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- Para su información
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- Expediente
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Senado
DE PUERTO RICO

EL CAPITOLIO
PO Box 9023431
San Juan, Puerto Rico
00902-3431

T: 787.722.3460

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REFERIDO A:

COMISIONES PERMANENTES

- Hacienda
- Gobierno
- Seguridad Pública y Judicatura
- Salud
- Educación y Asuntos de la Familia
- Desarrollo Económico y Planificación
- Urbanismo e Infraestructura
- Jurídico Penal
- Jurídico Civil
- Agricultura
- Recursos Naturales y Ambientales
- Comercio y Cooperativismo
- Turismo y Cultura
- Trabajo, Asuntos del Veterano y Recursos Humanos
- Bienestar Social
- Asuntos Municipales
- Recreación y Deportes
- Banca, Asuntos del Consumidor y Corporaciones Públicas
- Desarrollo de la Región del Oeste
- Asuntos de la Mujer
- Asuntos Internos
- Reglas y Calendario
- Asuntos Federales
- De la Montaña
- Ética

COMISIONES ESPECIALES

- Puerto de las Américas
- Derecho de Autodeterminación del Pueblo de Puerto Rico
- Sobre Reforma Gubernamental

COMISIONES CONJUNTAS

- Informes Especiales del Contralor
- Donativos Legislativos de Puerto Rico
- Internado Córdova-Fernós
- Internado Pilar Barbosa
- Internado Ramos Comas
- Código Penal
- Revisión y Reforma del Código Civil
- Alianzas Público Privadas
- Auditoría Fiscal y Manejo Fondos Públicos
- Revisión Continua Código Penal y Reforma de las Leves



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Iniciales

Oficina del Presidente

Katherine Erazo

CHIEF OF STAFF

Fecha 17 de agosto de 2012

Referido a Daniel Ortiz

- Para su información
- Evaluar y recomendar
- Para trabajar y contestar directamente
- Dar cuenta al cuerpo
- Para otorgar contrato
- Para nombramiento
- Autorizado



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- Autorizado

Estado Libre Asociado de Puerto Rico
Asamblea Legislativa
Oficina de Servicios Legislativos

HOJA DE TRÁMITE

FECHA	16 de agosto de 2012	
A	Hon. Thomas Rivera Schatz Presidente Senado de Puerto Rico	2012 AUG 16 AM 11:04 OFIC. PRESIDENTE SENADO PR THOMAS RIVERA SCHATZ
DE	Evangelina Aponte Santos Oficial Administrativo Oficina de Servicios Legislativos <i>EAS</i>	
ASUNTO	PILAR BARBOSA EDUCATION INTERSHIP PROGRAM FINAL REPORT - 2012 THE WASHINGTON CENTER	
Se incluye <input type="checkbox"/> documentos, <input type="checkbox"/> la correspondencia, <input type="checkbox"/> otros, para:		

<input type="checkbox"/>	Su Información
<input type="checkbox"/>	Acción Correspondiente
<input type="checkbox"/>	Contestar para firma Director
<input type="checkbox"/>	Contestar para mi firma
<input type="checkbox"/>	Contestar directamente
<input type="checkbox"/>	Analizar y/o Someter
<input type="checkbox"/>	Investigar e Informar
<input type="checkbox"/>	Enterarse y Enviar al Archivo

<input type="checkbox"/>	Urgente a la brevedad posible
<input type="checkbox"/>	Representarme
<input type="checkbox"/>	Discutir conmigo (verme)
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<input type="checkbox"/>	Enterarse y Devolver
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10:07 am
13/8/2012
AM

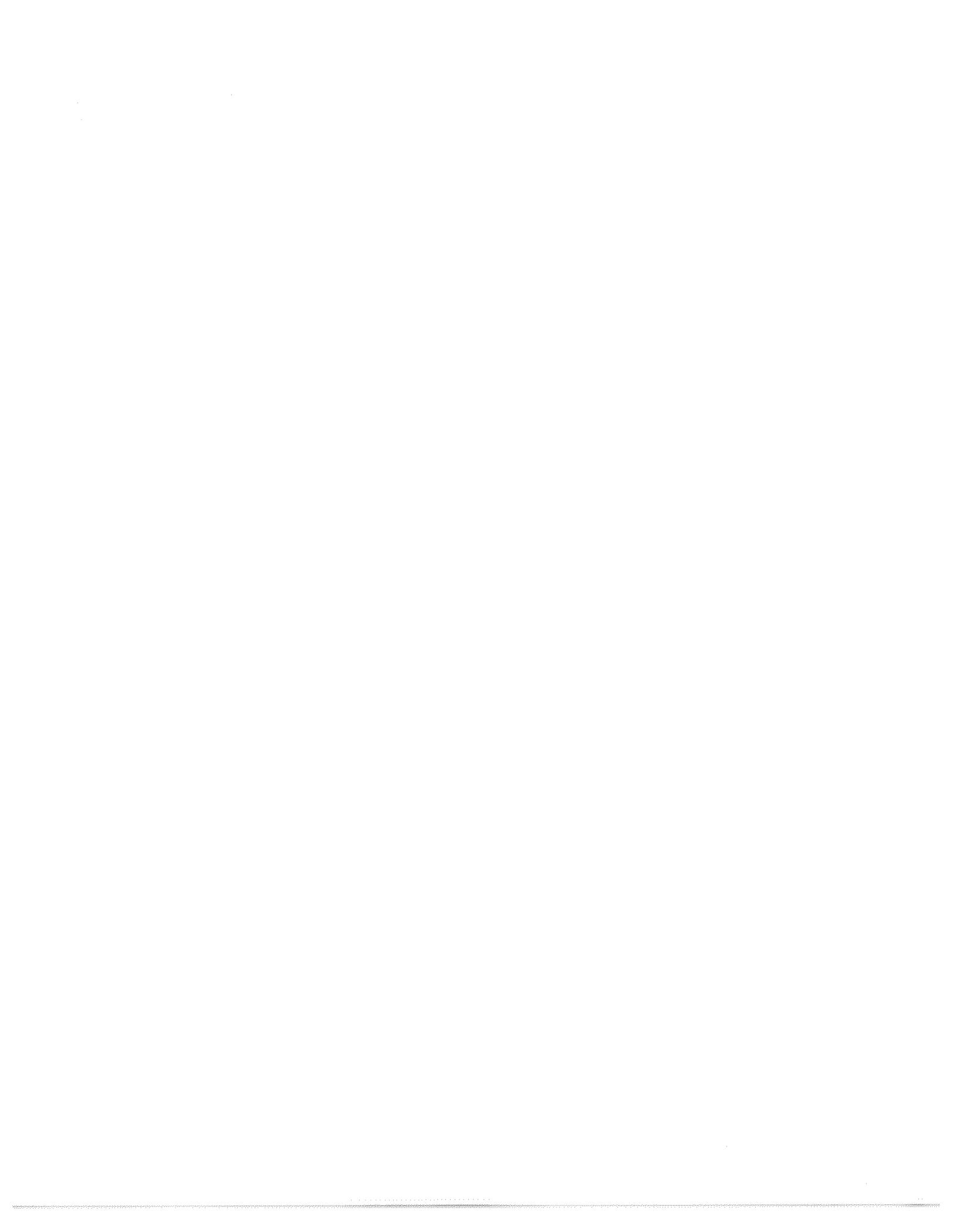
Recibido: <i>[Signature]</i>	Fecha:
Hora:	Entregado:





*Pilar Barbosa Education
Internship Program
2012 Final Report*

RECIBIDO
OFIC. PRESIDENTE SENADO PR
THOMAS RIVERA SCHATZ
2012 AUG 16 AM 11:20





The Washington Center

1333 16th Street, N.W.
Washington, D.C. 20036-2205

T 202 238 7900 F 202 238 7700

Pilar Barbosa

Summer 2012 Final Report

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SECTION I

SUMMARY REPORT



August 10, 2012

The Honorable Thomas Rivera-Schatz
The Honorable Jennifer A. Gonzalez
Pilar Barbosa Joint Commission
Commonwealth of Puerto Rico
The Capitol
P.O. Box 9023431
San Juan, Puerto Rico 00902-3431

Dear President Rivera-Schatz and Speaker Gonzalez:

The 2012 Pilar Barbosa Education Internship Program has concluded with numerous accomplishments to celebrate. We again extend our appreciation to the Joint Commission of the Pilar Barbosa Program and the Legislative Assembly of Puerto Rico for entrusting the program's administration to The Washington Center for Internships for Academic Seminars. We were pleased to serve the 25 selected educators from Puerto Rico for the four weeks training program.

The Washington Center (TWC) would also like to extend its appreciation for the presence of Representative Paula Rodriguez and Senator Kimmey Raschke Martínez at the Pilar Barbosa Graduation Ceremony as well as for their participation on the evaluation panel during the Final Group Presentations on July 13, 2012. Their constructive feedback during the participants' final projects presentations was greatly appreciated. The teachers were also very pleased to see Evangelina Aponte Santos visit them during the last week of the program. They had been in contact with her from the moment of their selection to participate in the internship and were excited to be able to share in the activities with her.

The 2012 Pilar Barbosa Education Internship Program benefitted once again from the participation of 2007 Pilar Barbosa alumna Maria T. Rodriguez as this year's program director. Her experience with the program, both as a previous program director and as a participant, was an important resource. The Washington Center was also able to count on the assistance of another alumnus, this time of the Cordova Congressional Internship program, Orlando Perez '11 who assisted TWC staff member Laetitia-Laure Brock in organizing all of the speakers and sessions. Again, this year, the workshops took place in the conference room of The Washington Center's headquarters located in the Dupont Circle area in downtown Washington, D.C. We renewed our partnership with the Johns Hopkins University for the use of their state-of-the-art computer facility. At Johns Hopkins, the teachers were able to attend technology-focused workshops such as the training on Verizon's Thinkfinity community, and use the classroom and its computers to prepare their final presentations.

Last year's experience of using Homewood Suites to house the participants proved very positive, so the teachers and the program director were housed there again. Homewood Suites offers many great features and benefits, starting with its location in central Washington, D.C. and in close proximity to The Washington Center's headquarters, Johns Hopkins University and convenient public transportation options. Each room at Homewood Suites is equipped with its own kitchen and the hotel provides light

dinner to its guests 4 days a week. This allowed participants to keep personal expenses low as they had alternatives to eating out every night.

The 2012 program took place in Washington, D.C. from June 16 to July 14. During these four weeks, participants attended activities, workshops and site visits that focused on U.S. education trends and policies in the context of Puerto Rico, leadership in education, 21st century teaching, innovative curriculum design and the integration of technology in the classroom.

The discussion of U.S. education trends and policies revolved around the No Child Left Behind Act in the Puerto Rican context as well as reflections on the teaching profession and how it may evolve to better prepare a 21st century work force. The U.S. Department of Education hosted the educators on two different occasions. The first time, for a meeting with Marco Davis, Deputy Director of the White House Initiative on Educational Excellence for Hispanics to discuss issues specific to Puerto Rico and to Spanish-speakers in general. The second time for a workshop on personalized learning. The workshop was preceded by a session with Maryann Woods-Murphy, a Washington Teaching Ambassador Fellow at the Department of Education. This session was part of the larger RESPECT conversations that have been taking place throughout the United States over the past year to solicit feedback from teachers on how they see their profession today and how they think it should evolve in the future. The teachers also had a thought provoking discussion on whether high performing teachers should be compensated differently than their under-performing counterparts and whether the teaching workforce should follow market forces with Kate Walsh, President of the National Council on Teacher Quality.

Organizing visits to local area schools during the summer remains a challenge. Many schools are closed during the summer months, or do not operate a regular schedule. Nonetheless, the participants were able to visit a few inspiring institutions with innovative curriculums. One of them, the Columbia Heights Educational Campus was created in 1979 as an alternative for children who were just learning English, low income students and those with other special needs. Today, despite the fact that a majority of students enrolled are on free or reduced lunch programs and despite the fact that a majority of its students do not speak English as a first language, Bell Multicultural High School has been challenging students to rise to the top with a rigorous academic curriculum that includes mandatory AP courses. The school has been ranked in the top 100 public high schools in the country for the past few years, demonstrating that there is something that can be learned from their strategy.

On the other hand, F.S. Key Elementary School/Escuela Key demonstrates a successful model 50-50 model for Spanish-English dual language immersion. There, the teachers were able to observe classrooms and speak with teachers and administrators about the success and/or challenges of the model used and the philosophy behind the school. Being able to observe classrooms in action is an important component of the program though it can be difficult to arrange in the summer when few schools are in session. At Claremont, the teachers met with Marjorie Myers, the principal of Francis Scott Key, another local immersion elementary school. She is already looking forward to hosting next year's group at her school. The success of these two schools was inspiring for the Pilar Barbosa teachers, who saw firsthand what good leadership and inspired teachers can achieve together for the benefit of students.

In addition to school and other site visits, the 2012 Pilar Barbosa interns took part in numerous activities designed to help them understand their own leadership styles. The Washington Center's Program Manager Amanda Raymond led a workshop on personality and learning styles while the day-long outdoor leadership course in Adamstown, Maryland, tested the teachers physically, emotionally and intellectually. The course helped the participants better know each other, encouraged them to work together as a team and showed them that they could use each other's strengths to overcome a series of challenges and obstacles. They also learned about the proposal process thanks to a great workshop at the Puerto Rico Federal Affairs Administration. This year, we decided to split the workshop over 2 days and have the participants work on a sample proposal as "homework" in the evening, which they then presented back at PRFAA the next day. Additionally, this year, they were able to go beyond the proposal process with a follow up workshop from Vanessa Carlo-Miranda, Director of Grants Management and Compliance at the Office of the State Superintendent of Education of District of Columbia. She went over a checklist of do's and don'ts to make sure that once a grant has been approved and funded, it complies with federal and local regulations.

Overall, the participants rated the majority of the activities with either 5 or 4 (on a scale of 1 to 5, with 5 being the highest score), with an overall satisfaction score of 4.66 out of 5 for the program. The detailed evaluation for each activity is included in this report. The Washington Center took into consideration some of the feedback on last year's program to make improvements to this year's session. For example, the participants gave a poor score to the Newseum last year as they felt they did not have enough time to appreciate fully the visit and all that this interactive and innovative museum has to offer. As a result, we allowed for more time of independent exploration at the museum and added a presentation from the museum's educational team on teaching digital natives. We also added more sessions on special education, with a team from D.C. Public School presenting on various strategies to integrate technology in special education and Dr. Robert Turner of Mundo Verde D.C. Public Charter School returning to present on his findings working with children with special needs.

While the participants gave the program high ratings, there is always room for improvement. The program is meant to serve as a channel for long-term educational realignment in Puerto Rico and graduates are expected to be instruments of sustainable reform in the public school system. We are confident the network of Pilar Barbosa graduates can accomplish even more working as a whole than as individuals. Therefore on behalf of the Pilar Barbosa fellows and program staff, I conclude with some recommendations to strengthen the program's efficacy for future participants.

The Pilar Barbosa Education Internship Program benefits from the motivation and energy of the selected participants. The 25 educators selected to come to Washington, D.C. this year were an exceptional group of teachers that brought their passion and dedication to all the workshop sessions. Over the past two years, we have noted that the topics that they teach have become increasingly varied and we hope that this trend will continue in the future. This in turn, will provide The Washington Center with the added incentive to further diversify some of the topics covered to suit a wider spectrum of interests and issues. This challenge is, of course, one that we welcome and encourage. We would encourage the commission to strive to recruit more administrators to the program. Increasing the number of participants that are already in a leadership position, particularly if they recently came into their new responsibilities, can only strengthen the program overall. Having a diverse range of experience levels representing in the group, from teachers who have taught for just a few years to classroom veterans allows for the development of mentor-mentee relationships, which are highly beneficial for everyone involved.

We understand that the recruitment efforts were not as smooth as they have been in the past, in part due to the politically charged nature of an election year. Not having a firm number of participants between the 21 initially expected and the 25 that ended up attending, added transportation and housing challenges. Ideally, the selection process of the 25 participants by March allows the staff of The Washington Center to better target the programming to the particular interest of the group. At the same time, it also allows for the purchase of airline tickets early enough to ensure that all the participants are traveling together, at less expense and on a direct flight. This year, the participants had to travel through Miami once again and four of the participants had to be on a separate flight. Some mentioned that the early departure forced those who do not reside in San Juan to spend the night prior to the flight in the capital in order to be able to make it to the airport on time.

Some of the most positive feedback that we received from this year's participants related to the orientation in San Juan in May. The educators appreciated the opportunity to meet fellow 2012 participants as well as meeting participants from the 2011 and 2010 Pilar Barbosa Internship Program. Hearing firsthand from teachers who went through the experience the year before lessened their anxiety and answered many of their questions.

This Final Report includes a comprehensive summary of what took place during the 2012 Pilar Barbosa Education Internship Program. The Washington Center is proud to continue the tradition of providing quality programming and service in administering the Pilar Barbosa Education Internship program. We thank you for providing us with the opportunity and trust to administer the program, with the goal of improving the Puerto Rican public education system by reaching some of their best and most motivated educators, administrators and students in order to achieve a legacy of excellence in public education on the island.

Sincerely,



Eugene J. Alpert, Ph.D.
Senior Vice President
The Washington Center for Internships and Academic Seminars

Cc: Arleen Ramirez Borysiewicz
Senior Counselor/Advisor for Corporate Relations
The Washington Center for Internships and Academic Seminars

SECTION II

PROGRAM SYNOPSIS



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The 2012 Pilar Barbosa participants, with program director Maria Rodriguez '07
at The Washington Center Headquarters in Washington, D.C.

PILAR BARBOSA 2012 | AGENDA

Saturday, June 16, 2012

- 2:25PM** **Arrival in Washington, D.C. (first group)**
- 3:00PM** **Check into Homewood Suites (first group)**
- 3:39PM** **Arrival in Washington, D.C. (second group)**
- 4:00PM** **Check into Homewood Suites (second group)**
- 5:00PM** **Meet Maria Rodriguez in lobby of Homewood Suites (both groups)**
Quick tour of the neighborhood and travel to the grocery store

Sunday, June 17, 2012

- 10:00AM-4:00PM** **Scavenger Hunt through Washington, D.C.**
With Maria Rodriguez
Meet in the lobby of the hotel

RULES:

- Please divide into five teams of five and have fun during the scavenger hunt today! We want you to use this activity as a guide for sightseeing and discovering the city.
- There is no need to spend money except for any transportation you may want to use or for food if you get hungry. Also, make sure to hydrate during the day.
- You probably will not have time to make it to all the stops we've included on the list, and we do not expect you to. Just pick your favorites, we will give a special prize to the team that finishes the most items, but also reward your team's originality.
- To "prove" that you've made it to one of the stops on this list, please snap a picture. At least one member of your team should be in the photo.
- Be creative and have fun!

**** When you've had enough for the day, post your pictures in a PowerPoint document to present to the group on Thursday. We will have some awards for the best presentations and most original pictures. ****

Can you guess?

1. Here is inscribed “Puerto Rico” along with many others who fought in WWII.
2. I used to be the Nigerian Chancellery but now I’m an office building where the TWC staff works.
3. Here lay the many brave men and women who fought for our freedom.
4. The etiquette in this busy place is for people to stand on the right and walk on the left. Show us how it’s done!

I could be anywhere...

5. A metro stop.
6. Street art.
7. Restaurant with the word “D.C.” in it.
8. Bar with the word “capitol” in it.
9. It’s a jungle out there... there are statues of animals all over D.C.! What are some of the best one you’ve seen? You’ll get bonus points for the statue of an aquatic university mascot or that of a beloved presidential pet.
10. The embassy of a foreign government.
11. A segway tour.
12. Construction. ☹
13. A team photo of everyone in your group, just for a little memento. ☺

And... Action!

14. You and a politician. It doesn’t have to be a live one but extra points if it is.
15. Doing yoga on the National Mall.
16. Spell something with your bodies.
17. Dancing in front of a monument.
18. Imitate a sculpture at the sculpture garden.
19. Getting around the city in a fun mode of transportation.

Locate:

20. The U.S. Capitol.
21. The White House.
22. The Washington Monument.
23. Lincoln Memorial.
24. FDR Memorial.
25. MLK Memorial.
26. Thomas Jefferson Memorial.
27. Vietnam Veterans Memorial.
28. The National Cathedral.
29. The Chinatown Friendship Arch.
30. The Georgetown water front.
31. A food truck.
32. A Puerto Rican flag.

WEEK 1: LEADERSHIP IN EDUCATION

Monday, June 18, 2012

- 9:00AM-1:00PM** **Pilar Barbosa Seminar Orientation**
Location: The Washington Center, 1333 16th street, NW – 2nd floor conference room
- 9:00AM** **Overview of Program Expectations, Handbook, and Requirements**
With Maria Rodriguez, Laetitia Brock and Orlando Perez
- 9:00AM** **Housing orientation**
With Kevin Nunley, Senior Director of Internships and Student Life
- 10:15AM** **Myers-Briggs Type Indicator (MBTI) Test**
With Orlando Perez
- 11:00AM** **Welcome Lunch and Introductions**
With Dr. Eugene J. Alpert, Senior Vice President
The Washington Center for Internships and Academic Seminars
- 1:00-2:00PM** **Participant Jeopardy**
With Orlando Perez and Maria Rodriguez
- 2:00-5:00PM** **Grant Writing Workshop at PRFAA**
Location: PRFAA, 1100 17th street, NW – suite 800
With Elsa Luis, Director of Federal Proposals

Homework: each of the groups will work in order to prepare the following application components: preparation of the needs assessment, project design, timeline, partners, budget and the evaluation plan.

Tuesday, June 19, 2012

- 8:00-10:30AM** **Group Presentations at PRFAA**
Location: PRFAA, 1100 17th street, NW – suite 800
With Elsa Luis, Director of Federal Proposals
- 10:30AM-NOON** **BB&T Bank**
Location: BB&T Bank, 1909 K street, NW
With Maria Rodriguez
- 1:00-2:30PM** **Educational Policy and Improving Public Schools**
Location: The Washington Center – 2nd floor conference room
With Shelby McIntosh, Research Associate
Center for Education Policy

2:30-4:30PM

The Story of Self

Location: The Washington Center – 2nd floor conference room
With David Slavick J.D., Program Advisor
The Washington Center

Wednesday, June 20, 2012

9:00-11:00AM

Myers-Briggs Type Indicator (MBTI) –Analysis

Location: The Washington Center – 2nd floor conference room
With Amanda Raymond, Program Manager
The Washington Center

11:00AM-NOON

NCLR: Focus on Education

Location: The Washington Center – 2nd floor conference room
With Raul Gonzalez, Director of Legislative Affairs
National Council of La Raza

1:30-5:00PM

Judging Fact, Fiction and Everything in Between: Teaching Media Literacy to “Digital Natives”

Location: The Newseum, 555 Pennsylvania avenue, NW
With the Newseum educational team

Thursday, June 21, 2012

9:00AM-3:30PM

Introduction to Computer Lab & Group Assignments

Location: John Hopkins University, 1717 Massachusetts avenue, NW
With Maria Rodriguez

3:30-5:00PM

Presentations from the Scavenger Hunt and Awards

With Maria Rodriguez, Laetitia Brock and Orlando Perez

7:05PM

MLB Game: Washington Nationals vs. Tampa Bay

Location: Nationals Park, 1500 South Capitol street, SE
Metro: Navy Yard (GREEN line)

Friday, June 22, 2012

8:30AM

Board Bus Outside of Homewood Suites

9:30AM

Outdoor Teambuilding and Leadership Course

Location: Adamstown, MD

4:30PM

Board Bus to Return to Washington, D.C.

You will be dropped off at Homewood Suites



The 2012 Pilar Barbosa participants work together to solve a challenge during the outdoor teambuilding and leadership activity

WEEK 2: EDUCATION POLICY

Monday, June 25, 2012

9:00AM-3:00PM **“El Perfil del Estudiante con Problemas Especificos en el Aprendizaje”
+ discussion on special education**
Location: The Washington Center – 2nd floor conference room
With Dr. Turner, Special Education Coordinator
Mundo Verde Public Charter School

Tuesday, June 26, 2012

9:30-10:00AM **Review of Week 2 Agenda and Announcements**
Location: The Washington Center – 2nd floor conference room
With Laetitia Brock and Maria Rodriguez

10:00AM **Greetings from the President of The Washington Center**
Location: The Washington Center – 2nd floor conference room
With Mike Smith, President
The Washington Center for Internships and Academic Seminars

10:30AM-NOON **Principios de la Búsqueda de Fondos**
Location: The Washington Center – 2nd floor conference room
With The Foundation Center, Maria Rodriguez and Laetitia Brock

**** Lunch and travel to Capitol Hill ****

3:00-4:30PM **The Library of Congress**
Location: 101 Independence Avenue, SE

Wednesday, June 27, 2012

- 9:30AM** **United States Holocaust Memorial Museum**
Location: 15th street/Raoul Wallenberg Place entrance
- 9:30-9:45AM** **Orientation**
With Christina Chavarria, Coordinator
Regional Education Corps Education Division
- 9:45AM-NOON** **Self-Guided Tour of Permanent Exhibition**
Temporary Exhibits: State of Deception: the Power of Nazi Propaganda
Location: Kimmel-Rowan Gallery on the lower level
And/or Memory to Action: Meeting the Challenge of Genocide
Location: Wexner Center – 2nd floor
- 12:30-1:30PM** **Lunch in Museum Café or around**
- 2:00-3:30PM** **Meeting with the Honorable Pedro R. Pierluisi**
Location: Longworth House Office Building – room 1540 (3rd floor)
- 4:00-5:30PM** **Debrief, Overview of Teacher Programs**
& Pedagogy and Content for Teaching about the Holocaust
Location: Classroom A – U.S. Holocaust Memorial Museum
With Christina Chavarria

Thursday, June 28, 2012

- 10:00AM-NOON** **Tour of the U.S. Capitol**
Location: U.S. Capitol Visitor Center
- 2:00-3:00PM** **U.S. Botanical Garden and Plant Based Curriculum**
Location: U.S. Botanical Garden
With Lee Coykendall
- 4:00-6:30PM** **Meeting with the Honorable Jose Serrano**
Location: Rayburn House Office Building – room 2227

Friday, June 29, 2012

- 9:00-10:45AM** **Computer Lab & Work on Group Assignments**
Location: John Hopkins University, 1717 Massachusetts avenue, NW
With Maria Rodriguez

- 11:30AM-1:30PM** **U.S. Department of Education**
Location: 400 Maryland avenue, SW
 Please enter on C Street, between 4th and 6th street
 With Marco Davis, Deputy Director
 White House Initiative on Educational Excellence for Hispanics
- 2:30-5:00PM** **Computer Lab**
Location: John Hopkins University, 1717 Massachusetts avenue NW

WEEK 3: TECHNOLOGY IN EDUCATION

Monday, July 2, 2012

- 10:00AM-NOON** **Visit to Carlos Rosario International P.C.S.**
Location: 1100 Harvard street, NW
 Nearest Metro: Columbia Heights (GREEN and YELLOW lines)
- 10:00-10:15AM** **Welcome**
 With Dr. Ryan Monroe, School Principal
- 10:15-10:45AM** **School Overview**
 With Dr. Jorge Delgado, AP
 Mr. Hector Rojas, GED student
 Ms Elsa Acxumen, GED student
- 10:45-11:15AM** **Tour/Spanish GED**
Location: group A in room 010 – reading/writing
 With Mr. Jimenez and Carlos Loureiro
 Mr. Quispe, Mandy Toomey &
 Jorge Delgado, Assistant Principal
- 11:15AM-NOON** **Debrief/Evaluations**
 With Mandy Toomey, Communications
- 2:00-3:00PM** **Modernizing STEM Education**
Location: The Washington Center – 2nd floor conference room
 With Laura Coscarelli, Program Manager – STEM Learning Studio
 National Commission on Teaching and America’s Future
- 3:00-6:00PM** **Movie: Waiting for Superman**
Location: The Washington Center – 2nd floor conference room
 With Maria Rodriguez, Orlando Perez and Laetitia Brock

Tuesday, July 3, 2012

9:00-11:00AM

Group Discussion of Waiting for Superman

Location: The Washington Center – 2nd floor conference room
With Laetitia Brock and Maria Rodriguez

1:00-4:00PM

Integrating Technology in Special Education

Location: The Washington Center – 2nd floor conference room
With Teresa Maisonet-Menendez, Special Education Coordinator
Oyster-Adams Bilingual School

Wednesday, July 4, 2012

 *** HAVE A WONDERFUL 4th OF JULY HOLIDAY *** 

Thursday, July 5, 2012

9:00AM-4:00PM

Thinkfinity Training

Location: John Hopkins University, 1717 Massachusetts avenue, NW
With Lynne Hoffman, Verizon Thinkfinity Community Host

*** Additional time in the computer lab after the Thinkfinity Training should be used to work on group projects and personal assignments ***

Friday, July 6, 2012

10:00-11:00AM

Visit to: Columbia Heights Education Campus

Location: 3101 16th street, NW
With Rasha Hashem, Catalyst and World Cultures Coordinator
Bell Multicultural High School

1:00-3:00PM

Computer Lab

Location: John Hopkins University, 1717 Massachusetts avenue, NW

3:00-4:00PM

Project Based Learning

Location: John Hopkins University, 1717 Massachusetts avenue, NW
With: Andrew K. Miller, Blogger (via Skype)
Edutopia.org

WEEK 4: INNOVATIVE CURRICULUM DESIGN

Monday, July 9, 2012

- 10:00AM** **Announcements and overview of the week ahead**
Location: The Washington Center – 2nd floor conference room
With Maria Rodriguez and Laetitia Brock
- 10:30AM-NOON** **Modernizing the Teaching Profession**
Location: The Washington Center – 2nd floor conference room
With Kate Walsh, President
National Council on Teacher Quality
- 2:00-4:00PM** **Reflections on the Pilar Barbosa 2012 Internship Program**
Location: The Washington Center – 2nd floor conference room
With Evangelina Aponte Santos, Administrative Officer
Office of Legislative Services of the Puerto Rican Legislative Assembly

Tuesday, July 10, 2012

- 10:30AM-1:00PM** **“El Ojo del Huracan: Entender a DC desde una Perspectiva Puerto Riqueña.”**
Location: The Washington Center- 2nd floor conference room
With Margarita Benitez, Senior Associate
Excelencia en Education
- 2:00-4:00PM** **FREE TIME**
- 4:00-5:30PM** **RESPECT: A National Conversation about Teaching**
Location: U.S. Department of Education, 400 Maryland avenue, SW
With Maryann Woods-Murphy, Washington Teaching Ambassador Fellow
U.S. Department of Education
- ** To be prepared for the conversation, please read the following articles:
“Taking Educación with Puerto Rican Teachers,” “Secretary Duncan’s
Straight Talk is Music to Puerto Rican Ears,” “Facts about the Teaching
Profession for a National Conversation about Teaching,” “The RESPECT
Project: Envisioning a Teaching Profession for the 21st Century.”*
- 6:00-7:30PM** **What Teachers need to Know about Personalized Learning**
Location: U.S. Department of Education – LBJ Building’s Barnard Auditorium

Wednesday, July 11, 2012

- 9:00-11:00AM** **Visit to F.S. Key Elementary School/Escuela Key**
Location: 2300 Key boulevard, Arlington
With Evelyn Fernández, M.Ed. Assistant Principal
F.S. Key Elementary School/Escuela Key
- 12:30PM-1:30PM** **Visit to: CentroNia Bilingual Public Charter School**
Location: 1420 Columbia road, NW
With Beatriz Zuluaga, Food & Nutrition Director
CentroNia Bilingual Public Charter School
- 2:00-3:00PM** **League of Innovative Schools**
Location: The Washington Center – 2nd floor Conference Room
With Sara Schapiro, Director
League of Innovative Schools at Digital Promise
- 3:00-4:30PM** **The role of Federal Funds in Special Education**
Location: The Washington Center – 2nd floor Conference Room
With Vanessa Carlo-Miranda Director of Grants Management and Compliance
Office of the State Superintendant of Education, District of Columbia

Thursday, July 12, 2012

- 9:00AM-5:00PM** **Computer Lab**
Location: John Hopkins University, 1717 Massachusetts Avenue NW
- ** Please use this time to work on your portfolios, final projects, presentations and other personal assignments. Please email all thank-you letters to laetitia.brock@twc.edu before noon. ***

Friday, July 13, 2012

- 9:30-11:30AM** **Presentation of Final Group Projects**
Location: The Washington Center – Conference Room
Panel: Evangelina Aponte Santos, Dr. Robert Turner, Margarita Benitez,
Senator Kimmey Raschke and Representative Paula Rodriguez Homs
- 11:30AM-4:30PM** **Closing Ceremony and Graduation Luncheon**
Location: The Washington Center – 2nd floor conference room

Saturday, July 14, 2012

- Check out Homewood Suites (first group: NOON; second group 2:00PM)**
- Departure to Puerto Rico (first group: 2:15PM; second group: 4:30PM)**

PILAR BARBOSA 2012 | SITE VISIT INFORMATION, SPEAKER BIOGRAPHIES & CONTACT



PRFAA Washington, D.C. Office

The Puerto Rico
Federal Affairs

Administration represents the government of Puerto Rico before federal, state, and local governments, promotes Governor Fortuño's economic and public policy initiatives to achieve a better quality of life for the four million U.S. citizens of Puerto Rico, and advises local government agencies and municipalities on issues of interest to Puerto Rico before the federal government.

As such, the Washington, D.C. office is the primary liaison between Puerto Rico's officials, the White House, Congress, and federal agencies. Additionally, the office interacts with national organizations representing Governors from other states, including the National Governors Association (NGA) and the Southern Governors' Association to advance Puerto Rico's interests.

PRFAA Washington Roles and Responsibilities:

- Conveying and clarifying gubernatorial positions to members of congress and their staff, the White House, federal agencies, national organizations and other state offices.
- Offering insight and interpretation of Puerto Rico's policies for members of congress and the federal executive branch.
- Serving as a primary focal point in the nation's capital for the governor, the governor's staff, and senior state officials.

- Providing status reports on federal initiatives and representing the island's priorities in Washington, D.C.

- Communicating with national, stateside, and specialty media on issues of importance to the governor and Puerto Rico.

- Serving as a point of contact for state citizens and businesses in their contacts with the Washington, D.C. community.

- Collaborate with the Resident Commissioner in Washington, D.C. to assist in his/her duties.

Federal Proposals

The Federal Proposals team provides technical assistance on grants planning and development to representatives from the Government of Puerto Rico, municipalities, and nonprofit organizations.



Elsa Luis
*Director of Federal
Proposals*
**Puerto Rico Federal
Affairs Administration**

Email: Eluis@prfaa.pr.gov

Ms. Luis has over sixteen years of professional experience in the areas of grants planning, development and implementation working with the federal, state and local governments, nonprofit organizations, faith based communities and the private sector in Puerto Rico and in the Mainland. She has experience integrating human service delivery systems to nonprofit organizations, faith based communities and the general public in the areas of child and adult education, training, workforce development, volunteer management, homelessness, child care, mentoring, medical care, law enforcement, senior and youth services. She also has experience in training, project management and

design, development and implementation of new programs and the creation of public and private partnerships. Ms. Luis has a Master in Education from the Catholic University of Puerto Rico and a Certificate from the George Washington University on Federal Grants Law.



Raul González
Director, Legislative Affairs
National Council of La Raza

Email: rgonzalez@nclr.org

Raul Gonzalez is director of Legislative Affairs at the National Council of La Raza, the largest national Hispanic civil rights and advocacy organization in the U.S. Raul earned a bachelor's degree in psychology from City College of New York and worked three years as a special education teacher in the New York City public schools system. He also worked as a legislative assistant in the office of Representative Major R. Owens. At NCLR, Mr. Gonzalez focuses on advocacy management for initiatives with Congress, federal agencies and other non-profits and NCLR's affiliated community based organizations to improve opportunities for Latinos. He specializes on K-12 education issues and No Child Left Behind.

The Center on Education Policy is a national, independent advocate for public education and for more effective public schools. The Center helps Americans better understand the role of public education in a democracy and the need to improve the academic quality of public schools. They do not represent any special interests. Instead, they try to help citizens make sense of the conflicting opinions and perceptions about public education and create the conditions that will lead to better public schools.

Speaker: Shelby McIntosh
Research Associate
Center for Education Policy

Email: shelby9903@gmail.com

Shelby McIntosh has worked for the Center on Education Policy since December of 2009. She is a doctoral student of Education Policy at George Mason University and received an M.Ed in Education Leadership at Dallas Baptist University and an undergraduate degree in Secondary Education from Oklahoma State University. Prior to her work at CEP, Mrs. McIntosh taught high school for six years in Texas, with certifications in English Language arts 6-12, teaching ESL, and Principal Administration for K-12 education.

Myers-Briggs Type Indicator (MBTI)
The MBTI assessment is a psychometric questionnaire designed to measure psychological preferences in how people perceive the world and make decisions. The original developers of the personality inventory were Katharine Cook Briggs and her daughter, Isabel Briggs Myers. MBTI is one of the world's most widely used personality assessments.

Speaker: Amanda Raymond
Program Manager
The Washington Center for Internships and Academic Seminars

Email: Amanda.raymond@twc.edu

The Newseum
The Newseum — a 250,000-square-foot museum of news — offers visitors an experience that blends five centuries of news history with up-to-the-second technology and hands-on exhibits.

The Newseum is located at the intersection of Pennsylvania avenue and 6th street, N.W., Washington, D.C., on America's main street between the White House and the U.S. Capitol

and adjacent to the Smithsonian museums on the National Mall.

The exterior's unique architectural features include a 74-foot-high marble engraving of the First Amendment and an immense front wall of glass through which passers-by can watch the museum fulfill its mission of educating the public about the value of a free press in a free society and telling the stories of the world's important events in unique and engaging ways.

The Newseum features seven levels of galleries, theaters, retail spaces and visitor services. It offers a unique environment that takes museum-goers behind the scenes to experience how and why news is made.

Judging Fact, Fiction and Everything in Between: Teaching Media Literacy to “Digital Natives” Is it ever okay to cite Wikipedia? Is plagiarism still wrong if everybody's doing it? Does it matter who took that photo? From research papers to Facebook profiles, today's students face questions about the origins, reliability, and attribution of information everywhere they turn. As “digital natives” who've been online their whole lives, they have a unique perspective on these issues, but they still need guidance to ask the right questions and find the answers. This workshop introduces teachers to tools they can share with their students to deconstruct the information they encounter online, in print or on T.V. Participants will learn about specific strategies and resources they can bring to their classrooms to foster increased media literacy across subject matters.

The Story of Self Workshop

How can you lead others if they do not know who you are, where you come from and what your values are? Mastering the art of public narrative allows you to establish firm ground with your constituency in which to collaborate, lead and find common purpose. Each of us has a story to tell that can move others to action. “Story of Self” is the first part of a public narrative where you will learn to convey why you are called to leadership. This workshop is

based upon the work of Marshall Ganz, professor at the Kennedy School of Harvard University.



Speaker: David Slavick, J.D.
Program Advisor
The Washington Center
for Internships and
Academic Seminars

Email:
David.slavick@twc.edu

David Slavick received a Juris Doctor and a Certificate in International and Comparative Law from the University of Pittsburgh School of Law, a Bachelors in politics from Ursinus College; and training Certificates in the Financial Aspects of International Development from the United Nations Institute for Training and Research. While in law school, he founded and served as an editor of The Pittsburgh Tax Review, an academic legal journal. His legal experience includes academic research fellowships in Eastern Europe and writing model trade laws for the USAID/WTO Accession Project for the Former Republic of Yugoslavia in Belgrade, Serbia.

In his free time, David volunteers for an organization called Becky's Fund that works to educate people on issues relating to domestic violence. He is also a member of the advisory board for Dupont Green Week.



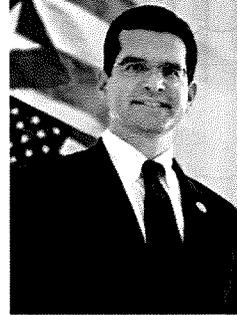
Dr. Robert Turner
*Special Education
Coordinator*
Mundo Verde
Bilingual Public
Charter School

Email:
Sped4kids@yahoo.com

Dr. Turner is the former associate secretary for special education at the Department of Education of Puerto Rico. Dr. Turner holds a Bachelor of Arts from the University of Puerto Rico, a Master of Arts from New York University, a Master of Education from Pennsylvania State University and a Ph.D. from Pennsylvania State University.

Over the course of his career, Dr. Turner has worked both as a professor, a researcher, a counselor and an administrator. His areas of expertise and research interest include autism spectrum disorders, fetal alcohol syndrome, learning disabilities and attention deficit hyperactive disorder among others.

At Mundo Verde, Dr. Turner acts as the school's psychologist and special education coordinator, addressing behavioral concerns regarding all students. He helps to ensure that any students with special needs receive services that comply with their individualized education program goals, including, but not limited to, appointing appropriate staff for students' needs, may it be speech & language pathology, or occupational or physical therapy. Additionally, Dr. Turner is also a teacher, having worked with special education students and having taught at the university level.



The Honorable Pedro R. Pierluisi
*Puerto Rico Resident
Commissioner*

1213 Longworth HOB
Washington, D.C. 20515
or 250 Calle Fortaleza
Old San Juan, PR 00902

Mr. Pedro Pierluisi is a member of the Democratic Party and Puerto Rico's Resident Commissioner. He is the sole representative in Congress of the four million American citizens who reside on the island. He is an attorney from San Juan with 24 years of experience. He is a graduate of Tulane University and George Washington University Law School. He began his career in Washington, D.C. and spent six years as a litigation attorney in the nation's capital.

From 1993-96, he served as Attorney General of Puerto Rico where he was Chief Legal Officer of the government issuing numerous published legal opinions. He supervised over 500 attorneys and prosecutors and argued two landmark constitutional law cases before the Supreme Court of Puerto Rico. He was active in the National Association of Attorneys General and served as chairman of its eastern region in 1996.

His administration was known for coordinating efforts between all state and federal law enforcement agencies on the Island. His anti-corruption strategies eliminated the practice of phantom employees in the Puerto Rican Legislature. He distinguished himself in the fight against crime obtaining Puerto Rico's designation as a high intensity drug trafficking area and was tapped by the White House to lobby in Congress for the approval of the crime bill. As an active Democrat, he endorsed Senator Barack Obama for President and served as co-chair of Obama's campaign in Puerto Rico.

Congressman Pierluisi is a member of the New Progressive Party in Puerto Rico which advocates statehood for the island territory. After more than ten successful years in private law practice, he made the valiant decision to return to public service as the Resident Commissioner. He and Governor Luis Fortuño, both of the New Progressive Party, obtained the largest margin of victory in Puerto Rico in the past 44 years garnering a mandate of over one million votes.

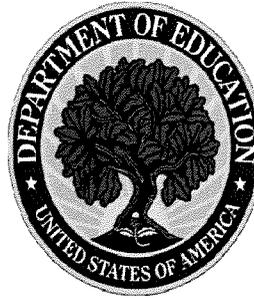
Mr. Pierluisi, son of former Puerto Rico Housing Secretary Jorge Pierluisi and Doris Urrutia, has four children and is married to Maria Elena Carrión.

UNITED STATES HOLOCAUST MEMORIAL MUSEUM

The United States Holocaust Memorial Museum depicts the history of the 6 million Jews and others who suffered and died during the Nazis rule of Germany (1933-1945). It is dedicated to documenting, studying, and interpreting the history of the Holocaust. The facilities house a number of exhibitions, artworks, publications, and artifacts relating to the Holocaust. The museum collects and preserves material evidence, distributes educational materials, and produces public programming. The Holocaust Museum also holds annual Holocaust commemorations and remembrances.

Speaker: Christina E. Chavarria
*Coordinator, Regional Education Corps
Education Division*
United States Holocaust Memorial Museum

E-mail: cchavarria@ushmm.org



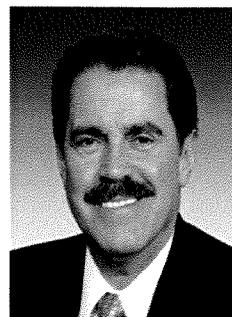
The U.S. Department of Education

The Department of Education (ED) was created in 1980 by combining offices from several federal agencies. ED's mission is to promote student achievement and preparation for global competitiveness by fostering educational excellence and ensuring equal access. ED's 4,200 employees and \$63.7 billion budget are dedicated to:



Marco Davis
Deputy Director
White House Initiative on Educational Excellence for Hispanics

Marco A. Davis is Deputy Director of the White House Initiative on Educational Excellence for Hispanics. Prior to holding this position, Marco was Director of Public Engagement at the Corporation for National and Community Service (CNCS), Director of Fellowship and Mid-Atlantic Region at Youth Venture, and Director of Leadership Development at the National Council of La Raza.



The Honorable Jose E. Serrano
U.S. Representative (D-NY 16)
**2227 Rayburn HOB
Washington, D.C. 20515**

U.S. Representative José E. Serrano represents the 16th Congressional District of New York in the Bronx. He is the only Congressman from New York City on the exclusive House Appropriations Committee and serves as Ranking Member of the Subcommittee on Financial Services and General Government.

This prestigious post as top Democrat on the Subcommittee allows Congressman Serrano to help oversee the budgets of multiple agencies, including the Treasury Department including the IRS; the FDIC; the District of Columbia; the Judicial branch, and other agencies.

Congressman Serrano is also Senior Whip for the Minority Whip operation, a position through which he helps develop strategies to marshal support for party positions and legislation. He is an active member of the Congressional Hispanic Caucus and served as Chair of the Caucus from 1993-94. He is now the most senior Member of Congress of Puerto Rican descent.

Early in his tenure in the House, Serrano quickly established a legislative record that reflected, and continues to reflect, his core political values of equal opportunity and fair treatment for all citizens. In particular, Serrano believes that government should work to ensure that the prosperity of our country is shared by the neediest and most vulnerable members of our society- the poor, the elderly, the disabled, and children- in the form of participation in government, educational opportunities, access to housing and affordable health care.

As a Member of the House Appropriations Committee, Serrano has managed to secure millions of dollars in federal funding for his Bronx Congressional District. He has directed funding to countless local initiatives, including environmental projects, improvements to Bronx parks, educational programs for disadvantaged students and displaced workers and funding for various local charitable organizations, whose goals range from providing access to the arts to developing small businesses. Pushing for a Practical National Language Policy Serrano authored the English Plus Resolution , which calls on the government to encourage all Americans to learn and use multiple languages, in addition to English. He vehemently opposes "English only" proposals because he believes that implementing such a policy would be harmful to civil rights and America's broader national interests. In 1996, the English Plus Resolution came close to House passage, and Serrano has proposed it again in the current Congress discussing cultural issues. The Festival

encourages visitors to participate – to learn, sing, dance, eat traditional foods and converse with people presented in the Festival program.



Smithsonian Folklife Festival.

This international exposition of living cultural heritage annually is produced

outdoors on the national Mall of the United States by the Smithsonian Institution's Center for Folklife and Cultural Heritage.

The Festival takes place for two weeks every summer overlapping the Fourth of July holiday. It is an educational presentation that features community based cultural exemplars. Usually divided into programs featuring a nation, state or theme, the festival has featured exemplary tradition bearers from more than 90 nation, every region of the United States, scores of ethnic communities, more than 100 American Indian groups and some 70 different occupations.

Carlos Rosario International Public Charter School



In its more than 40 year history the Carlos Rosario International Public Charter School has gone from a small grassroots English as a Second Language program to a comprehensive adult education program recognized nationally and internationally as a successful model for

transforming immigrant individuals, families, and communities. Working closely with the community, the Carlos Rosario School prepares the diverse adult immigrant populations of Washington, D.C. to become invested, productive citizens and members of American society who give back to family and community.

A highly qualified, diverse, and dedicated team of faculty and staff offer award-winning adult education programs including English as a Second Language, GED, ESL for Families, Citizenship, Technology Essentials and workforce development as well as comprehensive support services to more than 3,000 students annually. Our students represent more than 72 countries and speak over 37 different languages. Thanks to the School's programs thousands of adults have obtained high school diplomas; passed the citizenship exam and become U.S. citizens; gained the English skills necessary to help their children with homework; entered into careers and climbed career ladders; paid millions of dollars' worth of taxes; purchased homes; and obtained college degrees and workforce certifications.

The Carlos Rosario International PCS's namesake, Carlos Manuel Rosario, was born in Puerto Rico, into a family of educators. During World War II, he served in the Army in North Africa, France, and Germany. He moved to Washington, D.C. in the early 1950's, and later joined the Department of Health, Education and Welfare. As he realized that better services needed to be rendered to the Latino community, Carlos Rosario embarked on a mission to establish organizations to meet those needs, and did so with great success and dedicated leadership. One of the earliest and most enduring of the programs Carlos Rosario founded was the Program of English Instruction for Latin Americans (PEILA), established in 1970. PEILA was based in a building on Irving Street in Columbia Heights and addressed the critical problems created by language barriers and by the lack of culturally appropriate information available to the immigrant community. Marcelo Fernandez served as the first Director of this program geared to adult

education and under his direction PEILA quickly grew and its classes filled.

At a dinner party two years later, Carlos Rosario met a Puerto Rican woman named Sonia Gutierrez, a professional educator who had recently arrived in Washington, D.C. He persuaded her to volunteer for PEILA and within a few months, she was running the program. In October 1972, Ms. Sonia Gutierrez transformed the small, under-funded English as a Second Language (ESL) program into a comprehensive adult education program.

In 1974, PEILA was integrated into the District's public school budget. The Office of Right to Read of the U.S. Department of Health, Education, and Welfare named it one of the best literacy programs in the nation. Ms. Sonia Gutierrez eventually relocated the program to accommodate growing demand and renamed it the Carlos Rosario Adult Education Center. It grew to provide 2,400 students per year with crucial language, cultural and vocational skills and accumulated a waiting list of 2,000. The school continued to serve as a model as delegations from other states and even other nations frequently visited the center to review its operations and curriculum seeking to replicate the success of its program.

Over thirty years, 60,000 students, and a myriad of awards later, what began as PEILA continues as The Carlos Rosario International Public Charter School, still guided by the visionary leadership of Sonia Gutierrez and the legacy of Carlos Rosario. Pedro Lujan, now retired, supports Ms. Gutierrez in leading the school by serving on the Board of Trustees.

Dr. Jorge Delgado
Assistant Principal
Cesar Rosario International Public Charter School

Email: jdelgado@carlosrosario.org



Laura Coscarelli
Program Manager –
STEM Studio
National Commission
on Teaching and
America’s Future

Email: lcoscarelli@nctaf.org

Laura Coscarelli, facilitates professional development and teacher collaboration for STEM Learning Studios. She also manages the NCTAF Learning Studios’ online communities and contributes to outreach and social media efforts. Prior to NCTAF, Laura developed middle school science curriculum at an online courseware company and for Rice University. She taught 7th and 8th grade science for two years in Philadelphia as a Teach for America corps member and worked as a Peer Counselor with the D.C. College Success Foundation. Laura has a BA in German from Carleton College, and a Master’s Degree in Urban Education from the University of Pennsylvania. The **National Commission on Teaching and America’s Future** (NCTAF) was founded in 1994 to ensure that every child has access to quality teaching in schools organized for success. In partnership with national, state, and local education agencies, NCTAF develops prototypes for innovative teacher preparation, collaborative teaching teams, and strategies to leverage community engagement, sharing the impact of these programs with those who influence education legislation and policy.

Grounded by 15 years of research about quality teaching and the conditions that facilitate successful learning, NCTAF is helping to transform schools across the country into collaborative, connected environments. Preparing the next generation of learners is a demanding job that no teacher should be expected to tackle alone. In a culture of collaboration and continuous professional development, teachers become more engaged in professionally rewarding careers and are able to more effectively educate our mobile and digitally-connected learners.

Teresa Maisonet-Menendez
Special Education Cordinator
Oyster-Adams Bilingual School

Email: teresa.maisonet-menendez@dc.gov

Ms. Maisonet-Menendez is originally from Manati, Puerto Rico, and received her Bachelor’s Degree from the University of Puerto Rico. Her first experience as a teacher was as a Spanish teacher. Later, Menendez moved to Virginia, where she worked as a Pre-K teacher, Head Start Coordinator, and professor at the University of the District of Columbia. She obtained her master’s degree in Special Education from the Catholic University of Puerto Rico. She later worked as a special education teacher in Virginia and the District of Columbia.



Vanessa Carlo-Miranda
Director of Grants
Management and
Compliance
Office of the State
Superintendent of
Education, District of
Columbia

Email: vanessa.miranda@dc.gov

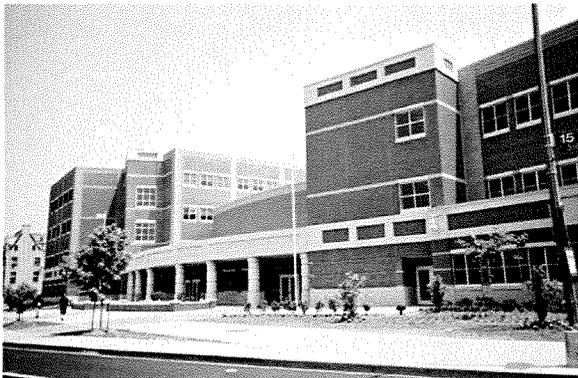
As Director of grants and compliance for the office of the superintendent of education of the District of Columbia, Ms. Carlo-Miranda serves as the point of contact for grants management coordination and ensures the agency’s compliance with federal and local regulations related to grants. She is also responsible for coordinating the annual A-133 Single Audit and monitoring visits from various regulators including the U.S. Department of Education, the Government Accountability Office (GAO), independent auditors, and members from the Office of the Inspector General.

Ms. Carlo-Miranda joined OSSE in October, 2007 where she managed the Direct Loan and Credit Enhancement Program for the Office of

Public Charter School Financing and Support (OPCSFS) as well as other federal grant programs including City Build. Carlo-Miranda also previously served as an Attorney Advisor in OSSE's Office of the General Counsel where she served as a legal expert on numerous core agency issues and advised programs areas on federal and local legal requirements.

Prior to OSSE, Carlo-Miranda worked for several national non-profit civil rights organizations including the National Puerto Rican Coalition (NPRC) and the National Council of La Raza (NCLR). Ms. Carlo-Miranda is a graduate of the University of Florida and the David A. Clarke School of Law in Washington, DC. She is a member of the District of Columbia and State of Maryland Bar and is a former clerk to the Hon. Vanessa Ruiz, Associate Judge for the District of Columbia Court of Appeals.

Columbia Heights Education Campus



CEHD represents DC's first and only grade 6-12 early college campus composed of Lincoln Middle School and Bell Multicultural High School. One of the goals of the new campus is to prepare all students to enter college or post secondary training by providing a learning experience that is focused on rigor, relevance, and social justice. Bell was recognized by Newsweek as one of the top 100 high schools in the United States (#37)!

Rasha Hashem

Catalyst and World Culture Coordinator
**Columbia Heights Educational Campus
(Lincoln Middle School & Bell Multicultural High School)**

Email: rasha.hashem@dc.gov



Andrew K. Miller

Blogger
Edutopia.org

Website:
<http://www.andrewkmiller.com>

Andrew Miller has spent many years in education, as a classroom teacher, an online teacher, curriculum developer, instructional coach, teacher leader, and educational consultant. He has used his skills in Authentic Intellectual Work, Online Education, Project-Based Learning, Game-Based Learning/Gamification, 21st Century Learning and Culturally Responsive Teaching to create an engaging learning environment for all students.

After graduating with his Masters from the University of Puget Sound in Tacoma, WA; Andrew starting teaching in the diverse district of Federal Way Public Schools. He taught highly capable AP students as well as students in credit retrieval, in a variety of subjects. These years honed his instructional skills and classroom "bag of tricks," but he felt something was missing. He knew that he wasn't serving all student learning styles and modalities, and so he began his own learning in cultural competency in order to improve his practice. In his research, Project Based Learning (PBL) kept surfacing as a valid pedagogy to reach all students. He saw this as a pedagogy that aligned with his values of equity for all students and true student constructivism.

Andrew took the opportunity through the Technology Access Foundation to teach at the TAF Academy, whose mission it was to get under-served minorities into STEM fields through PBL, Authentic Intellectual Work and

STEM curriculum. He created authentic, interdisciplinary projects, with a high level of technology integration while serving as teacher leader in a Professional Learning Community. The Buck Institute for Education, who had trained Andrew in PBL, noticed his work, and asked him to come on board as a National Faculty. Concurrently, Giant Campus, asked him to take the work he was doing part time teaching online and move into a full time position. He facilitated PBL in an online environment utilizing various technologies and creating projects that engaged students across the country in authentic collaboration.

Andrew currently serves on the National Faculty for the Buck Institute for Education and ASCD. He travels internationally, working with educators in his many areas of expertise. He has given presentations and workshops at many conferences including National Association for Multicultural Education, National Council for Teachers of English, and iNACOL's Virtual Schools Symposium. Andrew is an avid blogger for a variety of organizations including ed Reformer, ASCD, Edutopia and the education section of the Huffington Post. He has worked with Abeo School Change (Formally known as the Small Schools Project) to increase their Web 2.0 presence and collaborate with education innovators, and Educurious to create engaging online courses to prevent high school drop-out. He advises and collaborates with game design companies to ensure practical design and classroom implementation. Andrew also frequents as a facilitator and participant in twitter #pblchat

The National Council on Teacher Quality advocates for reforms in a broad range of teacher policies at the federal, state and local levels in order to increase the number of effective teachers. NCTQ recognizes the absence of much of the evidence necessary to make a compelling case for change and seeks to fill that void with a research agenda that has direct and practical implications for policy. They are committed to lending transparency and increasing public awareness about the four sets

of institutions that have the greatest impact on teacher quality: states, teacher preparation programs, school districts and teachers unions. Based in Washington, D.C., the National Council on Teacher Quality was founded in 2000 to provide an alternative national voice to existing teacher organizations and to build the case for a comprehensive reform agenda that would challenge the current structure and regulation of the profession.



Kate Walsh,
President
**National Council for
Teacher Quality**

Email: kwalsh@nctq.org

Kate Walsh has served as the president of the National Council on Teacher Quality (NCTQ) since 2002. Before coming to NCTQ, she worked for The Abell Foundation in Baltimore, the Baltimore City Public Schools, and the Core Knowledge Foundation. Her work has tackled a broad spectrum of educational issues, with a primary focus on the needs of children who are disadvantaged by poverty and race. Among her accomplishments, she started and ran a boarding school in Kenya to educate at-risk boys from Baltimore and also developed one of the nation's premier programs in mathematics and science for middle and secondary public school students, a program that has yielded numerous Intel Talent Search winners.

She also started the first alternative certification program for teachers in Maryland, a project which led to her strong interest in teacher quality. Walsh has since authored many papers on teacher quality, with a particular interest in the impact of the policies and practices of institutions, including states, unions, districts and teacher preparation programs, on the teaching profession. A long-time resident of Baltimore, Ms. Walsh also serves on the Maryland State Board of Education.

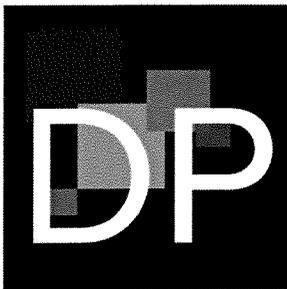


Margarita Benitez
Senior Associate
Excelencia in Education

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Dr. Benítez brings to *Excelencia* substantial experience and a particular focus on minority-serving institutions, gained from her years as a college president (1985-94), as a member of the Commission on Higher Education of the Middle States Association of Colleges and Schools (1990-1996), as a senior official in the Office of Postsecondary Education in the U.S. Department of Education (1998-2003), as an advisor to the President of the University of Puerto Rico system since 2003, and a senior associate at the Institute for Higher Education Policy since 2005. Currently she works with The Education Trust in the Access to Success Initiative, a partnership designed to improve student success and to close by at least half the gaps in both college-going and college completion that separate low income and underrepresented minority students from other students.

breakthrough technologies of the Information Age to serve the public interest. To lead the effort, they recruited former FCC Chairman Newton N. Minow and former NBC News and PBS president Lawrence K. Grossman to serve as the project’s co-chairs. Anne G. Murphy, former Director of the American Arts Alliance, joined them as co-chair several years later, after serving as the project’s director. In 2001, Minow and Grossman published their recommendations in a book titled, “A Digital Gift to the Nation.” They proposed a new initiative to harness technology to transform teaching and learning in America. At the request of Congress, the Digital Promise Project developed a roadmap to harness advanced learning technologies to address America’s urgent need for quality education and training in the digital age. Designed in partnership with The Learning Federation of the Federation of American Scientists – a group that includes most of the nation’s Nobel laureates in science – this roadmap became the basis for a 2004 report to Congress, and the subsequent bipartisan legislation co-sponsored by John Yarmuth and Ralph Regula in the House, and Olympia Snowe and Christopher Dodd in the Senate.



Digital Promise is a bipartisan independent nonprofit corporation authorized by Congress “to support a comprehensive research and development program to harness the

increasing capacity of advanced information and digital technologies to improve all levels of learning and education, formal and informal, in order to provide Americans with the knowledge and skills needed to compete in the global economy.”

In 2008, Digital Promise was formally authorized as the National Center for Research in Advanced Information and Digital Technologies through Section 802 of the Higher Education Opportunity Act, which was signed into law by President George W. Bush. With an initial Board of Directors recommended in part by Members of Congress and appointed by Secretary of Education Arne Duncan, Digital Promise was formally launched by President Barack Obama in September 2011 with startup support from the U.S. Department of Education, Carnegie Corporation of New York, William and Flora Hewlett Foundation, and Bill and Melinda Gates Foundation.

In 1999, the Carnegie Corporation of New York partnered with the Century, Knight, MacArthur, and Open Society foundations to launch the Digital Promise Project – a project to recommend policies that would harness the



Sara Schapiro,
*Director League, Innovative
Schools at Digital Promise.*

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Prior to joining Digital Promise, Sara worked as a consultant for Pearson and the New Jersey Department of Education. Before those engagements, Sara led a portfolio of initiatives at The Fund for Public Schools, which manages the public-private partnerships for the New York City Department of Education. During graduate school, Sara worked at Chicago Public Schools in Alternative Programs and Student Transitions and was an Education Pioneers Fellow at the Network for Teaching Entrepreneurship. Sara received a Masters in Public Policy from the University of Chicago’s Harris School of Public Policy and graduated with honors from Duke University with a BA in International and Comparative Area Studies and Spanish Literature.

National Conversations about teaching: the Respect Project

All across the country, teachers are talking with the U.S. Department of Education (ED) about how they envision a renewed and transformed teaching profession in the 21st Century.



Maryann Woods-Murphy
Washington Fellow,
U.S. Department of Education
Northern Highlands Regional High School,
Allendale, NJ

Email: Mary.Woods-Murphy@ed.gov

Thirty-three years ago, Maryann made the decision to travel to Salamanca, Spain with her new husband, Joe, to embark on an adventure that would change her life. She didn’t grow up in the kind of family that travelled the world or learned new languages, but her husband told her

that she would only be able to learn Spanish if she gave up her own native English for the first year of their marriage. Her undergraduate major at Montclair State College was Philosophy and General Humanities, so Spanish was brand new to her. Nevertheless, she agreed to follow Joe to Spain where her love for him led her to fall in love with the Spanish language and culture! She came home from Spain, after four years of teaching English as a Second Language, to teach Spanish to American students. She is currently a Spanish teacher at Northern Highlands Regional High School in Allendale, New Jersey. As a Spanish teacher, she brings the world into her classroom by encouraging her students to connect to global issues, media and to each other. By creating interest in world language and culture, she improves her students’ chances of becoming bilingual bridge makers who will use 21st Century skills to connect the people on our planet.

She uses theater and simulations to help students use their imagination while they are learning Spanish. They debate, solve problems, have mock trade summits and conferences to use the target language in innovative and creative real world contexts. Our nation needs citizens with language skills to help increase their wealth and improve national security. Because of this, she helps prepare her students to become linguistic and cultural ambassadors.

Living in Spain helped her to understand what it felt like to be an outsider. Fumbling for her first words in Spanish taught her what it’s like to be invisible and powerless. When she entered the classroom, she was better able to notice students who struggle because they are different from their peers. She wanted to help her students learn to build bridges among the diverse peer groups we find in schools to decrease stereotypes and increase school interpersonal connections. Each May, she directs a conference for teens called “Teens Talk About Racism”, held at Fairleigh Dickinson University, in Teaneck. She works with a committee of teachers and student leaders who create a plan for radical conversation about race, stereotypes and the barriers we face in our schools. This youth-facilitated forum allows students to challenge

their perceptions, uncover hidden bias and “become the change they want to see”. Maryann Woods-Murphy is the 2009-2010 New Jersey Teacher of the Year. Being the state teacher has given her access to people, professional development and experiences that she never would have had, without this recognition. In 2010, she was named the Northeast Conference on the Teaching of Foreign Language Teacher of the Year and a Horace Mann Teaching Excellence winner for 2011. Senator Bob Menendez named her an “Evangeline Menendez, Woman of Distinction” for 2010, in honor of his inspirational mother. These accolades have helped her see the larger picture of education in our country, as she has met teachers from all over the country, have heard their stories, struggles and concerns. She has learned that rural America and urban America need to talk with suburban America. She has had the good fortune of being chosen to represent her peers to engage in these important national conversations.



Francis Scott Key Elementary School is named after Francis Scott Key (1790-1843), author of our national anthem, “The Star Spangled Banner.” Key

School was one of the pioneers in two-way immersion programs, which was established at Key School in 1986 with a first grade class, and one grade was added each year as the initial cohort advanced.

The mission of Key School is to teach students to be biliterate and bilingual in Spanish and English, and to provide rich academic and social experiences that emphasize cooperation, personal integrity, creativity and community in order to help all of our students reach their full potential. The school celebrates all of the diverse cultures and backgrounds with the vision that students can become respectful, responsible, trustworthy and kind members of the school, their community, and the world.

Key School/Escuela Key is committed to:

- 1) collaborating with our families to help each child further develop the concepts and skills necessary to become a respectful, responsible, trustworthy, kind and contributing member of our school, community, and the world.
- 2) integrating instruction, based on biliteracy and bilingualism in Spanish and English, with core academic areas mandated by state and federal entities.
- 3) planning and providing opportunities for our families and staff to share cultural heritages and diverse backgrounds in meaningful ways.



Evelyn Fernandez,
Assistant Principal
Francis Scott Key
Elementary School

Email:
evelyn.fernandez@apsva.us

Evelyne’s life experiences and educational and professional background have led her to her present position as Assistant Principal of F.S. Key Elementary School. Evelyn immigrated to the United States from the Dominican Republic in the early 1970s as a graduate student, and received her Master's degree in Education from the University of Pittsburgh in 1973. After raising her two children in Northern Virginia and witnessing the positive impact on them of great public schools and caring, dedicated teachers, she reentered the field of education as an elementary school classroom teacher. After working as an ESL teacher, she joined the growing field of immersion education and has seen the program grow in Arlington from a single class of twenty-five students to an entire school of more than 600 hundred. In her challenging school, each child is learning a second language, whether it is English for the native Spanish-speaking students who make up more than 50% of the school's population or Spanish for the native English-speaking students.

As children develop into citizens of the global community, an intimate knowledge of two languages is priceless as they negotiate the challenges of a world with ever-decreasing barriers. Evelyne is proud of her work in helping create this ideal learning environment for Arlington's children.



**CentroNía/DC
Bilingual Public
Charter School**
1420 Columbia Road
NW
Washington D.C.
20009

CentroNía is a nationally recognized, award-winning educational organization providing affordable, high quality education, professional development and family-support services in a bilingual, multicultural environment to more than 1,500 children, youth and families.

DC Bilingual promotes high academic achievement and encourages a joy of learning as students develop critical problem-solving skills. The physical, programmatic, and philosophical partnership with CentroNia, enables DC Bilingual to build a seamless transition from preschool to elementary school, thereby strengthening learning opportunities for children and their families.

Dividing their day between English and Spanish classrooms, students are supported and instructed by two highly-qualified co-teachers in their native language. DC Bilingual students have a wide-range of home language experiences, from homes where only English or Spanish is spoken, to homes where combinations of languages are spoken. DC Bilingual recognizes and celebrates children's diverse learning styles and maintains a diverse staff well-positioned to support and cultivate the linguistic and cultural enrichment of our students.

Additionally, CentroNía partners with families and institutions to make their community stronger. Working with a spectrum of learners from children to adults, the goal is to help students develop skills they will need for a lifetime: in school, at work, as parents, and as leaders in the community. Those programs' success comes from an innovative approach, which draws power from our multicultural, bilingual heritage and brings community members together.

- **Studio R.O.C.K.S.** (Reading, Outdoors, Creativity, Knowledge, Self-Discovery) is a before- and after-school multi-disciplinary program that weaves together academics, poetry, drama, music, dance, chess, fine arts, photography and technology. These activities provide every child with the opportunity to develop as achievers, leaders, athletes and creative thinkers.
- **Family Literacy** promotes bilingual literacy in the family as a whole. The program incorporates the following programs, to encourage the support of both the parent and child.
 - **Family Literacy Tutoring Program** provides weekly individualized reading and math support to public, charter, and private school students in grades K-12th.
 - **Family Book Clubs** strengthens relationships as parents and children read and share stories to build literacy skills.
- **Youth Leadership** engages middle and high school students to gain cultural sensitivity through social advocacy. Youth gain competency in multi-media technology, professional development and the fine arts, through hands-on experience in both traditional and new media.
- **The Family Center** offers ongoing educational opportunities to adults through workshops, counseling and

classes on topics such as parent leadership, crisis intervention, child abuse prevention, child safety, child development and employment readiness as well advocacy work and referrals.

Food & Nutrition program - When children and families have the proper nutrition, they are best positioned to learn. CentroNía's Food and Nutrition Department's mission is to produce healthy meals for CentroNía's community and to encourage children, parents and staff to adopt healthy lifestyles by making informed food choices. "Eat Healthy, Live Healthy" is a multidisciplinary campaign devoted to improve the quality of life by providing nutritional education to children, parents, teachers and CentroNía's staff, where they can learn basics in nutrition and wellness, and become role models.

384,000 meals served during 2009-2010 school year (includes breakfast, lunch and a snack)

Convinced that food is a crucial factor in the physical and intellectual development of children; our department provides CentroNía's students homemade delicious and nutritious meals prepared with local fresh fruits and vegetables when available, a variety of whole grains and legumes and lean proteins. All our meals are low in fat, sugar and sodium and rich in fiber.

Our children are asking parents to serve them salads at home! Our nurse reported that since we started cooking at school, the number of children visiting her office with stomach aches has been reduced drastically! More and more children are willing to try new foods!

In February 2011, DC Bilingual Public Charter Schools received the Gold Award with Distinction from the USDA (U.S. Dept. of Agriculture), the highest distinction for the "HealthierUS School Challenge" a voluntary initiative established in 2004, by the National School Lunch Program that have created healthier school environments through promoting of nutrition and physical activity. By cooking in house, the Food & Nutrition Department has created 4 more steady full time jobs.

Speaker: Beatriz Zuluaga
Food & Nutrition Director
1420 Columbia Rd NW
Washington DC 20009

Email: bzuluaga@centronia.org

PILAR BARBOSA 2012 PROGRAM EVALUATION

DATE	Activity	N	RAW					Total	
			(1 to 5 ranking)						
			5	4	3	2	1	0	
	Orientation in San Juan	20	19			1			4.85
6/17/2012	Sunday scavenger Hunt in Washington, D.C.	20	20						5
6/18/2012	Welcome Luncheon/ Program and Housing Orientation	18	17	1					4.944444
	Travel to Washington DC	20	11	6	3				4.4
	Federal Grant Writing Workshop at PRFAA	19	14	5					4.736842
	Participant Jeopardy	18	15	2	1				4.777778
6/19/2012	Educational Policy and Improving Public Schools	19	12	6					4.684211
	The Story of Self	19	18		1				4.894737
6/20/2012	Myers-Briggs Type Indicator (MBTI) Test	19	18	1					4.947368
	NCLR: Focus on Education	19	11	4	3	1			4.236842
6/21/2012	Introduction to Computer Lab & Group Assignments	19	15	4					4.789474
	MLB Game: Washington Nationals vs. Tampa Bay	18	16		2				4.777778
	Outdoor Teambuilding and Leadership Course	19	19						5
6/25/2012	El perfil del estudiante con problemas específicos en el aprendizaje	24	21	3					4.875
6/26/2012	The Library of Congress	23	14	3	5	1			4.304348
	Tour of US Capitol	23	11	8	3	1			4.26087
6/27/2012	United States Holocaust Memorial Museum	24	23	1					4.958333
	Meeting with the Honorable Pedro R. Pierluisi	24	12	8	4				4.333333
6/28/2012	Meeting with the Honorable Jose Serrano	22	15	5	2				4.590909
	Conversation about the teaching profession	17	11	5	1				4.588235
6/29/2012	U.S. Department of Education	22	12	6	2	1	1		4.227273
	Movie maker workshop and group assessment	23	22	1					4.956522
7/2/2012	Visit to Carlos Rosario International PCS	25	23	2					4.92
	Modernizing STEM Education	22	10	8	4				4.272727
	Movie: Waiting for Superman	25	21	4					4.84
7/3/2012	Using Technology in Special Education	24	19	4	1				4.75
7/5/2012	Thinkfinity Training	24	17	5	2				4.625
7/6/2012	Visit Columbia Heights Education Campus	23	21	2					4.913043
	Project Based Learning	20	10	7	3				4.35
7/9/2012	Modernizing the Teaching Profession	23	14	6	3				4.347826
7/10/2012	El Ojo del Huracán: Entender a DC desde una Perspectiva Puerto Riqueña."	21	20	1					4.952381
	RESPECT: A National Conversation about Teaching	19	10	6	3				4.342105
	What teachers need to know about Personalized Learning	20	10	7	1	2			4.225
7/11/2012	Visit to F.S. Key Elementary School/Escuela Key	19	19						5
	Visit to: CentroNia Bilingual Public Charter School	19	16	1	2				4.710526
	Federal funds role in Education	22	19	2	1				4.818182
	League of Innovative Schools	20	9	8	3				4.3

Total Average 4.662192

SECTION III
WORK PRODUCTS
OF PARTICIPANTS



PILAR BARBOSA 2012 | SUMMARY OF EVALUATIONS & COMMENTS

Orientation in San Juan

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.85

“The orientation was successful. The Pilar Barbosa Crew demonstrate their good preparation.”

“It was very informal because we all just wanted to leave Puerto Rico and arrive in Washington.”

“It was complete and contained every bit of information we needed to know to prepare ourselves for our internship.”

“We were able to interview a partner and be interviewed. When we shared the findings of these interviews with the rest of the group, we had the opportunity to be acquainted with each other in a reflective manner.”

Travel to Washington, D.C.

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.40

“I enjoy the flight to Washington and have good times in the airport and also in the airplane. Only one thing went wrong, the forgotten luggage.”

“It was intense but very organized. Our flights were great and the wait wasn’t that bad because we were all together. This was good for getting to know each other.”

“The trip to Washington, D.C. was great, but we were exhausted as a result of the meeting time (3:00AM) at the airport.”

Sunday Scavenger Hunt in Washington, D.C.

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 5.0

“I loved the fact that through this activity my group members and I were able to work as one, but at the same time show our own leadership skills and share our opinions.”

“Excellence experience to improve my leadership skill and share the team work.”

“It was the first time we needed to work as a group and we discovered the leadership style of each member on the team.”



Welcome Luncheon/ Program and Housing Orientation

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.94

“It was a very nice very warm welcome and it also show us the level of professionalism that is expected from us.”

“Always is nice to have a safety briefing first and thank you for the lunch makes you feel like home.”

Federal Grant Writing Workshop at PRFAA

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.737

“It is really important for teachers to know the steps and skills on how to make a good proposal. The information received was very valuable and I know I’m going to put this knowledge to use.”

“Overwhelming, helpful and motivational to actually believe that a great plan can be real.”

“The workshop was intense but it gave me an insight how to develop future proposals.”



The 2012 Pilar Barbosa participants during the Federal Writing Workshop at PRFAA

Participant Jeopardy

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.778

“We had a blast. It was really fun and it was interesting to see that people remembered most of the things other participants had said in their presentation.”

“Funny, relaxing, you really get to start knowing the person next to you for an entire month.”

“I recognize the importance of listen to each other and to pay attention to details.”

Educational Policy and Improving Public Schools

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.778

“Puts you a clear vision of who, where and what can be done to implement and advocate for a better education.”

“There are so many facts that affect the educational policy that I honestly felt like hopeless by the end of the presentation.”

“This presentation makes think, we judge the public politic of the Department of Education. We complain without knowing the real true. We need to know all the facts in order to make our own opinion. Not only what we hear at school or the news, to look farther than that.”

“The Policy presentation was very informational and interesting, but the resource was not captivating.”

Myers-Briggs Type Indicator (MBTI) Test

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.94

“It really impresses me the accuracy of the test. It was also good to know how well I know myself.”

“The MBTI test was very interesting it help me reaffirm the way I am, but also to see and respect people that are not like me.”

“The MBTI was an interesting test. I was not expecting to see such detailed test results. They helped me understand my colleagues and myself more.”

The Story of Self

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.89

“Up until now this will be the first activity I want to do with my students.”

“The Story of Self was very emotional. When I started remembering my childhood, and what I have gone through to be where I am, I began to cry. It was sentimental but pleasing to remember the trajectory of my life that has led me to accomplish my goals.”

“It was a great presentation and the activities we did let us get to know each other in a very deep way.”

Introduction to Computer Lab & Group Assignments

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.78

“The space provided, the computer lab, is very helpful.”

“I loved the presentation about attitudes, I wish every teacher have the chance to see it and reflect about it.”

“I learned that it is not only what we ask for, but also how we ask that determines what the reaction of another person might be.”

NCLR: Focus on Education

On a scale of 1 to 5 (5 being the highest score) this activity received a mean evaluation score of: 4.23

“The orientation was non pertinent with our educational system.”

“It was very interesting that there is lots of funding that PR can apply, but usually we lost the funding just because we don’t have the evidence of what we do with the money they gave us.”

“I learned about the reasons many things are not accomplished in Puerto Rico. I liked the clear way in which Mr. González explained the information and his answers to our questions.”

MLB Game: Washington Nationals vs. Tampa Bay

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.77

“Being able to go to a Mayor Leagues Baseball game was an incredible experience. The weather was extremely hot, but it was worth it.”

“It was a good activity although I do not like baseball that much. It was a good time because I had fun with the interns.”

Outdoor Teambuilding and Leadership Course

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 5.00

“The Outdoor Teambuilding and Leadership Course was a life changing experience. We laughed, and we cried during the course. It was a time where we all self-reflected and analyzed the things we could change to become better persons and have a better world.”

“I cannot think of a word to describe this activity. I definitively grew a lot with this course.”

“This was the greatest activity in order to find out our personal strengths and weakness.”



The 2012 Pilar Barbosa participants during their Outdoor Teambuilding and Leadership course at Adamstown, Maryland.

El perfil del estudiante con problemas específicos en el aprendizaje

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.875

“Concepts I did not understand back in college were so clear. I enjoyed the role play done by my colleagues. It was very realistic and portrayed what we really deal with in our classrooms.”

“Excellent! Facts every teacher should know”

“I specifically love this activity because I integrate science in my math classes. Now I have a couple of ideas to improve my work with this theme.”

“As a Special Education teacher, is important for me to see that regular teachers are committed to learn more from the special education program.”

The Library of Congress

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.304

“The Library of Congress was bigger than I thought. I liked the structure and design. I saw a book that captivated my attention; it is titled “Service Projects”.

“I liked this place because is very beautiful and important. What I liked the most about it was the exposition of artifacts, maps, etc. from America”

“I would have been better if we had the opportunity to do a tour of the place.”



The 2012 Pilar Barbosa participants before their meeting with Congressman José Serrano at the Rayburn House Office Building

Tour of the U.S. Capitol

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.26

“The security was extreme and the whole place so huge!”

“The tour was awesome. I would have never thought I would be in the U.S. Capitol. It was a great privilege! I disliked our tour guide. She did not seem pleased with her job and demonstrated it with her rude attitude.”

“The tours at U.S. Capitol were good but the lady who was in charge of the group was a little rude and did not complete the tour.”

“The guide wasn’t that kind, but we liked the experience anyways. The experience of being in a session was great. Very different than the way they are held in Puerto Rico.”

United States Holocaust Memorial Museum

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.95

“The visit to USHMM was extremely impacting because I practice Judaism; therefore, it had a much profound meaning to me. How can one possess so much hate to commit such atrocities toward another being? That was the question that played over and over my mind every second that went by.”

“This museum was very impressive due to the history and the feelings it holds. The informational videos and the media in the museum really helps you understand and know how this was done.”

“Wao! Unforgettable experience. Really touching. It’s incredible to know that this happened not so long ago and that people didn’t intervene at the right time. The orientation, the tour and all the resources received were excellent and very useful.”

“Wonderful museum that gets to your soul and reminds us to never forget and to not repeat the mistakes of the past.”

Meeting with the Honorable Pedro R. Pierluisi

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.33

“It was a nice experience and nice of him to take his time and receive us. We talked about lots of things, not all relevant to education, but some important things.”

“Meeting with the Honorable Pedro R. Pierluisi was very exciting. I was able to see a whole new side of him I did not know. I feel pleased to know how worried and willing he is about improving the education in Puerto Rico.”

“I consider that more than once we found ourselves talking about topics that did not have anything to do with education and that focus on political issues. Nonetheless, I think that it was a good opportunity to learn that we need to be very specific when we say or ask about something.”

The experience was good but I didn’t like it that much because the topic that was supposed to be exposed was not carried out.”



The 2012 Pilar Barbosa participants with Resident Commissioner Pedro Pierluisi

Conversation about the teaching profession

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.58

“A lot of information to read about issues in education. A good way to be prepared to talk about teaching.”

“Many issues and situations were brought to the table and discussed. It was good to know the perspectives of others towards the same issues and to have a significant dialogue about it.”

“We all had the opportunity to share our ideas and concerns. Seeing the interns from Department of Education taking notes and the resource making sure they were taken reassured me that our ideas and preoccupations will be heard.”

U.S. Department of Education

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.22

“It wasn’t what I expected. I thought we were going to receive a workshop but what we did was tell the speaker our worries so that he can tell the administration our thoughts. We are not going to receive feedback on what we asked so this is why I didn’t like it.”

“Overall, our visit to the Department of Education was very informative and helpful. I was amazed when I saw the building.”

“Great to know that this department is doing to understand problems from others like us in Puerto Rico and our education system.”

Computer Lab Introduction to Computer Lab & Group Assignments

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.96

“I learned something new about movie maker that I did not know before.”

“Very good and useful time.”

“I really liked the fact that Diana explained both the E-Portfolio and How to Use Movie Maker in a simple way”

Meeting with the Honorable Jose Serrano

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.59

“I enjoyed this meeting a lot. Serrano was kind and caring with all of us. He listened to all of our worries as teachers and tried to give us an alternative to strengthen our educational system.”

“Meeting with the Honorable José Serrano was interesting. I loved to see his passion and commitment to help Puerto Rico even though he left the island at the age of six.”

“I felt truly uncomfortable in many occasions because we had communication problems. At times, the topic was deviated or there was chattering among us.”

“Meeting the Honorable José Serrano, one of the best this week very important that people like him take out of their times to talk to us.”

“I will like to request to keep the communication channels open in order to find collective solutions.”



The 2012 Pilar Barbosa participants with New York Congressman José Serrano



Visit to Carlos Rosario International PCS
On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.92

“The visit to this school helped me understand the true meaning of a charter school. In addition, it was impressive to see how a group of persons took the initiative to help a community in need and struggle against all to achieve their goal.”

“I loved the visit, I loved the school, I loved their orientation, the tour and the way they received us. It showed me a totally different perspective on charters schools that I didn’t know. With this visit my opinion on charters schools changed completely.”

“Excellent resource for researching and comparison between public and charter school systems.”

Modernizing STEM Education

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.27

“Material to add to my list of strategy and implemented in my classes.”

“She talked about cross-curricular integration in order for the Project Based Learning to be effective. I consider Laura explain herself very well and quickly which was good because she was able to caught our attention throughout the entire presentation.”

“The topic was good and interesting but the speaker talked to fast and I know that many didn’t understand her that well. PBL is something that all of us can implement in our classrooms.”

Movie & Discussion: Waiting for Superman

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.84

“I had previously watched and discussed the documentary. I loved the discussion we had in the Washington Center because it provided a space to reflect as educators and to compare and contrast the reality portrayed in the documentary and in our own context.”

“I thought the education in USA was great. It is sad to recognize that we adults, specially the teachers, are to blame for the poor education in our country. The discussion allowed us to share our opinions and experiences within a small group and then present to the whole group”

Using Technology in Special Education

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.75

“Great speaker, they brought many useful equipment. I don’t know if we have this available in Puerto Rico but I’m going to verify.”

“They kept us interested in the topic and made us connect to it. It was impressive to see all the technology that is available for our students with special needs that can aid them in their learning processes.”

“I learned how I can select the appropriate technology to create or buy and use with my students with needs.”

Thinkfinity

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.62

“It will be a cyberspace network useful and practical. Like it a lot!”

“Thinkfinity made me think an infinity! I loved it. I know it will be a great tool for my profession and my students.”

“Lots of tools and resources were discussed for the teachers to use in their classes. Indeed this workshop really gives the teacher lots of tools to integrate technology in the classroom. For me this workshop was Awesome!”

Visit Columbia Heights Education Campus

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.91

“Loved their educational philosophy and multicultural approach. It made me reflect on a lot of aspects from the schools in Puerto Rico.”

“Even though the orientation was very informative, it was given in a boring way. I am very visual, so sitting in a dark room with a person lecturing is not attractive for my learning style. Nonetheless, it was a great experience to be able to visit and learn about this school.”

“The Director of the school really does an excellent job in collaboration with the teachers. You can observe that there is really a teamwork that functions in that public school. The experience was great!”

Project Based Learning

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.25

“Excellent speaker, on top of the latest technologic strategies to take education further then the school structures. Another bookmark to my list of resources!”

“The videoconference with Mr. Miller was interesting and demonstrated the power technology has to connect people and serve as tool to educate people.”

“The PBL workshop through Skype was awesome. Technology never stops amusing me. We were given various websites that will help us learn more about PBL and ways of integrating it in our schools.”

“The dynamics of the meeting was good but the preparations to see Andrew Miller by Skype was very difficult. They didn’t have the equipment available and one of the inmates had voluntarily come back to the hotel to find your laptop. Otherwise the presentation was good and we could interact virtually asking questions that we happy to answer.”



The 2012 Pilar Barbosa skype session with blogger Andrew K. Miller.

Modernizing the Teaching Profession

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.34

“I liked the way the speaker made us think about our careers and evaluate the difficulties we are confronting nowadays.”

“It was very surprising to hear from my colleagues the percent of teachers that are not passionate and are not doing their job in their schools.”

“I didn’t like this workshop that much, even do we talked a lot and participated. This only made us realized that teachers are not that valued by the government, we are not well paid, we don’t receive incentives, and so on. To be sincere there is nothing the speaker could do to help us.”

El Ojo del Huracán: Entender a D.C. desde una Perspectiva Puerto Riqueña

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.95

“This workshop was definitely one of my favorites because the speaker was excellent and also because the information provided was pertinent and interesting. In addition, we were able to know valuable information like those important Puerto Rican figures that can be influential.”

“Excellent, Excellent, Excellent! The best workshop received in the whole internship. I think this should of been one of the first workshops we should of received. The speaker was a total expert, good speaking skills, and excellent professor. I loved it!”

“Personally, I believe this has been one of the most fascinating and revealing workshops. The resource talked about how significant us Puerto Ricans are.”

League of Innovative Schools

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.3

“It was really good. We learned about their program and how technology is being implemented in the schools. We just wish there was something like this in Puerto Rico. Even do we sometimes receive equipment, the teachers are not trained to use them.”

“I believe the information was very beneficial, but the way it was transmitted was quite dull. We are constantly exhorted to use innovative methods, motivate our students and make learning fun; however, when we teachers take the role of students and attend workshops, this is not the reality.”

“Organizations like this should be working closely to with department of education to help evaluating schools performance along with the faculty quality.”

RESPECT: A National Conversation about Teaching

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.34

“The RESPECT project sounds great in theory, it is what it should be happening, but I think it will be hard to achieve in its totality.”

“Great to feel we are being heard and considered for future educational laws. Hope it works out for something.”

“I enjoyed when we were divided into groups and decided what we would keep, remove, and/or add to make the project better.”

What teachers need to Know about Personalized Learning

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.22

“This presentation was good, but the speakers were not the best, because it was not very interactive. Nonetheless, the topic was pertinent and interesting.”

“Incredible starting point as a channel to manifest what it needs to be done to create a balance between education values and the perspective of it through an economic view. Education it’s a right not a customer service.”

“The Personalized Learning was awesome! I am so excited to go to Puerto Rico and work in a more understanding way with Personalized Learning and Project Based Learning.”

“Thanks to this workshop I was able to connect people that I can use as a resource for my career in how to extend my classroom.”

Visit to F.S. Key Elementary School/Escuela Key

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 5.0

“We had the opportunity to interact with the kids and that was an awesome experience. It was impressive to see how these children were able to master two languages and specifically communicate in both languages.”

“Unreal school! A lot of respect to their faculty.”

“We received such a nice hospitality from the director. The orientation was incredibly enlightening. We were able to visit the classrooms, and it was tremendous seeing those children learning and talking Spanish and English with such an excitement.”

Visit to CentroNia Bilingual Public Charter School

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.70

“Very impressive to see the importance they give to good nutrition. And who they are impacting a whole community, kids, parents. They should motivate other schools into doing the same thing. Nutrition is important for a healthy lifestyle.”

“What a wonderful experience there! Thanks TWC for the opportunity for spend some hours there because I enjoyed it a lot! “



The 2012 Pilar Barbosa participants visited CentroNia's kitchen while learning about the school's food programs

Federal funds role in education

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.81

“I liked that she promoted dialogue and that we were able to ask questions and have good answers to these questions.”

“This workshop gave an outstanding insight about what we should avoid when dealing with federal funds. I am now aware that the slightest mistake can cost me a lot.”

“Lot of value information. Great objective idea of grant management and specially a scoop of where you can start to help legislate the money that is assigned for education in Puerto Rico.”

PILAR BARBOSA 2012 | JOURNAL SAMPLES



Weekly Journal: Week One (June 16-22)

Week One

So proud and excited I am to be
In the beautiful city I came to see
Day and night working and learning
Of making a difference I'm yearning

Pilar Barbosa a great educator
All professors should emulate her
PB Internship, knocked at my door
Transforming my life for sure

Leadership, leadership we all showed
An outstanding first week flowed
Looking forward to see what's next
A great journey in any context

Date: July 9-13, 2012

Journal #4

This week was one that put me to think a lot about the teaching profession and about our duty as teachers.

Teachers must always be willing to work even when they know they are underpaid

Exploring new ways of teaching their pupils being conscious of their importance.

Approaches and methods they must study to implement the most recent ones.

Critical thinking skills we must develop in students so they can become citizens capable of making decisions.

Hardships will constantly step in our paths but with passion and commitment we will strive.

Eagerly to teach everyday regardless of the absence of materials and other resources.

Remembering always that we are agents of change with the capacity to change lives

Date: Week 1 June 18-22, 2012

Journal 1

Tim Cahill said "A journey is best measured in friends rather than miles". In this physical journey I have traveled approximately 1,560 miles according to Google Maps. Back home I left behind opportunities to have fun and relaxing time to come to D.C. and do workshops and hikes. I'm investing my summer time in this enterprise with the goal of becoming a better teacher. In the spiritual side of my journey, I have faced the challenge to let go part of my personality in order to become part of a group. The different leadership traits in each of the interns, gives me a unique perspective of what a great teacher should be. The workshop titled Federal Grant Writing Workshop at PRFAA, has been the most significant workshop up to this day. The task that we were given to be completed at a short period of time, gave me a unique experience to work with my colleagues together as a group dealing with a totally new topic. When all these teachers' personalities gather together to work as a group and do the task in a short period of time, it gave me a glance into what the rhythm and quality of the next few weeks would be. With these twenty four new friends, I know this will be the biggest journey of my life.

Date: July 2-6, 2012

Journal Week 3

Paréceme, Sancho, que no hay refrán que no sea verdadero, porque todos son sentencias sacadas de la misma experiencia, madre de las ciencias todas. (Miguel de Cervantes Saavedra-Don Quijote de la Mancha)

In the third week of our internship I experienced several models from which had only read about it but never visited. They were the schools of Carlos Rosario International PCS and Columbia Heights Education Campus. Both schools have been successful in their areas of establishment, specifically helping the Latino community. The difference between one and the other is that the first program is under the Charter Program and dedicated to adults people and the other it's a public middle and high school. Knowing that both concepts have been beneficial to the students should inspire any pedagogue. Another pleasant experience this week was spending a 4th of July in the capital city of the United States. See how different born cultures in U.S. territory celebrate the independence of a different nation that had accepted their parents were amazing. Concluding that year after year the United States of America will continue celebrating the indignation of had being a colony of another country and their revolt. Never forgetting their immigrant's ancestors.

Date: Week 1 June 18-22, 2012
Reflection 1

This first week here in Washington DC has been great. We haven't stopped once doing activities. I like the rhythm we are having. We have had so many learning experiences, not only in the workshops, but in the outside activities we've gone to. For me the PRFAA workshop was very useful and productive, even do we had to do a very long assignment for one night. The visit to the Newseum was very interesting. Another of my favorite workshops was the NCLR. I learned a lot about funds that exist and in Puerto Rico we don't receive it because of lack of written evidence. This was something that surprised me. I loved going to the baseball game and the outdoor leadership course was awesome. I think that was done in the appropriate time for us to build a great team and family. I know that activity touched all of us deep in, and will help future teamwork.

Date: **Week 3 July 2-6, 2012**

Weekly Journal 3

The Technology in Education week has been an enlightening one. There were a lot of cultural and enrichment activities that I liked. Among the things we did this week, we had the Fourth of July celebration, enjoyed the “Waiting for Superman” Documental, joined the Thinkfinity Community, and had a video conference with a blogger but, the best of all for my professional development as an intern was the visit to the Carlos Rosario International School.

That visit gave me the opportunity to reconsider the way I was conceiving the group project. It also made me be aware of the different administrative aspects that we as teachers don’t think of as part of an educational institution that are very important to have a good standing. The information that we gather from the visit gave me a huge boost to reinforce our group project and presentation.

This week seem to be too short and we had the chance to relish the Fourth of July celebration at the “Nation’s Capital”. The sad part of all this experience is that is getting to its end. Now it’s time to be ready to present our group project that, I hope, you’ll enjoy.

"Teaching in the internet age means we must teach tomorrow skills today." – Jennifer Fleming

Date: **Week 1 June 18-22, 2012**
Journal 1

Wow what a starting week! I had to take at least five minutes to try and choose one of the so many things I don’t want to ever forget. A 3 a.m. rendezvous at the airport, no luggage until 9 p.m. in Washington follow by a full of question night sleep to satisfy my curiosity of this city and what it will bring. Next day we woke up early in the morning and accepted a challenge to complete a scavenger hunt and discover places that through my history in high school help me shape the ideal that last Sunday a re-discover in some of the historical monuments spots we stopped. Between Monday and Tuesday, I personally we completed a crash course in proposal and lived a glimpse of the quality of this wonderful and professional group, producing dam excellent innovating ideas. Myers-Briggs helped recognizing myself along with the outdoor team building which invited me to keep a humble vision of what is to share, respect, honest and sincere. Still have a lots of questions, stills lots of situations but definitively lot of growth. With no regrets and very looking forward...

Date: **Week 3 July 2-6, 2012**
Journal Reflection 3

WEEK 3

Professional and personal growth

Big celebration on July fourth

Special Ed workshop so interesting

Schools we visited were innovating

Thinkfinity! What a great tool

To use in our school should be a rule

Keep filling up with all this knowledge

Project Based Learning is not a challenge

Technology, Technology, incorporated

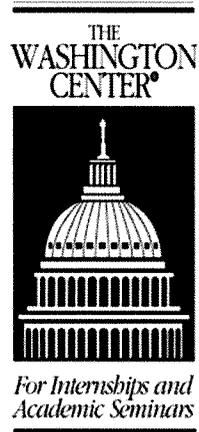
An incredible third week culminated

Looking forward to see what's next

A great journey in any context

The Pilar Barbosa Education Internship Program

Journal for June 25 thru 29, 2012



**WE
GOD
LOVE
TOOLS
PASSION
ORLANDO
TEACHER
LAETITIA
LEARNING
SCHEDULE
WORKSHOP
US CAPITOL
MOVIE MAKER
COMPUTER LAB
DIRECTOR MARIA
BORICUA QUARTER
DR. ROBERT TURNER
GROUP ASSIGNMENT
HON. PEDRO PIERLUISI
LIBRARY OF CONGRESS
CONGRESS JOSE SERRANO
PILAR BARBOSA INTERSHIP
DEPARTMENT OF EDUCATION
SPECIFIC LEARNING PROBLEMS
MAKING THE PROPOSAL IN GROUP
HOLOCAUST MEMORIAL MUSEUM**

PILAR BARBOSA 2012 | GROUP PROJECTS

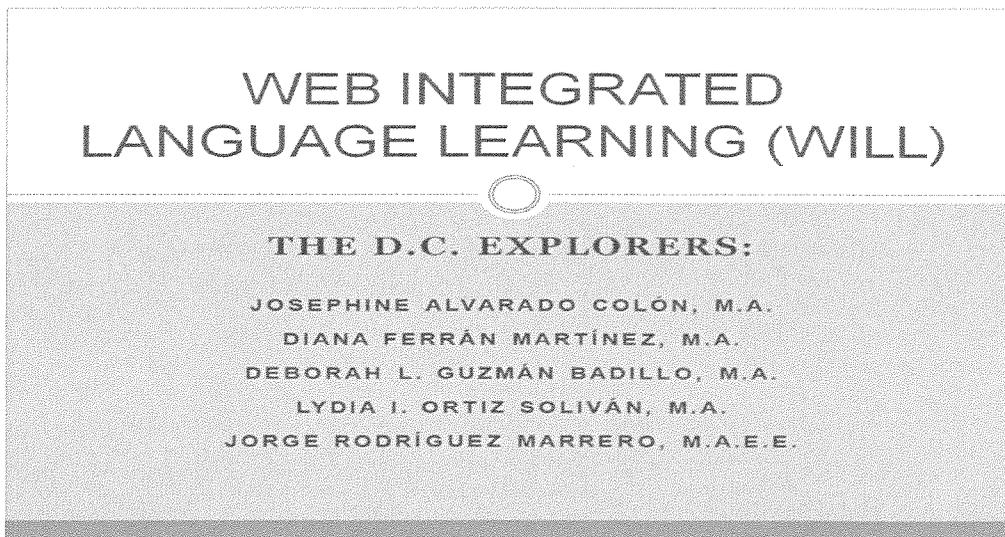
PROJECT TITLE: WEB INTEGRATED LANGUAGE LEARNING (WILL)

THEME: English & Technology

TEAM MEMBERS: Josephine Alvarado Colón
Diana Ferrán Martínez
Deborah L. Guzmán Badillo
Lydia I. Ortiz Soliván
Jorge Rodríguez Marrero

MISSION: Prepare students capable of socially interacting with and effectively communicating in the English language. Facilitate the English learning process through technology, English learning programs, internet, and an immersion internship to successfully achieve an English competent student.

CONCLUSION: Help guide students onto the path of success. Provide students with enriching experiences that help them grow holistically. Develop citizens able to interact efficiently in society and at a global level. Encourage students to use their talents and skills not only to the service of our Island, but to the wide world.



PROJECT TITLE: EXPERIENTIAL LEARNING

THEME: Critical Thinking

TEAM MEMBERS: Alex Alejandro Martínez
Bernabé Martínez
Cosme Lantigua
Dinorah E. Lozano
Yazmin Méndez

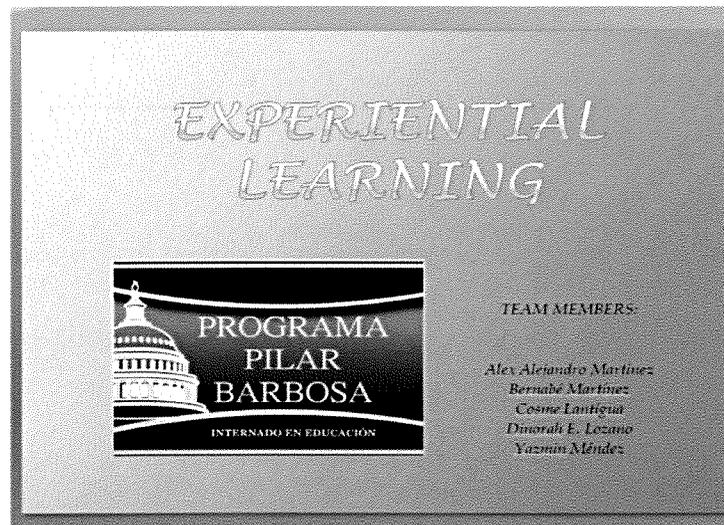
PURPOSE: Experiential learning is an educational strategy that stresses the development of critical thinking skills as we make learning pertinent, meaningful and valued

GOALS:

- To provide students with meaningful learning spaces.
- Apply self- exploration and experimentation in the student.
- Develop the concepts of learning by doing” and “hands on learning”.

LIMITATIONS:

- Not enough information of how to promote experiential learning as a productive and helpful curriculum.
- Support to give workshops to teacher about this learning strategy.
- Teachers not wanting to implement this strategy.
- School directors not willing to give permission to do field trips.



**PROJECT TITLE: THE DEVELOPMENT OF EXPERIENTIAL EDUCATION TO
COUNTERACT THE SCHOLAR DESERTION**

THEMES: Drop out crisis and experiential education

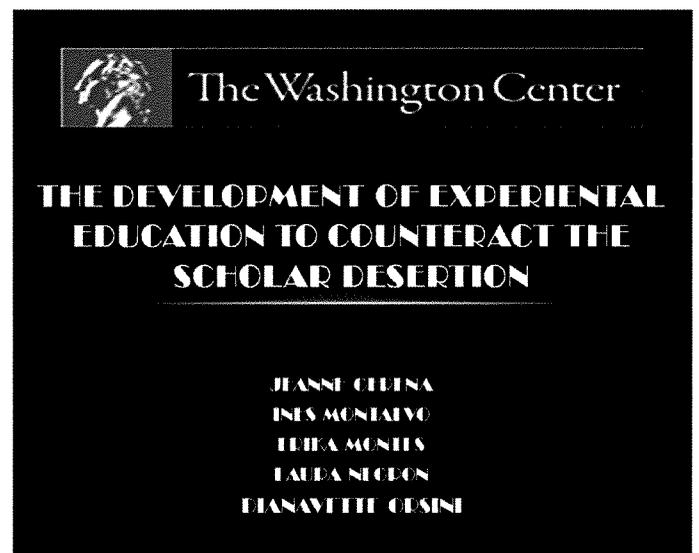
GROUP MEMBERS: Jeanne Gerena
Ines Montalvo
Erika Montes
Laura Negron
Dianavette Orsini

MISSION: The mission of this proposal is to decrease school desertion by providing the students with concrete experiences where they will form concepts and generalizations to apply new understanding and reflect upon them.

PURPOSE: The purpose of this program is to provide the regular and special education students with different tools to create their own experiences. By creating their own experiences, the students will feel responsible for their learning process and personal improvement.

LIMITATIONS:

- Find sufficient funds to pay different things needed to create the project.
- Involve the parents in the teaching-learning process of their children and make them commit to the teaching philosophy.
- The permissions needed to do extracurricular activities or field trips.
- Support from the staff and the parents.
Resistance to changes from the students, staff, and parents.



PROJECT TITLE: COOPERATIVA JUVENIL ESCUELA JOSE DE DIEGO

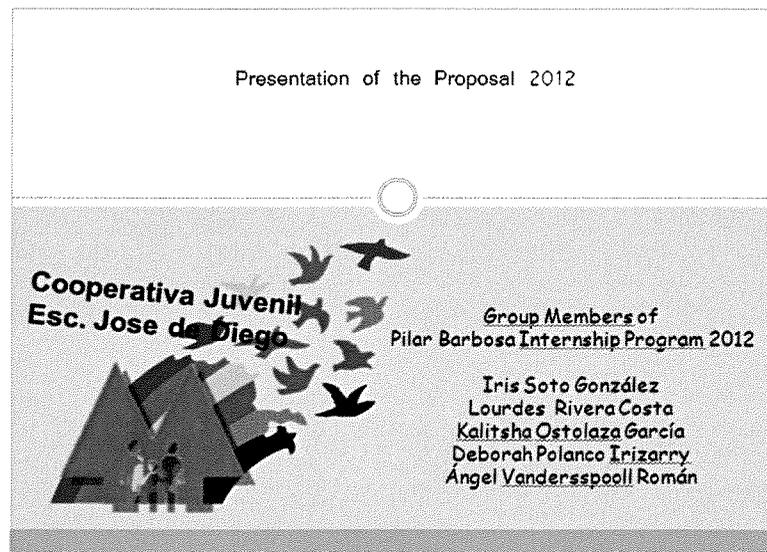
THEME: Dropout and Cooperative learning

TEAM MEMBERS: Iris Soto González
Lourdes Rivera Costa
Kalitsha Ostolaza García
Deborah Polanco Irizarry
Ángel Vandersspool Román

MISSION: Promote a cooperative learning as a strategy of holistic work. This generate multiple and innovative learning opportunity by lowering the dropout rate of students in middle school.

VISION: The vision is to create a successful retentive program for middle school students through the cooperative.

PROBLEM: Research indicates that 30% of the students from middle school are dropout. Will the cooperative be a good instrument to retain dropout ?



PILAR BARBOSA 2012 | THANK YOU LETTERS

July 12, 2012

The Honorable José E. Serrano
2227 Rayburn HOB
Washington, D.C. 20515



Congressman Serrano:

On behalf of the Pilar Barbosa Education Internship Program participants, I would like to thank you for taking the time to arrange the visit for this group of educators from Puerto Rico. The participants enjoyed visiting the Rayburn House Office Building and the time that you spent out of your busy schedule to spend some time with us. They found the meeting to be extremely interesting.

These teachers are eager to return to Puerto Rico and be effective catalysts for change in their classrooms, schools and communities, with the new tools they gained from the Pilar Barbosa Program and from you.

Once again, we thank you for your time and willingness to share your expertise with this group of educators.

Sincerely,

Prof. Deborah L. Guzmán
Pilar Barbosa Program Fellow

July 12, 2012



Ms. Sara Schapiro
Director
League of Innovative Schools
One Dupont Circle, NW Suite 700
Washington, D.C. 20036

Dear Sara:

On behalf of the Pilar Barbosa Education Internship Program participants, I would like to thank you for taking the time to arrange the visit for this group of educators from Puerto Rico. We enjoyed learning about the ways that different schools have been able to use technology in innovative ways and feel inspired to try and be more creative with technology in our own school. It was great to hear that your organization can serve as a resource should we need some research data should we try to ask for some grants to fund some of our projects. We also very enjoyed the dialogue that we were able to have about the necessity of integrating and using technology very productive.

These teachers are eager to return to Puerto Rico and see what can be done in regards to the accessibility to technology and other tools that can benefit our students learning process. These teachers want to be effective catalysts for change in their classrooms, schools and communities, with the new tools they gained from the Pilar Barbosa Program and from you.

Once again, we thank you for your time and willingness to share your expertise with this group of educators. Thanks for expressing your interest in searching ways in which you can help us, we hope we can collaborate with you to improve our educational system in Puerto Rico. You are more than welcome in our island, so it would be an honor for us to have you there.

Sincerely,

Yazmin Mendez

July 11, 2012

Mr. Mike Smith
President
The Washington Center
1333 16th Street, NW
Washington, D.C 20036



Dear Mr. Smith:

On behalf of the participants of The Pilar Barbosa Internship Program, I want to thank you for the great opportunity of participating in one of your internship programs. It has been an honor being part of this chosen group and it is an honor to be a Washington Center alumna. We know that this program is very important and close to your heart and that you deeply care for the well being of us teachers. We appreciate the time you gave us by welcoming us and we know all the workshops we experienced will help expand our knowledge.

I know we will remember and carry on what you said, "The better you are, the more you can offer your students". Thanks again for this great opportunity. This month has been very productive and life changing for all of us.

Sincerely,

Kalitsha Ostolaza
Teacher and Participant
Pilar Barbosa Intenship Program 2012

July 11, 2012

Maryann Woods-Murphy
Washington Teaching Ambassador Fellow
U.S. Department of Education
400 Maryland Avenue SW
Washington, D.C. 20202



Dear Mrs. Woods-Murphy:

On behalf of the Pilar Barbosa Education Internship Program participants, I would like to thank you for taking the time to meet with this group of educators from Puerto Rico. The participants enjoyed visiting the U.S. Department of Education and the time that you gladly offered. We found all of the discussion to be exceptionally fascinating. We look forward to see the RESPECT Project realized, and our schools offering the high quality education our children deserve.

We teachers are eager to return to Puerto Rico and be effective agents of change in our classrooms, schools and communities, with the new tools we gained from the Pilar Barbosa Program and from you.

Once more, we thank you for your time and enthusiasm to share your expertise with this group of educators.

Sincerely,

Erika E. Montes Rodríguez
Pilar Barbosa Participant 2012

July 6, 2012

Dr. Robert Turner
Special Education Coordinator
Mundo Verde DCPCS
2001 16 street NW
Washington, D.C. 20202



Dear Dr. Turner:

It is a pleasure for me to represent the voice of my group, the Pilar Barbosa teachers from Puerto Rico. I want to express thanks for your careful presentation and disposition gave us a learning on students with special needs. Every day we face situations in our classrooms with students with different disabilities. But how important it is to meet people like you with their knowledge so that we can open a door to effectively serve our children. It should be noted how honored I am that you took time out of your time to show us different tools to work with our children.

In difficult times we find more and more impediments and limits to our ability to properly serve our disadvantaged students, especially those with disabilities. It is great to better understand how we can address these disabilities but also to see what tools we may have at our disposal for the development of skills of our students.

Thank you again for being such a resources to the school community, your country and to us as we strive to return to our island and be better teachers for the service of Puerto Rican children.

Sincerely yours,

Deborah Polanco Irizarry

SECTION IV

ACKNOWLEDGEMENTS

PILAR BARBOSA 2012 | PROGRAM RECOGNITIONS

The Washington Center for Internships and Academic Seminars wish to acknowledge the following people and organizations that have contributed to the success of the 2012 Pilar Barbosa Education Internship Program.

Amanda Raymond	Fiorella Gil
Arleen Ramirez Borysiewicz	Frances K Agosto
Beatriz Zuluaga	Frederick Velez
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Carol Jones	Johns Hopkins University
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Chris Mason	Jose Luis Fernandez
Christina Chavarria	Kevin Nunley
Clive Felgate	Laetitia Brock
Colleen Smith	Laura Coscarelli
Columbia Heights Education Campus	Laurie Calvert
Courtney West	Lcda. Maria del Mar Ortiz Rivera
David Slavick, J.D.	Lee Coykendall
Dr. Eugene J. Alpert	Los Hermanos Restaurant
Dr. Robert Turner	Lynne Hoffman
Dwayne DeCoteau	Makenzie Heddens
Elsa Luis	Margarita Benitez
Evangelina Aponte Santos	Maria Méndez
Evelyn Fernandez	Maria Rodriguez

Maryann Woods-Murphy	Shelby McIntosh
Meredith Denbow	Sonia Guerrero
Mike Smith	Susan Allan-Burnett
Office of the P.R. Resident Commissioner	Susan Douglas
Orlando Perez	Sylvia Jones
Patricia Guidetti	Teresa Menendes-Maisonet
Pilar Barbosa Joint Commission	The Honorable Jose Serrano
Puerto Rico Department of Education	The Honorable Pedro Pierluisi
Puerto Rico Federal Affairs Administration	Tim Harris
Ramses Avilla Beltrán	Tiptavee Thongtavee
Rasha Hashem	U.S. Botanic Garden
Raul Gonzalez	U.S. Department of Education
Representative Paula Rodriguez	U.S. National Holocaust Memorial Museum
Roxana Aguilera	U.S. Smithsonian Institutions
Ryan Klang	Upward Enterprises
Ryan Monroe	Yessenia Campos
Senator Kimmey Raschke	

PILAR BARBOSA 2012 | PHOTO GALLERY



