



LILTTM NEWSLETTER

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WWW.LILTFI.ORG

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PRESIDENT'S MESSAGE

On September 3rd school begins once again for LILT's new and veteran teachers, and LILT pledges to be there for all of its LOTE members on Long Island. Through our many programs we hope to stoke the passion needed to bring languages to life with enthusiasm and innovation.

LILT will continue to provide a wide range of opportunities to make your students shine, and cast a favorable light on your department. Plan to attend the 2013 LILT Annual Conference. Go the extra mile and get your students involved in LILT's Poster Contest and Student Foreign Language Competition. Celebrate Foreign Language Week like never before. Attend those Professional Development Workshops that will give you an edge in your teaching, and increase your students' use of, and proficiency in, the target language. If you are a seasoned teacher, please consider sharing your expertise with colleagues by giving a LILT Professional Development Workshop.

I would like to invite you to join us at our Fall General Membership Meeting on September 26th, at La Famiglia Restaurant in Plainview. Please bring along a colleague, enjoy some social time and a nice dinner, mingle with colleagues, try your luck at the Chinese Auction of teacher baskets that LILT has especially created for you. Many of our Executive Board members will be there. Introduce yourself to us.

The 2013 LILT Annual Conference Planning Committee has worked all summer to produce what promises to be another highly successful professional conference entitled: *Tools of the Trade, Enhancing Professional Practices*, to be held on Saturday, November 2nd, at Comsewogue High School, Port Jefferson Station. *Please note, this date is NOT during Veteran's Day weekend.* As in past years, **THERE IS NO ON-SITE REGISTRATION AVAILABLE** on the day of the conference. **ALL attendees must pre-register.** One can choose to register and pay conference fees online (preferred) on our website at: WWW.LILTFI.ORG, or register by mail. Please register early! Just as in the past, you will receive an e-mail registration confirmation when your registration is completed.

In September, when welcoming new department

members, please inform them about the many LILT activities, events and opportunities for professional development our organization provides. Encourage them to join! Not only does LILT provide activities for professional growth, but there are also many *LILT* ways of honoring and rewarding colleagues and students via LILT's scholarships, awards and grant opportunities. Information on all of the above, as well as frequent updates, can be found on our website: WWW.LILTFI.ORG. Explore all the possibilities!

If you hold NYS Professional Certification, you need to complete 175 hours of professional development every five years, or have your certification revoked. If you are not sure how you can accumulate those hours, start with us. LILT offers many professional development opportunities for which you can accumulate those much needed hours, such as attending the LILT Annual Conference on November 2, 2013, and LILT Professional Development Workshops held from February to April 2014. Our fees are extremely reasonable. See how quickly the hours add up while gaining valuable information.

Another possible venue to earn professional development hours is to help us carry on our mission. Volunteer to receive students' submissions for the LILT Student Foreign Language Competition, receive and deliver students' posters for the LILT Poster Contest, or help set up at the LILT Poster Contest at Old Bethpage Restoration Village. We can acknowledge your time and dedication with a thank you letter, and we can send up to three copies of it to the administrators of your choice. Verify with your district beforehand to see if these volunteer hours are acceptable to your district for professional credit.

This new school year will pose new challenges to our profession. It is essential we remain positive, engaged, and forward looking while advocating for world languages, and finding new and exciting ways to promote them.

Sincerely wishing you a successful and rewarding school year,

Anaki Walton-Schafer

LILT 2013 ANNUAL CONFERENCE

The 2013 LILT Annual Conference, *Tools of the Trade, Enhancing Professional Practices*, will be held on November 2nd at Comsewogue High School. Conference information and registration will shortly be online and mailed to you. (Early bird registration deadline October 1, 2013; final registration deadline October 23, 2013)

LILT 2013 FALL GENERAL MEMBERSHIP MEETING

The LILT 2013 Fall General Membership Meeting will be held on September 26th at La Famiglia Restaurant, Plainview. A separate flyer will be sent to you via federal mail.

LILT STUDENT FOREIGN LANGUAGE COMPETITION AND POSTER TOPICS

Topics for the **LILT Student Foreign Language Competition** are as follows (Deadline March 1, 2014):

Video: *Stuck In An Elevator With A Famous Personality, Or A Person Of The Target Language Culture (living or dead)*

Essay: *An Alternative Ending To A Fairy Tale*

Multimedia: *Using Social Media Responsibly*

Title for the **LILT Poster Contest** (Deadline March 15, 2014):

Unmask Cultures: Be A Polyglot

AATF SUFFOLK

There will be a forum on French on October 17, 2013 at 4:15 PM in the main meeting room of the Middle Country Public Library in Centereach. All French teachers and their guests are invited.

The focus of the meeting will be: benefits of AATF-Suffolk membership; networking with other French teachers; sharing lesson plans for all levels, including AP; the National French Exam; and the French Poetry Contest. Refreshments will be served, and there will be raffles, including AATF-Suffolk memberships.

LILT WANTS YOU!

LILT is already preparing for the 2014 LILT Professional Development Workshop Series.

LILT is seeking members interested in presenting.

Two hour workshops are held in February, March or April at your school building, either after school (4-6pm Monday, Tuesday, Wednesday or Thursday), or on Saturday (10am-12pm).

What if you can't hold your workshop in your building or district? NOT A PROBLEM! – LILT will find a site for you.

LILT Professional Development Workshops and Presenters were a huge hit last year. Here is some of the feedback LILT received:

"The workshop today was extremely well done and I feel

that I am much more prepared to use technology in the classroom."

"I learned so much from just the first 2 pages of the 33 paged packet."

"Extremely informative and helpful presentation. I really felt I was able to walk away prepared with a variety of activities."

Take a look at the following member generated list of workshop topics. Perhaps there is one at which you are a pro!

WORKSHOP TOPICS SUGGESTED BY LILT MEMBERS

- Reading Comprehension For Checkpoint B
- Reading Strategies For Upper Levels
- Creating IB Reading And Grammar Handouts And Materials
- Speaking Activities
- Motivating Students To Speak In The Target Language
- Staying In The Target Language
- Grammar Activities Made Fun
- Grammar Workshops
- Back To Basics - Effective Ways To Introduce Vocabulary And Grammar
- Grading And Evaluating Appropriately
- Cooperative Teaching Methods
- Common Core Aligned With Foreign Language Standards And Lessons
- Common Core For High School
- Alternative Assessment
- Pre K, 1st, and 2nd Grade Workshops
- Middle School Level Workshops
- Middle School Projects
- AP Workshops
- Using Film Successfully In The Classroom
- Using Movies At Checkpoint C
- Hands On Games
- Songs And Games
- Integrating Popular Culture Into Lessons
- Follow-Up On Movie Maker Or iMovie
- Upper Level Film Study And Analysis
- Smart Board
- Technology Lessons - Projects And Presentations
- How To Use Prezi Or Voki
- "The Flipped Classroom"

To discuss your ideas, contact Richard Zawislak, LILT First Vice-President, at **ZAWISLAKLILT@GMAIL.COM**, or find the proposal form on LILT's website.

TEACHERS HELPING TEACHERS – HELPFUL LOTE WEBSITES

FROM: 1/2012

Spanish Resources for Children:

www.elhuevodechocolate.com

El Huevo de Chocolate has a number of activities and resources for children in Spanish, including fables, poems, riddles, and myths.

Vocabulary Exercises in Four Languages:

www.learningchocolate.com

The Learning Chocolate site is designed to help language learners memorize English, Japanese, Mandarin, or Spanish vocabulary in a way that it describes as being as much fun as enjoying a piece of chocolate. The exercises use pictures, sounds, and games, and users can choose any vocabulary topic link from the homepage to start learning new words. After reviewing the vocabulary, they can play up to five games to see what they have memorized. The numerous topics include animals, activities, clothing, food, hobbies, and holidays.

There are games for matching the new word to its meaning with pictures or its pronunciation, and there are games for learning how to spell the new words.

Tech Tools for Teachers:

www.superteachertools.com

The SuperTeacherTools website has free technology tools for teachers such as games and classroom management.

A recent addition is Lesson Tower, a web-based tool to allow teachers to create and manage an online community for their classes, clubs, or other groups.

FROM: 1/2013

Articles About The Spanish Speaking World:

www.veintemundos.com

Twice a month *VeinteMundos* presents reports and articles on culture, society, geography, and everyday life in the Spanish-speaking world.

Each article includes audio, and information to assist with vocabulary, expressions, grammar, and comprehension. The *VeinteMundos Para Profesores* version (click on the *Profesores* link) was created for those who teach Spanish, with the idea of bringing Latino and Hispanic culture to the classroom.

FROM: 10/2012

French Holiday Activities:

www.fete-enfants.com/index.html

The *Fête-Enfants* site has activities related to seasons, holidays, and other celebrations, including Halloween, Valentine's Day, Mother's Day, Father's Day, Grandmother's Day, April Fools Day, Mardi Gras, and Carnival. The activities include stories, crafts, puzzles, quizzes, and recipes. There is even a lesson on *crêpe* making to celebrate Crêpe Day in February.

FROM: 4/2012

Newspapers from Around the World

www.prensaescrita.com/newspapers

Language teachers looking for newspaper articles to use in their classrooms can find links to daily newspapers from cities around the world, grouped into the countries of America (including Central and South America), Africa, Asia, Europe, and Oceania. Clicking on a country will show cities' daily papers and their websites.

Chinese Crafts Projects for Kids:

www.historyforkids.org/crafts/china.htm

The projects on this site include making an abacus, Chinese coins, a Chinese paper scroll, a terracotta warrior, a Chinese dragon, and papermaking. There is also information about the clothes of ancient China and Chinese food. In addition, a teacher's guide is provided.

FROM :2/2012

Slowly Spoken News in German:

www.dw-world.de/dw/0,,8030,00.html

German students can practice their listening comprehension with authentic materials at this site, which features the 11 o'clock news from the *Deutsche Welle German* radio program spoken slowly and clearly. In addition to the audio files to download to MP3 players, the full text for print is also available.

Free Clipart for Students and Teachers:

etc.usf.edu/clipart/

Clipart ETC is an online service of the Educational Technology Clearinghouse, and is produced by the Florida Center for Instructional Technology, College of Education, University of South Florida. It currently has more than 65,000 pieces of free clipart.

Teachers looking for clipart to use in the classroom can select from a number of categories, many of interest to language educators. They include alphabets, flags and emblems, countries and regions, art, literature, people, education, music, and mythology.

Virtual Visits to the World's Art Museums:

www.googleartproject.com

The Google Art Project allows visitors to take virtual tours of some of the world's most famous art museums, selecting works of art and navigating through interactive floor plans. The artwork view feature facilitates viewing featured works of art at high resolution, and using the custom viewer zooms in on paintings. Expanding the info. panel allows visitors to read more about a work of art, or find more works by that artist and watch related YouTube videos. There is even a *Create an Artwork Collection* feature for saving specific views of any of the artworks and building your own collection.

Reprinted from ACTFL's The Language Educator (various dates listed above), Web Watch section.

Submitted by Nancy Russo-Rumore, Emerita

SPOTLIGHT ON YOSHANA SILVER



Hofstra University, BA cum laude; Stony Brook University, MA; and undergraduate and graduate studies at: Instituto Internacional, Madrid, Spain; VEN-USA College, Mérida, Venezuela; Costa Rica Spanish Institute, San José & Quepos, Costa Rica; Universidad Internacional, Cuernavaca, Mexico; and the Global Exploration for Educators Organization, Argentina, Uruguay and Brazil.

Some people are natural teachers, and Yoshana Silver is exactly that. She is compassionate and empathetic with her students, as well as very idealistic. They love her and she loves them. She serves her profession by giving workshops, participating in professional organizations, and traveling and studying abroad.

As a member of LILT, Yoshana has presented several professional development workshops during the annual conferences and winter workshops. She was a Long Island Regional Director and is currently a co-chair of the Spanish Travel Scholarship Committee for NYSAFLT. For AATSP, Yoshana plans and coordinates the fall conference. She has always demonstrated professionalism and the understanding by "giving back" to the profession, which makes her a model for other LOTE teachers. She believes individual participation and involvement promotes the teaching profession for everyone.

Yoshana teaches Spanish at Massapequa High School Ames Campus. Yoshana is a creative and resourceful teacher, who constantly looks for, and finds, ways to engage her students in her lessons. To enrich her students culturally, they participated in an interactive videoconference this year on flamenco dancing through the Cowles Center for Music in Minneapolis, and last year they participated in a videoconference about the music of Mexico with the Cleveland Institute of Music. In addition, Yoshana's students participated and won the NYSAFLT video contest *Discover Languages... Discover The World!*

As a method to encourage writing, Yoshana uses the following website for an Interactive Haiku Teacher Page: (https://msd23.haikulearning.com/ysilver/espanol2r2012-2013/cms_page/view) which contains student and parent resources, activities, assignments, and interactive communication as a resource to students and parents throughout the year.

To bring the gastronomy of Mexico to her class, Yoshana had a food-tasting day during which the students had the opportunity to try foods, drinks and desserts typical of Mexico. Some foods were *mole*, *chorizo*, *guacamole*, *empanadas*, and *chicharrones*. Desserts included *churros con chocolate*, *arroz con leche*, *dulce de leche* and *flan*. They also tried candy from Mexico such as *tamarindo*, mango lollipops with chile and *chupa chups*.

Yoshana fosters communication through a variety of

interactive activities. One in particular is, *¿Qué hay en la cabeza?* Students give clues in Spanish to their partners in order for them to guess the item or picture that they have on their foreheads. (They wear sunglasses on which the picture or item is taped.) If the students can't guess the item after two attempts, they can ask questions in Spanish. According to Yoshana, "This is a great communicative activity!"

In order to review for a quiz or test, sometimes Yoshana runs a "game day" where students can choose from different games to play such as *Verbo* (Spanish Verb Version of *Uno*), scrabble, battleship, dominoes, *lotería*, and other games.

Being a teacher is much more than just teaching the curriculum. To promote good manners and civility in her students Yoshana has a "garden" of *Buenas Modales*. When she catches a student doing something nice for someone else, their name is written on a paper flower and added to the garden!

Yoshana uses POP music in her classes to teach culture, verb forms, prepositions and adjectives. Some of the songs she plays and their use are listed below:

- *Proyecto Uno – Latinos* to teach/reinforce Spanish speaking countries
- *Corazón Sin Cara* by Prince Royce for review of adjectives, and also to compare/contrast when studying *Cenicienta* (Cinderella)
- *Vuelve* by Ricky Martin ("o" to "ue" stem changing verbs)
- *¿Qué Hiciste?* by Jennifer Lopez (preterite tense)
- *Mueve La Colita* to teach/reinforce prepositional phrases
- *La Luna* by Juanes (direct object pronouns, stem changing verbs, commands)

She has others she can share!

Yoshana is a role model and inspiration for other teachers. We need many more like her in our profession!

Submitted by Dr. Patricia Lennon-Murphy, Emerita

A WARNING TO COLLEGE PROFS FROM A HIGH SCHOOL TEACHER

For more than a decade now we have heard that the high-stakes testing obsession in K-12 education that began with the enactment of No Child Left Behind 11 years ago has resulted in high school graduates who don't think as analytically or as broadly as they should because so much emphasis has been placed on passing standardized tests. Here, an award-winning high school teacher who just retired, Kenneth Bernstein, warns college professors what they are up against. Bernstein, who lives near Washington, D.C. serves as a peer reviewer for educational journals and publishers, and he is nationally known as the blogger "teacherken." His e-mail address is kber@earthlink.net. This appeared in *Academe*, the journal of the American Association of University Professors.

By Kenneth Bernstein

You are a college professor.

I have just retired as a high school teacher.

I have some bad news for you. In case you do not already see what is happening, I want to warn you of what to expect from the students who will be arriving in your classroom, even if you teach in a highly selective institution.

No Child Left Behind went into effect for the 2002–03 academic year, which means that America's public schools have been operating under the pressures and constrictions imposed by that law for a decade. Since the testing requirements were imposed beginning in third grade, the students arriving in your institution have been subject to the full extent of the law's requirements. While it is true that the U.S. Department of Education is now issuing waivers on some of the provisions of the law to certain states, those states must agree to other provisions that will have as deleterious an effect on real student learning as did *No Child Left Behind*—we have already seen that in public schools, most notably in high schools.

Troubling Assessments

My primary course as a teacher was Government, and for the last seven years that included three or four (out of six) sections of Advanced Placement (AP) U.S. Government and Politics. My students, mostly tenth graders, were quite bright, but already I was seeing the impact of federal education policy on their learning and skills.

In many cases, students would arrive in our high school without having had meaningful social studies instruction, because even in states that tested social studies or science, the tests did not count for "adequate yearly progress" under *No Child Left Behind*. With test scores serving as the primary if not the sole measure of student performance and, increasingly, teacher evaluation, anything not being tested was given short shrift.

Further, most of the tests being used consist primarily or solely of multiple-choice items, which are cheaper to develop, administer, and score than are tests that include constructed responses such as essays. Even when a state has tests that include writing, the level of writing required for such tests often does not demand that higher-level thinking be demonstrated, nor does it require proper grammar, usage, syntax, and structure. Thus, students arriving in our high school lacked experience and knowledge about how to do the kinds of writing that are expected at higher levels of education.

Recognizing this, those of us in public schools do what we can to work on those higher-order skills, but we are limited. Remember, high schools also have tests—*No Child Left Behind* and its progeny (such as *Race to the Top*) require testing at least once in high school in reading and math. In Maryland, where I taught, those tests were the state's High School Assessments in tenth-grade English and algebra (which some of our more gifted pupils had taken as early as eighth grade). High schools are also forced to focus on preparing students for tests, and that leads to a narrowing of what we can

accomplish in our classrooms.

I mentioned that at least half my students were in AP classes. The explosive growth of these classes, driven in part by high school rankings like the yearly Challenge Index created by Jay Mathews of *The Washington Post*, is also responsible for some of the problems you will encounter with students entering your institutions. The College Board did recognize that not everything being labeled as AP met the standards of a college-level course, so it required teachers to submit syllabi for approval to ensure a minimal degree of rigor, at least on paper. But many of the courses still focus on the AP exam, and that focus can be as detrimental to learning as the kinds of tests imposed under *No Child Left Behind*.

Let me use as an example my own AP course, U.S. Government and Politics. I served several times as a reader for the examination that follows the course. In that capacity, I read the constructed responses that make up half of the score of a student's examination. I saw several problems.

First (and I acknowledge that I bear some culpability here), in the AP U.S. Government exam the constructed responses are called "free response questions" and are graded by a rubric that is concerned primarily with content and, to a lesser degree, argument. If a student hits the points on the rubric, he or she gets the points for that rubric. There is no consideration of grammar or rhetoric, nor is credit given or a score reduced based on the format of the answer. A student who takes time to construct a clear topic sentence and a proper conclusion gets no credit for those words. Thus, a teacher might prepare the student to answer those questions in a format that is not good writing by any standard. If, as a teacher, you want your students to do their best, you have to have them practice what is effectively bad writing—no introduction, no conclusion, just hit the points of the rubric and provide the necessary factual support. Some critical thinking *may* be involved, at least, but the approach works against development of the kinds of writing that would be expected in a true college-level course in government and politics.

My students did well on those questions because we practiced bad writing. My teaching was not evaluated on the basis of how well my students did, but I felt I had a responsibility to prepare them for the examination in a way that could result in their obtaining college credit.

I would like to believe that I prepared them to think more critically and to present cogent arguments, but I could not simultaneously prepare them to do well on that portion of the test and teach them to write in a fashion that would properly serve them at higher levels of education.

Even during those times when I could assign work that required proper writing, I was limited in how much work I could do on their writing. I had too many students. In my final year, with four sections of Advanced Placement, I had 129 AP students (as well as an additional forty-six

students in my other two classes). A teacher cannot possibly give that many students the individualized attention they need to improve their writing. Do the math. Imagine that I assign all my students a written exercise. Let's assume that 160 actually turn it in. Let's further assume that I am a fast reader, and I can read and correct papers at a rate of one every three minutes. That's eight hours—for one assignment. If it takes a more realistic five minutes per paper, the total is more than thirteen hours.

Further, the AP course required that a huge amount of content be covered, meaning that too much effort is spent on learning information and perhaps insufficient time on wrestling with the material at a deeper level. I learned to balance these seemingly contradictory requirements. For much of the content I would give students summary information, sufficient to answer multiple-choice questions and to get some of the points on rubrics for the free response questions. That allowed me more time for class discussions and for relating events in the news to what we learned in class, making the class more engaging for the students and resulting in deeper learning because the discussions were relevant to their lives.

From what I saw from the free response questions I read, too many students in AP courses were not getting depth in their learning and lacked both the content knowledge and the ability to use what content knowledge they had.

The structure of testing has led to students arriving at our school without what previously would have been considered requisite background knowledge in social studies, but the problem is not limited to this field. Students often do not get exposure to art or music or other nontested subjects. In high-need schools, resources not directly related to testing are eliminated: at the time of the teachers' strike last fall, 160 Chicago public schools had no libraries. Class sizes exceeded forty students—in elementary school.

A Teacher's Plea

As a retired public school teacher, I believe I have a responsibility to offer a caution to college professors, or perhaps to make a plea.

Please do not blame those of us in public schools for how unprepared for higher education the students arriving at your institutions are. We have very little say in what is happening to public education. Even the most distinguished and honored among us have trouble getting our voices heard in the discussion about educational policy. The National Teacher of the Year is supposed to be the representative of America's teachers—if he or she cannot get teachers' voices included, imagine how difficult it is for the rest of us. That is why, if you have not seen it, I strongly urge you to read 2009 National Teacher of the Year Anthony Mullen's famous blog post, "Teachers Should Be Seen and Not Heard." After listening to noneducators bloviate about schools and teaching without once asking for his

opinion, he was finally asked what he thought. He offered the following:

Where do I begin? I spent the last thirty minutes listening to a group of arrogant and condescending noneducators disrespect my colleagues and profession. I listened to a group of disingenuous people whose own self-interests guide their policies rather than the interests of children. I listened to a cabal of people who sit on national education committees that will have a profound impact on classroom teaching practices. And I heard nothing of value. "I'm thinking about the current health-care debate," I said. "And I am wondering if I will be asked to sit on a national committee charged with the task of creating a core curriculum of medical procedures to be used in hospital emergency rooms." The strange little man cocks his head and, suddenly the fly on the wall has everyone's attention.

"I realize that most people would think I am unqualified to sit on such a committee because I am not a doctor, I have never worked in an emergency room, and I have never treated a single patient. So what? Today I have listened to people who are not teachers, have never worked in a classroom, and have never taught a single student tell me how to teach."

During my years in the classroom I tried to educate other adults about the realities of schools and students and teaching. I tried to help them understand the deleterious impact of policies that were being imposed on our public schools. I blogged, I wrote letters and op-eds for newspapers, and I spent a great deal of time speaking with and lobbying those in a position to influence policy, up to and including sitting members of the US House of Representatives and Senate and relevant members of their staffs. Ultimately, it was to little avail, because the drivers of the policies that are changing our schools—and thus increasingly presenting you with students ever less prepared for postsecondary academic work—are the wealthy corporations that profit from the policies they help define and the think tanks and activist organizations that have learned how to manipulate the levers of power, often to their own financial or ideological advantage.

If you, as a higher education professional, are concerned about the quality of students arriving at your institution, you have a responsibility to step up and speak out. You need to inform those creating the policies about the damage they are doing to our young people, and how they are undermining those institutions in which you labor to make a difference in the minds and the lives of the young people you teach as well as in the fields in which you do your research.

You should have a further selfish motivation. Those who have imposed the mindless and destructive patterns of misuse of tests to drive policy in K-12 education are already moving to impose it on higher education, at least in the case of the departments and schools of education that prepare teachers: they want to "rate" those departments by the test scores of the students taught by their graduates. ↗

PROFESSIONAL CALENDAR

2013

- Sep. 26 LILT Fall General Membership Meeting, **La Famiglia Restaurant, Plainview**
Sep. 27 AATI Professional Meeting, Harborfields HS
October Italian Heritage & Culture Month
Oct. 11-12 NYSAFLT Annual Meeting, Buffalo, NY
Oct. 17 AATF Suffolk French Forum, Centereach
Nov. 2 LILT Annual Conference, Comeswogue HS (Early bird deadline October 1st; final deadline October 23rd)
Nov. 5-11 National French Week
Nov. 22-24 ACTFL Annual Convention, Orlando, FL
Dec. 6 AATI LI Festa Natalizia, Jericho HS

2014

- Feb.-Apr. LILT Professional Development Workshops** (Registration deadline, February 15)
Mar. 1 Student Foreign Language Competition deadline
Mar. 15 LILT Poster Contest deadline
Mar. 31 LILT Excellence in Foreign Language Award Plaques deadline
Apr. 15 LILT Awards, Grant and Stipend deadline

If you, as someone who teaches in the liberal arts or engineering or business, think that this development does not concern you, think again. It is not just that schools and colleges of education are major sources of revenue for colleges and universities—they are in fact often cash cows, which is why so many institutions lobby to be able initially to certify teachers and then to offer the courses (and degrees) required for continuing certification. If strictures like these can be imposed on schools and colleges of education, the time will be short before similar kinds of measure are imposed on other schools, including liberal arts, engineering, business, and conceivably even professional schools like medicine and law. If you teach either in a medical school or in programs that offer courses required as part of the pre-med curriculum, do you want the fatality rates of patients treated by the doctors whom you have taught to be used to judge your performance? If you think that won't happen because you work at a private institution, remember that it is the rare private university that does not receive some form of funding from governments, local to national. Research grants are one example; the scholarships and loans used by students to attend your institution are another.

Let me end by offering my deepest apologies, not because I may have offended some of you by what I have written, but because even those of us who understood the problems that were being created were unable to do more to stop the damage to the education of our young people. Many of us tried. We entered teaching because we wanted to make a difference in the lives of the students who passed through our classrooms. Many of us are leaving sooner than we had planned because the policies already in effect and those

now being implemented mean that we are increasingly restricted in how and what we teach.

Now you are seeing the results in the students arriving at your institutions. They may be very bright. But we have not been able to prepare them for the kind of intellectual work that you have every right to expect of them. It is for this that I apologize, even as I know in my heart that there was little more I could have done. Which is one reason I am no longer in the classroom.

Reprinted from The Washington Post, February 9, 2013

CONCERN OVER EDUCATION REFORM

Responding to concerns over education testing reforms mandated by the NYS Board of Regents, the NYS Education Committee will hold throughout the state a series of hearings, the first of which will be held on Long Island.

State Senator John Flanagan (R - East Northport), Chairman of the Education Committee, said the hearings will target concerns associated with state assessments, implementation of the Common Core standards, and the protection of student privacy. A main focus of the discussion will be a review of the 2010 reforms implemented by the State Regents Board, known as the Regents Reform Agenda, the senator said.

"Despite the fact that research recommends the use of multiple measures to gauge student performance and teacher effectiveness, the state's growing reliance on standardized testing is adversely affecting students across all spectrums, the morale of our educators and further draining already scarce resources," the Huntington District Board of Education wrote in its official statement.

Flanagan said he anticipates a broad spectrum of local voices to speak at the education hearings. While they are open to members of the public and the educational community, only individuals who receive formal invitations will be allowed to speak at them.

"Teachers are now evaluated in a new way than they ever were before, and there are legitimate points that have been raised. What we are trying to do is provide a forum in a professional environment and seek people's input to determine whether or not what the level of effectiveness is for changes that have come, and that are potentially coming, he said.

The date of the first hearing will be announced in the next month, Flanagan said.

Reprinted in part from The Long Islander (Huntington, NY), August 1, 2013



Only mediocrity can be trusted to be always at its best. Genius must always have lapses proportionate to its triumphs. Max Beerbohm (1872-1956), essayist

Better than a thousand days of diligent study is one day with a great teacher. Japanese proverb

Thanks to Nancy Russo-Rumore, Ron Taub, Anahí Walton-Schafer for proofreading this edition.



Richard Gentile
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M E M B E R S H I P I S F O R T H E C A L E N D A R Y E A R
New or lapsed members, join in September and begin your membership which will continue through next year.

PLEASE CUT HERE



MAIL-IN MEMBERSHIP APPLICATION ONLY (Go to LILTFL.ORG to register on-line.)

**PRINT VERY CAREFULLY IN BOLD BLUE OR BLACK INK.
*REQUIRED FIELDS**

Last Name* _____ **New**, First Name* _____

Former Last Name _____

Home Address* _____ **New**

City* _____ State* _____ Zip* _____

Home Phone* () _____ **New**, Home Fax () _____ **New**

E-MAIL ADDRESS* _____ **New**

School Name/District _____ **New**

School Address* _____ State* _____ Zip* _____

School Phone* () _____ **New**, School Fax () _____ **New**

Languages and levels you teach.* _____

Dues* (check one): \$20 Individual \$10 Full-Time Student \$10 Emeritus \$500 Lifetime

I am a **NEW** LILT member*. I am **RENEWING** my LILT membership*.

I am interested in being a **JUDGE** for the LILT Student Foreign Language Competition*.

Make check **PAYABLE TO LILT** and mail to: Ron Taub, 16 Radford Road, Lake Grove, New York 11755