



Secretaría

MANUEL A. TORRES NIEVES

SECRETARIO DEL SENADO

A handwritten signature in black ink, appearing to read "Manuel A. Torres Nieves", is written over the printed name and title.

- Ver al dorso
- Para su información
- Notas
- Para mantenerle al día
- Expediente
- Dar Cuenta
- Registrar y Procesar

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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 Leyes

KEE

Iniciales



Oficina del Presidente

Katherine Erazo

CHIEF OF STAFF

Fecha 24 agosto de 2011

Referido a Manuel Torres

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

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

HOJA DE TRÁMITE

FECHA	26 de agosto de 2011
A	Hon. Thomas Rivera Schatz Presidente Senado de Puerto Rico
DE	Evangelina Aponte Santos <i>EAS</i> Oficial Administrativo Oficina de Servicios Legislativos
ASUNTO	Pilar Barbosa Education Intership Program - 2011 Final Report 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

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<input type="checkbox"/> Representarme
<input type="checkbox"/> Discutir conmigo (verme)
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<input type="checkbox"/> Tramitar
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 OFICINA PRESIDENTE SENADO
 THOMAS RIVERA SCHATZ
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Internships and Academic Seminars

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The Washington Center

*Pilar Barbosa Education
Internship Program
2011 Final Report*

FD-15213



The Washington Center

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Washington, D.C. 20036-2205
T 202 238 7900 F 202 238 7700

Pilar Barbosa

Summer 2011 Report

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August 12, 2011

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 2011 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 at the Pilar Barbosa Graduation Ceremony as well as for her participation on the evaluation panel during the Final Group Presentations on July 16, 2011. Her constructive feedback on the participants' final projects was greatly appreciated. The teachers were also very pleased to see Evangelina Apontes 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 2011 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. TWC staff member Laetitia Brock served as senior program coordinator for the second year in a row. This year, all of the sessions, lectures and 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 and use the classroom and its computers to prepare their final presentations.

Last year's experience 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 TWC headquarters and Johns Hopkins University. Each room at Homewood Suites is equipped with its own kitchen and the hotel provides light dinners to its guests 4 days a week. This allowed participants to keep personal expenses low as they had alternatives to eating out every night. They also had easy access to The Washington Center's headquarters, to many of the site visits, restaurants, D.C. monuments, public transportation and museums.

The 2011 program took place in Washington, D.C. from June 18 to July 16. 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. The U.S. Department of Education hosted the educators for a full day of workshops and lectures, which took a more interactive nature than it had in the past. Throughout the day, they heard from many experts and were able to ask questions. Additionally, they were also able to voice some of their concerns and opinions during a session with Eric Waldo, Deputy Chief of Staff to the Secretary of Education. Mr. Waldo is currently planning a conference focused on education in Puerto Rico and will be traveling to the island himself in the fall. He was eager to get feedback and ideas from the teachers. They also spent half a day at the American Institutes for Research where a number of experts went over their research in fields as diverse as teacher leader standards and teacher quality, recent development in English Learners policy, addressing the high school drop-out problem or serving students with disabilities. The educators visited a local bilingual charter school and met with administrators at the D.C. Public Charter School Board, the official entity with the authority to open or close charter school in the District of Columbia, to learn more about some of the innovative initiatives that such schools have been able to implement to serve their students. They also were able to share some of their knowledge of charter schools in Puerto Rico for a candid conversation on the charter school model.

The educators visited two public schools: Claremont Immersion Elementary School and The Columbia Heights Educational Campus. At Claremont, which follows a 50-50 Spanish and English immersion curriculum, they 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. After Claremont Elementary, they returned to the Columbia Heights Education Campus, a public middle school (Lincoln Middle School) and High School (Bell Multicultural High School) with a diverse student body. The school 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, Bell Multicultural High School has been challenging students to rise to the top with a rigorous academic curriculum that includes mandatory AP courses and has been ranked in top 100 public high schools in the country for the past few years. 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 2011 Pilar Barbosa interns took part in numerous activities designed to help them understand their own leadership styles. The Washington Center's Senior Program Advisor 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. Following this workshop, they

worked in groups to develop their final projects on topics as broad as teachers' emotional wellness, e-readers and preventing students from dropping out of school.

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 4.72 out of 5 for the program. The detailed evaluation for each activity is included in this report.

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. The topics that they teach were more varied this year, ranging from physical education to mathematics, Spanish, history, theater, and of course, English as a Second Language (ESOL). This was a significant change from 2010 when an overwhelming number of the teachers were ESOL teachers.

In 2011, President Obama launched an "Educate to Innovate" campaign to improve the participation and performance of America's students in science, technology, engineering, and mathematics (STEM). We were pleased to see four teachers from STEM fields participate in this year's program and would like to see this number increase in 2012. At the same time, The Washington Center will strive to increase technology-orientated content. This year, the use of Google Apps for Educators session was very successful and will certainly be offered again next year, Google being a free and easily accessible tool that all teachers, regardless of the field they teach, can take advantage of. The session could perhaps even be extended to a full day, which will allow us to cover more tools, spend more time on hands-on activities and assist the less tech-savvy teachers.

This year, we were also pleased to have an administrator and two English Language Facilitators in the group. 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 were also able to draw from the expertise and experience of Yolanda Alarcon Barron who, as *Superintende Auxiliar* for the district of Arecibo, was able to lead a session on "getting your project included in your school's PCE".

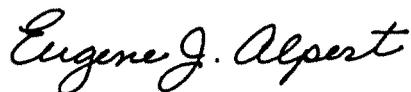
We were also pleased with this year's efforts to institute an early recruitment and selection process and hope that these will continue in the selection of the 2012 participants. Completing the selection process of the 25 participants by the first week of March allows the staff of The Washington Center 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. 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. On the positive side,

having all of the participants on the same plane helped us with transportation issues, as well as check in at the hotel. The early arrival time also meant that we were able to do a debriefing and social gathering upon arrival at The Washington Center. And something good did come out of the lay-over in Miami, as it allowed the interns to bond as a group and get to know each others, so much so that they were very much a united group when they landed at Reagan National Airport.

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 2011 participants as well as meeting participants from the 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. I would encourage trying to recruit participants from various years rather than just from the previous edition for the orientation. According to Laetitia Brock, the 2010 Pilar Barbosa teachers were so excited to see each other again that they sometime forgot that they were there to interact with the 2011 participants and share their experience before, during and after the internship program. I would also recommend spending more time in ice breaker-type activities to allow the teachers to spend more time to get to know each other prior to their selection of roommates.

This Final Report includes a comprehensive summary of what took place during the 2011 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 Vice President
The Washington Center for Internships and Academic Seminars

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The 2011 Pilar Barbosa participants, with Program Director Maria Rodriguez & Program Coordinator Laetitia Brock at The Washington Center Headquarters.

PILAR BARBOSA 2011 | AGENDA

Week 1 | Saturday, June 18, 2011

2:25PM **Arrival in Washington**



3:00-3:30PM **Check into Homewood Suites**

5:45PM **Meet Maria Rodriguez in lobby of Homewood Suites**
Travel together to The Washington Center

6:00PM **Get together at The Washington Center**
Light refreshments and dinner will be served

Week 1 | Sunday, June 19, 2011

9:30AM **Tour of the Neighborhood**
With Maria Rodriguez

2:00PM **Visit to the Newseum**
Location: 555 Pennsylvania Avenue NW

Week 1 | Monday, June 20, 2011

- 9:00AM** **Pilar Barbosa Seminar Orientation**
Location: The Washington Center Board Room
1333 16th Street NW – 2nd floor
- With Maria Rodriguez & Laetitia Brock
- Program handbook
 - Instructions on journaling
 - Instructions for group projects
 - Instructions for thank you letters
- 10:30PM** **Jeopardy Pilar Barbosa**
Ice breaker activity with Maria Rodriguez & Laetitia Brock
- 11:00AM** **Housing Orientation**
With Kevin Nunley, Senior Director of Internships and Student Life
The Washington Center for Internships and Academic Seminars
- 12:00PM** **Welcome Lunch and Introductions**
Dr. Eugene J. Alpert, Senior Vice President
The Washington Center for Internships and Academic Seminars
- 1:00PM** **Federal Government and Education in Puerto Rico**
Location: The Washington Center Board Room
With Margarita Benitez, Senior Associate
Excelencia en Education
- 3:30PM** **BB&T Bank**
Location: 1909 K Street NW

Week 1 | Tuesday, June 21, 2011

- 9:00AM** **Morning Business & Introduction to Scavenger Hunt**
Location: The Washington Center – Conference Room
With Maria Rodriguez and Laetitia Brock
- 10:00AM** **Myers-Briggs Type Indicator (MBTI) Test**
With Laetitia Brock
- 10:30AM** **Scavenger Hunt throughout Washington, D.C.**
- 3:00PM** **Debriefing and Awards**
Location: The Washington Center – Conference Room
With Maria Rodriguez and Laetitia Brock

Week 1 | Wednesday, June 22, 2011

9:00AM-2:00PM

Introduction to Computer Lab & Group Assignments

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



2:00-4:00PM

Myers-Briggs Type Indicator (MBTI) –Analysis

Location: The Washington Center –2nd Floor Conference Room
With Amanda Raymond, Senior Program Advisor
The Washington Center for Internships and Academic Seminars

Week 1 | Thursday, June 23, 2011

10:00-11:00AM

Tour of US Library of Congress

11:00AM-12:00PM

Tour of US Capitol

12:00-2:00PM

Lunch, Free Time and Travel Back to The Washington Center

3:00-5:00PM

Introduction to Journal Writing

Location: The Washington Center –2nd Floor Conference Room
With Maria Rodriguez

Week 1 | Friday, June 24, 2011

9:00AM-4:00PM

Outdoor Teambuilding and Leadership Course

Location: Adamstown, MD

Week 2 | Monday, June 27, 2011

9:00AM-4:00PM

Workshop on Federal Proposals

Location: PRFAA, 1100 17th Street NW, Suite 800

With Elsa Luis, Director of Federal Proposals and Sonia Guerrero, Federal Proposals Specialist

Puerto Rico Federal Affairs Administration



Week 2 | Tuesday, June 28, 2011

10:00AM

Visit to the United States Botanic Garden

Location: The U.S. Botanic Garden, 100 Maryland Avenue SW

With Lee Coykendall, Sprout Leader

US Botanic Garden

11:30AM

Lunch and Free Time at the Smithsonian Museums/the National Mall

Location: The National Mall

3:00PM

Visit to the United States Holocaust Memorial Museum

Location: US Holocaust Memorial Museum, 100 Raoul Wallenberg Place SW

Week 2 | Wednesday, June 29, 2011

- 9:00AM** **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
- 9:30AM** **Providing Meaningful Environmental Education**
Location: The Washington Center – 2nd Floor Conference Room
With Ms. Rebecca Davis, Co-President
D.C. Environmental Education Consortium
- 11:00AM** **An Introduction to NCLR: Focus on Education**
Location: The Washington Center – 2nd Floor Conference Room
With Raul Gonzalez, Director - Legislative Affairs
National Council of La Raza
- 12:00PM** **Lunch**
- 2:00PM** **Getting your Project Included in your School's PCE**
Location: The Washington Center – 2nd Floor Conference Room
With Yolanda Alarcón Baronn, Superintendente Auxiliar
Distrito Escolar Arecibo and Pilar Barbosa 2011 Participant

Week 2 | Thursday, June 30, 2011

- 9:00AM** **Pre-Briefing on the Visit to the Department of Education
& Assignment of Thank You Notes**
Location: The Washington Center – 2nd Floor Conference Room
With Laetitia Brock & Maria Rodriguez
- 10:00AM** **Education Policy and Improving Public Schools**
Location: The Washington Center – 2nd Floor Conference Room
With Shelby Dietz, Research Associate
Center for Education Policy
- 11:00AM** **Lunch & Travel to Union Station**
- 1:00PM** **21st Century Skills**
Location: The Partnership for 21st Century Skills, 1 Massachusetts Avenue NW
With Tim Magner, Executive Director
Partnership for 21st Century Skills
- 3:00PM** **Free time at the Smithsonian Folklife Festival**
Location: The National Mall



Week 2 | Friday, July 1, 2011

9:00AM-4:00PM **What Can Google do for You? Google Tools in Review**
Location: John Hopkins University, 1717 Massachusetts Avenue NW
With Selena Ward, Technology Integration Teacher
Benjamin Tasker Middle School

Week 3 | Tuesday, July 5, 2011

10:00-10:30AM **Morning Business and Announcements**
Location: The Washington Center –2nd Floor Conference Room
With Maria Rodriguez & Laetitia Brock

10:30-11:30AM **Technology and Education**
Location: The Washington Center –2nd Floor Conference Room
With the Honorable James Rosebush, CEO
Technology Transforming Education Compact

2:00PM **Waiting for Superman**
Location: The Washington Center –2nd Floor Conference Room
With Dr. Turner, Former Associate Secretary for Special Education
Departamento de Educación de Puerto Rico

Week 3 | Wednesday, July 6, 2011

9:00-10:30AM

Discussion on the Film “Waiting for Superman”

Location: The Washington Center –2nd Floor Conference Room
With Dr. Robert Turner

10:30AM

Early Lunch & Travel to Columbia Heights

12:00PM

CentroNia Bilingual Public Charter School

Location: 1420 Columbia Road NW
With Beatriz Zuluaga, Food & Nutrition Director (12-1PM)
& Wanda Perez, Principal (1-2PM)

3:00PM

An Overview of Charter Schools in Washington, D.C.

Location: D.C. Public Charter School Board, 3333 14th Street NW, Suite 210
With Tamara Lumpkin, Deputy Director and Nona Mitchell Richardson,
Director of Communications
DCPCSB

Week 3 | Thursday, July 7, 2011

9:00-10:00AM

Computer LAB

Location: John Hopkins University, 1717 Massachusetts Avenue NW

10:00AM-4:00PM

Thinkfinity

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

Week 3 | Friday, July 8, 2011

- 9:00AM-5:30PM** **U.S. Department of Education**
Location: 400 Maryland Avenue SW
- 9:15-9:45AM** **Introductions**
With José Rico, Deputy Director, White House Initiative on Educational Excellence for Hispanics
Ida Kelley, Director, Hispanic Outreach and Communications
Laurie Calvert, Teacher Ambassador, Office of Communications and Outreach
Katherine Valle, Graduate Intern, White House Initiative on Educational Excellence for Hispanics
- 9:45-10:30AM** **Discussion: What's Not Working? (KIVA Process)**
Facilitated by Ida Kelley
- 10:45-11:30AM** **Debrief and Information Session on Relationship between Department of Education & Puerto Rico**
Facilitated by Julia Keleher, Risk Management/Office of the Secretary
- 11:30AM-12:15PM** **Discussion: What Should we Keep Doing? (KIVA Process)**
Facilitated by Ida Kelley
- 12:15-1:15PM** **Lunch**
- 1:15-2:00PM** **Moving Forward: School Improvement Grant (SIG) Session**
With Carlos McCauley, Education Program Specialist, Office of Elementary and Secondary Education
- 2:00-3:45PM** **Brainstorming session: What do we need to start doing?**
- 3:45-4:45PM** **Presentation of Action Steps and Recommendations**
With Eric Waldo, Deputy Chief of Staff to the Secretary
- 4:45-5:00PM** **Closing**

Week 4 | Monday, July 11, 2011

- 9:00AM** **Understanding the Characteristics of LD Students**
Location: The Washington Center –2nd Floor Conference Room
With Dr. Robert Turner
- 1:00-1:45PM** **Reflections on the Pilar Barbosa 2011 Internship Program**
Location: The Washington Center –2nd Floor Conference Room
With Evangelina Aponte Santos
- 1:45-2:15PM** **Life After the Pilar Barbosa Internship Program**
Location: The Washington Center –2nd Floor Conference Room
With Jose (Tony) Sanchez, Pilar Barbosa Alumn '99
- 3:00PM** **House Keeping: A Former Speaker Reflects on Role of People's House**
Location: Yates Auditorium, US Department of Interior, 1849 C Street NW
With the Honorable Dennis Hastert



Week 4 | Tuesday, July 12, 2011

- 9:00AM-12:00PM** **Advances in Education Research & Policy**
Location: American Institutes for Research, 1050 Thomas Jefferson Street NW
- 9:00AM** **Arrival and Breakfast**
- 9:15AM** **Welcome and Introductions**
With Sabrina Laine, Vice President - Education, Human Development, and the Workforce
- 9:30AM** **Teacher Leader Standards and Other Resources from the National Comprehensive Center for Teacher Quality at AIR**
With Molly Lasagna, Research and Policy Analyst
- 10:00AM** **Serving Students with Disabilities: Recent Research and Resources**
With Darren Woodruff, Research Analyst
- 10:30AM** **Recent Developments in English Language Learner Policy in the U.S.**
With James Taylor, Principal Research Analyst
- 11:00AM** **Addressing the High School Drop-Out Crisis: Recent Research and Resources from the National High School Center at AIR**
With Joe Harris, Managing Research Analyst and Director - National High School Center
- 11:30AM** **Additional Questions and Discussion**
- 11:45AM** **Adjourn**
- 12:00PM** **Lunch, Free Time in Georgetown and Travel to Capitol Hill**
- 3:00-4:00PM** **Meeting with the Honorable Pedro R. Pierluisi**
Location: Longworth House Office Building, Room 1334 (3rd Floor)
- 5:00PM** **Marion Street Intergenerational Garden**
Location: 1517 Marion Street NW
With Lola Bloom, Founder
City Blossoms

Week 4 | Wednesday, July 13, 2011

- 9:00AM-12:00PM** **Claremont Immersion Elementary School**
Location: 4700 South Chesterfield Road, Arlington VA
With Susan Allan-Burnett, Assistant Principal
Claremont Immersion Elementary School
And Marjorie Myers, Principal
Francis Scott Key Elementary School
- 12:00PM** **Travel Back to Washington and Lunch**
- 2:00-6:00PM** **Methods of Intervention to Work With Children within the Autistic Disorder Spectrum**
Location: The Washington Center – 2nd Floor Conference Room
With Dr. Robert Turner

Week 4 | Thursday, July 14, 2011

- 9:00AM** **Visit Columbia Heights Educational Campus**
Location: 3101 16th Street NW
With Rasha Hashem, Catalyst and World Culture Coordinator
Columbia Heights Educational Campus (Bell Multicultural High School and Lincoln Middle School)
- 3:00PM** **Presentation of Group Projects**
Location: The Washington Center – 2nd Floor Conference Room
- 6:00 PM** **Wrap-up**

Week 4 | Friday, July 15, 2011

- 10:00AM** **Evaluations, Submit Final Group Projects**
Location: The Washington Center – 2nd Floor Conference Room
- 11:30AM-2:00PM** **Closing Ceremony and Graduation Luncheon**
Location: The Washington Center – 2nd Floor Conference Room

Week 4 | Saturday, July 16, 2011

- 12:00PM** **Check out from Homewood Suites & Travel Back to Puerto Rico**

PILAR BARBOSA 2011 | SITE VISIT INFORMATION, SPEAKER BIOGRAPHIES & CONTACTS

The Newseum is a 250000-square-foot museum of news on Pennsylvania Ave. in Washington D.C. It offers visitors an experience that blends five centuries of news history with up-to-the-second technology and hands-on exhibits.

The Newseum offers lesson plans for teachers in three main areas: Headlines of History, Journalism and the First Amendment. Visit the Newseum website for more information: <http://www.newseum.org/education/teacher-resources/lesson-plans/for-students-not-visiting-the-newseum/index.html>



Margarita Benitez
Senior Associate
Excelencia in Education
Email:
mbenitez@edexcelencia.org

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.

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 assessment.

Speaker: Amanda Raymond
Senior Program Advisor, The Washington Center for Internships and Academic Seminars

Email: Amanda.raymond@twc.edu



Puerto Rico Federal Affairs Administration

PRFAA 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 office is the primary liaison between Puerto Rico's officials, the White House, Congress, and the 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.

Like many other states, Puerto Rico's focus areas include economic stimulus and development, transportation funding, energy,

health care including Medicare and Medicaid, as well as issues that affect veterans and our national defense.

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

Speakers: Elsa Luis
Director of Federal Proposals

Email: eluis@prfaa.com

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.

Sonia Guerrero
Federal Proposals Specialist

Email: sguerrero@prfaa.com



US Botanic Garden

The U.S. Botanic Garden, established by Congress in 1820, is a living plant museum located on the National Mall across from the U.S. Capitol. The Conservatory reopened in December 2001 after a four-year renovation,

showcasing an impressive state-of-the-art indoor garden with approximately 4,000 seasonal, tropical and subtropical plants. The U.S. Botanic Garden is administered by the Architect of the Capitol and offers special exhibits and educational programs throughout the year.

Also a part of the U. S. Botanic Garden, Bartholdi Park is located across the street from the conservatory. This beautifully landscaped flower garden has as its centerpiece, a classical style fountain that was created by Frédéric Auguste Bartholdi, the French sculptor who also designed the Statue of Liberty.

Speaker: Lee Coykendall
USBG Sprouts Leader

Email: lcoykend@aoc.gov

United States Holocaust Memorial Museum

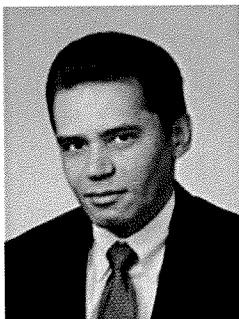
The United States Holocaust Memorial Museum depicts the history of the 6 million Jews and others who suffered and died during the Nazis rule of Germany. (1933-1945). It is dedicated to documenting, studying, and interpreting the history of the Holocaust.

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. can attend weekly workshops to grow vegetables as well as help care for the flower and herb beds. The garden currently includes twelve raised beds that are currently being kept by gardeners from Community of Hope, the Columbia Heights Youth Club, D.C. Bilingual Public Charter School, and Asian American LEAD, as well as two adult volunteers who in exchange for planting space help maintain the garden. The garden is also home to our new Girard Workshop Series.

Ms. Rebecca Davis
Co-President
D.C. Environmental Education Consortium
Email: rjiddavis@gmail.com

Rebecca Davis has a bachelor of science in Biology with a concentration in Marine Biology, 2 masters (in International Affairs and Natural Resources and Sustainable Development.). Rebecca has five-years of high-school science teaching experience in the Virgin Islands, a year of teaching middle-school math and French in Puerto Rico and numerous years teaching adult health education. Rebecca is currently the Education Program Manager for Clean Air Partners and Metropolitan Washington Council of Governments.

About D.C.EEC: Since 1993, DCEEC has provided a communication network that enhances the abilities of its members to increase environmental knowledge and awareness in students, teachers and adults within the District.



Raul González
Director, Legislative
Affairs, National
Council of La Raza
Email:
rgonzalez@nclr.org

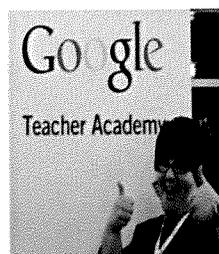
Raul Gonzalez is director, Legislative Affairs at the National Council of La Raza, the largest national Hispanic civil rights and advocacy organization in the United States. Raul earned a bachelor's degree in psychology from City College of New York and worked three years as a special education teacher 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.

Shelby Dietz
Research Associate
Center for Education Policy
Email: shelby9903@gmail.com

Shelby Dietz 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. Dietz taught high school for six years in Texas, with certification in English Language arts 6-12, teaching English as a second Language, and Principal Administration for K-12.

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. We 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.



Selena Ward
Technology Integration
Teacher, Discovery
STAR Educator and
Google Apps for Edu
Certified Trainer
Email:
thetechtiger@gmail.com

Ms Ward currently teaches Technology Integration (6-8 grades) and is a TAG instructor at Benjamin Tasker Middle School in Prince George's County. Selena holds a B.A. in Education from the University of Maryland, College Park; a M.Ed. in Teacher Leadership/

Curriculum and Instruction from the University of Maryland College Park as well as a M.Ed. in Instructional Technology from the University of Maryland, University College. She attended the 2008 Google Teacher's Academy in Chicago and is a certified trainer in Google Apps for Education.

The Partnership for 21st Century Skills: P21 is a national organization that advocates for 21st century readiness for every student. As the United States continues to compete in a global economy that demands innovation, P21 and its members provide tools and resources to help the U.S. education system keep up by fusing the three Rs and four Cs (critical thinking and problem solving, communication, collaboration and creativity and innovation). While leading districts and schools are already doing this, P21 advocates for local, state and federal policies that support this approach for every school.

21st Century Skills Leadership States include: Arizona, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maine, Massachusetts, Nevada, New Jersey, North Carolina, Ohio, South Dakota, Wisconsin and West Virginia.

Member organizations include: Adobe Systems, Inc., American Association of School Librarians, Apple, Blackboard, Inc., Cable in the Classroom, Cengage Learning, Cisco Systems, Inc., Crayola, Dell, Inc., EF Education, Education Networks of America, Educational Testing Service, GlobalScholar, Hewlett Packard, Houghton Mifflin Harcourt, Intel Corporation, JA Worldwide, KnowledgeWorks Foundation, LEGO Group, Lenovo, Learning Point Associates, McGraw-Hill, Measured Progress, MHz Networks, Microsoft Corporation, National Academy Foundation, National Education Association, Nellie Mae Education Foundation, netTrekker, Oracle Education Foundation, Pearson, Project Management Institute Educational Foundation, Scholastic Education, The Walt Disney Company, and Verizon.



Mr. Tim Magner
Executive Director
The Partnership for
21st Century Skills
Email:
tmagner@p21.org

A Washington, D.C. native, Magner spent part of his childhood in Thailand and Japan, as his family moved to accommodate his father's Foreign Service career. He attended high school in Arlington, Va., and graduated from the College of William and Mary in Williamsburg, VA with a bachelor's degree in government and theater in 1988. He earned a teaching certificate a year later, and, after graduation, taught high school for a year at Williamsburg's Walsingham Academy before seeking a master's in education from Harvard University in 1991.

During 1992 and 1993, Magner taught at international schools in Leysin, Switzerland, and Paris, France, before returning to the states to teach and later become one of the first technology training specialists for the Fairfax County, Va., Public Schools for four years.

In 1995, he became an Internet specialist and program manager for the Kennedy Center's K-12 ArtsEdge program for teachers. Then, in 1997, he moved to Framingham, Mass., to serve as the director of technology for the Framingham Public Schools. While in Framingham, he also taught graduate-level educational technology courses for Framingham State College.

In 1999, Magner moved back to the Washington, D.C., area, where he developed retail technology standards for the National Retail Federation before landing a post as manager of online learning for the Public Broadcasting Service in Alexandria, Va. He also worked for three years as an adjunct professor at George Mason University, where he taught graduate-level classes on educational technology.

Starting in 2001, he worked for two years as the director of the Washington-based nonprofit Schools Interoperability Framework Association, a group that promotes K-12 data-sharing standards among software companies, school districts and state departments of education.

In 2003, he joined Microsoft Corp. as its executive director for K-12 education, splitting his time for a year between offices in Washington, D.C., and Redmond Wash., until he joined the Department for the first time as deputy director of educational technology in 2004. In 2005, he left ED for a year to serve as a deputy executive director of the Council of Chief State School Officers with a focus on educational technology. Mr. Magne became Executive Director of the Partnership for 21st Century Skills in 2010.



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. Free to the public, each Festival typically draws more than one million visitors.

Initiated in 1967, the Festival has become a national and international model of a research-based presentation of contemporary living cultural traditions. Over the years, it has brought more than 23,000 musicians, artists, performers, craftspeople, workers, cooks,

storytellers, and others to the National Mall to demonstrate the skills, knowledge, and aesthetics that embody the creative vitality of community-based traditions.

Usually divided into programs featuring a nation, region, state or theme, the Festival has featured exemplary tradition bearers from more than 90 nations, every region of the United States, scores of ethnic communities, more than 100 American Indian groups, and some 70 different occupations.

The Festival generally includes daily and evening programs of music, song, dance, celebratory performance, crafts and cooking demonstrations, storytelling, illustrations of workers' culture, and narrative sessions for discussing cultural issues. The Festival is an exercise in cultural democracy, in which cultural practitioners speak for themselves, with each other, and to the public. The Festival encourages visitors to participate—to learn, sing, dance, eat traditional foods, and converse with people presented in the Festival program.

The Festival has strong impacts on policies, scholarship, and folks back home. Many states and several nations have remounted Festival programs locally and used them to generate laws, institutions, educational programs, books, documentary films, recordings, museum and traveling exhibitions. In many cases, the Festival has energized local and regional tradition bearers and their communities, and thus helped to conserve and create cultural resources. Festival practice served as both the backdrop and inspiration for the consideration and ultimately the development of UNESCO's 2003 International Convention on the Safeguarding of the Intangible Cultural Heritage.



James Rosebush
CEO, TTEC//D.C.
Email:
JsRosebush@aol.com

James Rosebush is a widely recognized leader in building and managing corporate and philanthropic organizations. For over twenty years he has been CEO of an international consulting firm, GrowthStrategy, Inc. advising on management strategies, finance, marketing, and communications, throughout the world. He pioneered a holistic approach to organizational consulting which has resulted in measurable growth in earnings or assets under management for corporate clients. Mr. Rosebush is also the founder and chairman of The Wealth and Family Management Group known as OurFamilyManager.com, an asset advisory firm serving the family office requirements of wealthy families.

At the request of President Bush, he created and was the first CEO of the Challenger Memorial Foundation, which now has forty-six space science education centers around the world. He is currently the president of the Fairfax County Education Foundation, Chief Executive of The Howe School—a leadership academy, founder and CEO of The Technology Transforming Education Compact, and past President of the Urban Monuments Foundation. He has served on the Board of and was finance committee chair for The Phillips Collection, America’s first museum of modern art, where he originated the Duncan Phillips Collectors Medal awarded to Leonard Lauder and David Rockefeller among other leaders in philanthropy and the arts. He was awarded a 1999 “Telly” for his documentary “Hands on the Wall” a Discovery Channel program on Thomas Jefferson’s building of Monticello. Mr. Rosebush was President Reagan’s “point man” on philanthropy and public-private partnerships. As a commissioned senior advisor at The White House, he managed the

President’s favorite domestic policy program called private sector initiatives designed to engender private sector solutions for public problems.

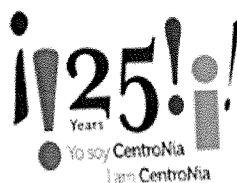
Mr. Rosebush was also the longest-serving Chief of Staff to the First Lady. In this role, he was one of a small group of top aides to President Reagan and served as a member of the President’s historic *Theme For The Day* communications team. He managed all the official activities of the First Lady including press and media, scheduling, projects and policy (including the anti-drug campaign), as well as the official functions held in The White House. He managed worldwide State Visits for the Reagans, traveled with them, and negotiated with host country government leaders including China, Japan, Korea, France, England, and Germany. He negotiated with Russian officials for the historic bi-lateral meeting between Reagan and Gorbachev.

Mr. Rosebush has also had substantial management experience in philanthropy. He was director of corporate contributions for The Standard Oil Company, founding vice president for the National Chamber Foundation, and held management positions with the New England Association of Grantmakers and the CS Mott Foundation. He has published on the topic of strategic philanthropy, given many speeches and hosted conferences on the subject as well. The titles of two recent speeches were: “I’ve Made it—Now How do I Give it Away?” designed for new philanthropists, and “Using the Power of Wealth for Good.” He recently crafted a web-based *Philanthropy Toolbox* for a leading asset management firm.

He has an MA degree in Public Affairs from Boston University and a BA in Business from The Principia College. He has lectured and taught as an adjunct professor at Georgetown and George Washington Universities on corporate public issues and the history of philanthropy. His book, *First Lady Public Wife*, was lauded as the first book that assessed the non-elected job of First Lady. He has authored numerous articles, has appeared

before many television, radio, and other audiences. He was appointed by the President to become US Ambassador to UNESCO, and as a member of the National Museum Services Board, the grantmaking arm of the government to museums. He was invited to tour and lecture in Austria as a goodwill ambassador at the guest of the Austrian government. He was appointed a Woodrow Wilson Fellow at Princeton University, elected at-large to the Republican Committee of the District of Columbia, and has served as the chairman of the board of his church, on the art advisory panel of the Federal Reserve Board, on the development committee for the national youth organization, Adventure Unlimited. He is Chairman, Proactive School, Inc. and has served on the Board of the Cleveland Music School Settlement and outreach committee of the Cleveland Orchestra and the grant selection committee of United Way.

A native of Flint, Michigan, Mr. Rosebush resides in Washington, D.C. area with his wife of thirty-five years, the former Nancy Paull. They have two grown daughters, Claire Harvey and Lauren Hilyard and two grandsons.



CentroNia/D.C. Bilingual Public Charter School

CentroNia 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.

D.C. 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 Centro Nia, enables D.C. 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. D.C. 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. D.C. 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, CentroNia 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 traditional & 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, D.C. Bilingual Public Charter Schools received the Gold Award with Distinction from the USDA (U.S. Department 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.

Speakers: Wanda Perez, Principal
Email: wperez@centronia.org

Beatriz Zuluaga, Food & Nutrition Director
Email: bzuluaga@centronia.org



Dr. Robert Turner
Former Associate Secretary for Special Education
Departamento de Educación de Puerto Rico
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.

D.C. Public Charter School Board



The Board's mission is to provide quality public school options for D.C. students, families, and communities through:

- Comprehensive application review process;
- Effective oversight;
- Meaningful support; and
- Active engagement of its stakeholders.

The Board's vision is to lead the transformation of public education in D.C., and serve as a national role model for charter school authorizing and accountability. The D.C. Public Charter School Board (DCPCSB) was created in 1996 by an amendment to the D.C. School Reform Act of 1995 as a second, independent authorizer of public charter schools. In 2006, the D.C. Board of Education (BOE), which had served as the first charter authorizer since 1996, voted to relinquish its authorizing responsibilities.

The D.C. Council passed legislation in 2007 to give the D.C. Mayor direct authority over the traditional public school system, and to transfer the oversight responsibility for the charter schools previously authorized by the BOE to the DCPCSB. The DCPCSB became the sole authorizer of charter schools in the District.

The DCPCSB regularly evaluates D. C. public charter schools for academic results, compliance with applicable local and federal

laws and fiscal management, and holds them accountable for results. The DCPCSB can close charter schools that fail to meet the goals established in the charter agreement between the DCPCSB and the school.

Speakers: Tamara Lumpkin, Deputy Director

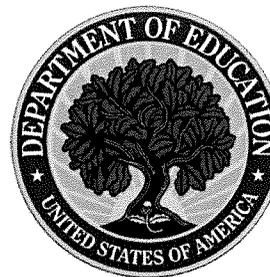
E-mail: lumpkin@dcpubliccharter.com

Mrs. Lumpkin assists in the establishment of policies, procedures and work processes consistent with the DCPCSB's mission, vision and strategic priorities; directs the execution of the PCSB's charter school accountability model; collaborates with the leadership team to establish and maintain relationships between oversight, support, technology, finance and communications.

Nona Mitchell Richardson, Director of Communications.

E-mail: nrichardson@dcpubliccharter.com

Ms Mitchell Richardson directs the DCPCSB's strategic communication planning and engagement with Government officials, media, school leaders, parents and community groups; serves as website editor, publications editor and FOIA officer, facilitating DCPCSB reporting and public access to information.



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:

- Establishing policies on federal financial aid for education, and distributing as well as monitoring those

funds.

- Collecting data on America's schools and disseminating research.
- Focusing national attention on key educational issues.
- Prohibiting discrimination and ensuring equal access to education.

Speakers: Ida Eblinger Kelley
Director, Office of Hispanic Outreach & Communications
US Department of Education
Email: Ida.Kelley@ed.gov

Ida Eblinger Kelley is a 10-year Department veteran where she collaborates with a variety of internal and external partners to ultimately ensure academic and lifelong success for Hispanic youths.



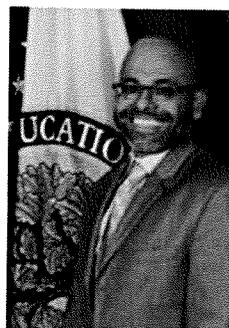
Eric Waldo
Deputy Chief of Staff for Policy and Programs
Email: eric.waldo@ed.gov

Eric Waldo was appointed in November 2010 as deputy chief of staff for policy and programs in the Office of the Secretary. In this capacity, Waldo serves as a senior advisor on a wide array of policy, communications, and strategy issues. He serves as co-chair of the Advisory Council on Dependents Education, providing programmatic recommendations and counsel regarding Department of Defense Education Activity schools. Waldo also serves as the Department of Education's representative to the President's Task Force on Puerto Rico's Status and as the principal legal advisor to the secretary on legal appeals from the Office of Hearings and Appeals. Along with the deputy secretary of education, the secretary's chief of staff and the Department's human capital team, he will help lead the secretary's efforts to meaningfully communicate with and engage all ED staff. He will also assist the chief of staff and the White House Liaison team with personnel recruitment, placement, and

professional development of political appointees. He previously served as special assistant to Secretary Duncan.

Prior to joining the Department of Education, Waldo served as an attorney on the Obama-Biden Transition Team, and as deputy and assistant staff counsel to the Obama for America campaign. Upon graduation from law school, Waldo clerked for U.S. District Judge Ann Aldrich of the Northern District of Ohio. He also worked at Providence Summerbridge in Rhode Island, teaching English and improvisational acting to inner-city seventh- and eighth- graders.

Waldo holds a J.D. from the University of Chicago Law School, a master's in education from Harvard University, and a bachelor's degree from Brown University.



José A. Rico, Deputy Director, White House Initiative on Educational Excellence for Hispanic Americans
Email: jose.rico@ed.gov

José Antonio Rico is the deputy director of the White House Initiative on Educational Excellence for Hispanic Americans. Named to his post on Feb. 1, 2010, Rico helps carry out President Obama's efforts to improve the academic achievement of Hispanic students. He came to the Department as a senior adviser in the Office of Elementary and Secondary Education on April 29, 2009.

Born in the small town of Jeruco, México, Carlos immigrated to the US at the age of 7, where his father was a railroad worker and his mother was a housewife. Rico attended public schools in Chicago and graduated from the Whitney M. Young Magnet High School, where he made the dean's list and won a full-ride scholarship to study mechanical engineering at the University of Illinois—

Urbana. After a six-month internship as a staff engineer at Amoco during his senior year, Rico realized he'd lost interest in engineering and took a job as a science teacher at Chicago's Latino Youth Alternative High School, where he taught for the next three years.

From 1995 to 1997, he served as the program director for Public Allies, a Chicago nonprofit dedicated to community service, and, during this time, in May 1996, he finished his bachelor's degree at Northeastern Illinois University. In 1997, he went to work for the Illinois Coalition for Immigrant Rights, organizing its "Removing Barriers to Education" campaign, working with parents around the state to see that their children were not denied access to education. Two years later, he was hired by the University of Illinois-Chicago's Small Schools Workshop to help develop small, innovative learning communities in public schools. During this time, he worked as a school improvement coach and on charter school projects with the Knowledge Works Foundation and the National Council of La Raza. While at UI-Chicago, he also completed a master's degree in curriculum instruction in 2003. In 2004, while still working for UI-Chicago, Rico completed a second master's, this time in administration, at National-Louis University as a principal resident in the New Leaders for New Schools program.

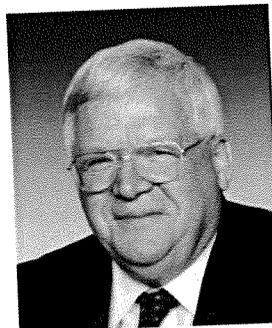
As Chicago's Multicultural Arts HS opened in 2005, Chicago Public Schools CEO Arne Duncan named Rico its first principal. It was quite an achievement, considering that Rico and 13 other members of the Lawndale-Little Village neighborhood had gone on a 19-day hunger strike starting on Mother's Day weekend in 2001 to call attention to repeated delays by previous administrators in approving the school. Rico served as the founding principal of the school, which has 24 teachers and an enrollment of 350, until he joined ED in 2009.

Rico, his wife, Angélica, a registered nurse, live in Washington D.C. Their 3 children attend public schools.

Other speakers: Laurie Calvert
Teacher Ambassador, Office of
Communications and Outreach
Email: laurie.calvert@ed.gov

Julia Keleher
Risk Management/Office of the Secretary
Email: julia.keleher@ed.gov

Carlas McCauley
Education Program Specialist
Office of Elementary and Secondary
Education
Email: carlas.mccauley@ed.gov



The Honorable
Dennis Hastert

J. Dennis Hastert, former Speaker of the U.S. House of Representatives served from January 6, 1999 until January 3, 2007 and was the longest-serving Republican Speaker in history. He was elected to the House in 1987 and served Illinois' 14th Congressional District.

During his 20 years in the House, Speaker Hastert focused his efforts on lowering taxes, improving education, strengthening Social Security and Medicare, and fortifying national defense efforts. He championed legislation to balance the federal budget, cut taxes and government waste, and clean up the environment. He also passed legislation to reduce government regulations in areas such as trucking and telecommunications in order to increase competition and consumer choice.

During his tenure as Speaker of the House, Speaker Hastert was instrumental in passing post-September 11th antiterrorism legislation and historical legislation to create a Department

of Homeland Security—the most significant restructuring of federal government in the past 50 years.

Prior to his time in Congress, Speaker Hastert served three terms in the Illinois General Assembly, where he spearheaded legislation on child abuse prevention, property tax reform, education excellence, and economic development. While there, he also led an effort that resulted in the adoption of a new public utilities act, reforming the law to benefit Illinoisans. Between 1964 and 1980, he taught government and history at Yorkville High School in Illinois, where he also coached football and wrestling.

Speaker Hastert received his B.A. in economics from Wheaton College (1964) and his M.S. in philosophy of education from Northern Illinois University (1967).



The American Institutes for Research

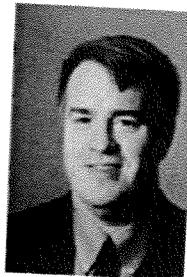
AIR is one of the largest behavioral and social science research organizations in the world. Founded in 1946 as a not-for-profit organization, AIR conducts its work with strict independence, objectivity, and non-partisanship. The intellectual diversity of its 1,500 employees enables AIR to bring together experts from many fields in the search for innovative answers to any challenge.

AIR supports educators and their students, employers and their workers, as well as national, state and community leaders in the continuing effort to provide opportunities for personal growth to all - whether they are preschoolers, attend K-12 or higher education, are in adult literacy programs, or in the workforce. We help to improve learning, growth and performance in the classroom and the workplace.

AIR's work spans a broad range of areas, from early childhood development and adult

education to professional development and training techniques that expand career opportunities and worker productivity. AIR also helps individuals with special needs, and support programs aiding children with emotional and behavioral disturbances and their families.

AIR conducts rigorous quantitative and qualitative research that identifies effective programs and resources as well as provides the technical assistance to translate reliable evidence into effective action. Our research, evaluation, consulting and technical assistance services improve performance in schools, communities, organizations and the workplace.



James Taylor, Ph.D.
Principal Research Analyst,
American Institutes for
Research
Email: jtaylor@air.org

James Taylor, Ph.D. is a principal research analyst at AIR. He brings a combination of substantive knowledge, technical expertise and management experience developed during more than 10 years of educational research and program evaluation. Dr. Taylor has substantive expertise in federal and state systems of accountability and the implementation of Title I, Title II and Title III policies of the Elementary and Secondary Education Act. He currently is the project director for the Evaluation of State and Local Implementation of Title III. Previously, he served as deputy director of the Study of State Implementation of No Child Left Behind (NCLB) and led analytical tasks for the Middle School Mathematics Professional Development Randomized Field Trial for the Institute of Education Science.

Dr. Taylor has published in the areas of distributed leadership, instructional coaching, site-based teacher professional development,

and the sustainability of school reform efforts. He has authored peer-reviewed journal articles, book chapters, evaluation reports, and policy briefs, often translating complex quantitative analyses into products for non-technical audiences. He holds an M.A. and Ph.D. in education administration and policy from the University of Michigan.



Joseph R. Harris, Ph.D.
Director, National High School Center
American Institutes for Research
Email: jharris@air.org

Joseph R. Harris, Ph.D. is a managing research analyst at AIR. He has an extensive background in science, technology, engineering and mathematics (STEM) reform as both a practitioner and a researcher/evaluator, and more than two decades of experience as an administrator and high school teacher in an urban public school environment. Since October 2006, he has served as the director of the National High School Center, a national research and technical assistance center funded by the U.S. Department of Education to help regions and states address both regular and special education issues at the high school level related to implementing the provisions of the Elementary and Secondary Education Act.

For 12 years, Dr. Harris served as the project manager for a major technical assistance contract funded by the National Science Foundation (NSF) in support of Systemic Initiatives, a multiyear NSF effort designed to promote improved mathematics, science and technology education in 100+ state, rural and urban districts and regional consortia. Dr. Harris also has led several K-12 projects ranging from the Math and Science Program Evaluation Board to a differentiated compensation project for Springfield (MA) Public Schools. Previously, he served as an

administrator and teacher in the District of Columbia Public Schools. For more than a decade, he coordinated the development and implementation of the district's five year computer literacy plan. He holds an M.A. in secondary education from the Catholic University of America and a Ph.D. in education policy from the University of Maryland, College Park.



Darren Woodruff, Ph.D.
Senior Research Analyst
American Institutes for Research
Email: dwoodruff@air.org

Dr. Darren Woodruff is a Senior Research Analyst at the American Institutes for Research. He joined AIR in 1998, after four years at Yale with the Comer School Development Program. While at Yale, Dr. Woodruff worked as an Associate Research Scientist, helping to implement and evaluate the School Development Program in several school districts. He collected data on school climate from teachers, students and parents, conducted interviews, and observed classroom instruction in School Development Program schools. Dr. Woodruff's evaluations of school climate were used by school personnel to evaluate progress with school reform and to make changes to school and classroom practices. In addition, Dr. Woodruff was a lead author for publications and reports on School Development Program outcomes. His work with the School Development Program was published in the book *Child by Child*, the *Journal of Education for Students Placed at Risk*, *Metropolitics*, and the *Child and Adolescent Psychiatric Clinics of North America*.

At AIR, Dr. Woodruff has collected data from schools and children's mental health agencies, conducted workshops and focus groups with family members, teachers, school staff and mental health administrators, and has written extensively on effective programs for children

placed at risk. He was lead author on the 1999 monograph, *The Role of Education in a System of Care: Effectively Serving Children with Emotional or Behavioral Disorders* and was a contributing author to the 1999 report, *An Educators' Guide to Schoolwide Reform*. Dr. Woodruff also served as coordinator for the 1999 national education conference, "Safe and Effective Schools for All Students: What Works."

In addition, Dr. Woodruff currently serves as technical assistance coordinator with AIR's Elementary and Middle Schools Technical Assistance Center, consulting with state and local departments of education and providing training to school districts on topics such as school-wide discipline, violence prevention, disproportionality, and accessing the general education curriculum. Dr. Woodruff received a bachelor's degree in psychology from Stanford, a master's degree in education from Harvard, and a Ph.D. in educational psychology from Howard University.



Molly Lasagna
Research and Policy Analyst
American Institutes for
Research
Email: mlasagna@air.org

Molly is a research and policy analyst at AIR. She conducts high quality research and evaluations and disseminates the results through multiple media to diverse audiences in the public education sector. She works through the center for Educator Compensation Reform, the National Comprehensive Center for Teacher Quality, and with several states and districts on creating communication plans for their new teacher evaluation systems. Previously, Lasagna worked at the Nellie Mae Education Foundation, where she was a program associate for Pathways to Higher Learning. She also taught middle school language arts for three years in Richmond, Virginia. Lasagna is co-author of *Improving Teacher Quality: A Guide for Education*

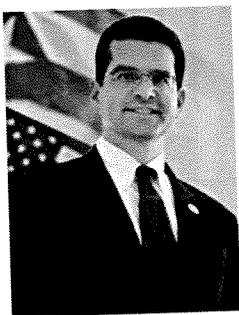
Leaders. She earned a master's degree in secondary English education from the University of Virginia and a master's degree in urban education policy from Brown University.



Sabrina Laine, Ph.D.
Vice President,
Education, Human
Development, and the
Workforce – AIR
Email: slaine@air.org

Sabrina Laine, PhD, is Vice President of Education, Human Development and the Workforce program at AIR. She manages the National Comprehensive Center for Teacher Quality, funded by the US Department of Education, and is a principal investigator for the Center for Educator Compensation Reform. Dr. Laine has a diverse background in educational policy research and has spearheaded efforts to contribute to policy research and resource development related to every aspect of managing and supporting educator talent, including recruitment, compensation, evaluation, distribution, and professional development. She is skilled in working closely and effectively with local, state, regional and federal education agencies and leads a team of more than 20 researchers and policy analysts who are focused on the challenges faced by educators in urban, rural and low-performing schools.

Dr. Laine has worked for the last several years to ensure that policies and programs are in place that enable all children to have access to highly qualified teachers and leaders. She is the primary author of the new book "Improving Teacher Quality: A Guide for Education Leaders" published by Jossey-Bass in 2011 and is a frequent presenter in states and districts across the country on topics ranging from ensuring teacher effectiveness to equitable teacher distribution. Dr. Laine earned her doctorate in educational leadership and policy studies from Indiana University.



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

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

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.

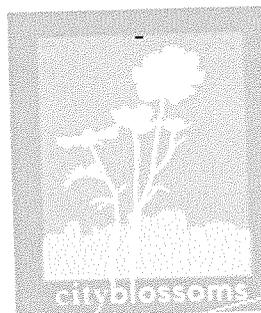
From 1993-96, he served as Attorney General of Puerto Rico where he was Chief Legal Officer of the Government issuing numerous published legal opinions. He supervised over 500 attorneys and prosecutors and argued two landmark constitutional law cases before the Supreme Court of PR. He was active in the 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 10 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.

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



City Blossoms is a non-profit organization working out of the Washington D.C. and Baltimore area to create urban gardening experiences and enrich the lives of children and their communities.

City Blossoms began 9 years ago as a volunteer project and has since evolved into a year-round program that includes consulting, curriculum development (with consideration for learning standards), and regular on-site workshops. To date, it has worked with over 1000 children and youth in various gardening projects. City Blossoms has designed a unique method of developing and managing robust green spaces where children are engaged as the main cultivators. They specialize in an art-based, hands-on approach that emphasizes the strengths and unique qualities of each learning center. All City Blossoms projects are organic and designed to work with the local environment and community needs.



Lola Bloom
Co-Founder &
Director of
Curriculum
Development
City Blossoms
 Email:
lola@cityblossoms.org

Lola Bloom has been interested in gardening for more reasons than her last name. After studying at Antioch College and Virginia Commonwealth University's School of the Arts, she returned to the D.C. area in 2001 and joined dirt-loving forces with the co-founder of City Blossoms. In addition to working as a full time art teacher (Congressional Schools of Virginia 2001-2005, International School of Curacao 2005-2007, Community Academy Public Charter school presently), Lola enjoys traveling and baking cupcakes for well-behaved kids.

Claremont Immersion



School Introduction and Overview
 At Claremont doors are opened and minds are immersed in the richness of learning in two languages, English and Spanish. Claremont Immersion opened in September 2003, as Arlington's second dual language immersion elementary school. Our two-way dual immersion program allows children to learn a second language the natural way through curricular content, art, music, and every day interactions. Students spend half of their day in a Spanish-language classroom learning math, science, reading/writing and music or art; and the other portion of the day learning reading/writing, social studies, physical education and music or art in English. All instructional delivery is in accordance with the

Arlington Public Schools curriculum based on state standards.
 Our school is an exciting place, filled with hope and promise for all who make up its learning community. We embrace our students' talents, interests and challenges and offer an accepting, caring, and supportive cross-cultural environment in which to learn. As our students gain confidence in their academic abilities and language fluency, they also gain an appreciation and reverence for others in the world. We capitalize on the region's rich resources, forging partnerships with local museums, theatre groups, universities and businesses to enliven our curriculum and provide students (and parents) with a view of the world outside of the classroom. As our motto states, the Claremont students and staff *"strive for the highest and work to create a better world."*

Speakers: Susan Allan-Burnett, Assistant Principal
 Email: sburnett@arlington.k12.va.us

Marjorie Myers, Principal, Francis Scott Key Elementary School
 Telephone: (703)228-4210

Columbia Heights Educational Campus
 CEHD represents D.C.'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)!

Speaker: Rasha Hashem
Catalyst and World Culture Coordinator
Columbia Heights Educational Campus
(Lincoln Middle School & Bell Multicultural High School)
 Email: rasha.hashem@dc.gov

PILAR BARBOSA 2011 | 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: 4.875

“I really liked the fact that participants from previous years shared their experiences with us, in order to have a clear idea on what to expect.”

“We wanted to leave for Washington right away.”

“I would do more integration activities for the members to get to know each other.”

“I liked that Laetitia Brock, Maria Rodriguez and Evangelina Aponte were very clear on the rules and expectations of the internship program.”

Travel to Washington

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.956

“The travel was very organized. The participants were informed about all the details of the traveling process. We were received by Maria at the airport and traveled [together] to the hotel.”

Visit to the Newseum

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.782

“I think we teachers must be aware of the importance of the media and that was a wonderful place to be. I went back on my own.”

“Awesome! Recommendation: we needed more time for this museum.”

Pilar Barbosa Seminar Orientation, Housing Orientation, Welcome Lunch & Introductions

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.782

“Orientation was clear and complete. The booklet we received was informative and helpful.”

“The housing orientation and urban common sense presentation is most necessary.”

“The booklet provided is very clear and specific.”

Jeopardy Pilar Barbosa

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.869

“I loved it! I was amazed at how well we knew each other.”

“Participation was dynamic and entertaining.”

“It helped us to start developing teamwork.”

Federal Government and Education in Puerto Rico

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.956

“Very relevant to our reality as Hispanics and Puerto Ricans.”

“The daughter of a great thinker, educator, and likewise an erudite person herself. She had a wonderful presence and a great, well researched presentation.”

Myers-Briggs Type Indicator (MBTI)

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.956

“One of the most interesting aspects of this test was to discuss our findings with peers and realize as through our personality we complement each other.”

“The more I know about myself, the better I can serve others. [Amanda Raymond] did an excellent job. The results didn't surprise me because they were accurate. The group had a very active participation and the results of the closing exercises were interesting. Another example of leadership and teamwork.”

“I hoped for a deeper discussion about it because it went fast.”

“She should be given more time since her topic is so broad.”

Scavenger Hunt throughout Washington, D.C.

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

“Excellent. However next time [the organizers] should consider this to be a whole day activity to let the participants actually visit the places.”

“The perfect activity, not only to learn about the city but also about of the group's members. Although we walk for more than 5 hours it [was] worth each of the feet pain I feel at night time.”

“This was an innovative way to let us know about moving around in a new city. The list of assignments gave us the opportunity to develop skills of: strategic planning, reading maps, listening/speaking, solidarity, and collaborative work in order to complete the tasks assigned. Although it was a walking marathon, we had a lot of fun.”

Tour of U.S. Capitol

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



“It was a grand experience to see in person the state capitol.”

“It was an honor to get into both houses: the Senate and the House of Representatives.”

“It was one good experience that happens once in a lifetime. We got inside the Capitol of Washington, D.C. The tour we had was breathtaking, just seeing the beauty and history that the Capitol had.”

Introduction to Journal Writing

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

“Maria well informed us about the assignments we should complete for this internship. She took enough time to explain and clarify our doubts.”

“Finally learned how to do what we are expected with every detail.”

“Very clear instructions from Maria. All questions were answered properly, and useful samples of each tasks were given to each one.”

Outdoor Teambuilding and Leadership Course

On a scale of 1 to 5 (5 being the highest score) this activity received a mean evaluation score of: 4.869

“This activity was extraordinary. It made me discover as a leader the importance of having tolerance and respect to accomplish objectives and goals. The activities of altitude made me relieve tensions and fear.”

“I would have appreciated further discussion about the experience to have closure.”

“Outstanding! This is the best activity of the week. It was worthy! We got rid of fears and stress. If we were already a close united group, now we are more united and stronger.”



Visit to the United States Holocaust Memorial Museum

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.869

“the most profound, emotional and thoughtful experience of my life. I was deeply moved by everything I saw there.”

“I wished more time and space for reflecting in group conversation.”

“This was the best of this week. It really opened my eyes and made me want to know more about the events.”

Workshop on Proposals at PRFAA

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.71

“They explained every section of a proposal step by step with discussions of various examples. Everything we need to know, from how to get started with your proposal to the eligibility, to the different steps and budget, all in good timing. During the afternoon, we had the opportunity to create and present a short example of proposal, just for practice. Great workshop!”

“For me, this is the most useful conferences of all because I am really interested in making a proposal for federal funds for my environmental project.”

“I really liked the opportunity to apply what I learned because it helped us a lot in our group projects. Further coaching from the expert resources would be great.”

“It clarified many process in the creation of proposals. But I would have liked more examples of actual open programs for proposals in education.”

Visit to the United States Botanic Garden

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

“I learned a lot, especially from their educational initiatives, which include a very specific curriculum integrating art.”



“The didactic material provided by the guide was very useful because it presents a variety of learning activities that can be adapted to our educational realities.”

“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.”

Providing Meaningful Environmental Education

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.67

“This activity gave me a variety of ideas that could be implemented in many of our schools in Puerto Rico.”

“The conference sparked my interest to create presentations to make the school community aware of the importance of conserving our environment and even turn my school into an eco-friendly one.”

“The majority of the information presented was not new to me. My school already practices many of the strategies she presented. It made me appreciate my school even more.”

Getting your Project Included in your School’s PCE

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.54

“My colleague is very well educated in this field. She demonstrated great leadership skills and transmitted ideas clearly and precise[ly].”

“Yolanda represents the school manager that we need and unfortunately we have very few.”

An Introduction to NCLR: Focus on Education

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

“I found this conference to be very pertinent to all of us, professionally and personally. As a Latino teacher and parent, it is important for me to know which organization can help me and my family with the rights we have and opportunities we need.”

“Interesting topic, totally new for me.”

“I expected for a more concrete and pertinent speech to the reality of the education in P.R.”

Partnership for 21st Century Skills

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

“Vanguard-oriented, excellent!”

“We needed more time to ask questions and listen to the information in a more complete way.”

“I learned from Mr. Magner that I need to stimulate my students more so as to further develop their critical thinking.”

“I consider it a relevant presentation that recognizes global competencies and the importance of improving education to fulfill the demands of the competency.”

“Excellent. I want to present this in my school so we can start working towards these skills.”

“Good workshop but too short and with no activities.”

Center for Education Policy: Improving Public Schools

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.67

“She was very interested in our input [...] that was cool.”

What Can Google do for You? Google Tools in Review.

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.71

“One of the applications of Google is a great tool for making our own tests. Mrs. Ward was a great resource and offered us a wonderful presentation.”

“Awesome workshop!! I knew many things about Google tools but I got the opportunity to use them in a practical way. It was very good, although the presenter assumed that everyone was tech savvy and some people were really lost.”

“Excellent. Should offer more time to learn more details about Google apps for teachers.”

“I knew about the possibilities of it but I never imagined the world of apps for educators. I am so excited to start using [Google] this semester!”

Technology and Education

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

“This conference made me see technology in another way not just as a computer in the classroom, but a way to integrate and relate to other people and cultures.”

“The speaker worked in the Reagan administration. I like this conference a lot because Mr Rosebush promotes the integration of technology in education and I totally agree with his philosophy. A crucial fact is that he didn't use technology to present his ideas about technology. Whatever, it was a great conference.”

“Wow! What a simple way to transmit knowledge. Without any audiovisual aids he really captured the audience. Very clear, concise and straight to the point. Through his words I internalized that I can use technology in a very constructive way without abandoning my role of educator.”

“An outstanding informal conversation with someone who knows what he is talking about. I learned so much!! Speaker was enthusiastic and committed. His energy was contagious. He drew from his vast personal experience on the field. It was awesome.”

“It seems ironic that a technology specialist did not use technology for his presentation.”

Waiting for Superman (Film & Discussion)

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.83

“I’d never seen the film before [...] and I appreciate Dr Turner bringing to our attention such a valuable resource. [...] The group discussion afterwards was very interesting and highly analytical.”

“Two thumbs up!!!! Moving and touching. The questions were an excellent trigger for a very interesting discussion. This documentary helped me reaffirm why I’m a teacher.”

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: 4.5

“This charter school is well organized and has an innovative school lunch program that uses fresh food and healthy diets designed by a nutritionist. We should incorporate some of these ideas into our schools without buying into the charter school pitch.”

“Both Ms. Zuluaga and Ms Perez were very gracious with the group. Both answered questions extensively and dedicated a lot of time to us. The project is unique with its emphasis on nutrition. [...] I would love to see the school in action.”

“I liked the visit but would have loved to see children working and have the chance to speak to teachers in an informal way. [...] The nutrition program is amazing. I think more schools ought to do things like that. The school director was willing to answer our questions. It was an informal learning experience.”

An Overview of Charter Schools in Washington D.C. at the D.C. Public Charter School Board

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

“For me, this conference was illuminating in the sense that it provided information that allows me to contrast and compare the charter school system with the traditional public system. I feel more comfortable with the idea of charter schools.”

“This session was informative. The two ladies who answered our questions explained thoroughly all the topics we asked about. And we asked and commented plenty. It was interesting to have the concept of charter schools explained in its context of the reality of its implementation in D.C.. We are ignorant about the topic but it is interesting to note that while most charter schools work, some don’t and are closed.”

“Today I learned facts about Charter Schools that I didn’t know before. It’s interesting to see how charter schools in the United States are so different from the charter school concept we have in Puerto Rico. I’m still skeptical about the idea but I’m willing to educate myself and learn more about them.”

Life After the Pilar Barbosa Internship Program

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.65

“It was informal. Good information was provided.”

Understanding the Characteristics of LD Students

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.87

“Great presentation! Very relevant for teachers from Puerto Rico, where the special education population is increasing yearly.”

“Important conference with vital information on special needs education. A good way to reflect in what we are doing and how to work with our special needs students.”

Thinkfinity

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.9

“It’s a great resource for teachers and students with helpful tools to do more exciting classes. [...] it facilitates your job as a teacher since you can find assignment sheets, student assignments etc.”

“Thinkfinity allows you to share with other educators topics of interests and/or tasks that may assist you in the process of teaching and student learning.”

“This project provided many wonderful sites where teachers can improve their lessons. It also provides links of encouragement and feedback on topics that they might have doubts in. As a supervisor, I plan on giving a workshop to my teachers in how to use this internet tool.”

“This was very useful. Plenty of tools for teachers to work with. Personally, I will pass on the information for my ESL teachers in the Camuy School District. I’m planning to do a couple of workshops about the resources available at the Verizon Thinkfinity Community. [...] I am grateful for the resource available for teachers, which I didn’t know about. There is so much out there we just don’t know about. We waste time reinventing the wheel. I’m certain my teachers will be grateful also.”

“Lynne is very resourceful and was eager to show us what she knows. Her enthusiasm was contagious. I want to become a certified trainer so I can support others in PR. It was great!!!”

U.S. Department of Education

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

“This was the highlight of the week for me. [...] It was really neat to speak out and give our opinion about what’s not working and what is working in schools in PR and in the DE. It was also incredible that [they] came to us looking for suggestions on how to use the monies of the new”

“It was a mix of spaces to discuss really important issues and reflect upon our practices and views. We worked on different tasks that lead us to point out the good and bad and to become part of the solution. We learned to look at things from different perspectives. It was good enlightening business.”

“This was an eye-opening event for me. I learned so much about the Federal Education Department and [its] role in the PRDE. The visit with Eric Waldo was amazing. He was very down to earth answering our questions. He even would write some of our ideas down to share with the Secretary of Education.”

“It was very important as a teacher to be in the Department of Education in Washington D.C.. We had great resources and great workshops.”

House Keeping: A Former Speaker Reflects on Role of People's House

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 3.28

“The amount of experience and knowledge Mr. Hastert has is amazing. He should write his memoirs if he has not done so already. As a former teacher, he should be a consultant for the Federal Department of Education.”

“Never the relevance to the Pilar Barbosa program.”

Advances in Education Research and Policy at American Institute for Research (overall)

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

“Very good organization, agenda and topics were very pertinent to our reality.”

“This was probably the best activity of all. Even better than the USDE. We were treated beautifully and all the topics were pertinent to us. They seemed not only impressed by us but truly grateful we had shared with them.”

“We were treated with respect and our thoughts were heard and given opinions.”

Teacher Leader Standards and other resources from the National Comprehensive Center for Teacher Quality at AIR

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

“This was my favorite topic because teacher leadership will help us be mediators between teachers and administration.”

“One of the best speakers at AIR. It was a topic that was not complicated and easy to implement in school.”

Serving Students with Disabilities: Recent Research and Resources

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.83

“Response to intervention is the hottest strategy these days to bring students up to grade level in those skills in which they lag. Again, it will be interesting to see how this will work out in Puerto Rico. The presenter was very effective.”

Addressing the High School Dropout crisis

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.65

“This topic was interesting but it was about high school level. We only have 3 teachers from this level.”

“Dr Harris made our day. Our group project is about preventing school dropout and all the data he gave us is pertinent to our proposal.”

Recent Developments in English Language Learner Policy in the US

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.48

“Interesting information about Title 1, 2 and 3.”

“As an English teacher in Puerto Rico I found this conference to be highly important to me.”

“As a Spanish teacher, I think that it didn’t relate to me.”

“This presentation discussed policies that are not as relevant for Puerto Rico but it’s good to know what is going on in the States.”

Marion Street Intergenerational Garden

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.57



“This experience motivated me, as a science teacher, to construct a garden at my school. It was an amazing garden.”

“It was a beautiful garden and maybe we can implement this kind of projects in our schools.”

“Excellent. Next time, it could be better to share more time there, at least a morning there working in the garden.”

“It’s a good initiative to develop the garden and the person who received us was great but it made the schedule that day a little too full.”

Methods of Intervention to Work With Children within the Autistic Disorder Spectrum

On a scale of 1 to 5 (5 being highest score) this activity received a mean evaluation score of: 4.9

“Children with autism sometimes are left behind. His workshop made me understand that these kids must have the same or better privileges than other kids.”

“I would have liked that conference to be at another time because I was very concerned about the group project and I wasn’t able to pay my undivided attention.”

“Once again, Dr Turner amazes me with how well prepared he is in this field.”

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: 4.72

“A pertinent conversation about the educational relation between the US and Puerto Rico.”

“The visit to the workplace of [...] Pierluisi was an opportunity for fraternal dialogue and to communicate some of the concerns that we have as educators. The way he welcomed us and treated us speaks to his commitment to Puerto Rican teachers.”

“I am happy that Pierluisi gave us some of his time. It was an honor to have met him and been able to actually speak to him. He heard us and gave us his opinions on our questions and the Department of Education in Puerto Rico.”

“This is a really interesting visit and it overcomes my expectations of only a few minutes chat. He really dedicated time to us and he seemed genuine in his statements. It was a real pleasure to meet him personally.”

Visit to Claremont Immersion School

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

“Very structured visit. Nice school with a great curriculum.”

“Observing classes was really insightful. It is inspiring to see the possibilities. As one of the hostess said: this wouldn't be here if it weren't for us. That's what we don't have. We wait for people to do for us. A 50/50 dual language program is just beautiful.”

“Thank you for the opportunity of witnessing what commitment, hard work and perseverance can do in a school. [...] I enjoyed the classes I observed and the kids looked happy to me. I loved that visit!”

“This was really refreshing. A school we all wish to teach in.”

Visit to Columbia Heights Educational Campus

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

“Outstanding! I loved that school, its curriculum, its approach to cultural diversity, and everything else. [...] The personnel who worked with us is very committed to the school. It was a great choice to go there.”

“All schools in the US should see Columbia Heights Campus as a model.”

“The multicultural program looks very interesting and appealing to students. There are a lot of positive things about that school. Two of them, for me, were the nursery room for teachers and students and the parents' office.”

“Columbia Heights Educational Campus is my ideal school. The fact that students can learn, go to college and be useful is my personal goal as a teacher. [...] The understanding by design curriculum show us about things can be accomplish if we really work together towards a realistic vision.”

Closing Ceremony & Graduation Luncheon

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

“In general, it was a very organized activity from The Washington Center part. I would have liked our group to have more time to prepare so we had a more pertinent participation in the program.”

“I missed a TWC representative at the panel during the proposals presentations.”

“Lots of emotions! It was a very fulfilling activity! Thanks to The Washington Center for this ceremony.”

Final thoughts about the program:

“The overall experience has been great! The participants developed a strong bond. We will go home with new ideas and encouragement to make changes and spread the word toward excellence in education.”

“For the founders, leaders and managers of the Pilar Barbosa program, I express my gratitude for this extraordinary opportunity to join this group of educators who love our vocation and are willing to be agents of change and leadership for the benefit of our students and schools.”

“The internship is one of the best experiences of my life. [...] As a teacher, I don't feel so alone anymore. There are at least 25 other teachers like me who share the same concerns and, just as I am, are also looking for solutions. This program has made us grow as teachers and human beings. [...] Now I know change is possible. Things will get better.”

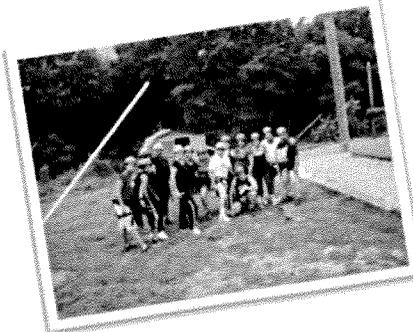
“I think if the final work of the internship is a proposal with presentation for a panel, we should take workshops for writing and presenting.”

“I thank G-d, The Washington Center and the Puerto Rico legislature for this privilege. Thank you Laetitia for your dedication and commitment. Thank you Maria for your guidance and constant support. This internship has made me reflect upon the responsibility we educators have and reassure my belief that, no matter where we are, our words and actions speak for us.”



PILAR BARBOSA 2011 | JOURNAL SAMPLES

“Reflection is part of the human beings processes. It is important to look inside and organize ideas and thoughts. It helps us grow and learn more about the world surrounding us. It also enables infinite connections with life and experiences. I have been walking for two days getting to know Washington D.C. and seeing places I have only seen in movies. It was interesting to learn how the train system is organized. The different symbols, the color dots on the posts, and the way so many people move in a station in order and discipline. This is why I think it is important to go to places and see how other people do things. It makes you think about your own attitudes and ways of going through life.”
Emma Rose Mejias, Pilar Barbosa 2011 participant



Date: June 22, 2011
Title: Scavenger Hunt

We looked for a map and identify different places we had to visit and we traced a route that will help us save time. So we did and then proceeded with our plan. It was fun. We didn't get lost and we were able to complete the list of tasks assigned. In the process, we worked together; we made decisions as a team, assigned a photographer, we learned to read the maps, and supported each other with the physical pain and tiredness of walking four hours straight. When one of us had an idea, we all listened and took it into account. When someone was tired and stopped walking, the rest of the group would stop and wait. We had fun taking pictures, asking people for directions, and moving smoothly throughout the city. [...] Although every group used a different strategy, we all achieve the goal. We worked together toward the common goal. A great lesson to be learned!!! We as teachers must overcome obstacles and work together to improve education in our island. We did it in a foreign unknown place using just a map and common sense. Maybe that means that it is possible. I think now, it is.

Date: June 20-21 , 2011
Title: Myers –Briggs Type Indicator

On Tuesday, we started off taking the Myers-Briggs Type Indicator Test. It made me re-examine myself on what I would do in certain situations. It was a good exercise to reflect on my virtues and weaknesses in my work environment, personal, social, and school life. It made me realize that I tend to look for the opposite personalities and somehow we complement each other. Also when I am with a person who possesses a similar personality to mine I tend to be the opposite; extroverted and flexible. We can't be all the time the same way and in all situations. We need to study the environment and situation and act according to it. The test pretty much hit the head in the nail with my personality. It's made me more aware in identifying personalities in the group and how to interact with them. I know I can use this information back at home with my family, friends and coworkers.

Date: June 23 , 2011
Title: Democracy in Action

We left the Library of Congress and headed out to the Capitol. It is indeed an impressive building. We took the tour and saw three main rooms, a group of historical paintings, and a lot of statues with the guide. After that, time was ours. We decided to go see the House of Representatives and the Senate in session. [...] I had the opportunity to ask a lot of questions I had about what was going on to an agent who was standing next to me. He turned into my personal guide there. He explained what they were talking about, what they were doing, and answered all my questions (they were many!!). In the House of Representatives they were discussing and voting for amendments proposed to a project. In the Senate they were taking turns to be in favor or against a project to balance the national budget. It was interesting to watch them work. We were exercising our right to witness that process. Citizens must be part of things going on in the government. What is done within the walls of the Capitol is definitively and important part of it. If I am not informed about the issues discussed there and the legislation produced to work with them, I am not being a responsible citizen. I am not fulfilling my responsibilities to my country. I am doing a disservice. The same happens in school. Teachers must be informed. We must do the effort of being part of whatever is going on inside and outside our school. It is our responsibility to protect and make sure that the decisions made are the best for our students.

Date: June 24, 2011
Title: Outdoor TeamBuilding Activity

In the last experience of this week I could challenge myself to do things that I never thought I would do, and it changes my way to see things from now on. How to break my fears recognizing that there still so many others that I need to throw away. But surely today I made a great step in my life, simply as fall off in a zip line. This experience means for me more than just throw me away , its mean throw my fears , break them , just look inside of me and realized that I more strong than them. In life all the people got a lot a of fears, but if we keep them we will never do the things that change our live and the hole history. This first week I watch many tributes to people who never give up and the most important thing who struggle with their fears and do the step that change the world forever; Abraham Lincoln, Martin Luther King, veterans of war all of all kinds, and how people recognized that one day they just faced their fears and took the decision to do what they understood was correct not only for themselves but often for the benefit of mankind. And at that point is I think that many times in our educational scene we have been

afraid of making decisions that can change the course of our schools and do not take the initiative by fear. Fear of what they think peers, fear of the reactions (not always positive) in *the end, fear of change*. To get here I had to overcome fears and doubts that had to survive all that time out of my "comfort zone", I did, and this first week gave me the opportunity to understand that we must face our fears, as in the only way to change the course of things in order to get our goals.



Date **June 27-July1, 2011**
Title: **Journal #2**

Our meeting and conference in PRFAA was really interesting. I was impressed on how much diversity of thoughts our group has. They are different and ingenious. The group demonstrated a mental capacity far and beyond our expectations and the speakers. Sometimes we don't even appreciate or notice our own potential; we have to keep working on that. As the diversity we find in our group, this city has shown us a cultural diversity which enriches its nature.

After listening to the speakers this week I'm a little frustrated because I've noticed that the education in PR is falling behind and no one is doing anything to help our students. If we, as educators, don't act we can't expect anyone doing it for us. I also noticed a lot of disconnection between policies and practice. This has opened a curiosity to find and learn more about educational policies and what can we do as Puerto Rican teachers to help our students.

Date: July 1, 2011
Title: Second Week in D.C.

Second week in Washington, D.C..
Educational workshops on proposals, meaningful environment, policies, PCE and research
Completing the week with google for teachers,
Obtaining many tools to help our classes improve.
No one have expect what we would see
During the visit to the Holocaust Memorial Museum scenes.

What a powerful experienced has been. This genocide has taken
Effect in our lives, shuddered our body and heart.
Evidence of a sad reality of how a leader can be.
Knowing he can make a different in many ways,

Influence and impacting our behavior as we act and look forward. It's
Never too late to emphasize in the changes as leader we can make. We

Do not can change the past, but we can change the way we view the future, by
Changing the scenery wisely, keeping the thing that really matters.

Date: July 5-8, 2011
Title: Journal #3

During this week I have been thinking deeply about our situations and issues in Puerto Rico school system. After realizing we are not the only people facing the same problems I stopped blaming others for what is going on. Washington, D.C. is not an exception, in fact is one of the states with the lowest scores in the standardized tests. That is also the reality of many other states, as we saw in the documentary: Waiting for Superman. A high number of schools nation-wide are not meeting the expected results on the yearly---administered standardized tests. It is interesting how the different communities address the crisis of education. Once we visited CentroNía I understood it is possible to make changes. In fact I discovered it is a matter of attitudes. In that place everyone seemed to enjoy what they were doing, from cooking and painting, to sit with parents for orientation or filling out administrative documents. [...]Apparently, CentroNía is a successful Charter School on Washington, D.C., they work a dual language academic curriculum integrating Arts. [...]I look forward to have the opportunity to visit other schools and see the learning process in action in order to have a fair opinion on Charter Schools. At the moment, the statistics presented by the personnel that works for the Charter Schools Board in Washington, D.C. do not make me feel comfortable about them. On the other hand, I may say CentroNía is an outstanding project, but I need to see more in order to be fair. I wish we could work, intentionally, toward a change in attitudes among every individual that makes decisions and participates actively in PRDE and consequently work out a better schools' system.

Date **July 5-8, 2011**
Title **Journal #3**

In this third journal I would like to reflection about the drama and reality that presents the movie *Waiting for Superman*. The movie presents the contrast between the visions of US as a powerful nation and the situations are facing the United States Department of Education and how them affects the children which are the reason of the educational system. I watch the movie not such as a teacher, also as a mother, and in both situation was unavoidable feel the pain of that kids who struggle to get better education opportunities. Cry was inevitable. But I'm sure that all that tears are not in vain , because one of the most important things that I reflected after watch the movie is to remember that all kids that we served got dreams and aspirations and we are an important part of that dreams , goals and desire of being each day a better human being. Beyond the facts of the issues of the education system in US, that experience makes me realize that we the teachers needs to strengthen our position without lost our north (that are our students) separate of administrations process, situation with peers or another situation because our kids are "Waiting for Superman"

Date **July 5-8, 2011**
Title **Journal #3**

Also has a battery recharge enthusiasm to continue the vocation of teaching. The situation in Puerto Rico is not so far from the situation of the United States, this was reflected when Dr. Turner in his lecture based on the movie waiting for Superman explains the situations that occur in schools in general to all levels, teachers, students, supervisors, and community and others. It was very interesting statistics presented at the national level which in turn directly or indirectly is a reflection port. The group dynamic was a very productive when discussed in a realistic way all the projects and ideas for solutions. At times express frustration, but were far more moments of positivity and enthusiasm. He was shown the great talent and ability of teachers when we did the exercise suggested that Dr Turner would be our job if we were the Secretary of Education Puerto Rico. In this exercise, I understand that we must address five core issues that are the human resources, control of money and good administration of this, relevant curriculum to the students, work with the special education students and work with the community. It is shown that there is real commitment to continue providing a good education.

Date: **July 5-8, 2011**
Ttile: **Week Overview**

Agents of change....that's what I should be?? Knowledge makes you free. What I have learned during this week puts useful tools in my hands. What I do with those tools is my responsibility. When I arrived in Washington, three weeks ago, I asked myself "Why am I here?" I can see the answer a little bit better now. I have been given a unique chance to learn about processes affecting education first hand. The very people with the decision making power shared their experience with me so I can have a clear view of what is asked of me. I have learned that things don't always look as they are. I've had direct access to people who gave me clean, direct answers. I feel informed and curious to find out more. Experiences during this week have empowered me to make decisions in my classroom and school that hopefully will impact other schools, districts, and regions. So help me God!

Myriam's Weekly Journal
(Week 3: July 4 – July 8)
Free Verse Style

This is a unique experience to celebrate in D.C.,
the 4th of July with glorious just in front the Obelisk.
Fantasy hearts, balls, and glitter flash coming out of fireworks
Celebration that is able to join thousands of people
Standing, sitting, or laying all over the place.

Another week at the Center, something new will always be,
This time Mr. Rosebud was the speaker, his topic, technology.
I really like what he said; I agree with his beliefs,
Technology and distance learning drive the learner to succeed.

Then in the afternoon, waiting for Superman we were,
Watching a documentary that causes lots of concern,
the system is failing our students, parents don't know what to do,
hoping and waiting for that lucky number, to achieve a Charter School

Regarding that type of school, this Wednesday we went to see,
Centro Nia and all the efforts that they do to have healthy kids.
Excellent Nutrition Program, was well explained to us,
As well as its Bilingual Program that sounds like the best of all.

After all the exposition of wonders that we saw in Nia School,
My head was full of curiosity, and a lot of questions too.
Thank God we had in our schedule another visit to do,
It was to the Charter School Board and they gave us a full overview.

Thursday again at the Lab, another amazing workshop,
I didn't know that Verizon has that page that is so helpful.
Thinkfinity is its name and no one could match it better,
Infinity really are the activities, exercises, games, and letters.

Another Friday to go, to another interesting visit,
Department of Education, business attire, and assigned readings.
Millions of dollars are send to my Island Puerto Rico,
To be used in education, wisely, with a lots of rigor.

This was an excellent week, full of hopes and mixed feelings,
I'm obtaining good tools to improve my method of teaching,
But I also feel so sad when I hear the federals saying
that PRDE handles things, different and complicated.

Even though I still have faith that PRDE as a system
re-evaluate internal issues, In order to get what 's missing...
better schools and opportunities for students, parents, and teachers.

Date: July 11-16, 2011
Title: Final Thoughts

The last week has arrived. Nostalgic feelings start to add up and one starts to think about what has happened in the past three weeks. This program's role is to create an individual who will become a positive leader in schools. Here we have learnt that leaders have to back-off and be receptive in order to listen to other points of view. Once a leader you don't make-up all the decisions but all becomes a part of that community. This community will then work together to form an environment of success. Everyone here is centered around academic interest while articulated in problem-solving.

Pilar Barbosa has focused on the core by taking the teacher and transforming them into individuals who reach out and deliver instructions and take charge focusing mainly on student's intervention with a group community in each school. Success will only set forth if those involved take control of the situation and find alternatives that intervene.

Date: July 12, 2011
Title: Charter Schools

Visiting the CentroNia Bilingual Public Charter School on Thursday was special. Not only did we get to have Caribbean food at a Dominican restaurant, but also had an opportunity to learn about how Charter Schools work here. And a very special place it is. Its nutrition program has been recognized nationally and its Directors are invited to the White House. We met both the Nutrition Program's Director and the School's Director. It's too bad we don't get to see classes in action. I can imagine that place is so busy during school days. The session with the D.C. Public Charter School Board was also quite enlightening. We asked lots of questions and both presenters were very gracious with the group. Given the controversy generated in PR by this type of school it is important to see how it is played here, where charter schools are very important and an integral part of the D.C. Public School System.

Date: July 11-13, 2011
Title: Wishes and Hopes

Visiting the Claremont Elementary School gives me hope on the public education system. Outstanding facilities, committed teachers and administration personnel are the key to success at this place in which students seem to be learning in a very happy environment. I wish to work in a place in which everyone enjoys the experience of the learning process. I may say I feel like Martin Luther King Jr. "I also have a dream." I wish that every kid in Puerto Rico had access to all the tools available for learning. I wish that every teacher had the necessary equipment and tools to guide his students to success. I wish that all politicians worked for the benefit of education in our Island. I wish I could say this will become true soon. Hopefully, one day, it is us the one who will welcome other educators from around the world to show them how successful we are in our Education System...

Date: July 16, 2011
Title: Final Reflections

In addition to the introspective journey that this trip has taken me to, the professional growth achieved in these four weeks has been immense. We have been to the USDE, we met our Resident Commissioner, the Hon. Pedro Pierluisi, visited the Museums, saw the 4th of July Fireworks and many

other special activities. I was able to see many performances at the Kennedy Center, Arena Stage and GALA Theater.

Professionally the input has been more than I could have expected. I am bringing tons of ideas and activities for my Teachers. But most importantly I go back to Puerto Rico charged with a renewed sense of enthusiasm about the possibilities about what could be. We, the people in the field, have to take charge and do what we need to do in order to really educate our children. We have to learn from what is done here and adapt it to our insular reality, we cannot just copy. We have to really want to have an educated country. We cannot believe all that politicians say, whatever party they are aligned with.

Date: July 16, 2011
Title: Journal #4

“Don't be dismayed at goodbyes, a farewell is necessary before you can meet again and meeting again, after moments or lifetimes, is certain for those who are friends.” – Richard Bach

It looks like if it was yesterday that we started this internship but a month has pass and with it all a series of experiences and feelings in my life. Now I will emphasize the core of this lifetime experience and how I connect it with my professional development.

WEEK #1 – Leadership. I learned to trust and challenge myself.

WEEK #2 – Federal Education Policies in the Context of Puerto Rico. Getting to know all the laws and resources we have available to improve our Puerto Rican education system.

WEEK #3 – Integration of Technology in the Classroom. Amazed of all the tools available for teachers to give a differentiate education in our times.

WEEK# 4 – Innovative Curriculum Design. It gave me an overview about the new research related to that topic.

It is sad to say good bye but everything has to come to an end unfortunately. But now I go back with hands full of new ideas and techniques that have made me a better person and as well as a better teacher. I hope new upcoming participants of the Pilar Barbosa Education Internship Program will appreciate this treasure.

Date: July 15th
Title: Conclusion

The Pilar Barbosa internship has been an outstanding experience for me, both as a teacher and a human being. The fellowship and sense of unity among the members of the group were key to success. Each lecture and every speaker have spoken about topics that provoked deep thinking on several issues I deal with, every year, as a teacher of the Department of Education in Puerto Rico. Best of all, the fact of being exposed to a new educational environment in this amazing city has inspired my creativity with new ideas to implement in my classroom when I return to my beautiful Puerto Rico.

PILAR BARBOSA 2011 | GROUP PROJECTS

- PROJECT TITLE:** **BELOVED (Belonging Experience Life Orientation Veritas Empathy Discovery)**
- THEME** Work life balance, emotional wellness and mental health of teachers
- MISSION** Teachers have an impact on the emotional, academic, social and cultural development of the students in their classrooms. If personal factors affect their professional performances, this has repercussions on the students too. Teachers must be motivated and feel safe in their classrooms in order to motivate their students and increase their learning potential.
- CONCLUSION:** An empowered teacher is a representative of an efficient educational system. Empowering teachers with the right to participate in the determination of school goals and policies will reinforce their sense of belonging to a community and invest them in the success and/or failure of the school and its students.



Group members: Thaniana Fuentes, Eduardo Miranda, Ángel Campos, Franklin Turner & Ramón Morales

PROJECT TITLE: E-READERS: ANY BOOK, ANY KID, ANY SUBJECT

THEME: Literacy, technology

MISSION: Promote deeper student engagement in critical reading and create independent life-long readers and learners.

VISION: Kids do not like to read resulting in low scores on in reading comprehension tests and insufficient reading and literacy skills. Technology like e-readers can motivate students toward reading and ensure readiness for the real world and global community.

ADVANTAGES:
Saves school money on books
Transportable and durable technology
Kids like technology tools and are already tech-savvy

DISADVANTAGES:
Teachers may not be as tech-savvy as students, may require training
Initial costs of the e-readers
Lacks video
Battery



Group members: Felix Figueroa, Michelle Nunez, Carmen Pagan, Amarillis Gonzalez & Cynthia Nieves

PROJECT TITLE: **EMPOWERING TECH LEADERS & ENHANCING CULTURAL IDENTITY AFTER SCHOOL PROGRAMS**

THEME: Drop out crisis, leadership

MISSION: To develop students' empowerment, leadership, and technological skills through learning experiences which promote socio-cultural identity for middle school kids at risk of dropping out.

PROBLEM STATEMENT: According to research from the *Instituto de Estadísticas de Puerto Rico*, the dropout rate among middle school students is 36%. Students between the ages of 13-15 show lack of interest in school activities and disengage from the educational environment.

ADVANTAGES: Interdisciplinary approach: the community, nonprofit/faith organizations and private companies will form a partnership with the out-of-school program by providing technical/personal support and a forum for leadership/teambuilding experiences to take place.

EVALUATION: A pilot program comprised of an heterogeneous group of twenty five (25) middle school students among the ages of twelve and fifteen years old will be implemented. Teachers will recommend their participation in the program. Five spaces among the twenty five will be reserved for special education students. Evaluating the pilot program will follow the CIPP model (context, input, process and product evaluation.)



Group members: José Juan Andino Nogueras, Myriam Caballero Quiñones, Maribel Cosme Cintrón, Daniel Martínez Sánchez & Rosa Emma Mejías Cepero

PROJECT TITLE: L4L (LEADERSHIP FOR LIFE)

THEME: Drop out crisis, leadership

GOAL: Academic project designed to identify 7th and 8th graders to perform as role models/ mentors to their peers in high risk of dropping ou

METHODS: Peer mentors will be identified through scholar aptitude tests, Myers Briggs Assessment, interest in participating, nomination from teachers. The project will involve students, leadership coaches, school counselors, teachers, school director and social workers if needed.

EVALUATION: The student leader's performance will be evaluated throughout the school year with a rubric, at the beginning, during, and at the end. The students' at risk progress will be measured by keeping track of their attendance and their academic performance. In addition to this a questionnaire will be conducted to acquire feedback about how the program is affecting or changing the students' life. The data collected will be used to determine eligibility to the program and to make changes necessary for the betterment of the project and the school curriculum.

RECOMMENDATIONS: The program must begin in elementary level as prevention. The statistics must be divided by gender to facilitate the researchers work and expand the range for study.



Team members: Verónica Reyes Guzmán, Lilliam Sandoz Perea, Lucila Ramos Jiménez Joanne Rodríguez Addarich & Pedro L. Rodríguez Rivera

PROJECT TITLE:

ENGAGING STUDENTS PROMOTING RETENTION

THEMES:

Drop out crisis, student retention

PROBLEM:

The current dropout rate in Puerto Rico's Public Junior High and High Schools is alarming. It is estimated that as much as one third of students do not complete high school in the normal three years. Research shows that well thought out after school programs may be beneficial in combating student disengagement.

PROPOSAL:

An after school program designed for the students of an urban public school in the town of Camuy with a high dropout rate. Fostering learning through enjoyable activities in a school setting will result in the students' desire to remain enrolled in school, to graduate from high school, continue on to college and segue smoothly into a successful life with a rewarding career.

OUTCOME:

A diversity of extra-curriculum activities are vital to ensure retention and stimulate growth in leadership and advocacy. The activities provide scenarios that promotes motivation and self-esteem. The final goal is an increase in 10% of retention rate



Group members: Angela H. Serrano Damon, Juan G. Valentin Juarbe, Ivan Velazquez Torres, Yolanda Alarcon Barron & Omayara Cuevas Torres

PILAR BARBOSA 2011 | THANK YOU LETTERS

July 12, 2011

Lola Bloom
Co-Founder & Director of Curricular Development
City Blossom
3616 Maiden Avenue
Baltimore MD 21211

Dear Lola,

On behalf of the Pilar Barbosa Education Internship Program participants, I would like to thank you for taking time to receive us in your garden. I know the weather was very hot and we were tired from a full day of visits but we truly enjoyed the time we spent with you. The garden and the way you use it to bring together a community and educate children was very interesting. Thank you for engaging in such a wonderful endeavor as city gardens. You certainly planted a seed inside of us to be more responsible with earth and to inspire our students as well.

The teachers, superintendent, and facilitators are eager to return to Puerto Rico 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. We hope that you enjoyed meeting us as much as we enjoyed meeting you.

Sincerely,

Joanne Rodriguez Addarich
Program Intern

July 9, 2011

Ms. Ida Eblinger Kelly
Director
Office of Hispanic Outreach & Communications
US Department of Education
400 Maryland Ave SW
Washington, D.C.

Dear Ida:

On behalf of The Washington Center and the Pilar Barbosa Education Internship Program participants, I would like to thank you for taking the time to arrange our visit. We, as educators from Puerto Rico, enjoyed visiting the U.S. Department of Education and the interaction that was possible thanks to the nature of the activities programmed for the day. The experience was enlightening and interesting.

We appreciate the opportunity to express our concerns and share our ideas with the speakers and members of the staff. Your encouragement to spread the word and be on top of federal programs and grants will support the educational system of the island in the pursuit of excellence.

You and your staff have provided new tools and knowledge so when we return to Puerto Rico we are real agents of change and transformation in our classrooms, our schools, districts, and regions.

Once again, I thank you for your time, worthwhile effort, and genuine desire to share your expertise with us. God bless you.

Sincerely,

Rosa Emma Mejías Cepero
English Teacher
Luis Muñoz Rivera Elementary School
San Juan, Puerto Rico

July 8, 2011

Ms. Laurie Calvert
Office of Communications and Outreach
U.S. Department of Education
400 Maryland Avenue, S.W.
Washington, D.C. 20202

Dear Laurie:

On behalf of The Washington Center and the Pilar Barbosa Education Internship Program participants, I would like to thank you for speaking to this group of educators from Puerto Rico during our visit to the USDE. We certainly enjoyed your participation during such an exciting day. We found your presentation to be extremely valuable. Personally, I did not know about the Teacher Ambassador Fellowship and am very happy to learn about it as I know many a teacher that may want to apply for the position.

These teachers and principals are eager to return to Puerto Rico and be affective 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,

Juan G. Valentin Juarbe
Pilar Barbosa Internship 2011

13 de julio de 2011

Honorable Pedro R. Pierluisi
1218 Longworth HOB
Washington, D.C. 20515

Distinguido Comisionado Residente:

Reciba nuestros saludos. Queremos agradecerle con el mayor entusiasmo la oportunidad de recibirnos en su recinto de trabajo y la orientación que tuvo a su bien brindarnos al gesto de solicitud de nuestra parte, en relación a los intereses y necesidades de nuestra representación magisterial como parte del Internado Pilar Barbosa en el estado de Washington, D.C..

Durante el proceso de este internado educativo hemos tenido la oportunidad de representar a nuestro Departamento de Educación en el proceso de capacitación educativa, así como también, de ser impactados por académicos, estudiosos y servidores de excelencia. En este quehacer, usted es uno de ellos.

Su persona es el tipo de servidor comprometido con la academia y con el bienestar y desarrollo del pueblo de Puerto Rico en general. Por todo esto y muchas otras cualidades de servicio y apoyo que no he agotado en esta carta, expreso mi gratitud y aprecio. Confío en que este sea el inicio de otras nuevas oportunidades de mejoramiento por el bien de la educación nuestra y el desarrollo de nuestro estudiantado puertorriqueño. Enhorabuena.

Muy atentamente,

Profra. Lucila Ramos, MA.
Maestra Participante
Internado Pilar Barbosa
Washington, D.C.



PILAR BARBOSA 2011 | 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 2011 Pilar Barbosa Education Internship Program.

Frances K Agosto	Ida Eblinger Kelley
Roxana Aguilera	Clive Felgate
Yolanda Alarcon Barron	Carmen M. Feliciano, Esq.
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Evangelina Aponte Santos	Dr. Alan Grose
Ramses Avilla Beltrán	Sonia Guerrero
Margarita Benitez	Patricia Guidetti
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Puerto Rico Federal Affairs Administration
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Elizabeth Rhoads
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Teachers from Puerto Rico Visit American Institutes for Research to Learn About Advances in Education Research and Policy
Tuesday, July 12, 2011

Media Contact
Larry McQuillan
Director of Communications
(202) 403-5119

Washington, D.C. – Twenty-five K-12 teachers from Puerto Rico took part in a professional development training event at the American Institutes for Research (AIR) on July 12, 2011. The teachers, who are interns in the Pilar Barbosa Education Program, listened to AIR education experts discuss subjects such as teacher quality, high school dropout prevention, students with disabilities and English language learners.

The Pilar Barbosa Education Program was created in 1993 by the Puerto Rico Legislative Assembly to serve as a professional development training provider for public school teachers and administrators. Each year, 25 participants travel to Washington, D.C. and participate in workshops, presentations, tours, lectures and group assignments that focus on U.S. education trends and policies as they relate to Puerto Rico, integration of technology in school curriculums, educational leadership, and innovative curriculum design.

At AIR, the teachers talked with experts on the following issues:

- Teacher leader standards and other resources from the National Comprehensive Center for Teacher Quality at AIR (Molly Lasagna, research and policy analyst, AIR)
- Serving students with disabilities: Recent research and resources (Darren Woodruff, principal research analyst, AIR)
- Recent developments in English Language Learner policy in the United States (James Taylor, principal researcher, AIR)
- Addressing the high school dropout crisis: Recent research and resources from the National High School Center at AIR (Joseph Harris, managing research analyst, AIR)

About AIR
Established in 1946, with headquarters in Washington, D.C., the American Institutes for Research (AIR) is a nonpartisan, not-for-profit organization that conducts behavioral and social science research and delivers technical assistance both domestically and internationally in the areas of health, education, and workforce productivity. For more information, visit www.air.org.

Source: http://www.air.org/news/index.cfm?fa=viewContent&content_id=1354



Talking Educación with Puerto Rican Teachers

Posted on [July 13, 2011](#) by [Guest Blogger](#)



Official Department of Education Photo by Leslie Williams

The challenges and opportunities in education were the topics of conversation last Friday, when teacher leaders and administrators from Puerto Rico visited ED to discuss the teaching profession and to meet with ED officials. The educators are in Washington as part of the Pilar Barbosa Education Internship, a month-long program that brings Puerto Rican teachers and administrators to Washington for professional development, workshops and lectures.



Official Department of Education Photo by Leslie Williams

Last week's stop at ED provided the educators a unique opportunity to engage in a series of conversations with department staff, including José Rico, deputy director of the White House Initiative on Education Excellence for Hispanics and Eric Waldo, deputy chief of staff to Secretary Duncan.

The group went through several rounds of brainstorming sessions to explore and share concerns with Puerto Rico's education system and to create efforts on what they can do back home with ED programs such as School Improvement Grants (SIG) – which help to turnaround low-performing schools and improve student outcomes. Puerto Rico is about to receive its first SIG funds.

Like many states, the U.S. territory of Puerto Rico is faced with a number of economic challenges, which have had significant impacts on education funding. The teachers discussed budget shortfalls as well as the need to fix No Child Left Behind (NCLB). Several of the teachers expressed concern that under NCLB, too many Puerto Rico schools are being labeled failures because of the steep requirements to make adequate yearly progress (AYP). Juan Valentin, an English facilitator explained how being labeled as a failing school under AYP makes the students and staff feel "dumb and stupid, because we can't pass these tests."

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Please send them to
AskArne@ed.gov.

The teachers also described to ED officials some of the great things about Puerto Rico's education system, including their hope for the future of Puerto Rico schools and their enthusiasm to be a part of that future. "I am very proud of Puerto Rican teachers," said one educator. "I think, many times, we are the Superman that we are waiting for."

Read about the administration's plan to improve Latino educational development, and learn more about ED's plan to fix NCLB as well as the President's task force on Puerto Rico.

Sam Barnett is an intern in the office of Communications and Outreach at the Department of Education

Source: <http://www.ed.gov/blog/2011/07/talking-educacion-with-puerto-rican-teachers/>

A Day at PRFAA:

24 PUERTO RICO PUBLIC SCHOOL TEACHERS RECEIVE FEDERAL GRANT TRAINING AT PRFAA

On Tuesday June 27, PRFAA's Federal Proposals division hosted a briefing and training session for 24 Puerto Rico public school teachers who were in Washington as part of the annual Pilar Barbosa Education Internship Program.

PRFAA's Director of Federal Proposals Elsa Luis and Federal Proposals Specialist Sonia Guerrero provided the Puerto Rico educators with a briefing on the federal Safe School/Healthy Students Initiative, as well as training on how to identify federal funding opportunities and write grant proposals. As part of the training session, the teachers worked as a team to prepare and present five mock proposals targeted towards providing students with a safe school and a healthy environment.



The Pilar Barbosa Education Internship Program was established by the Puerto Rico Legislative Assembly to give K-12 public school teachers and administrators four weeks of professional development training in the nation's capital.

Source: <http://www.prfaa.com/uploadedFiles/mediaDocumentLibrary/08-01-11%20PRFAA%20Q2%20Newsletter%20-%20final.pdf?LangType=1033>