



# LILT<sup>TM</sup> NEWSLETTER

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[WWW.LILTFLORG](http://WWW.LILTFLORG)

Richard Gentile, Editor  
[rgentile@liltfl.org](mailto:rgentile@liltfl.org)

***NO PART OF ANY LILT NEWSLETTER MAY BE REPRODUCED WITHOUT WRITTEN PERMISSION FROM THE EDITOR.***

## PRESIDENT'S MESSAGE

Welcome back to a new and exciting school year! I hope the summer vacation has provided you with the opportunity to relax and rejuvenate.

Our LILT Executive Board and Committee Chairpersons have had a busy summer planning exciting events for its membership. Plan early and participate in the many opportunities your organization has to offer: from experiencing professional, personal growth as a teacher, to offering a variety of opportunities so your students can shine as they showcase their proficiencies in many languages.

### ***Let's start the year off with a celebration!***

We will gather for our **2016 Fall General Membership Meeting on THURSDAY, SEPTEMBER 29<sup>th</sup>** at Old Street Restaurant in Smithtown. This is always a well-attended event where colleagues can mingle, and share ideas and excitement for the new school year. Don't miss this opportunity for welcoming gifts, good food and great conversation!

### ***It's Back! THE LILT ANNUAL CONFERENCE!***

***Save the date: SATURDAY, NOVEMBER 5<sup>th</sup> !!!***

#### ***Wisdom Lane Middle School, Levittown***

Our 2016 LILT Annual Conference @LILTFLEACHERS, ***WHAT'S TRENDING IN THE WORLD LANGUAGE CLASS-ROOM?***, promises to bring you the most exciting, cutting edge practices in world language instruction. With over 20 workshops ranging from *HOT* skills, 21<sup>st</sup> Century Feedback, Creating Read-to-Write Tasks, Comprehensible Input, Developing Checkpoint C, AP Speaking Tasks, *Flipgrid* for the ASL classroom and more, you will walk away ready and equipped to give your students a re-energizing language learning experience.

**REGISTER EARLY** for the largest conference on Long Island meeting the needs of its world language professionals.

LILT is in the process of becoming a NYS approved sponsor that meets the CTLE (Continuing Teacher and Leader Education) requirements for professional development. When approved, all workshop hours will count toward the required professional development hours by the NYSED, and will be governed by the criteria

established by the NYSED.

Make sure to visit our website, ***LILTFLORG***, to check out the themes and topics for the **2017 LILT Student Foreign Language Competition** and the **2017 LILT Poster Contest**. The topics are interesting and exciting, and will motivate your students to display their talents and proficiencies in their target languages.

**AATF-Suffolk** will again be a LILT Association Member with a representative on the LILT Executive Board providing its members with many LILT benefits. I am thrilled to welcome **Marissa Unger**, the AATF-Suffolk Association Member Representative, to our Executive Board, and the LILT Executive Board looks forward to working with her this year.

As the new school year begins, it's now time to think about how LILT will be part of your professional life this school year. The reappearance of the 2016 LILT Annual Conference signals the complete return of LILT to its full glory, which I know will inspire you throughout the coming school year. I urge you to personally invite all teachers in your department to join LILT and learn new ideas in the art of world language teaching.

Enthusiastically volunteer for LILT since LILT can only continue to be the dynamic force on Long Island it has become because of you, devoted, active teachers. With the departure of several of the more experienced members of the board who have given decades of faithful and loyal service to LILT and the LOTE community, your involvement with LILT is more important now than it has ever been. LILT needs YOU, the LOTE community needs YOU, and I, as your President, need your active involvement as a volunteer, and your expertise, insight and devotion to world language teaching more than ever. Speak to me during the 2016 LILT Fall Membership Meeting and the 2016 LILT Annual Conference, or to one of the LILT Executive Board members, to see how you can become more engaged in LILT.

The LILT Executive Board and I wish you dynamic, new beginnings in September,

*Ana Aguiar-Mady*

Congratulations to **Tammy Green, Robert Owen, Dorothy Kleinman, and Betsy Siegelaub** on their recent retirement. LILT wishes them a very long, healthy and happy retirement.

**DURING THE BIG UGLY WILL THE EMPIRE STATE LEARN FROM NEW JERSEY'S MISTAKE BECAUSE IT'S OUR PENSION, NOT THEIRS!**

With the end of session in Albany just hours away, once again legislators are taking part in the annual process known as *The Big Ugly*. This is a time where bills are horse traded, blended together and looked at with little oversight for last minute changes. One such bill is Senate Bill 4611 which would allow the state to revoke corrupted public officials pensions and dip into the public employee pension fund.

The initial point of the bill was to strip public officials who were convicted of abusing their office. It seems like that list gets longer and longer every day. However, like most things in Albany, its true intentions went awry. To strip these public officials of their pensions, a constitutional amendment must be passed. This is where the bill becomes problematic. Instead of gearing it towards corrupted elected officials like Sheldon Silver and Dean Skelos, the current bill doesn't define who a public official is. It could mean anyone, teachers, cops and janitors.

A 2011 law defines what a public employee is. Police, firefighters and teachers for example under Senate Bill 4611 would be subject to having their pensions stolen by the state. This is bad enough for unions like the Public Employees Federation and the Civil Service Employees Association who represent a wide variety of public employees, but unions like the New York State United Teachers are worried that if this amendment passes, the state will quickly change the definition of public official to include teachers. For Senate Bill 4611 to take effect, it will need to pass the legislature this year and next year and then win a public referendum in either 2017 or 2018. Plus, once the pension system is opened, other changes will be made. This happened in New Jersey where Governor Chris Christie used the state pension system as his own little bank, leading to the worst funded system in the country.

Millions, if not billions, of dirty dark money will be poured into New York to run ad campaigns claiming to take on political corruption, but what the new pension reform would really do is privatize our pension system, demonize public employees and pit employees without pensions against employees with pensions. It will be a big mess, a real-life Hunger Game. It will be disastrous.

It really isn't fair to public employees that their pensions are put on the line because some greedy elected officials can't keep themselves out of trouble. Conservative Senator John Flanagan from ultra-wealthy Smithtown Long Island is trying to play on election fears. Like an evil cartoon character, Flanagan figures either

lawmakers don't vote for Senate Bill 4611 and his Republicans can claim the Democrats blocked reform - or - they do vote for it and Flanagan and his business cronies can rape the pension system and destroy it just like Chris Christie did.

With all of our State Senators and members of the Assembly up for election this year, it is a good time to remind them that public employees, teachers, firefighters, parks, DPW, DSS, custodians, police, etc... they all vote. A pension is not a gift, it is earned through years of dedicated service to the state. This pension system is not a campaign prop that wealthy politicos can threaten because their colleagues can't control their gluttonous vices. This pension system is people's lives; it's their retirement, their life work and their dignity. To jeopardize it over polling points isn't just wrong, it's immoral.

*Reprinted in part from ucommblog.com, June 16, 2016  
Submitted by the Editor*

**TEACHING IS NOT A BUSINESS**

TODAY'S education reformers believe that schools are broken and that business can supply the remedy. Some place their faith in the idea of competition. Others embrace disruptive innovation, mainly through online learning. Both camps share the belief that the solution resides in the impersonal, whether it's the invisible hand of the market or the transformative power of technology.

Neither strategy has lived up to its hype, and with good reason. It's impossible to improve education by doing an end run around inherently complicated and messy human relationships. All youngsters need to believe that they have a stake in the future, a goal worth striving for, if they're going to make it in school. They need a champion, someone who believes in them, and that's where teachers enter the picture. The most effective approaches foster bonds of caring between teachers and their students.

Marketplace mantras dominate policy discussions. High-stakes reading and math tests are treated as the single metric of success, the counterpart to the business bottom line. Teachers whose students do poorly on those tests get pink slips, while those whose students excel receive merit pay, much as businesses pay bonuses to their star performers and fire the laggards. Just as companies shut stores that aren't meeting their sales quotas, opening new ones in more promising territory, failing schools are closed and so-called turnaround model schools, with new teachers and administrators, take their place.

This approach might sound plausible in a think tank, but in practice it has been a flop. Firing teachers, rather than giving them the coaching they need, undermines morale. In some cases it may well discourage undergraduates from pursuing careers in teaching, and with a looming teacher shortage as baby boomers retire, that's a recipe



## LILT FALL GENERAL MEMBERSHIP MEETING SEPTEMBER 29, 2016

*Join us as we celebrate the new school year and all that's happening in world languages!*

*Door Prizes! Collegiality and good conversation for all!*

*A Certificate of Participation will be given to each attendee at the end of the meeting.*

**GUEST SPEAKER:** Francesco Fratto will speak on the new **NYS SEAL OF BILITERACY**. (See p. 10.) He is the Director of World Languages, Immersion and English as a New Language/ESL, Herricks UFSD. President of FLACS, Past President of NYSAFLT

**WHEN:** Thursday September 29, 2016

**WHERE:** Old Street Restaurant, 92 E. Main St (Rte. 25), Smithtown 11787  
Phone: (631) 979-9073; *See directions below*

**TIME:** 4:30 - 7:30 P.M.

**COST:** Members - \$28.00 per person\*  
Non-members - \$35 per person  
Includes dinner, soft drinks, dessert, coffee, tea & gratuity - cash bar available

\*LILT would once again like to show its appreciation for your continued support by *defraying* the cost of its annual Fall General Membership Meeting for our members. The above cost reflects the reduced price.

Due to space restrictions, we will not be able to accommodate "walk-in" registrations. Please reserve your seats in advance by following the directions below, *postmarked by SEPTEMBER 16, 2016*.

**LATE REGISTRATION WILL NOT BE ACCEPTED.**

*We would like to honor any of our members who have recently retired. If you know of anyone please forward their names to: ddinatale@ccsdli.org. A retiree must be a LILT member for three consecutive years immediately preceding his or her retirement to qualify for recognition.*

**DIRECTIONS FROM THE WEST:** Northern State to the end where it merges onto 454, Veterans Memorial Highway. Bare left at the Y shaped intersection onto route 347. At the intersection of Rte. 111, be in the right lane to make a left turn (north) onto Rte. 111 until you come to Main Street, Smithtown (Rte. 25, Jericho Tpk.). Turn left at the light. The restaurant is in the Branch Shopping Plaza on your left.

**DIRECTIONS FROM THE EAST:** LIE to Nichols Road, going north to Middle Country Road (Rte. 25). At the intersection turn left (west), and continue on Rte. 25 into Smithtown (East Main Street). The restaurant will be on your left in the Branch Shopping Plaza.

**YOU MAY MAKE A RESERVATION ONLINE AT WWW.LILTFI.ORG BY 9/16/16, OR  
TEAR OFF & MAIL THE FORM BELOW WITH A CHECK POSTMARKED BY 9/16/16.**

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NAME: \_\_\_\_\_

PHONE: Home: (      ) \_\_\_\_\_

School (      ) \_\_\_\_\_

EMAIL: \_\_\_\_\_

TOTAL ENCLOSED FOR THE LILT FALL GENERAL MEETING DINNER \$ \_\_\_\_\_

(Make checks payable to LILT)

Please indicate any dietary restrictions: gluten free, dairy free, vegetarian, vegan.

**MAIL TO: DONNA DI NATALE , 98 CHELSEA DRIVE, MOUNT SINAI, NY 11766**

## **TEACHING IS NOT A BUSINESS**

*Continued from page 2*

for disaster. Merit pay invites rivalries among teachers, when what's needed is collaboration. Closing schools treats everyone there as guilty of causing low test scores, ignoring the difficult lives of the children in these schools — "no excuses," say the reformers, as if poverty were an excuse.

Charter schools have been promoted as improving education by creating competition. But charter students do about the same, over all, as their public school counterparts, and the worst charters, like the online K-12 schools that have proliferated in several states, don't deserve to be called schools. Vouchers are also supposed to increase competition by giving parents direct say over the schools their children attend, but the students haven't benefited. For the past generation, Milwaukee has run a voucher experiment, with much-debated outcomes that to me show no real academic improvement.

While these reformers talk a lot about markets and competition, the essence of a good education — bringing together talented teachers, engaged students and a challenging curriculum — goes undiscussed.

Business does have something to teach educators, but it's neither the saving power of competition nor flashy ideas like disruptive innovation. Instead, what works are time-tested strategies.

"Improve constantly and forever the system of production and service": That's the gospel the management guru W. Edwards Deming preached for half a century. After World War II, Japanese firms embraced the "plan, do, check, act" approach, and many Fortune 500 companies profited from paying attention. Meanwhile, the Harvard Business School historian and Pulitzer Prize-winner Alfred D. Chandler Jr. demonstrated that firms prospered by developing "organizational capabilities," putting effective systems in place and encouraging learning inside the organization. Building such a culture took time, Chandler emphasized, and could be derailed by executives seduced by faddishness.

Every successful educational initiative of which I'm aware aims at strengthening personal bonds by building strong systems of support in the schools. The best preschools create intimate worlds where students become explorers and attentive adults are close at hand.

In the Success for All model — a reading and math program that, for a quarter-century, has been used to good effect in 48 states and in some of the nation's toughest schools — students learn from a team of teachers, bringing more adults into their lives. *Diplomas Now* love-bombs middle school students who are prime candidates for dropping out. They receive one-on-one mentoring, while those who have deeper problems are matched with professionals.

An extensive study of Chicago's public schools, *Organizing Schools for Improvement*, identified 100 elementary schools that had substantially improved and 100 that had not. The presence or absence of social trust among students, teachers, parents and school leaders was a key explanation.

*Big Brothers Big Sisters of America*, the nationwide mentoring organization, has had a substantial impact on millions of adolescents. The explanation isn't what adolescents and their "big sibling" mentors do together, whether it's mountaineering or museum-going. What counts, the research shows, is the forging of a relationship based on mutual respect and caring.

Over the past 25 years, *YouthBuild* has given solid work experience and classroom tutoring to hundreds of thousands of high school dropouts. Seventy-one percent of those youngsters, on whom the schools have given up, earn a G.E.D. — close to the national high school graduation rate. The *YouthBuild* students say they're motivated to get an education because their teachers "have our backs."

The same message — that the personal touch is crucial — comes from community college students who have participated in the City University of New York's anti-dropout initiative, which has doubled graduation rates.

Even as these programs, and many others with a similar philosophy, have proven their worth, public schools have been spending billions of dollars on technology which they envision as the wave of the future. Despite the hyped claims, the results have been disappointing. "The data is pretty weak," said Tom Vander Ark, the former executive director for education at the Bill and Melinda Gates Foundation and an investor in educational technology companies. "When it comes to showing results, we better put up or shut up."

While technology can be put to good use by talented teachers, they, and not the futurists, must take the lead. The process of teaching and learning is an intimate act that neither computers nor markets can hope to replicate. Small wonder, then, that the business model hasn't worked in reforming the schools — there is simply no substitute for the personal element.

*Reprinted from The NY Times, August 16, 2014*

*Submitted by the Editor*

## **MR. ROGERS SPEAKS**

*We live in a world in which we need to share responsibility. It's easy to say "It's not my child, not my community, not my world, not my problem." Then there are those who see the need and respond. I consider those people my heroes.* Fred Rogers (1928-2003), television personality (*Mr. Rogers' Neighborhood*, 1968-2001), puppeteer, educator, ordained minister, composer, songwriter, author and activist. He received the Presidential Medal of Freedom, a Peabody Award and was inducted into the Television Hall of Fame.



# 2016 LILT ANNUAL CONFERENCE

## @LILTFLTEACHERS

WHAT'S



### IN THE WORLD LANGUAGE CLASSROOM?

SATURDAY, NOVEMBER 5, 2016, WISDOM LANE MIDDLE SCHOOL, LEVITTOWN

8:00 - 8:30 AM      Registration, Continental Breakfast  
8:45 AM - 1:30 PM      Workshop Sessions, Exhibits and Continuous Brunch

On-Site Chairpersons: Cheryl Belz and Stacey Humphreys, Wisdom Lane Middle School

	“Early Bird” Registration Postmarked on or before October 1, 2016	Registration Postmarked by October 23, 2016
LILT Member <sup>+</sup>	\$50	\$70
Non-Member	\$80	\$95
Student Member <sup>+</sup>	\$25	\$35
Student Non-Member	\$40	\$50
Member Emeritus <sup>+</sup>	\$40	\$50

<sup>+</sup> Required for all Mail-In Registrations only: Enclose a photocopy of your LILT membership with your check and Registration Form. The necessary forms can be found at [WWW.LILTFL.ORG](http://WWW.LILTFL.ORG).

\*\*\*ONLINE REGISTRATION BEGINS ON THURSDAY, SEPTEMBER 1, 2016 AT NOON, [WWW.LILTFL.ORG](http://WWW.LILTFL.ORG).\*\*\*

CONFERENCE FEE INCLUDES: 3 WORKSHOPS, EXHIBITS, CONTINENTAL BREAKFAST AND BRUNCH

**NON-MEMBERS:** The above fee DOES NOT INCLUDE LILT MEMBERSHIP. If you would like to renew membership or become a member, please do so online at the LILT website ([WWW.LILTFL.ORG](http://WWW.LILTFL.ORG)), or fill out the application form found online ([WWW.LILTFL.ORG](http://WWW.LILTFL.ORG)) and send it with a separate check. If you join, you will then be eligible to pay the Member registration fees above.

**THERE IS NO ON-SITE REGISTRATION ON CONFERENCE DAY**

**PLEASE REGISTER EARLY!** LILT reserves the right to cancel any workshop because of low enrollment. Those registered for any such workshop will be re-scheduled based on their Conference Registration Form information and/or availability, or, if necessary, contacted in regard to a refund.

**LILT REGRETS IT CANNOT ACCEPT PURCHASE ORDERS.**

**REFUND POLICY:** No refunds shall be honored two weeks prior to any LILT event unless otherwise stated by LILT. A service charge of fifteen percent (15%) of the amount paid shall be incurred for any such refund. **Fees are otherwise non-refundable.**

**KINDLY BRING CASH, CHECKS, OR CREDIT CARDS WHEN PURCHASING FROM VENDORS.**

**TO RECEIVE CREDIT YOU MUST ARRIVE ON TIME AND REMAIN FOR THE ENTIRE PRESENTATION.**

## **A FRAMEWORK FOR ADVANCING PROFICIENCY IN LANGUAGE LEARNER OUTPUT**

"It's hard to say which straw broke the camel's back for me, or if there was one incident to blame rather than a long string of incidents, but I had finally had it after grading a stack of perfectly normal, mind-numbingly similar Spanish II essays from students telling me about their most recent trip to Spain: *I packed my suitcase. I flew on a plane, I ate in a restaurant. I went to the museum.* All of the essays were very minor variations on the same general set of sentences, and by the 45<sup>th</sup> one, I couldn't take it anymore!"

The students had given me exactly what I had requested of them and exactly what we had practiced in class, but... no one got creative... no one went out on a limb and used the more challenging vocabulary, ...these choppy, stilted sentences, ...essays did not read like letters, newspaper articles, blog posts, ...they read like grocery lists with little complexity or cohesion. If I could not see variation or purpose in their writing, then I am sure that the students could not either. Whether a written or a spoken exercise for practice or for credit, without variation or space for creativity their responses were only task completion... I wanted more for the students – creativity, personality, flow and complexity..."

**Summary:** The author, Erica Carlson, decided to create a framework for a task that encourages more complexity because open-ended tasks can be daunting and overwhelming. As a result she found that her students' output skyrocketed.

Carlson created the following three part framework:

**Affirmative/Negative, Myself/Someone Else, and Answer/Add More Info.** It gives three ways students can make their sentences more complex, it is appropriate at all levels and it's easy for the students to use and remember resulting in "more fluent, more complex language production." The author suggests posting these formats on bulletin boards around the room so students can refer to and use them regularly. The following illustrates the three sections of the framework:

**Sample Idea #1:** What does that framework actually mean and what does it look like in my students' output?

**Affirmative/Negative:** Based on the question or the prompt, answer the question in the affirmative and then expand on it in the negative:

- I am tall, athletic, and popular, but I am not short, smart or strong.
- Ariana will go to the grocery store, the bank, and the library, but she will not go to the movie theater.
- Recycle bottles and cans; do not throw your trash on the beach.

The format is fairly simple, but it does force the student to use more vocabulary and to prove that they really know it because of the link between the two halves. This is a great starting point for novice learners because it

allows them to 'show off' while keeping the output within their wheelhouse and it allows them to feel success in the target language.

**Myself/Someone Else:** Based on the question or prompt, answer for yourself (or for the person in the question), and then expand by including another subject:

- I read books and write in my free time, and my sister swims and plays basketball.
- We went to the movies because Amanda works at the theater.
- If my family were rich, I would buy my mother a necklace for her birthday, but my brothers would buy her a car.

This format raises the stakes by forcing the student to move between subjects – to think about different people and link their actions.

**Answer/Add More Info:** Based on the question or prompt, answer the question and add more, related information:

- Juan plays soccer at our school because he is athletic and hardworking.
- My sisters will go to the mall but they don't have much money.
- Last year, I went to the mountains for vacation, but this year, my family and I will go to the beach.

This format forces the student to show a command of the vocabulary and the ability to link and/or juxtapose ideas. "When students feel very confident, they can also move between timeframes easily."

**Sample Idea #2:** Using the framework with groups of four:

**Step 1:** Hand out a piece of paper to each student in the group. Each writes an answer to a question posed by the teacher. For example: Teacher created question: What do you do in art class? Each student writes an answer on their sheet: *I draw in art class.*

**Step 2:** Students pass their sheet to the next student in the group and each add an *Affirmative/Negative response*: ...but I do not analyze poetry.

**Step 3:** Students pass their sheet to the next student and each add *myself/someone else*: ...and Sara paints pictures.

**Step 4:** Each paper is passed to the next student and each add: *answer/add more information*: ...and I like the class a lot.

**Sample Idea #3:** Carlson offers the following grading rubric that rewards students for writing more complex responses using the framework.

### **Overall Content:**

Score

- 5 Text is readily comprehensible  
There is no difficulty in interpretation by a sympathetic listener  
Ample, creative use of vocabulary

- |   |  |
|---|--|
| 4 | Text is comprehensible<br>Minimal difficulty in interpretation by a sympathetic listener<br>Adequate, accurate use of vocabulary                     |
| 3 | Text is comprehensible<br>In some sections, difficulty in interpretation<br>Some inadequate or inaccurate use of vocabulary<br>Key words are missing |
| 2 | Many segments are difficult to understand.<br>Inadequate, frequently incorrect use of vocabulary   |
| 0 | Did not attempt  |

*Summarized and reprinted in part from The Language Educator, Mar/Apr 2016, pp. 42-45*

*Submitted by Nancy Russo-Rumore, Emerita*

### **THE 15 DISEASES OF LEADERSHIP, ACCORDING TO POPE FRANCIS**

Pope Francis has made no secret of his intention to radically reform the administrative structures of the Catholic church, which he regards as insular, imperious, and bureaucratic. He understands that in a hyper-kinetic world, inward-looking and self-obsessed leaders are a liability.

Last year, just before Christmas, the Pope addressed the leaders of the Roman Curia — the Cardinals and other officials who are charged with running the church's byzantine network of administrative bodies. The Pope's message to his colleagues was blunt. Leaders are susceptible to an array of debilitating maladies, including arrogance, intolerance, myopia, and pettiness. When those diseases go untreated, the organization itself is enfeebled. To have a healthy church, we need healthy leaders.

Through the years, I've heard dozens of management experts enumerate the qualities of great leaders. Seldom, though, do they speak plainly about the "diseases" of leadership. The Pope is more forthright. He understands that as human beings we have certain proclivities — not all of them noble. Nevertheless, leaders should be held to a high standard, since their scope of influence makes their ailments particularly infectious.

The Catholic Church is a bureaucracy: a hierarchy populated by good-hearted, but less-than-perfect souls. In that sense, it's not much different than your organization. That's why the Pope's counsel is relevant to leaders everywhere.

With that in mind, I (Gary Hamel, author) spent a couple of hours translating the Pope's address into something a little closer to corporate-speak. (I don't know if there's a prohibition on paraphrasing Papal pronouncements, but since I'm not Catholic, I'm willing to take the risk.)

Herewith, then, the Pope (more or less):

The leadership team is called constantly to improve and to grow in rapport and wisdom, in order to carry out fully its mission. And yet, like any body, like any human body,

it is also exposed to diseases, malfunctioning, infirmity. Here I would like to mention some of these "[leadership] diseases." They are diseases and temptations which can dangerously weaken the effectiveness of any organization.

**1. The disease of thinking we are immortal, immune, or downright indispensable,** [and therefore] neglecting the need for regular check-ups. A leadership team which is not self-critical, which does not keep up with things, which does not seek to be more fit, is a sick body. A simple visit to the cemetery might help us see the names of many people who thought they were immortal, immune, and indispensable! It is the disease of those who turn into lords and masters, who think of themselves as above others and not at their service. It is the pathology of power and comes from a superiority complex, from a narcissism which passionately gazes at its own image and does not see the face of others, especially the weakest and those most in need. The antidote to this plague is humility; to say heartily, "I am merely a servant. I have only done what was my duty."

**2. Another disease is excessive busyness.** It is found in those who immerse themselves in work and inevitably neglect to "rest a while." Neglecting needed rest leads to stress and agitation. A time of rest, for those who have completed their work, is necessary, obligatory and should be taken seriously: by spending time with one's family and respecting holidays as moments for recharging.

**3. Then there is the disease of mental and [emotional] "petrification."** It is found in leaders who have a heart of stone, the "stiff-necked;" in those who in the course of time lose their interior serenity, alertness and daring, and hide under a pile of papers, turning into paper pushers and not men and women of compassion. It is dangerous to lose the human sensitivity that enables us to weep with those who weep and to rejoice with those who rejoice! Because as time goes on, our hearts grow hard and become incapable of loving all those around us. Being a humane leader means having the sentiments of humility and unselfishness, of detachment and generosity.

**4. The disease of excessive planning and of functionalism.** When a leader plans everything down to the last detail and believes that with perfect planning things will fall into place, he or she becomes an accountant or an office manager. Things need to be prepared well, but without ever falling into the temptation of trying to eliminate spontaneity and serendipity, which is always more flexible than any human planning. We contract this disease because it is easy and comfortable to settle in our own sedentary and unchanging ways.

**5. The disease of poor coordination.** Once leaders lose a sense of community among themselves, the body loses its harmonious functioning and its equilibrium; it then becomes an orchestra that produces noise: its

members do not work together and lose the spirit of camaraderie and teamwork. When the foot says to the arm: 'I don't need you,' or the hand says to the head, 'I'm in charge,' they create discomfort and parochialism.

**6. There is also a sort of "leadership Alzheimer's disease."** It consists in losing the memory of those who nurtured, mentored and supported us in our own journeys. We see this in those who have lost the memory of their encounters with the great leaders who inspired them; in those who are completely caught up in the present moment, in their passions, whims and obsessions; in those who build walls and routines around themselves, and thus become more and more the slaves of idols carved by their own hands.

**7. The disease of rivalry and vainglory.** When appearances, our perks, and our titles become the primary object in life, we forget our fundamental duty as leaders—to "do nothing from selfishness or conceit but in humility count others better than ourselves." [As leaders, we must] look not only to [our] own interests, but also to the interests of others.

**8. The disease of existential schizophrenia.** This is the disease of those who live a double life, the fruit of that hypocrisy typical of the mediocre and of a progressive emotional emptiness which no [accomplishment or] title can fill. It is a disease which often strikes those who are no longer directly in touch with customers and "ordinary" employees, and restrict themselves to bureaucratic matters, thus losing contact with reality, with concrete people.

**9. The disease of gossiping, grumbling, and backbiting.** This is a grave illness which begins simply, perhaps even in small talk, and takes over a person, making him become a "sower of weeds" and in many cases, a cold-blooded killer of the good name of colleagues. It is the disease of cowardly persons who lack the courage to speak out directly, but instead speak behind other people's backs. Let us be on our guard against the terrorism of gossip!

**10. The disease of idolizing superiors.** This is the disease of those who court their superiors in the hope of gaining their favor. They are victims of careerism and opportunism; they honor persons [rather than the larger mission of the organization]. They think only of what they can get and not of what they should give; small-minded persons, unhappy and inspired only by their own lethal selfishness. Superiors themselves can be affected by this disease, when they try to obtain the submission, loyalty and psychological dependency of their subordinates, but the end result is unhealthy complicity.

**11. The disease of indifference to others.** This is where each leader thinks only of himself or herself, and loses the sincerity and warmth of [genuine] human relationships. This can happen in many ways: When the most knowledgeable person does not put that knowledge at the service of less knowledgeable colleagues, when

you learn something and then keep it to yourself rather than sharing it in a helpful way with others; when out of jealousy or deceit you take joy in seeing others fall instead of helping them up and encouraging them.

**12. The disease of a downcast face.** You see this disease in those glum and dour persons who think that to be serious you have to put on a face of melancholy and severity, and treat others—especially those we consider our inferiors—with rigor, brusqueness and arrogance. In fact, a show of severity and sterile pessimism are frequently symptoms of fear and insecurity. A leader must make an effort to be courteous, serene, enthusiastic and joyful, a person who transmits joy everywhere he goes. A happy heart radiates an infectious joy: it is immediately evident! So a leader should never lose that joyful, humorous and even self-deprecating spirit which makes people amiable even in difficult situations. How beneficial is a good dose of humor! ...

**13. The disease of hoarding.** This occurs when a leader tries to fill an existential void in his or her heart by accumulating material goods, not out of need but only in order to feel secure. The fact is that we are not able to bring material goods with us when we leave this life, since "the winding sheet does not have pockets" and all our treasures will never be able to fill that void; instead, they will only make it deeper and more demanding. Accumulating goods only burdens and inexorably slows down the journey!

**14. The disease of closed circles,** where belonging to a clique becomes more powerful than our shared identity. This disease too always begins with good intentions, but with the passing of time it enslaves its members and becomes a cancer which threatens the harmony of the organization and causes immense evil, especially to those we treat as outsiders. "Friendly fire" from our fellow soldiers, is the most insidious danger. It is the evil which strikes from within. As it says in the bible, "Every kingdom divided against itself is laid waste."

**15. Lastly: the disease of extravagance and self-exhibition.** This happens when a leader turns his or her service into power, and uses that power for material gain, or to acquire even greater power. This is the disease of persons who insatiably try to accumulate power and to this end are ready to slander, defame and discredit others; who put themselves on display to show that they are more capable than others. This disease does great harm because it leads people to justify the use of any means whatsoever to attain their goal, often in the name of justice and transparency! Here I remember a leader who used to call journalists to tell and invent private and confidential matters involving his colleagues. The only thing he was concerned about was being able to see himself on the front page, since this made him feel powerful and glamorous, while causing

great harm to others and to the organization.

*Reprinted from The Harvard Business Review, April 14, 2015*

*Submitted by the Editor*

### **WHAT'S SO PINTERESTING?**

There are many social media sites out there that seem to take up so much of our free (and not so free) time. "Not another one," you say, "I just can't be bothered to dream up another password and monitor another electronic meeting place." Pinterest, however, is one of those sites that can quickly become a classroom tool that you cannot live or teach without. It is an online, virtual bulletin board that allows you to save visual links to a wealth of resources, not just for your classroom planning needs, but for almost any interest or hobby you may have.

Many of us are amazed by the number of "hits" we can generate by "googling" a subject, especially those of us who remember a time before "to google" was a verb in the English language. Unfortunately, a google search often uncovers many websites and links that really do not meet our search criteria. Thus searching for websites will yield a Pandora's Box of classroom resources and sorting through them all can often become a fruitless and frustrating task. In addition, there is always the problem of how to save and organize websites and online resources so that they are easily accessible when we want to use them. Pinterest solves both of these problems. You can search within the Pinterest community for very specific resources. Then, you simply "pin" them to your board where you have access to them at any time. Since Pinterest is online, computer changes or crashes will not affect your access and you can locate your account from any computer, smart phone or tablet.

You can use Pinterest to locate and use hundreds of classroom resources. I have accessed grammar and vocabulary worksheets, reading and listening resources, ideas on how to use learning stations and various classroom procedures. I have found templates for creating a teacher's binder to keep myself organized throughout the school year, borrowed ideas on classroom management, on tracking of student work as I grade, and how to help students find missing worksheets when they are absent. In my classroom I have word walls that were created from ideas shared on Pinterest. My students are exposed from day one to a barrage of interrogative pronouns, frequently used words, conjunctions, words for comparing and contrasting and academic vocabulary in Spanish to help them write. They know to look around the room as they are reading, writing and speaking in order to access vocabulary to assist them in their tasks.

You can use Pinterest to find visuals to insert in PowerPoint presentations or to post on your website. I also found an invaluable resource called, *Video Ele*,

which contains videos for almost any unit and theme, at various levels. Through Pinterest, I also located some wonderful websites with access to leveled articles to use as common core readings. It is amazing the number of resources you can locate in one search and, of course, you can organize your "pins" anyway you like. You can organize them by units and themes, by use, such as pedagogy, organization or task (reading, writing, listening, speaking), stations, culture and holidays, flipped classroom, google apps and projects. You can also set up a board to showcase student work. The possibilities are truly endless.

On Pinterest, you can visit various educators' blogs that also contain tons of ideas and resources. There are so many terrific teachers out there who love to share! In addition, you can also use Pinterest in your non-professional life. I pin recipes, hairstyles, home decorating ideas and crocheting projects. I have just one caveat. Beware of losing yourself in Pinterest. Minutes easily turn into hours as one pin turns into hundreds and you find yourself unable to resist the siren call of just one more click!

For more information on Pinterest:

<http://www.learningunlimitedllc.com/2012/12/pinterest-cheat-sheet/>

To visit my boards:

<https://www.pinterest.com/jammo10426/>

*Submitted by JoAnne Orlando, William Floyd HS  
LILT Secretary*

### **ITALIAN AT STONY BROOK UNIVERSITY**

Would you like to speak Italian and learn about Italian culture? Do you have some knowledge of Italian but you would like to learn more? Would you like to retain your language skills by practicing with other students?

The Center for Italian Studies at Stony Brook University is proud to sponsor Italian Classes for the Community. These courses are designed to expose students to Italian language and culture according to prior knowledge and individual needs. Courses and placement are as follows:

**Beginning Italian:** Students with little or no knowledge of Italian.

**Intermediate Italian:** Students with the equivalent of 1-2 years of Italian non-credit course or 2-3 semesters of college credit courses.

**Advanced Italian:** Students with at least 3-4 semesters of non-credit Italian courses or 2-3 year college Italian.

Courses are held at Stony Brook University, Saturdays, 10:00 AM - 12:00 PM.

Contact Donna Severino at (631) 632-7444, or via e-mail at [donna.severino@stonybrook.edu](mailto:donna.severino@stonybrook.edu), for more information.

*Submitted by Donna DiNatale, Ronkonkoma MS  
LILT Second Vice President*

## **NEW MAJOR AT STONY BROOK UNIVERSITY - GLOBAL AND INTERNATIONAL RELATIONS -**

The College of Arts and Sciences at Stony Brook University offers training in a robust collection of languages either for teachers or to encourage and enhance the language proficiency of Stony Brook graduates, many of whom stay and work on Long Island. In addition to Italian, German, Spanish, French, Russian, we've been growing our team in areas of Chinese, Korean, Farsi, Hindi, Japanese, Turkish, Greek, Arabic, and many more.

Among our academic programs, the newest includes a dual certification program leading to certification in both TESOL and French including a BA in Linguistics and a Masters in French. Pending NYSED approval, we will also launch similar dual-certified programs in Spanish and Italian, with plans for more in the very near future.

In addition, we are soon to launch a new major called Global and International Relations. Grounded in intensive language preparation, the new major will expose students to a broad array of methods in culture, social sciences, and environmental sciences, organized by global regions and issues. Tomorrow's leaders in conflict resolution, non-governmental organization (NGO) leadership, diplomacy, business, and technology will emerge stronger from programs like this one.

In collaboration with the School of Professional Development, we also offer University Badges (micro-credentials) in topics related to language instruction or adolescent education: English to Speakers of Other Languages, Spanish Language Awareness, Teaching Adolescents, Teacher Leadership, Teaching Students with Special Needs, Understanding Youth and Character and Understanding Adolescence. For more information, please see the University Badge Catalog (<http://www.stonybrook.edu/spd/badges/catalog.html>).

The College of Arts and Sciences recently created the Language Learning and Research Center (LLRC) which we've created to initiate innovative pedagogy enhanced by technology and facilitate cross-departmental collaboration involving language learning and teaching. This center complements and coordinates the activities of our language departments as well as centers such as the Center for India Studies; the Center for Italian Studies; the Japan Center at Stony Brook; the Center for the Study of Jewish, Christian, and Muslim Relations; the Center for Korean Studies; the Latin American and Caribbean Studies Center; and the Center for Multilingual and Intercultural Communication.

Stony Brook University College of Arts and Sciences collaborates with area high school programs to offer our Accelerated College Education (ACE) program (<http://www.stonybrook.edu/commcms/ace/>), which provides students with the academic challenges of a college-level curriculum within the high school setting. Enrollment in ACE courses may provide future

opportunities to students, such as the ability to enroll in higher-level college courses or to complete a four-year degree in a shorter amount of time. We are currently interested in acquiring additional high school partners to expand the ACE program to communities on Long Island. For more information, please contact Dr. Kane Gillespie, Assistant Dean. Phone: 631.632.6999

For more information about the Global and International Relations major, please contact Dr. Sacha Koop, Dean, College of Arts and Science, Stony Brook University, E3320 Melville Library, Stony Brook, NY 11794-2291. Phone: 631.632.6999

*Submitted by Dr. Sacha Koop, Stony Brook University*

## **NYS SEAL OF BILITERACY**

### **NEW FROM THE NYS EDUCATION DEPARTMENT**

In a letter dated May 20, 2016 from Angelica Infante-Green, Deputy Commissioner, Office of P-12 Instructional Support of The State Education Department, The University of the State of New York, she states:

*The New York State Education Department (NYSED), Office of Bilingual Education and World Languages (OBEWL) is pleased to announce the approval of the New York State Seal of Biliteracy by the NYSED Board of Regents on Monday, April 18<sup>th</sup>.*

*The New York State Seal of Biliteracy recognizes high school graduates who have attained a high level of proficiency in listening, speaking, reading, and writing in one or more languages, in addition to English and acknowledges the importance of being bilingual in today's global society. It highlights the hard work and achievement of students, and encourages students to pursue language study while in school. The recognition of attaining biliteracy becomes part of the high school transcript and diploma for these students and is a statement of accomplishment for future employers and for college admission.*

*Guidance on the Seal of Biliteracy implementation for districts and schools throughout the New York State is enclosed\*. We are very excited to introduce this program to educators, students and communities statewide, and look forward to working with you as we recognize the biliteracy skills of our high school graduates with a New York State Seal of Biliteracy. \*Go to webpage below.*

*Please feel free to contact Ricardo Constantino at RICARDO.CONSTANTINO@NYSED.GOV or (518) 474-8775 should you require support or have any questions regarding the implementation of the Seal of Biliteracy in your school district. For additional information, visit the New York State Seal of Biliteracy web page at: <HTTP://WWW.P12.NYSED.GOV/BILING/BILINGED/NEWYORKSTATESEALOFBILITERACY.HTML>.*

The following are some notes from *The New York State Seal of Biliteracy Handbook*:

# PROFESSIONAL CALENDAR

2016

Sept. 29	LILT Fall General Membership Meeting, Old St. Restaurant, Smithtown, 4:30 P PM
Oct. 21-22	NYSAFLT Annual Conference, Syracuse
Nov. 5	LILT Annual Conference, Wisdom Lane Middle School, Levittown, 8 AM-1:30 PM
Nov. 18-20	AATF, ACTFL, AATG, and AATI Conferences, Boston, MA

2017

Feb. 9-11	NECTFL Conference, New York City
spring TBA	LILT Spring General Membership Meeting
Jun. 29-July1	ASL Convention, Salt Lake City, UT
Jul. 6-9	AATSP Convention, Chicago, IL
Jul. 16-19	AATF Convention, St. Louis, MO
Nov. 17-19	ACTFL Annual Convention, Nashville, TN

- The intent of the NYSSB is to: affirm the value of diversity in a multilingual society; encourage the study of languages; identify high school graduates with language and biliteracy skills for employers; provide universities with additional information about applicants seeking admission; prepare students with twenty-first century skills; and to recognize the value of world and home language instruction in schools.*

*These goals are consistent with the Regents Reform Agenda of ensuring that all New York State students graduate college- and career-ready.*

- The NYSSB is intended for all students who master standard academic English and any other language, including American Sign Language.*
- A fee may not be charged to students who participate in the NYSSB program.*
- A district needs to notify NYSED in writing via a NYSSB Notification Form when implementing a NYSSB program. This form will include contact information and a brief narrative describing how the district will measure language proficiency through projects essays and portfolios. This information will allow NYSED to provide support to districts on the NYSSB process. (See web page address above.)*

Submitted by Michele Ortiz, Levittown Public Schools  
LILT 1<sup>st</sup> Vice President, and Richard Gentile, Editor

## ANTICIPATED VACANCES, JUNE 2017

*The following positions are anticipated in June 2017. If interested, please contact the people noted below, and write "LILT" in the subject box of your e-mail.*

### LILT TREASURER

The current LILT Treasurer, **Ron Taub**, will be retiring from his position as of June 2017 after serving in that capacity since the late 1980's. We are looking for a LILT member to become the next LILT Treasurer as of June 2017. Ron will train that individual in all the Treasurer's procedures, which are quite user friendly. If you are interested, please contact Ron at *RONTAUB@LILTFLORG* (LILT on subject line).

### LILT NEWSLETTER EDITOR

The current *LILT Newsletter* Editor for the last fifteen years, **Richard Gentile**, will be retiring from this position in 2017. If you like to write, gather information about the

latest trends in LOTE teaching, and keep LILT members informed, this is the perfect vehicle for you. You must be computer literate since final copies of the newsletter are sent to the publisher electronically; typing required. Kindly contact Richard at *GRICH99@VERIZON.NET* (LILT on subject line) if you are interested.

### LILT WEBMASTER LIAISON AND ASSISTANT

This position requires good writing skills and an artistic eye. You will work with the Webmaster to decide how the LILT website (*LILTFLORG*) should look and work. You will also look over all documents to be posted, format them to make sure they are grammatically correct, and concisely convey the ideas presented so they are easily comprehensible; typing required. Kindly contact **Richard Gentile** at *GRICH99@VERIZON.NET* (LILT on subject line) if you are interested.

### LILT DOCUMENTS MANAGER

All LILT printed documents for distribution (*LILT Activities Booklet*, *LILT Annual Conference Flyer and Program*, *LILT Newsletter*, etc.) are reviewed by the documents manager. This requires making sure everything is grammatically correct and concise; typing required. The layout of the document is equally important to make sure it is visually attractive. If you are interested, please contact **Richard Gentile** at *GRICH99@VERIZON.NET* (LILT on the subject line).

### LILT CATERING ADMINISTRATOR

Meals for the LILT Executive Board Meetings, the LILT Annual Conference, and any other LILT gathering where food may be necessary, is arranged by the Catering Administrator and the caterer, always keeping in mind the dietary requirements of those in attendance. If you are interested, please contact **Richard Gentile** at *GRICH99@VERIZON.NET* (LILT on subject line).

### COMING THIS SPRING

*Join LOTE colleagues and friends this spring for a special LILT social event. Further details in the January 2017 LILT Newsletter.*

*Nothing is more dangerous than an idea when it's the only one you have.* Émile Chartier, French philosopher and journalist (1868-1951)

Thank you to Ana Aguiar-Mady, Donna DiNatale, Jo Anne Orlando, Nancy Russo-Rumore and Ron Taub for proofreading this edition.



LILT LONG ISLAND LANGUAGE TEACHERS, INC.

Richard Gentile  
LILT Newsletter Editor  
99 Soundview Road  
Huntington, NY 11743

**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 now 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**

Home City\* \_\_\_\_\_, State\* \_\_\_\_\_ Zip\* \_\_\_\_\_  **New**

Home Phone\* ( ) \_\_\_\_\_  **New**, Cell Phone\* ( ) \_\_\_\_\_  **New**

**E-MAIL ADDRESS\*** \_\_\_\_\_  **New**

School Name/District \_\_\_\_\_  **New**

School District City \_\_\_\_\_, State \_\_\_\_\_ Zip \_\_\_\_\_  **New**

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\*.

**In order for your students to participate in LILT Student Foreign Language Competition and the LILT Poster Contest, your present LILT Membership must be paid by February 15<sup>th</sup> of the current school year.**

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