

Documentary directs teacher to new ambitions

The Fund for Teachers grant I received in 2003 enabled me to direct and produce a short documentary about Spanish Gypsies, or Roma. That documentary has engaged my students at the New York City Museum School in sophisticated cultural issues.

Throughout my professional odyssey, I have been motivated to work with the politically disenfranchised, eventually becoming a community organizer in Harlem and the South Bronx.

This was also when I hitchhiked through Spain, staying with a Roma family in Córdoba.

While partaking in the family's meals, labor and celebrations, it was clear they were often scorned in Spanish society.

During subsequent travels to Spain, I was amazed at how Gypsies, a group so integral to Spanish culture, could be so disliked and live so marginally.

In class, I challenge students with this idea.

It wasn't until learning about Fund for Teachers' unique mission that I thought of creating a documentary that brings Gypsy personalities to life and helps dispel common stereotypes.

With no media experience, it was daunting to face filming a documentary. Meetings with experienced filmmakers, interviews and travel logistics became



Jacques Hoffmann

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THE BIG APPLE FOR TEACHERS



NBC Today show host Al Roker gives a thumbs-up to teachers and Jones New York employees during National Teacher's Day. They were celebrating the announcement of Jones New York In The Classroom.

Jones names Fund for Teachers as In The Classroom beneficiary

What could be more appropriate than The Big Apple on National Teacher's Day? Mix that with the launch of Jones New York In the Classroom, a nationwide initiative sponsored by the Jones Apparel Group, and you've got success.

Fund for Teachers is one of four beneficiary nonprofits selected by Jones New York to participate in the campaign. The other three are New Teacher Academy, Adopt-A-Classroom and TeachersCount.

"This is Jones Apparel Group's investment in the future," said Peter Boneparth, Jones Apparel Group's president and CEO.

"Teachers are essential to the success of our children and Jones Apparel Group wants to take a leadership role in providing immediate and tangible help in the classroom, while encouraging others to

join us along the way.

"We believe that if we appreciate the teachers, we in turn appreciate our children, which is exactly why Jones Apparel Group was inspired to take up this cause," adds Boneparth.

Jones is taking a multi-faceted approach to supporting teachers at critical points in their careers, with a focus on — recruitment, retention, professional development and recognition and support.

The 'voice' of the campaign is clear. Inside four simple walls a world is opened. Behind closed doors inspiration visits and decides to stay. Teachers are the ones who turn the page of a book and show students the world. Great teachers turn learning into art. And children, both young and old,

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OUR MISSION

Fund for Teachers is a unique foundation whose mission is to enrich the lives of schoolteachers and students by providing recognition and opportunities for renewal to outstanding teachers. Making a difference one teacher at a time, Fund for Teachers awards grants directly to teachers to support professional development opportunities of their own design.

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from the executive director...

Imagination is a powerful tool

A dear friend of Fund for Teachers, Jerome Murphy, is fond of prefacing his thoughts with “one could imagine,” followed with an array of possibilities. Jerry and I have enjoyed many fruitful conversations.

The school year is winding down. To date, FFT has awarded 380 teachers with grants for personal journeys.

The diversity of projects is inspirational. One fellow will join a painting expedition to Tahiti to study Paul Gauguin’s life as an artist and adventurer.

Another will attend the International Congress for the Study of Child Language in Berlin. A third will study science curriculums and differences in teaching methodology in Beijing.

Jacques Hoffmann prefers his days to be filled with challenge and purpose. His study on Spanish gypsies is fascinating. He shows how far classroom walls can expand when a teacher brings out his best tool — the imagination.

More than the wind is whipping in Oklahoma. Tulsa Community Foundation is leading the charge there, encouraging local teachers to be extraordinary and dream big.

It brings individual and corporate leaders together to champion the cause and meet a challenge grant offered by Raymond Plank and Henry Zarrow.

In Expeditionary Learning schools,

teachers use pedagogy to help students become active and collaborative learners. Two tenets of Expeditionary Learning Outward Bound, leadership and community, continue to be essential in building Fund for Teachers.

The developing product of our partnership with them is the methodology to better understand and facilitate the transfer of the summer experiences of each of our teacher fellows to the classroom. Ron Berger, a truly inspired mind, shepherds us through the process.

Peter Boneparth of Jones Apparel Group imagined uniting his employees and



Karen Kovach-Webb
Executive Director

consumers behind a clear platform of social responsibility. It resulted in Jones New

York In The Classroom.

Because of our partnership with Jones, Fund for Teachers has expanded into four new markets — Washington, D.C., Atlanta, Chicago and Los Angeles.

I welcome your input. Feel free to call or e-mail me.

A teacher will teach an inspired lesson and it will become someone’s lifetime work — “one could imagine.”

**Teachers are the ones
who turn the page of a book
and show us the world.**

JONES

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become the canvas.

Jones New York In The Classroom is a 501(c)(3) organization dedicated to improving the quality of education in America and inspiring others, both individuals and corporations, to do the same.

For additional information on Jones New York In The Classroom and its partners, visit www.jnyintheclassroom.org.

New York students were on hand at the Today show for National Teacher’s Day.



2005 FUND FOR TEACHERS Fellows

To date, Fund for Teachers has awarded 269 grants to 380 teachers representing 224 schools across the nation.



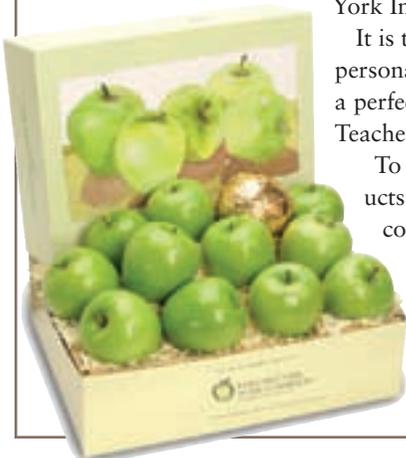
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The Fruit Company is donating 20 percent of all gift sales made with special promotional codes directly to Jones New York In The Classroom.

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To learn more about the products or The Fruit Company's commitment to Jones New York In The Classroom, visit www.thefruitcompany.com. Enter source code FFTCLASS at checkout.



Tulsa response exceptional

Fund for Teachers is thriving in Tulsa, Oklahoma due to a vibrant collaboration with Tulsa Community Foundation.

In 2005, 37 grants were awarded to 87 teachers, totaling nearly \$215,000.

In just the second year of this partnership, community response has been extremely enthusiastic.

The *Tulsa World* has provided excellent coverage of the grantee orientation and written feature stories on several 2005 scholars.

In response to a challenge set forth by Raymond Plank, Apache chairman, and Henry Zarrow, a beloved Tulsa philanthropist, to build a \$3 million endowment for Fund for Teachers in Tulsa, Tulsa Community Foundation is actively working toward this objective.

Samson Oil Company has committed a lead gift of \$100,000 to the endowment. Additionally, TCF has committed a \$100,000 gift.

Over the next few months, the endowment challenge will be in full swing and Tulsa area donors will have the opportunity to participate in the effort.

With \$200,000 raised, and another \$400,000 in current requests, TCF is confident that the endowment will be raised and that Fund for Teachers will become a permanent fixture for area teachers.

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the initial focus. Grant money hired Avenue Z Productions, who handled the cameras and edited footage, all below cost.

Future plans include using what has already been documented as a springboard for more fundraising and filming. My ultimate goal is entering a film festival.

This past spring, I took my labor of love to new levels, traveling back to Madrid to document a mass eviction of Gypsies from public housing and the demolition of their homes.

This time, I was behind the camera.



Jacques Hoffmann and Gypsy youth enjoy singing. Photos courtesy of Marc Birnbach and Avenue Z Productions.

Back in the classroom...

Evaluating teacher growth, practices

By Ron Berger

Sarah Hinton, a middle school French teacher from Wisconsin, changed her view of teaching and of the world. She used a Fund for Teachers fellowship to spend the summer in Burkina Faso, West Africa. She and her students will never be the same.

Fund for Teachers, seeking to improve student's lives and learning, entered a partnership with Expeditionary Learning Outward Bound, a national school network and improvement organization.

ELOB sends public school teachers on adventures — academic, artistic and wilderness — noting and supporting the changes engendered in the classroom.

For two years the organizations have worked together to better understand, assess and improve the transfer of learning from the field to the classroom.

When a teacher like Sarah completes a fellowship, one would expect that she would return with a wealth of new content knowledge to share with students. What we have found in interviews is that the nature of the learning and personal transformation goes deeper and broader than simply content knowledge.

Teaching practices, organizational structures, expectations and relationships often change as well. There is a new purpose and focus to learning.

In Sarah's classroom, learning French now became a bridge to the people of

Burkina Faso. Students began a journey to understand and respect this French-speaking culture and to confront the issues of poverty, health and education there.



Sarah Hinton visits natives in Burkina Faso, West Africa.



The classroom is a new place — hosting guests from Africa, they have taken on, together, a campaign for justice. Students are creating videos to raise consciousness and funds.

All FFT fellows are benefitting from a constellation of new organizational structures to support and assess the impact of their learning. Each fellow is partnered with another from the same district for pre- and post-fellowship interviews, using a template to predict and track learning.

Back in the classroom, teachers use the template to document changes in teaching practices over the course of a year and produce a reflective report with evidence of student learning changes.

A teacher inspires us to learn — Learning inspires us to dream — Dreams come true!

www.fundforteachers.org



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