data

www.ed-data.k12.ca.us/about_top.asp

Online information about school districts in California, including data on enrollments, pupil-teacher ratios, per pupil expenditures and other important topics in public education. It links directly to California Department of Education databases and relevant web sites focusing on K-12 education.

SCORE History-Social Science!

www.score.k12.ca.us

This site is part of a network of online resource centers in California. The online teacher resources have been selected and evaluated by a team of educators from across California.

Taking Action

Not everyone who cares about education becomes a teacher. There are other ways you can contribute. Here are some sites that will help you find ways to get involved and support education.

The L.A. Unified School District Partnerships & Adopt-A-School Program

www.lausdpartnerships.org/privacypolicy.html

The Los Angeles Unified School District's Partnerships and Adopt-A-School Program provides business, community organizations and individuals an opportunity to develop a relationship with a local school to support educational excellence and workforce readiness through human resources.

Educate LA

www.educatela.org/elamain2.htm

A resource for parents, students, educators and community leaders. It provides content ranging from research information for parents to minority programs to teacher resources. The college preparation area provides links to extensive college search engines, on-line admissions, catalogs from over 14,000 colleges, and detailed information on financial aid.

Impact Online: VolunteerMatch

www.volunteermatch.org

ImpactOnline is a nonprofit organization investing in the development of public interest Internet applications. VolunteerMatch, the organization's premier service, utilizes the power of the Internet to help individuals nationwide

find volunteer opportunities posted by local nonprofit and public sector organizations. Contributing organizations post their own opportunities, giving volunteers easy access to an accurate and diverse source of activities. VolunteerMatch is available nationwide.

National Association of Partners in Education

www.napehq.org/1.html

This organization works to increase the number, quality, and scope of effective partnerships in education.

AmeriCorps

www.americorps.org

The domestic Peace Corps engages more than 40,000 Americans in intensive, results-driven service each year. After their term of service, AmeriCorps members receive education awards to help finance college or pay back student loans.

Do Something

www.dosomething.org

A nationwide network of young people who take action to change the world around them. Through the Do Something Network in America's schools, young people work with caring educators called Community Coaches to give voice to their own vision of community change and then design and implement specific community projects to turn their ideas into action.

The National Center for Community Education

www.nccenet.org

Provides leadership training to further the development and skills of those involved in community education.

Mentoring USA (MUSA)

www.mentoringusa.org

Provides structured one-to-one mentoring to "at risk" youth. Offers information on how to become a mentor including internships, special programs and other useful resources.

Video Tape Requests

Copies of the 80-minute documentary, *The First Year*, which aired on PBS can be ordered directly from:

Videofinders
4401 Sunset Blvd.
Los Angeles, CA 90027
800-343-4727

Contacting the Teachers

Email addresses for the teachers in *Teach* can be found at www.pbs.org/firstyear/teachers – each teacher has a profile page which includes their email address.

FAQs - Frequently Asked Questions

Q: How do I get an individual copy or multiple copies of *The First Year*?

A: Call Video Finders at 800-343-4727

Q: Can I make my own copies of *Teach* or *The First Year*?

A: No. Both *Teach* and *The First Year* are copyright protected and illegal reproduction of each film is prohibited.

Q: Can *Teach* or *The First Year* be broadcast in our system via closed circuit, cable, or educational circuit television?

A: No. *The First Year* is licensed exclusively to PBS and the broadcast rights for *Teach* are not available at this time.

Q: Can my organization stream *Teach* or *The First Year* on our web site?

A: No. The rights to *Teach* and *The First Year* are unavailable for broadcast or web streaming.

Q: Can my organization stream the short web vignettes?

A: No, all web site material is licensed exclusively to PBS.

Q: Can we use photos of your teachers in our local press, web sites, etc.

A: If you want to publish photos with an article about the film please give the photographer credit (Lara Porzak,) and (c)Teachers Documentary Project. For JPEGs or copies of photos please contact:

Teachers Documentary Project
310 N. Stanley Ave.
Los Angeles, CA 90026
(323) 933-8462 phone

Q: Can my organization link to the *Teach* web site?

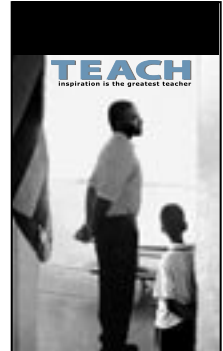
A: We would be happy for your organization to link the *Teach* web site. For reciprocal links, please email your request to teachoutreach@aol.com.

Hosting a Screening

If you would like to host your own screening of *Teach* in front of a large audience, please contact CalTeach at 1-888-CALTEACH (225-8322). Representatives will be able to assist you.

Free Video Resource Order Form

Yes! Please send me a free videocassette of *Teach*, the documentary film by Davis Guggenheim. This 35-minute film captures the determination and commitment of three novice teachers as they struggle to survive their first year in America's toughest schools. The film is also a call to action in response to California's need for teachers.



Mailing Information:

Contact Name: _____
Company or Organization: _____
Address: _____
City: _____ State: _____ Zip: _____
Phone: _____ Fax: _____
E-mail: _____

Number of copies requested: _____

How do you plan to use this film? _____

Who will you show this film to? _____

Do you have suggestions for additional ways we can use this film to recruit teachers? _____

If you have already seen *Teach*, tell us how you would rate the content of the film.

Please circle one: **Excellent** **Fair** **Poor**

Submit your order form by fax or by mail:

By Fax: (916) 278-5014

By Mail: *Teach* Documentary
c/o CalTeach, CSU Institute for Education Reform
6000 J Street, Room 339
Sacramento, CA 95819-6018

This complimentary video is provided by the California Center for Teaching Careers (CalTeach), a one-stop information, recruitment and referral service for individuals considering or pursuing a teaching career. For more information about CalTeach, call 1-888-CALTEACH (225-8322) or visit their web site at www.calteach.com.



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