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## DECLARATION OF EMILY GLASGOW

I, EMILY GLASGOW, hereby declare:

1. I have taught third grade for the past two years at Webster Academy in Oakland through the Teach For America program.

2. I make this declaration based on my own personal knowledge and if called to testify I could and would do so competently as follows:

3. I did not have textbooks or materials to use to teach science or social studies. The Oakland Unified School District does not use a textbook-based curriculum for science or social studies, but my school did not provide me with alternative materials to use to teach the subjects. The district has adopted a science curriculum created by the Lawrence Hall of Science, called a FOSS Kit curriculum, but I never saw a FOSS kit at Webster during my two years of teaching. And the district had not adopted any social studies curriculum during the two years I taught at Webster, even though the district expected teachers to teach social studies in their classes.

4. Because my school had no materials for me to use to teach science and social studies, I had to purchase my own materials or borrow them from other teachers. I also used material I got from my teacher credentialing program to teach science to my students. Even though I found some material to use to teach, my students definitely suffered because we didn't have enough resources to use to teach science and social studies.

5. Webster has a lot of new teachers and teachers who don't have their teaching credentials. When I started teaching at the school two years ago, about 24 other new teachers started with me. Most of us had no teaching credential. That meant that about a third of the teachers at the school were new teachers who were working on their teaching credentials. Sometimes it felt like the blind leading the blind at school without more experienced teachers to mentor us.

6. It would have helped me a lot to have done student teaching for at least a semester before I started teaching in a classroom by myself. First year teachers' classes often end up being guinea pigs if the teachers have not first done any student teaching. During my first year, I didn't cover as much of the curriculum as I should have because I was still learning how to teach. My second year started off a lot more smoothly because I had had a year of teaching under my belt before

1 I began teaching that class.

2 7. The school doesn't help foster and train new teachers as well as it could and should.  
3 There is no formal mentoring process in place at the school, so new teachers have to seek out  
4 mentors and training themselves. In addition, the school fails to ensure that all new teachers are  
5 observed and evaluated during their teaching. During my first year, my principal asked me to sign  
6 a paper saying that I had been observed on certain days, even though I had not been observed on  
7 those days. I was only formally observed one time during my first year by my administration, and  
8 twice during my second year. It would have helped me to have had more review of my teaching.  
9 And in any case, the school should have ensured that I and other teachers were observed and  
10 evaluated.

11 8. In addition to teacher turnover, Webster has high administrative turnover. We had  
12 three principals during the two years I taught there. During my first year, the principal quit in April,  
13 and then the assistant principal became the interim principal until the following fall. Last fall, the  
14 school hired a new principal. The new principal will be reassigned to a new site next fall.

15 9. There is a severe substitute shortage in the school district, so often teacher absences  
16 are not covered. When no substitute is assigned to a job, the children from that class are split up in  
17 groups of four or five and sent to join other classes (without prior notice) for the day. I probably  
18 accepted extra students into my classroom an average of three to five times per month.

19 10. I taught in an old portable both years I taught at Webster, and my portable classroom  
20 had no air conditioning. For about a week in the fall and another week in the spring of both years  
21 the heat was unbearable in the classroom. The children and I were all sweaty and hot, and it was  
22 very difficult for them to try to learn in the heat. Going outside was no relief because it was too hot  
23 outside. Sometimes we just turned the lights off and watched movies because there was nothing else  
24 we could do in the heat.

25 11. About two thirds of the school is composed of portables. All of the old portable  
26 classrooms, and also the classrooms in the permanent building, have the same heat problem my  
27 classroom had. The newer portables have air conditioning.

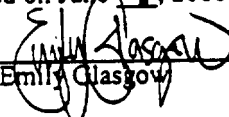
28 12. None of the portable classrooms are wired for the internet. I had two computers in

1 my classroom, but I had no working printer and no internet access, so the computers didn't help  
2 children in my class learn all that much. One of the computers had a working word processor and  
3 the other computer could run computer games. But with only one working word processor, it would  
4 take my students two weeks for everyone to type up one story we wrote in class. We needed more  
5 and better computer access. Children these days need access to the internet to do research, but  
6 children in my class never had that opportunity.

7 13. The school had almost no playground equipment for the children at recess. We had  
8 one set of monkey bars for 1100 children and otherwise the children just had asphalt to play on.

9 14. I spent a lot of money purchasing supplies for my classes. During my first year, I  
10 spent close to \$500, and I spent slightly less my second year. In addition to science and social  
11 studies curricular material, I bought pencils, notebooks, crayons, glue sticks and other basic supplies  
12 for the classroom. It would be great to have been reimbursed for those costs, but reimbursement just  
13 was not a reality at Webster.

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15 I declare under penalty of perjury under the laws of the State of California and the United  
16 States that the foregoing is true and correct. Executed on ~~June 21~~<sup>July</sup>, 2000 at Oakland, California.

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18 Emily Glasgow 7/28/00  
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