

# PILAR BARBOSA

— INTERNADO LEGISLATIVO —

Dr. Carlos J. Rodríguez Mateo  
Presidente



## Boletín Informativo

Programa de Internado Legislativo Pilar Barbosa  
2018



The Washington Center

## Teach it Forward – “Teach it Pa’lante” Internado Pilar Barbosa 2018

“Enseñar no es transferir conocimiento sino crear las posibilidades para su producción o su construcción. Quien enseña aprende al enseñar, quien enseña aprende a aprender.”

Paulo Freire

El **Internado Pilar Barbosa** ha sido una experiencia personal y profesional extraordinaria. Las vivencias de desarrollo profesional que hemos experimentado en las dos intensas semanas que el programa ofrece, han sido enriquecedoras. La adquisición de conocimientos en las áreas de desarrollo filosófico, estrategias y prácticas innovadoras, escuelas alianza y aprender sobre el funcionamiento, regulaciones del gobierno federal, sus leyes, el Congreso y sobre todo, políticas públicas en la educación han sido invaluable. Esto ha sido la base de la transformación profesional que hemos experimentado los catorce docentes que tuvimos el privilegio de viajar y participar de este programa.

Más aún, el internado abre las puertas a descubrir fortalezas y retos que se nos presentan día a día en las prácticas pedagógicas; nos expande el pensamiento crítico con relación a como se construyen políticas públicas que trastocan nuestro sistema educativo y abre nuestros ojos a oportunidades inigualables de diálogos socráticos entre colegas de diferentes partes de la isla. A su vez, la experiencia del Internado nos invita explorar todo lo que Washington D.C. tiene para ofrecer desde la perspectiva cultural, educativa, política, social y emocional.

Sin duda alguna todo comenzó con una meta personal, una ilusión, una entrevista. Entrevista que nos hiciera el Senador por el Distrito de Guayama, el Honorable Carlos Rodríguez Mateo; seguido por una llamada que a todos los elegidos nos hiciera la Sra. Merlyn Rivera Zayas, Directora del Internado Legislativo. Llamada que alentó nuestros corazones y nos prepararía para lo que sería una aventura llamada “Barbositos 2018”.

Pero... ¿qué es el Internado Pilar Barbosa?

La ley 53 del 1997 crea el Programa Pilar Barbosa de Internados en Educación para facilitar que maestros y profesores puedan conocer mejor el funcionamiento del congreso y el gobierno federal. Los profesionales de diferentes materias que participamos podremos adquirir conocimientos para luego llevarlos a la Isla compartirlos con colegas y aplicarlos en nuestras salas de clase. Pilar Barbosa fue la hija del prócer el Dr. José Celso Barbosa. Fundó y dirigió el Departamento de Historia y Ciencias Sociales del Recinto de Río Piedras de la Universidad de Puerto Rico. Recibió el premio de “Outstanding Leadership Award”, de las manos del Presidente de los Estados Unidos Ronald Reagan y un doctorado honoris causa de la Universidad de Puerto Rico. Además recibió el título de Historiadora Oficial de Puerto Rico por la Asamblea Legislativa de Puerto Rico. El Internado se crea con su nombre, ya que Pilar Barbosa promovía estrechar lazos con los Estados Unidos y Washington.

Durante este año, 2018, fuimos escogidos, de entre muchos, catorce excelentes profesionales entre

los cuales se destacan docentes de las materias de Inglés, Estudios Sociales, Horticultura y la directora del programa de Estudios Sociales e Historia del Departamento de Educación de Puerto Rico. De la mano del profesor puertorriqueño, Carlos A. Yancy Crespo, Ed. S. y de la directora de seminarios académicos del Washington Center Ann Burke, nuestra aventura comenzó. Entre las experiencias vividas, el crear nuestra filosofía educativa, nos dio la oportunidad de hacer una introspección y realmente visualizar quiénes somos como maestros, que expectativas tenemos sobre nuestros estudiantes, los conceptos y valores que deseamos forjar en ellos. Además nos alentó a tener siempre presente, más allá de la misión y visión del Departamento de Educación de Puerto Rico, la nuestra. La experiencia daba inicio a nuestras labores.

Aprender a navegar por Washington D.C. se hizo tarea fácil. Un colega de Estudios Sociales era la brújula del grupo. Nos enseñó a utilizar el metro, caminar por las rutas adecuadas para llegar a nuestro destino e intentaba que no nos perdiéramos. Así nos preparábamos para las estrategias de aprendizaje innovadoras. “Aprender, aprendiendo”. Durante nuestro desarrollo profesional visitamos varios lugares. La compañía EVERFI nos enseñó como su plataforma digital sirve de forma fácil, directa y efectiva en la enseñanza de la educación financiera. Fueron muy serviciales y nos alentaron a seguir adelante con la iniciativa de educar a nuestros estudiantes en el área de las finanzas y el emprendimiento. Otro lugar sumamente interesante fue el National Museum of American History. Allí nos ofrecieron un taller en el cual podíamos ver directamente como la integración de los recursos de los diferentes Museos Smithsonian nos ayuda en el proceso de enseñanza. Nos exhortaron a explorar estrategias multidisciplinarias. Estas

promueven la educación diferenciada y alcanzan las metas de servir a nuestros estudiantes como miembros de un mundo globalizado.

Visitamos el Museo del Holocausto. Este museo produjo un impacto emocional significativo en nosotros. Aprender cómo podemos mirar al pasado y enseñarles a nuestros estudiantes el poder de la empatía, la resiliencia y el cambio fue poderoso. El museo nos invitó a apoderarnos del pasado para de esta forma no cometer los mismos errores, nos invitó a lograr que nuestros estudiantes alcen la voz por aquellos que no pueden. En los días siguientes visitamos El National Geographic Society, una visita muy interesante. Ellos nos hablaron de la certificación de maestros que ofrecen. La posibilidad de ser los primeros maestros certificados de Puerto Rico hizo brillar nuestros ojos. Poder viajar el mundo, conocer lugares que jamás soñamos de la mano de una compañía tan prestigiosa hacía latir nuestros corazones fuertemente.

Más allá del desarrollo profesional establecido en la agenda aventurarnos a explorar Washington DC por nosotros mismos creó un grupo de docentes atrevidos y emprendedores. Experimentar las impactantes esculturas de personajes de la historia tales como Marthin Luther King Jr., Abraham Lincoln, entre otros, ver y vivir la experiencia de visitar el Congreso, su biblioteca, sus salas y sus pasillos nos dejaron impactados. La arquitectura de la ciudad es imponente. Visitar los monumentos históricos en la noche fue mágico. Podíamos sentir como nos unimos como grupo al experimentar juntos todas las riquezas históricas de la ciudad.

Al día siguiente tuvimos una de las visitas más significativas como educadores. La visita a la escuela Francis Scott Key Elementary School

en Arlington, Virginia. La Dra. Marleny Perdomo, directora escolar, nos dió una calurosa bienvenida. Nos explicó como el programa “Dual Language” le ofrece a su escuela la oportunidad de la inmersión de sus estudiantes al idioma español. Presentó los beneficios de su programa, y como esté ayuda a toda la población estudiantil de su escuela. Así mismo, conocer como las escuelas con programas de inmersión impactan a los estudiantes fue muy fascinante. Nos reafirmó como nosotros los maestros de inglés, utilizamos prácticas pedagógicas innovadoras que hacen de nuestras salas de clase unas interactivas y holísticas. A su vez tuvimos la oportunidad de visitar el DC Public Charter School Board. Allí conversamos con excelentes profesionales que nos enseñaron como Washington DC maneja las Escuelas Alianza. Conversamos sobre los procesos que se dan para dirigir estas escuelas, los salarios, los beneficios, el pro y el contra de las escuelas bajo este programa. Fue una conversación abierta, honesta y logramos aclarar muchas dudas.

Al pasar de los días, y según se iban desarrollando los talleres, pudimos aprender cómo se hacen políticas públicas, no solo en el Gobierno de los Estados Unidos, sino también de Puerto Rico en Washington D.C. El visitar el Departamento de Educación Federal aclaró muchas de nuestras interrogantes con relación a los pasos que hoy día encaminan al Departamento de Educación de Puerto Rico. Escuchar sobre todos los programas innovadores, becas y premios que existen accesibles a nuestros estudiantes nos llenó de ilusión. Querer regresar a la Isla con mucho para ofrecer y compartir era el sentir de todos. Visitar la Oficina PRFAA y la Oficina del Senado de PR en Washington fueron visitas trascendentales. Dialogar sobre el trabajo que ellos realizan para Puerto Rico fue interesante.

Más aún, el que se nos consultara en asuntos concernientes a las escuelas, el departamento y los docentes fue maravilloso. Escuchar una y otra vez que el maestro es la parte más importante del sistema educativo en cualquier lugar del mundo llenaba nuestros corazones y nos invitaba a unirnos más como grupo. Aquellos catorce maestros que comenzamos como extraños nos íbamos convirtiendo en amigos.

Finalmente el Internado Pilar Barbosa ha sido sin duda alguna una de las mejores experiencias que hemos vivido como educadores. Las vivencias, los conocimientos adquiridos y la oportunidad de conversar con personas importantes del Gobierno Federal y Estatal han enriquecido nuestros currículos y nuestra praxis de manera extraordinaria. Ver la transformación de nosotros como docentes ha sido enriquecedora. Llegamos siendo “Barbositos” y regresamos siendo los “Pilares”. Seremos todos los cimientos en los que se construirán nuevas metas dentro y fuera de cada una de nuestras escuelas.

**Denise M. López Vizcarrondo, M.Ed.**  
Escuela Inés María Mendoza Montessori

# Innovative Teaching Practices

# Financial Literacy *Curriculum Guide Aligned to the ESL Classroom and Technology Integration*

Everfi is a Washington, D.C. based company specializing in the integration of technology to innovate, impact and transform communities. It offers education for the real world, including a Financial Literacy program for elementary and high school students.

The Financial Literacy program is aligned to Puerto Rico Department of Education's (PRDE) Math, Social Studies, and Health curriculum and financial literacy standards. Nevertheless, it was not presented for other subject areas.

As ESL secondary teachers of the PRDE, we have come up with ideas for possible in-classroom assessments that integrate the Financial Literacy program and the PRDE English program content standards, expectations, and indicators specifically for Unit 2 of the twelfth-grade curricular maps.



## Course Highlights

- ◇ Real-time student score reports on your teacher dashboard
- ◇ Supplemental lesson plans
- ◇ Answer Keys for all assessments
- ◇ Engaging discussion guides
- ◇ Guided practice activities that reinforce financial knowledge and skills

## Course Topics

- ◇ Banking basics
- ◇ Credit cards and debit cards
- ◇ Financing higher education
- ◇ Saving and investing

**PR Department of Education**

**English Curriculum Maps**

**Unit 12.2: Walking into the Future**

**Unit Summary:** The student learns about the research process while investigating a career (from multiple sources and view points) and the education and preparation required for that career path. The student then prepares and presents a research paper using the writing process (from interviewing and note-taking to publishing) to produce a high-quality report to present in an oral presentation, demonstrating written and oral competency using accurate grammatical structures, high level vocabulary and an understanding of using speech for different purposes—formal for interviews and informal with peers.

# Making Connections

**Transversal Themes:**

- ◇ Technology, Research, School to Work (Employment), Dedication, Economics, Values

**Integration Ideas:**

- ◇ Technology & History

**Acquisitional Goal:**

- ◇ A.3 Evaluate, analyze, research/synthesize, and document inferences and conclusions drawn from in-depth critical reading of appropriate texts and viewing of multimedia (when available). Examine ideas, increasingly complex phenomena, processes, and relationships within and across texts.

**Possible Classroom Assessments:**

<b>English Standards</b>	<b>Activities</b>
Listening/ Speaking L.1a/S.1/S.2	Role Play– The process of visiting a bank, communication with tellers, opening a Savings or/and Checking account
Reading/ Writing/ Language R.1/R.7I/W.5/ W.6/LA.1b	Real life problem solving situations
Writing/ Language W.4/LA.1	Budget Making– first apartment, attending college, obtaining a vehicle

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EVERFI Main Website  
<https://everfi.com/>

EVERFI DEPR  
<https://atwork.everfi.net/pr-de/login/?>



## What Was the Holocaust?

Systematic, bureaucratic, state-sponsored persecution and murder of six million Jews by the Nazi regime and its collaborators. Holocaust is a word of Greek origin meaning “sacrifice by fire.” The Nazis, who came to power in Germany in January 1933, believed that Germans were “racially superior” and that the Jews, deemed “inferior,” were an alien threat to the so-called German racial community.



### Making connections

Jewish children in concentration camp



“The things I saw beggar description...The visual evidence and the verbal testimony of starvation, cruelty and bestiality were so overpowering...I made the visit deliberately, in order to be in a position to give first hand evidence of these things if ever, in the future, there develops a tendency to charge these allegations to propoganda.” General Dwight D. Eisenhower, April 15, 1945



Immigrant children sleeping in cages in U.S.



This is how America houses the undocumented children stolen from their parents. StanceGrounded

@\_SJPeace\_

**Holocaust**

**1933–1945**

**Immigrant Segregation in USA**

**2014 to present**

### **Resources:**

Teaching about the Holocaust

<https://www.ushmm.org/educators/teaching-about-the-holocaust>

Lessons and Curricular Resources

<https://www.ushmm.org/educators/lesson-plans>

Family Separation And 'Zero Tolerance' At The Border

<https://www.npr.org/2018/06/19/621065383/what-we-know-family-separation-and-zero-tolerance-at-the-border>

'This is who we are': The US has a history of putting families in cages, and it didn't start with Trump

<https://www.businessinsider.com/us-history-of-putting-families-in-cages-didnt-start-with-trump-2018-6>

America's new policy toward immigrants: Kids in cages, families imprisoned

<https://theberkshireedge.com/americas-new-immigration-policy-kids-in-cages-families-imprisoned/>

### **Videos:**

Teaching the Holocaust in Today's World

[https://www.youtube.com/watch?v=1f\\_xs9UGoR8](https://www.youtube.com/watch?v=1f_xs9UGoR8)

Teaching the Holocaust Using Photographs

<https://www.youtube.com/watch?v=j-bm5piqUZA>

Teaching The Holocaust Using Sports

<https://www.youtube.com/watch?v=05GWAQLFYtY>

What does music written in the Holocaust sound like? Upbeat and life-affirming, surprisingly

<https://www.youtube.com/watch?v=P3TRh-IQ9YM>

Music of the Holocaust: Jewish composer to debut salvaged works

<https://www.youtube.com/watch?v=jy4mrINweGw>

Hundreds of Immigrant Children Wait in Cages

<https://www.youtube.com/watch?v=tntjv9FZxfA>

'Put in cages' or 'taken care of': How separated immigrant children are housed in detention

<https://www.youtube.com/watch?v=BK2YPoLjjxg>

US immigration protests as hundreds of children held in Texas facility

<https://www.youtube.com/watch?v=DqDaRf2DEoc>

### Quotes:

Think of all the beauty still left around you and be happy. Anne Frank

The Holocaust illustrates the consequences of prejudice, racism and stereotyping on a society. It forces us to examine the responsibilities of citizenship and confront the powerful ramifications of indifference and inaction. Tim Holden

America preaches integration and practices segregation. Malcolm X

## Puerto Rico Department of Education

### ESL Curriculum Maps

- Unit 8.2 Examining Transformative Decisions Through Memoirs
- Unit 9.2 Communicating my Ideas
- Unit 10.4 My World
- Unit 11.1 Memoirs
- Unit 12.1: My Journey So Far

### Activity:

Delve into discussions about the cost of prejudice, the importance of tolerance for differences, and gift of compassion.

### Performance task:

Write an argument defending or challenging a text, quotation, video or other resource related to the theme.

# PROGRAMA de INTERNADO PILAR BARBOSA 2018

## *Innovative Teaching Practices*

As a part of the Pilar Barbosa 2018 internship we were exposed to the EVERFI digital platform for financial education for students across the nation and Puerto Rico. This platform empowers learners to make safe, smart and informed financial decisions. For us, as teachers of agricultural education (horticulture) and English, this internship was an eye-opener about the need of giving our secondary level students the tools in order to help them accomplishing their goals. Enhancing our students' knowledge about nutrition and agriculture we want to make them aware on how through agricultural practices, they can be able to select the correct foods and eventually achieve better financial goals.

Most of our students and the public in general do not have knowledge of where their food comes from and its nutritional value.

75%-80% of the products that Puerto Ricans consume are imported, having the best weather and soil for agricultural production. We only produce less than 20% of what we consume.

As part of the agricultural education curriculum, students are exposed to courses such as the horticulture course. These courses help students create awareness of the agriculture production process and marketing.

Students with financial literacy knowledge and dual language will increase the opportunities to accomplish their goals in the agricultural field.

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The Washington Center

# DUAL LANGUAGE

PROGRAMA DE INTERNADOS PILAR BARBOSA 2018

Francis Scott Key Elementary School is located in the Public School County of Arlington, Virginia. It



ranges from the grades of PK- through 5<sup>th</sup> grade. This is a school that provides a dual language program for all of its students. It impacts a community in which its subjects are taught both in English and Spanish. Its school director is Dr. Marleny Perdomo and it has an enrollment of 752 students from different ethnic backgrounds. The school provides extra- curricular activities for all its students and has great community ratings.

## What is dual-language education?

Dual- language education, formerly called bilingual education, refers to academic programs that are taught in two languages. In Francis Scott Key School half of the subjects are taught in Spanish such as: Language Arts, Math, Science, Art (K, 2<sup>nd</sup> & 4<sup>th</sup> ) and Music (1<sup>st</sup> , 3<sup>rd</sup> & 5<sup>th</sup> ) and half of the subjects in English are: Language Arts, Social Studies, Physical Education (PK-5<sup>th</sup> ), Art (1<sup>st</sup> ,3<sup>rd</sup> & 5<sup>th</sup> ) and Music (K, 2<sup>nd</sup> & 4<sup>th</sup> )

## Benefits of dual-language education

- Provides fluency in two languages.
- Speaking more than one language makes you more open minded.
- Languages are highly valued in the work place.
- Speaking a foreign language can be highly beneficial when you travel.
- Knowing more than one language helps you to learn additional languages.
- Being bilingual gives you educational advantage. Your kids can also become bilingual.

### Contacts:

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School Principal

### Website:

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### Participants:

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**Reflection:** With the necessity nowadays of creating bilingual citizens Francis Scott Key's dual-language program will be effective into reaching that goal. This type of education can be used as a model when creating dual- language schools in Puerto Rico.

# Innovative Teaching Practices



## The Holocaust Memorial Museum

Most of the best museums for teaching history are located in the Washington D.C. area. As an Internship member of The Pilar Barbosa Educators Summer 2018 I should narrow this fact down to my top first teaching resource. To mention one of the world class museums, I recommend the Holocaust Memorial Museum. This extraordinary Jewish collection is a unique and ideal experience for teaching the importance of values toward different ethnic communities. Aligned to the third grade level unit 3.5, Democracy and Citizenship, as referenced to Puerto Rico Department of Education Curricular Guides.



Relevant data of the Holocaust Museum

Ideal for: Families  
Tourist  
School Trips



- Learn About Exhibitions
  - Exhibition Gallery and Educational Center
- Remember History Fact
  - Honor those who were killed
- Human Rights
  - Reflect and Respond

Resources:

[www.ushmm.org](http://www.ushmm.org) or call 202-488-0400

<https://washington.org>

Contact: Pilar Barbosa Educators  
San Juan Puerto Rico



Reflection

There are no words that could change history just by acquiring new knowledge while visiting the interactive installation. Remember the children: Daniel's Story in the Holocaust Memorial Museum a student in Puerto Rico that will be inspired to learn more about History through my own experiences visiting Washington D.C. Museums.

By Wanda Quiñones  
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# Innovative Teaching Practice

This internship has opened my eyes towards new innovative resources that can help my students develop their skills. As English teachers, we are constantly searching for fresh activities and techniques that can be applied in our classrooms to awake our student's interests. These resources will help them improve their collaboration skills, problem-solving, the use of technology, and communication skills. Aside from helping us in the classroom, it can make us grow professionally and explore new opportunities along the way. The aim of this experience is to "Teach it Forward".



Teach it Forward from the Smithsonian Institute is a program that aims to give teachers professional development and valuable activities and techniques that can be used in the classroom such as object-based learning.

- **Activities using object-based learning:**
  - ◆ Learning history through objects
  - ◆ "What does your stuff say about you?"
  - ◆ Robert Weingarten Photo Portraits
  - ◆ "How can shoes tell Stories?"
- **Resource Roundup:**
  - ◆ **History Explorer:**  
<https://historyexplorer.si.edu/>
  - ◆ **History Alive!: Join the Student Sit-Ins**  
<https://historyexplorer.si.edu/resource/join-student-sit-ins-classroom-videos>
  - ◆ **American Experiments:**  
<https://historyexplorer.si.edu/major-themes/theme/american-experiments>
- **Extra Resources:**
  - **Guides to Teaching with Primary Sources**
    - ◆ *Engaging Students with Primary Sources:*  
<https://historyexplorer.si.edu/sites/default/files/PrimarySources.pdf>
    - ◆ *If You Walked in My Shoes*  
[http://smithsonianeducation.org/educators/resource\\_library/smithsonian-nmah\\_if-you-walked-in-my-shoes.pdf](http://smithsonianeducation.org/educators/resource_library/smithsonian-nmah_if-you-walked-in-my-shoes.pdf)
    - ◆ *Looking at Artifacts, Thinking About History* (Essay) <http://www.objectofhistory.org/guide/>
    - ◆ *The Object of History*  
<http://www.objectofhistory.org/>
  - **Additional Resources:**
    - ◆ *History Explorer Teacher Resource:*  
<https://historyexplorer.si.edu/teacher-resources>

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National Geographic has various initiatives that help teacher's professional development and help students achieve opportunities towards their future.

- **Professional Development:**
  - ◆ **National Geographic Educator Certification Program:**  
<https://www.nationalgeographic.org/education/programs/educator-certification/>
  - ◆ **Grosvenor Teacher Fellow Program:**  
<https://www.nationalgeographic.org/education/programs/grosvenor-teacher-fellows>
  - ◆ **Grants for Educators:**  
<https://www.nationalgeographic.org/grants/grant-opportunities/>
- **Student Opportunities and Experiences:**
  - ◆ **Explorer Classroom Virtual Hangouts**  
<https://www.nationalgeographic.org/education/programs/explorer-classroom/>
  - ◆ **National Geographic GeoBee**  
<https://www.nationalgeographic.org/bee>
  - ◆ **National Geographic GeoChallenge**  
<https://www.nationalgeographic.org/education/programs/geochallenge/>
  - ◆ **Giant Traveling Map Program**  
<https://www.nationalgeographic.org/education/programs/geochallenge/>
- **Teaching Tools:**
  - ◆ **NatGeoEd.org**  
<https://www.nationalgeographic.org/education/>
  - ◆ **Google Earth**  
<https://www.nationalgeographic.org/education/google-earth/>
  - ◆ **Geo-Inquiry Process**  
<https://www.nationalgeographic.org/education/programs/geo-inquiry>
  - ◆ **Nat Geo Learning Textbooks in Spanish**  
<https://ngl.cengage.com/assets/html/catalogs/index.html>

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# Innovative Teaching Practices

The icons and links on this page belong to online portals of different places in Washington DC. Select each icon for more information.

## Internado Pilar Barbosa



[www.oslpr.org/v2/PilarBarbosa.aspx](http://www.oslpr.org/v2/PilarBarbosa.aspx)

## The Washington Center



The Washington Center

[www.twc.edu/](http://www.twc.edu/)

## Smithsonian



Smithsonian

[www.si.edu/museums](http://www.si.edu/museums)

## National geographic



[www.natgeo.com](http://www.natgeo.com)

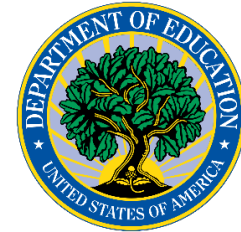
## U S Capitol



U.S. CAPITOL

[www.visitthecapitol.gov/](http://www.visitthecapitol.gov/)

## US Department Education



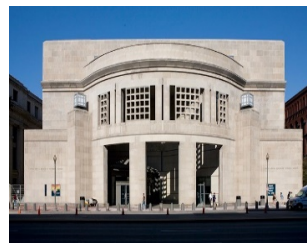
[www.ed.gov/](http://www.ed.gov/)

## Puerto Rico Federal Affairs Administration (PRFAA)



[www.prfaa.pr.gov/](http://www.prfaa.pr.gov/)

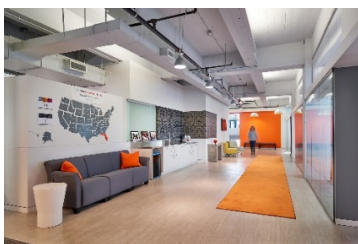
## Holocaust Memorial Museum



UNITED STATES  
HOLOCAUST  
MEMORIAL  
MUSEUM

[www.ushmm.org/](http://www.ushmm.org/)

## Everfi



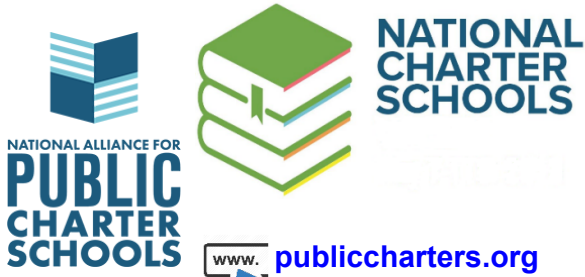
[www.everfi.com/](http://www.everfi.com/)

## Oficina Senado Puerto Rico en Washington



[www.senate.gov/](http://www.senate.gov/)

**NATIONAL ALLIANCE FOR PUBLIC CHARTER SCHOOLS**



[www. publiccharters.org](http://www.publiccharters.org)

**Regional Educational Laboratory Northeast & Islands**



[www. ies.ed.gov/ncee/edlabs/](http://www.ies.ed.gov/ncee/edlabs/)

**American Institutes for Research (AIR)**



[www. air.org/](http://www.air.org/)

**The Education Trust**



[www. edtrust.org/](http://www.edtrust.org/)

**Future Leaders & Young Entrepreneurs (FLYE)**



[www. flye.org/](http://www.flye.org/)

**DC Public Charter School Board**



[www. dcpcsb.org/](http://www.dcpcsb.org/)

**National Museum of African American History and Culture**



[www. nmaahc.si.edu](http://www.nmaahc.si.edu)

**National Museum of Natural History**



[www. naturalhistory.si.edu](http://www.naturalhistory.si.edu)

**National Air and Space Museum**



[www. airandspace.si.edu](http://www.airandspace.si.edu)

**National Museum of American History**



[www. americanhistory.si.edu](http://www.americanhistory.si.edu)



# State Education Agency Support



WWW.ED.GOV/NATIONALBLUERIBBONSCHOOLS

# NATIONAL BLUE RIBBON SCHOOL PROGRAM

El Premio Nacional Blue Ribbon se le otorga anualmente a las escuelas que han demostrado el más alto rendimiento y un trabajo arduo por parte de estudiantes y maestros.

Utilizando los estándares de excelencia evidenciados por el rendimiento estudiantil, el Departamento de Educación de EE.UU. honra a las escuelas de alto rendimiento que están logrando grandes avances para cerrar cualquier brecha de logros entre la diversidad estudiantil.

Las escuelas National Blue Ribbon son honradas en una ceremonia anual de premiación en Washington, DC. Estas escuelas sirven como ejemplos para otras escuelas en la nación y los detalles de sus logros se comparten en el sitio web del Departamento de Educación de EE. UU.

## CATEGORÍAS DE PREMIO

### Alto Rendimiento

Las tasas de graduación están entre las más altas de su estado y el rendimiento de los estudiantes es de mayor (15% superior) en inglés y matemáticas, en las pruebas estandarizadas.

### Cierre de Brechas de Logro

El rendimiento de los subgrupos de estudiantes es de mayor (15% superior) en inglés y matemáticas, en las pruebas estandarizadas en los últimos cinco años.

El Premio National Blue Ribbon reconoce la excelencia educativa de nuestras escuelas. Nos motiva a propiciar atmósferas educativas con altos rendimientos académicos logrando que nuestras escuelas sean ejemplares y dicten los roles a seguir en la transformación de nuestro sistema.

## Programa Internado Legislativo Pilar Barbosa

Por: Marielsa Soto Maldonado



[www.oslpr.org](http://www.oslpr.org)



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787-977-4917 Ext. 1021



PILAR BARBOSA EDUCATION INTERNSHIP PROGRAM

# STATE SUPPORT FOR EDUCATIONAL IMPROVEMENT

TO REACH EQUITY AND EXCELLENCE IN EDUCATION

The Pilar Barbosa Education Internship Program offers the opportunity for administrators and education specialists to know public policies and programs that benefit educational systems. In this process many nonprofit entities intervene that support the states by conducting research and collecting very useful data for decision making. Educators participating in the internship have access to know first-hand information that will improve their practices and help students achieve academic success.



## EVERY STUDENT SUCCEEDS ACT (2015) ESSA

The Every Student Succeeds Act (ESSA) was signed by President Obama on December 10, 2015, and represents good news for our nation's schools. This bipartisan measure reauthorizes the 50-year-old Elementary and Secondary Education Act (ESEA), the nation's national education law and longstanding commitment to equal opportunity for all students.

The new law builds on key areas of progress in recent years, made possible by the efforts of educators, communities, parents, and students across the country.

[www.ed.gov](http://www.ed.gov)

## STUDENT – CENTERED FUNDING PROGRAMS

- Title I, Part A, Part C, Part D, Subpart 2
- Title II
- Title III
- Title IV, Part A
- Title V, Part B

## REGIONAL EDUCATIONAL LABORATORY

The Regional Educational Laboratory (REL) Northeast and Islands translates research to practice in partnership with policymakers and practitioners in Connecticut, Maine, Massachusetts, New Hampshire, New York, Puerto Rico, Rhode Island, the U.S. Virgin Islands, and Vermont. The ten Regional Educational Laboratories (RELs) work in partnership to conduct applied research and trainings with a mission of supporting a more evidence-based education system.



[ies.ed.gov](http://ies.ed.gov)



## AMERICAN INSTITUTES FOR RESEARCH

AIR is one of the world's largest behavioral and social science research and evaluation organizations. Our overriding goal is to use the best science available to bring the most effective ideas and approaches to enhancing everyday life. For us, making the world a better place is not wishful thinking. It is the goal that drives us.

Founded in 1946 as a not-for-profit organization, we conduct our work with strict independence, objectivity and non-partisanship.

[air.org](http://air.org)

## THE EDUCATIONAL TRUST

The Education Trust promotes high academic achievement for all students at all levels — pre-kindergarten through college. Our goal is to close the gaps in opportunity and achievement that consign far too many young people — especially those from low-income families or who are Black, Latino, or American Indian — to lives on the margins of the American main stream. Fierce advocates for the high academic achievement of all students— particularly those of color or living in poverty.

Equity-Driven • Data-Centered • Student-Focused

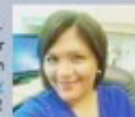
[edtrust.org](http://edtrust.org)



Special thanks to the people that make this opportunity possible :

- o Senator Dr. Carlos Rodríguez Mateo
- o Mrs. Marilyn Rivera – Coordinator of Pilar Barbosa Internship
- o Mrs. Ann Burke – Director at The Washington Center
- o Mr. Carlos Yancy- Faculty Director at The Washington Center

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# Innovative Teaching Practices

# Teaching Philosophy

## Pilar Barbosa Internship Program 2018

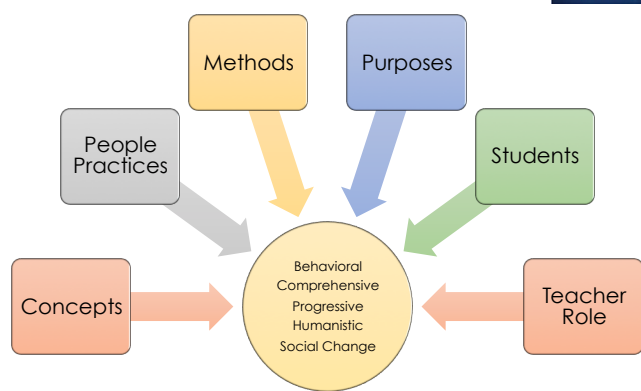
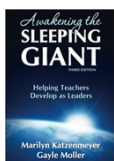


### Developing our Teaching Philosophy



Pilar Barbosa Internship Program offered a professional development workshop presented by Laura Koepsell and Chris Mesaros about how to create our own teaching philosophy. Throughout this workshop, the teachers learned how to have a clear conception of their teaching style. They were able to know their beliefs and aspirations as a teacher. As English teachers, the main goal is to provide students the most accurate experiences to let them engage and move throughout the deep learning zones in the most natural way. During the process, one of the most important aspects should be considered is to provide a comfortable environment that let the students feel free to express their ideas in their own way. This will let them connect their first language skills to acquire English as a second language. School democracy and freedom will lead this process with a huge emphasis on empathy and motivation throughout learning. As a result, teachers will develop strategies to elaborate a holistic person, keeping in mind that cognitive development achievement must be conducted as a result of social and emotional interactions.

#### Teaching Perspective Inventory (TPI)



A clear educational philosophy will lead teachers to set straight goals and create the framework to achieve the objectives in the teaching process. It will provide transparency and awareness because beliefs and values will provide the bedrock of meaningful knowledge.

Writing a teaching philosophy needs to follow some guidelines and it should:

- be brief, 1-2 pages long.
- be written in first person approach.
- be reflective and personal.
- discuss teacher's goal, methods, and assessments.
- explain specific disciplinary context and use specific examples of their practice.

#### Conclusion

Developing a teaching philosophy must be done in the most accurate way. The guidelines presented in the workshop helped the teachers analyzed what will be their mission statement. The teachers were able to identify their teaching strengths, listed their core values and created their own teaching philosophy.

Also, in order for teachers to develop their educational philosophy they were able to complete a survey called "Teaching Perspectives Inventory" (TPI). Their results were represented under three categories: beliefs, intentions and actions, which provided a profile sheet. Finally, their overall scores and differentiation among their results can be professionally validated.

**Source:** [www.teachingperspective.com/tpi/](http://www.teachingperspective.com/tpi/)

## Reflections on the experience Pilar Barbosa Internship Program 2018

“The Pilar Barbosa Internship offers the opportunity for Administrators and Specialists in Education to know first-hand the unique relationship between Puerto Rico and the U. S. Department of Education. In this way, we can receive more support to achieve the academic success of our students.”

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“El internado Pilar Barbosa me brindó la oportunidad de enriquecer mis conocimientos profesionales. Mediante los talleres, seminarios, conferencias, lugares de interés visitados, entidades educativas y oficinas de servicio público pude conocer más sobre la historia del gobierno de los Estados Unidos, sus áreas educativas y nuevas técnicas de enseñanza.”

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“The Pilar Barbosa Legislative Internship has given me the necessary tools to implement all the knowledge acquired into my daily classes. It is a great program and an opportunity for teachers in Puerto Rico to expand their horizons and open up to new ideas and experiences.”

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“Pilar Barbosa Internship Program is nothing but to acquire knowledge throughout adventures.”

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“Participating in the Pilar Barbosa Legislative Internship has broadened my point of view regarding teacher professional development. After two weeks of intensive workshops, I leave Washington D.C. with renewed interest in innovative teaching methodologies that will surely help me enhance my teaching practice.”

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“Everything learned through this extraordinary adventure of professional development will transcend to our students and colleagues and will be treasured forever.”

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Inés M. Mendoza School  
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“While sharing all the knowledge obtained through the Pilar Barbosa Internship with my colleagues and students, it will open doors to diverse opportunities.”

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“A meaningful harvest of knowledge and a learning spirit through solidarity and camaraderie”

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“For the past two weeks, the Pilar Barbosa Internship has been an impressionable program for acquiring new knowledge built in teaching-learning bases.”

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“Pilar Barbosa Program: Knowledge, Experience, Adventure. Enhancing the educational pillars.”

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“El programa de internados Pilar Barbosa nos motiva a propiciar una atmosfera de alto rendimiento académico y dicta los roles a seguir para la transformación de nuestro sistema público de enseñanza.”

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“Solidarity, sharing knowledge and experiences with others is the key. This opportunity provides me with rich experiences that I will share with my students and coworkers in my learning community.”

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“Reality reflects the knowledge acquired throughout different experiences, and teachers should share them wherever they go.”

Maria Cruz  
Cristóbal Sanatana Melecio School  
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“Pilar Barbosa Internship Program in Washington DC was an outgoing experience that offered me the opportunity to grow as an educator and to gain practical skills. It enriched my knowledge and molded me to become an outspoken representative to my colleagues in Puerto Rico.”

Awilda Méndez  
Catalina Morales School  
awildamendez55@yahoo.com

“Since day one we committed to share ALL that we have learned. Teach it Pa ’lante Boricua and keep being PILARES 2018.”

Carlos A. Yancy  
Program Director at TWC  
Pilar Barbosa Internship Program

**LISTA DE MAESTROS PARTICIPANDO EN EL INTERNADO  
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