

CSAANY'S NEWS



(518) 273-1205

CATHOLIC SCHOOL ADMINISTRATORS ASSOCIATION OF NEW YORK STATE
406 Fulton Street • Suite 512 • Troy, New York 12180-3359

BENEFITS OF DIVERSE GROUPS & HAVING SAME TEACHER FOR SEVERAL YEARS

Having a teacher teach the same group of students for several years "reaps a multitude of benefits for everyone," says researcher Glennellen Pace.

For starters, children return to school in the Fall immediately ready to learn because they already know how the class runs and the teacher's expectations. Furthermore, when children have the same teacher, home-school connections strengthen and teachers develop a better understanding of each child.

This is just one of the topics addressed in a booklet about student grouping in language arts classes published by the Northwest Regional Educational Laboratory. Pace recommends "avoiding pullout programs that remove the same children from the classroom over extended periods of time," because "all children need to be full-fledged members of a learning community."

Even within a single classroom, traditional grouping practices that separate students into permanent groups according to their abilities is damaging, especially to students labeled low performers. When grouping children within a self-contained classroom, Pace asserts that students should be given as much choice about whom they work with as possible. However, for specific instructional purposes it is appropriate for teachers to make grouping decisions - as long as the groups are short-lived and based on students' interests, not just their ability levels.

YEAR OF FAMILIES

The United Nations has designated 1994 as the International Year of Families. Resources are available from UNICEF for use in classrooms to teach about the importance of families throughout the world.

The United Nations Convention on the Rights of the Child, adopted by the U.N. on November 20, 1989 declares that children worldwide are entitled to care, assistance and education under conditions of peace and stability. Children have a right to protection from inadequate social conditions, natural disasters, armed conflict, physical and mental violence, exploitation, illiteracy, hunger and disability. Copies of the Convention of the Rights of the Child are available from: UNICEF House, Division of Information, 3 United Nations Plaza, NY, NY 10017. (212)326-7000 or 326-7259.

PRIVATE SCHOOL PLACEMENT REQUIRED TO ADDRESS LANGUAGE NEEDS

A California hearing officer ordered reimbursement and continued public funding of a student's placement at a private school due to the student's need for a multisensory approach to her development of language skills. [Pomona Unified School District, 19 IDELR 603 (SEA CA 1993)] The 9 year old student was identified as having a learning disability and a significant language disorder. The local school district proposed a program for the student but the parents deemed it inappropriate and made a unilateral placement in a private school.

Following a lengthy hearing, the hearing officer concluded that the student did require a multisensory approach to language skills development, which the district failed to provide. Despite the district's attempt to frame the dispute in terms of choice of educational methodologies, the hearing officer found the case to focus on the differences between two educational programs, one appropriate and one not. The parents were reimbursed for the unilateral placement from August 1991 to February 1993 and the district was ordered to pay the costs for the remainder of the term. (Learning Disabilities Assn. of Central N.Y.)



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and all our newsletters.*

PRIEST URGES CATHOLIC EDUCATORS TO FIND, ACT ON THEIR SPIRITUALITY

People involved in Catholic schooling have a responsibility to pray, to be well-informed and to push for human rights and justice around the world, a lawyer and former congressman has told Catholic educators.

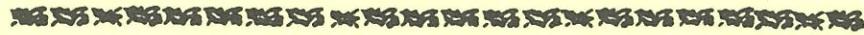
"Perhaps American Catholics are not as influential as we should be because we are not spiritual enough", said the Rev. Robert Drinan, a Jesuit priest who is a law professor at Georgetown University Law Center and a former five-term congressman from Massachusetts.

"If you pray constantly and you act courageously, you will make a difference," Drinan said, "Your life somehow will have an enormous impact on others."

Drinan painted a picture of a world in the midst of tremendous change, with the Cold War over and the U.S. trying to redefine its relationships in a world fragmented by forces ranging from post-colonialism to militarism and famine.

Drinan said many Catholics are confused by world events and honestly aren't sure what course the U.S. should pursue in countries such as Haiti, Bosnia and Somalia.

He acknowledged that the problems confronting the world are incredibly complex - ranging from staggering numbers of children who don't have food or education, to environmental dangers and population growth, to the mutual fear between Western nations and Islamic people. But he encouraged educators to inform themselves and their students about the role their country has played in the past and continues to play in world affairs - to recognize, for example that the U.S. Marines occupied Haiti for years and that resentment of that occupation is a force in Haitian politics today, or that U.S. businesses make money by buying cheap products in China, a country rife with human-rights abuses. Drinan urged the educators to speak out about what they believe is wrong. With the end of the Cold War, "now the U.S. confronts an entirely new situation, and we as Americans and as Catholics have to say that God is asking us for something very special." "God expects great things,...The greatest danger is silence and apathy."



WORKING STUDENTS' RIGHTS

FINAL SCHEDULE FOR THE ADMINISTRATION OF 1994 PEP TESTS

<u>GRADE</u>	<u>NAME OF TEST</u>	<u>ADMINISTRATION DATE</u>
3	Reading	May 4, 1994
3	Mathematic	May 19, 1994
5	Writing	May 3, 1994
5	Writing, Part 2	May 5, 1994
6	Reading	May 4, 1994
6	Mathematics	May 19, 1994



High school students who are working part time might not fully understand their rights and responsibilities in the workplace. Guidelines for assuring that students, parents, and employers are aware of both rights and responsibilities are available in single copies of "Work and You: A Guide for Young Adults" \$1.50 each (quantity discounts are available). National Institute for Work and Learning, 1255 23rd St., N.W., Suite 400, Washington, DC 20037. (Executive Educator)

REGENTS EXAM - EARTH SCIENCE

The new form of the performance component of the Regents examination in Earth Science will be available for administration on an optional basis for use in June, 1994. In June, 1995 the Earth Science performance test becomes mandatory. All schools should have received the list of materials needed for this performance component. If you have not received it contact CSAANYS.

AUTHENTIC ASSESSMENT = LONG-TERM EDUCATIONAL REFORM

During the last school year we reported on a variety of alternative assessment strategies. The debate continues. Here is one more position.

Authentic assessment - assessment that is built around long-term, real-world tasks - helps bring about and maintain school reform, says a report by Clifford Hill and Eric Larsen for the National Center for Research in Vocational Education.

First, authentic assessment broadens curriculum and instruction. Authentic assessment might require students to intern in the workplace. Students learn to use technology, to interpret information the technology produces, and to communicate that information to others. Schools can then help students reflect on what they learn.

Second, such assessment improves teachers' morale as they play a greater role in evaluating students. Portfolio assessment, requires teachers to help students plan pieces of writing, read student drafts, make suggestions, and help students choose which samples to include.

Third, authentic assessment encourages students to accept responsibility for their work. Students choose projects they'll be evaluated on and monitor their work to make sure it gets done.

Hill and Larsen evaluate authentic assessment according to three principles - excellence, equity, and efficiency. Authentic assessment builds excellence in that it forces students to construct their own responses and decide what information is relevant and how they should organize and present it.

Authentic assessment allows students to demonstrate diverse strengths. Students know precisely what they'll be evaluated on and get help in meeting required standards.

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BUDGET INCREASES

On Wednesday, June 8th newspapers across New York State announced that we finally had a budget - 68 days late! The final hours of negotiation dealt with two questions: how much the state would increase school aid and what assistance would be given to local governments.

The first question regarding the distribution of state aid resulted in the following direct benefits for our non-government schools:

- 1) A \$5.00 increase in textbook loan allocation - from \$30.00 to \$35.00
- 2) A \$2.00 increase in school library loan - from \$2.00 to \$4.00
- 3) 42 million dollars has been designated for mandated services full funding



Happy
Summer!

SPECIAL ROLE OF CATHOLIC SCHOOLS ENCOURAGED

Participants in a Vatican congress on Catholic schools were encouraged by Pope John Paul II and by the prefect of the Congregation for Catholic Education to be conscious of the religious nature of their mission and to work to have Catholic schools serve families of all economic and cultural backgrounds.

Pope John Paul II received 350 participants at the 14th World Congress of the International Office for Catholic Education, studying the theme "The Catholic School at the Service of Everyone." Pope John Paul said, "your legitimate desire is to allow all young people, irrespective of their religious convictions and their race, to receive the specific education to which by virtue of their personal dignity, they have a right."

Cardinal Pio Laghi, prefect of the Congregation for Catholic Education, said, "The great temptation of our schools is to limit themselves to proposing 'horizontal' human values such as justice, fraternity, solidarity, peace, without letting their explicit link with their vertical source namely, faith in Jesus Christ, emerge."

All Catholic schools should be accessible to everyone. The road to be navigated, the Cardinal said, is that of legislation which recognizes the freedom of families to place their children in the school of their choice and to offer families this possibility.

"The reasons for which the Church asks the state that the Catholic school not be discriminated against or emarginated are because parents have the primary and irreplaceable right to educate their children and therefore to choose in complete freedom of conscience the school which best responds to the type of education which they desire for their children, and because it is the duty of the state not to monopolize culture.

"Australia is a predominantly non-Catholic country, Catholic non-State School teachers receive 50% of their salaries from the federal government, 25% from local government and 25% from the Church. This is but an example of how the school, 'which is called to be at the service of everyone' could function, in non Catholic country. But in the case of the so-called 'liberal' state, where Church and State are completely separated, there is conflict between the two, because the State wishes to educate all."

YOUR GOOD NEWS IS OUR GOOD NEWS

Congratulations to our 1994 Blue Ribbon School Administrators:

Mrs. Katherine Damkohler of Sacred Heart/
Mt. Carmel School for the Arts in Mt. Vernon

and

Sister Virginia Ann Hellow, OP of St. Joseph School
in Long Island City

TEACHING TOLERANCE

By now I hope that every Catholic School receives TEACHING TOLERANCE published by the Southern Poverty Law Center. If you are not familiar with this outstanding periodical published twice a year at no cost to educators, contact:

TEACHING TOLERANCE
400 Washington Ave.
Montgomery, AL 36104

LAW RELATED

EDUCATION CONFERENCE

of the 1994 Statewide Conference on Law-Related Education entitled "Confronting Violence: Developing An Effective School Response" will be held at the Sagamore on Lake George on Oct. 26-28, 1994. Please call 518-474-1460 for further information and registration packets.

EFFECTIVE ASSESSMENT STRATEGIES LINK INSTRUCTION & EVALUATION

To be most effective, assessment strategies need to better link instruction better with evaluation and involve all primary stake-holders - teachers, students, and parents - in the assessment process. "Many teachers are finding that planning appropriate instruction, both daily and long range, becomes much easier when assessment is an integral part of the curriculum," contends author Nancy J. Johnson, a professor in literacy education at Seattle Pacific University. To illustrate this she describes instructional activities that naturally provide assessment information, including a photo album project, writing journals, reading logs, and anecdotal records.

Student-made report cards are an assessment technique that demonstrates how students can become active participants in setting their own goals and tracking their own progress. Third graders in one class devised report cards for themselves, choosing their own subjects or areas to evaluate and developing a 3-point rating scale to decide how they were doing in each area.

In another class, a kindergarten teacher interviewed her students before parent conferences and asked them to compare writing done in September with writing done in January. "The responses demonstrate how important it is to gain a sense of children's perceptions as well as the need to guide children in ways of looking at products with an evaluative eye," writes Johnson.

In addition, Johnson recommends taking advantage of the wealth of information that parents hold about their children's strengths, weaknesses, and interests. Parents' responses can later serve as a focus for parental conferences and progress reports.

Celebrating Growth Over Time: Classroom-Based Assessment in Language Arts is available from the Northwest Regional Educational Laboratory, 101 SW Main St, Suite 500, Portland, OR 97204 (\$4.80 prepaid).

DISASTER DUDES

As we all know, disasters can strike quickly and without warning. While these events can be frightening for adults, they can be traumatic for children, who are particularly vulnerable in times of emergency. Disaster preparedness education can help children learn that there are things they can do to take control of a situation.

The Federal Emergency Management Agency's (FEMA) Family Protection Program and the American Red Cross have developed materials designed to help emergency managers, parents, teachers and others interested in helping educate children in the 4th, 5th, & 6th grades about disaster preparedness.

For further information contact: FEMA, P.O. Box 70274, Washington DC 20024

FIRST AID BILL

A bill requiring first aid and adult cardiopulmonary resuscitation training for all private high school coaches was signed into law by Governor Cuomo on April 4, 1994. The bill takes effect October 1, 1994.

The law requires coaches to provide valid evidence to the chief school officer, prior to the start of each season, that their first aid and adult CPR knowledge and skills are current. Two courses of study offered by the American Red Cross are approved for purposes of complying with the Regulations:

1. First Aid: Responding to Emergencies (this course includes adult CPR)
2. Sport Injury: Emergency First Aid Care & Prevention (prerequisites for this course are Standard First Aid and Adult CPR)

Approved courses offered by other agencies (BOCES, colleges, universities, leagues, sections, school districts, hospitals, sports medicine clinics, etc.) may be approved. For further information contact CSAANYS 518-273-1205.

CSAANYS ELEMENTARY ELECTION RESULTS

Archdiocese of New York (Counties) -

Mrs. Catherine Mendrzycki, St. Patrick's, Bedford (Boroughs) - Sr. Michelle McKeon, Sts. Peter & Paul, Bronx

Diocese of Ogdensburg -

Sr. Sharon Dalton, St. Mary's, Ticonderoga

Diocese of Buffalo -

Sr. Roberta Thoen, De Sales Catholic, Lockport

Diocese of Rockville Centre -

Sr. Maria Wittenborn, Our Lady of Victory, Floral Park

INDOOR AIR QUALITY

Secretary of Labor Robert B. Reich has announced that (OSHA) is moving to regulate indoor air quality and environmental tobacco smoke. "Every day in this country more than 20 million working men and women face unnecessary health threats because of poor indoor air quality and environmental tobacco smoke," Reich said. "The proposed rule is designed to tackle these problems. OSHA has taken this action to prevent thousands of heart disease deaths, hundreds of lung cancer deaths, and the respiratory diseases and other ailments linked to these hazards," said Reich.

The indoor air provisions apply to more than 4.5 million non-industrial worksites." Non-industrial workplaces include offices, schools and training centers. The proposal would require affected employers to write and implement indoor air quality compliance plans. The proposal would not require all building owners and employers to install new ventilation systems.

In buildings where smoking is not prohibited by employers or local requirements, the proposal would require designated smoking areas which are separate, enclosed rooms exhausted directly to the outside.

"This proposed rule on indoor air quality and environmental tobacco smoke is part of the most ambitious standard-setting agenda in OSHA history," said Reich. "The department is committed to tackling the tough issues and tackling them with tough regulations. That's what the new OSHA is all about." The proposed rule was delivered to the Federal Register this spring. Publication was expected.

TRANSPORTATION IN CHILD SAFETY ZONES



The 1994-95 school year will be the second year in which boards of education will be authorized to provide transportation for pupils who would otherwise not be eligible, because of hazards faced while walking to and from school. Such transportation may be provided, without regard to like circumstances, for pupils residing within 2 miles (K-8) and 3 miles (9-12) from school, upon a determination by the board that a hazardous zone exists.

Child safety zone transportation is discretionary; boards are not required to provide transportation. Section 3635-b of the Education Law applies when a board of education adopts a resolution to make such transportation available.

Once a board of education has passed a resolution making child safety zone transportation available, the board, upon receipt of a petition submitted by a parent in accordance with Section 3635-b, is required to conduct an investigation to determine if a hazardous zone exists. Petitions from parents shall not be submitted after March 1. The parent of a child establishing residency after March 1 shall submit a request within 30 days, but not later than July 1.

The investigation by the board shall be made pursuant to Part 191 of the Regulations of the Commissioner of Transportation. The regulations require the use of a point system for various hazards, such as highways without sidewalks or shoulders, highway intersections, and railroad grade crossings.

Transportation may be provided in child safety zones only with voter approval of a proposition to expend money for such transportation. If the board determines that a hazardous zone exists and can only be alleviated by establishing a child safety zone, and that no reasonable, less costly alternative exists, the board shall present a separate proposition to expend money for transportation in child safety zones in the annual district meeting.

If the voters reject a proposition for the provision of transportation in any child safety zone, the board shall not be authorized to establish child safety zones.

Section 3635-b applies to students attending nonpublic and public schools equally.

STAFF DEVELOPMENT

What makes a face-to-face in-service program effective?

- * Teachers are involved in planning and coordinating which increases their sense of ownership & commitment.

- * The location is convenient

- * Teachers favor release time for in-service programs, with programs starting immediately after school as their second choice.

- * In-service goals are clear and specific

- * Content includes a variety of activities that emphasize teacher responsibility and active teacher participation.

- * The principal plays a crucial role through informal but focused communication and monitoring

- * Evaluation involves participants, presenters, and planners and includes an assessment of what participants learned.

THINKING SKILLS

Devised by a renowned creative thinker Edward de Bono, the method of solving problems involves each meeting participant wearing a different color hat, each color representing a different perspective. A white hat is used to determine what additional information is needed, a green hat to come up with new ideas, a black hat for caution and critiquing others, a yellow hat for giving optimistic and logical assessments of others' ideas, a red hat to give gut reactions about an idea, and a blue hat for summarizing ideas and developing a final plan.

MIDDLE-LEVEL INSTITUTE

The 5th Annual Middle-Level Institute will be held at Cornell University from Monday, August 1, to Thursday, August 4, 1994. The program will focus on Designing Interdisciplinary Curriculum, Ideas on Advanced Teaming, Making Transitions Into and Out of Middle Grades, Parent Involvement Programs, Teaching Gifted in Middle Schools, and Student Advisory Programs.

The Institute is structured for teacher teams, middle school principals and assistant principals, assistant superintendents, directors of middle schools, and parents. For more information call Judith Guild 716-483-4393.

THERE'S NO PLACE LIKE SOMEBODY ELSE'S HOME

Ron Frevola, a retired teacher in Oakdale, NY, has come up with a way to beat the high cost of travel; Instead of staying in a hotel, find someone to swap houses with you - at least temporarily.

That's the idea behind Teacher Swap, a home-exchange program for teachers - active, retired, or on sabbatical - that Frevola and his wife, Ellie, operate from their home.

The Teacher Swap directory contains names, addresses and phone numbers of those interested in making a trade, along with brief descriptions of accommodations and details about nearby tourist attractions. Last year's directory included more than 600 listings covering most US states and a number of foreign countries.

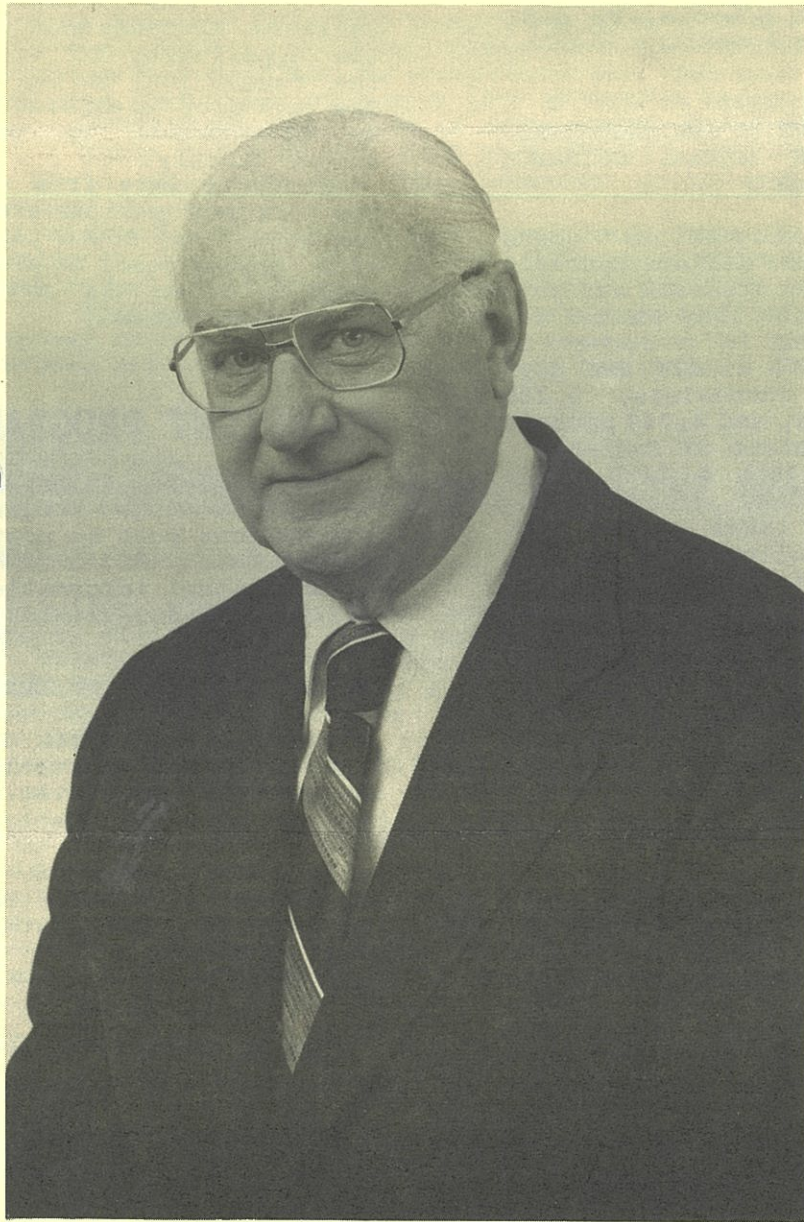
Frevola estimates that a swap can save a couple \$500-\$1000 a week in hotel and restaurant costs. For more information write Teacher Swap, PO Box 454, Oakdale, NY 11769-0454, or call 516-244-2845.

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As associations go, CSAANYS is relatively new. Therefore, the recent death of our second Executive Director, Bro. Bernard Flood, FMS, came as a shock. We didn't know that for two years, Barney (as we affectionately referred to him) had battled cancer. A fiercely determined individual, Barney worked in his office at Archbishop Molloy High School until Monday, July 18 when he checked into the hospital where he died on Friday, July 22.

Barney came to CSAANYS in 1976 from the Diocese of Birmingham, Alabama where he was Assistant Superintendent for Planning and Administration. During his seven year tenure as Executive Director, CSAANYS was enriched by Brother's expertise and service.

After leaving CSAANYS, Brother Flood remained actively involved in Catholic Schools both at Archbishop Molloy in Queens and as Executive Secretary of the New York State Catholic High School Athletic Association.

In speaking of Brother Flood, former CSAANYS president, Joseph McTighe stated, "You could always count on Barney to get the job done - and to get it done with integrity and competence. Not many people are made of his tough cloth. His passing is a great loss for Catholic Education".

May Barney enjoy the reward promised to the good and faithful servant!

Brother Bernard Flood, FMS
1916-1994

SUMMER REGENTS INSTITUTE

For the past year Sister Mary Anne has served as the nonpublic school representative on the Compact Staff Development Council. As a result of this committee work she was invited to attend the Second Annual Institute of the Board of Regents to enact A New Compact for Learning. She participated in the activities of the first week, June 27 to July 1. There were four additional weeks of the Institute; each enrolling a different group of participants.

Sister chose the Shared Decision Making strand for the week and was pleased with that choice. Ownership which comes from feeling a part of the process is the key in any effective change. Fortunately, many of our Catholic Schools are already models of this shared decision making. Others are moving in this direction.

In the school year about to begin, we will, no doubt, see and hear a great deal about SDM in the school setting. All public school districts are mandated to begin the process in each local building. The mandate does not apply to the nonpublic school community but we may find it useful to observe the progress made in the public schools around us.

Jan Barker of the Oneida BOCES emphasized that SDM is not an end in itself but a means to the end of improved student achievement. She explained that it is a movement from POWER, POLITICS, and PERSONALITIES to PEOPLE, PARTNERSHIPS and PROBLEM SOLVING. SDM is based on interdependence - we can combine our talents and abilities to create something greater.

Bill Rurchauser, PhD, author of America's Schools: Meeting the Challenge through Effective Schools Research and Total Quality Management warned the attendees to beware of the rhetoric of change. Moving toward real change in school culture involves team effort. Team members are representatives of various constituencies; they must be willing to be consensus builders who can move five types of people into effective change:

INNOVATORS about 2.5% of most groups, EARLY ADOPTERS about 15.5%,

EARLY MAJORITY 33%, LATE MAJORITY 33%, LAGGARDS 16%

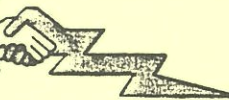
It is imperative that the "laggards" do not get us down. Remember eagles don't flock; turkeys do!

In short, SDM moves school governance from "power over" characterized by hierarchy, dominance, control, telling, and little or no accountability, to "power to" characterized by team effort, confidence, responsibility, deciding, and accountability.

One reason often cited for the success of Catholic Schools is the ability we have to empower others. As administrators we are in the position to build a "can do" ethic where excuses are unacceptable. Isn't that the core of shared decision making?

ENERGY

SMART SCHOOLS



NEWS FROM THE NEW YORK STATE ENERGY OFFICE

BOILER EFFICIENCY TRAINING

Boiler workshops help schools stay energy efficient and energy smart.

Starting this Fall, the NYS Energy Office will be conducting a series of 10 one-day boiler operation & maintenance workshops throughout the state for public and private K-12 school building operators. A mixture of lecture and on-site fieldwork will provide participants with both the fundamentals and practical experience needed to optimize boiler efficiency and performance. The program was designed to maximize energy savings, increase comfort, lower costs, reduce equipment downtime and facilitate preventive maintenance in schools.

The cost of the workshop is \$95. Additional attendees from the same school/school district may attend for \$75. Lunch is also included in the registration fee.

For more information on workshop dates and locations call 518-474-3393.

ENERGY SMART SCHOOLS

Governor Mario Cuomo recently announced new public-private partnership to encourage and support schools in making their facilities more energy-efficient and raising energy awareness among students, parents and community. Watch for material announcing the Energy Smart Schools program for 1994-95.

ENERGY EFFICIENCY ANALYSIS SERVICE

The Energy Efficiency Analysis Service (EEAS) is an engineering service offered by the NYS Energy Office (SEO) and is designed to provide comprehensive engineering assistance to public and private schools.

"The purpose of the new service is to provide public and private schools with the best possible, most objective, and up-to-date information on energy efficiency," said Linda Weiss Freedland, from the State Energy Office. An energy efficiency analysis can be used to identify changes in maintenance and operating procedures and new equipment or materials that conserve energy and reduce energy costs. The service can also provide detailed technical and economical analyses of energy efficient projects.

Requests for energy efficiency analyses are handled on a first-come, first served, cost sharing basis until the program funds have been committed. The cost will depend on the size and complexity of the building or system being analyzed.

For more information on this program, contact the Institutional Services Unit at 518-474-3393.

MENTORING

For Teachers

Mentoring most commonly involves giving emotional support to new teachers as they adjust to the profession. Researchers Sharon Feiman-Nemser and Michelle Parker of the National Center for Research on Teacher Learning examine how mentors and new teachers define the mentors' role and evaluate how well mentors prepare new teachers. Mentors mainly befriend new teachers to reduce the new comers sense of isolation. Mentors provide advice and praise but do not impose their ideas on new teachers or evaluate their work. Mentors view teaching as reflecting a personal style and don't want new teachers to think they must adopt their mentor's style, explain researchers.

However, good teaching is more than having a particular style. The researchers write, "Surface praise or praise without reason does not help trainees develop judgment, and neutrality may not help them cultivate the disposition to reflect critically on their practice." According to the report, new teachers value mentors' emotional support and practical advice. They like the fact that their mentors do not judge them or evaluate their work. But they also see the mentor relationship as temporary, and not crucial to helping them improve their teaching continually. "The mentoring that trainees experienced did not seem to foster an orientation toward collaboration and collegial exchange as essential to the work of teaching. "Mentoring, in which mentors give advice and new teachers ask for help, is "not likely to encourage a close analysis of practice or challenge the inherent conservatism in teaching," assert the researchers.

LEAMOS! - LET'S READ!

The ERIC Clearinghouse on Reading, English, and Communication has published a bilingual book of activities that English & Spanish speaking parents can use to build their children's literacy skills.

Developed by authors Mary & Richard Behm, the book contains 101 literacy activities that are fun to do and appropriate for children at various age levels.

Leamos! Let's Read! 101 Ideas to Help Your Child to Read and Write is available from the Research Center, 2805 E. 10th St, Suite 150, Bloomington, IN 47408-2698 (cite order #G45, 45 pages, \$8.95 plus \$3. shipping handling, prepaid)

A one-day seminar Multi-national and Comparative Education Scholarship (MCES) is available for 250 educators from NYS. The scholarship includes registration and all conference materials. Participants are responsible for their transportation and lunch.

The seminar will provide information on African and African-American Cultures and present teaching demonstrations for use in grades K-8. The first 250 educators who apply will receive the MCES.

DATE: Fri., Oct. 28, 1994
PLACE: State University NY
Uptown Campus

All registration forms must be postmarked by Sept. 30, 1994 and mailed with a self-addressed, stamped envelope. If you have not received the program & application form, contact CSAANYS.

WELCOME NEW CSAANYS BOARD MEMBERS

ELEMENTARY

Brooklyn: Mr. James J. Flanagan,
St. Saviour's, Brooklyn

Rockville Centre: Sr. Maria Wittenborn
O.L. of Victory, Floral Park

Albany: Sr. Patricia Houlihan, RSM
St. Teresa of Avila, Albany

Ogdensburg: Sr. Sharon Dalton,
St. Mary's, Ticonderoga

SECONDARY

Albany: Bro. James Romond,
La Salle Institute, Troy

Buffalo: Mr. Ronald K. Buggs,
Niagara Catholic, Niagara Falls

A HOPEFUL START FOR A NEW SCHOOLYEAR

"There is, I believe, a new phase arriving in American education, one in which private schools will once again play a central role. Whether or not public funding for private schools comes into full flower, it will begin to blossom, at least for disadvantaged populations. The monolith of public schooling, particularly in large cities, appears to be undergoing self-destruction. Private education, with its diverse forms among which its clientele must choose, its smaller, more manageable units, its closer relation between school and parents, and above all, its freedom to take new directions, is increasingly seen as more than a filler of niches left open by public schools. It is increasingly seen as a true alternative to public schooling."

James S. Coleman, University of Chicago

MCES

Back To School



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