

# **Prospectus of the Amigos International Charter School**

presented to

Application Review  
Mass. Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

September 17, 2002

by the Amigos International Charter School Group

Peter L. Cohen, Chair  
11 Donnell St.  
Cambridge, MA  
02138-1305

# Applicant Information Sheet

*This sheet must be attached to the Prospectus and Final Application. Please type information.*

Name of Proposed Charter School **The Amigos International Charter School**

School Address (if known) \_\_\_\_\_

School Location (City/Town) **Cambridge**

Name of Group Applying for the Charter **The Amigos International Charter School Group**

Contact Person **Peter L. Cohen**

Address **11 Donnell St.**

City **Cambridge** State **MA** Zip **02138-1305**

Daytime Tel: ( **617** ) **497-7180** Fax: ( **617** ) **497-7190**

E-mail: **plcCamb@aol.com**

The proposed school will open in the fall of school year: ☒ 2003-04 ☐ 2004-05

School Year	Grade Levels	Total Student Enrollment *
First Year	K - 8	250
Second Year	K - 8	275
Third Year	K - 8	300
Fourth Year	K - 8	325
Fifth Year	K - 8	350

*Commonwealth charter applicants only:*

**Will this school be a Regional Charter School?** ☐ Yes ☒ No

**School Districts from which students are expected to come** (use additional sheets if necessary):

<u>Cambridge</u>	<u>Brookline</u>	
<u>Arlington</u>	<u>Medford</u>	
<u>Belmont</u>	<u>Watertown</u>	
<u>Boston</u>		

\* Note that maximum-capacity, with each of 19 classrooms full, is expected to be 380 students.

## Commonwealth Charter School Certification Statement

Proposed Charter School Name **The Amigos International Charter School**

Proposed School Location (City/Town) **Cambridge**

I hereby certify that the information submitted in this application is true to the best of my knowledge and belief; that this application has been or is being sent to the superintendent of all the districts from which we intend to draw students; and further I understand that, if **awarded a charter, the proposed school shall be open to all students on a space available basis, and shall not discriminate on the basis of race, color, national origin, creed, sex, ethnicity, sexual orientation, mental or physical disability, age, ancestry, athletic performance, special need, or proficiency in the English language, and academic achievement. This is a true statement, made under the penalties of perjury.**

Signature of  
Authorized Person \_\_\_\_\_ Date **9/17/2002**

Print/Type Name **Peter L. Cohen**

## **Amigos International Charter School Executive Summary**

The mission of the Amigos International Charter School is three-fold:

1. To provide an academically rigorous dual language education in both English and Spanish to all pupils beginning in kindergarten and continuing through 8<sup>th</sup> grade using research-based two-way bilingual methods.
2. To provide a framework for academic excellence by employing the primary and middle years components of the International Baccalaureate Program under the supervision of the International Baccalaureate Organization, which would, among other things:
  - 2 emphasize science and mathematics systematically and rigorously;
  - 3 introduce a third language beginning in the 6<sup>th</sup> grade;
  - 4 incorporate concepts of simple economics in the teaching of math, history and social studies; and
  - 5 foster a high degree of parent participation in school affairs.
3. To draw not only upon the economically, culturally and racially heterogeneous population based in Cambridge, but also on neighboring towns and cities; and to foster and celebrate the multicultural and multilingual backgrounds of the school population

The Amigos International Charter School seeks to build on the strengths of the existing bilingual dual-immersion Amigos School (originally the Amigos Program) in Cambridge. Although the existing program is strong, has talented teachers and an active parent population, due to constraints of the Cambridge school system, it is currently unable to fulfill its potential. The flexibility and independence afforded by a charter school would allow the Amigos International Charter School to implement changes that have not been possible within the Cambridge school system. Charter school status would give the school the freedom to develop an International Baccalaureate (IB) Program within which a rigorous interdisciplinary academic program can be established.

The school will be an independent public school governed by a board of trustees made up of parents, teachers, and administrators. The Amigos International Charter School Board is made up of a large and accomplished group of parents and teachers principally drawn from the existing Amigos School.

## **Public Statement of the Amigos International Charter School Group**

September 17, 2002

The Amigos International Charter School will be a bilingual dual immersion school teaching in Spanish and English to children in grades K – 8, regardless of their linguistic background. It will serve as a magnet school for Cambridge and surrounding municipalities. The school plans to adopt the programs recommended by the International Baccalaureate Organization and used worldwide. This curricular approach will foster interdisciplinary learning, better science and math education, the introduction of a third language in the middle school, the integration of economic principles in the teaching of history, social studies, and mathematics, good citizenship and community involvement.

**AMIGOS INTERNATIONAL CHARTER SCHOOL PROSPECTUS**  
**September 17, 2002**

<b>I. Charter School Mission</b>
----------------------------------

**1. Mission Statement**

The mission of the Amigos International Charter School is:

- 2 To provide an academically rigorous dual language education in both English and Spanish to all pupils beginning in kindergarten and continuing through 8<sup>th</sup> grade using research-based two-way bilingual methods.
- 3 To provide a framework for academic excellence by employing the primary and middle years components of the International Baccalaureate Program under the supervision of the International Baccalaureate Organization, which would, among other things:
  - A. emphasize science and mathematics systematically and rigorously;
  - B. introduce a third language beginning in the 6<sup>th</sup> grade;
  - C. incorporate concepts of simple economics in the teaching of math, history and social studies; and
  - D. foster a high degree of parent participation in school affairs.
- 4 To draw not only upon the economically, culturally and racially heterogeneous population based in Cambridge, but also on neighboring towns and cities; and to foster and celebrate the multicultural and multilingual backgrounds of the school population.

**B. Statement of Need**

The Paradox of the current Amigos School - Overview.

The applicant group finds itself in a paradox. On one hand, Cambridge has a well-known existing bilingual dual-immersion program (originally the Amigos Program, now the Amigos School) with fine teachers and an active parent population. On the other hand, the school has difficulty fulfilling its full potential due to the structural and political constraints of the Cambridge school system. More specifically, over a number of years the existing school community has strongly expressed its desires to: (a) adopt an International Baccalaureate Program (shown by years of interest and preparation by groups of parents and staff); (b) improve its science program; and (c) retain its highly valued teachers. Regrettably, these school level efforts have all been defeated by the system wide dynamics of the Cambridge system.

One of the problems that Amigos (and many Cambridge elementary schools) have is the loss at the middle school level of many of its best students to private schools, parochial schools, suburban schools, or elite city funded programs (such as Cambridge's Intensive Studies Program). Although the existing middle school program is strong, many in the Amigos community have a longstanding desire to adopt an IB curriculum to further develop its own in-house academically strong middle school program. Adoption of an IB curriculum would provide many families with a compelling reason to keep their children

in Amigos and continue the benefits of truly bilingual education while adhering to the highest academic standards that public schools can provide.

1. Freedom to Develop International Baccalaureate (IB) Program. There are IB schools across the United States and throughout the world.<sup>1</sup> In some cases, they are public schools, in other cases, they are in private schools. Interestingly, there is currently only one IB program in any school in New England, and it is for the last two years of high school.<sup>2</sup> By chartering this school, Massachusetts could lead the rest of the region in developing a model for its primary and middle schools. Evidence of the high academic standards promoted by IB programs is demonstrated by the fact that American high schools with senior IB programs graduate a large number of students whose academic proficiency leads universities such as Harvard, Boston University, Boston College, Northeastern, University of Massachusetts, and many others nationwide to admit these students to college with sophomore standing. Over the past eight years, a group of teachers, parents in the current Amigos School, and administrators in the Cambridge Bilingual Department have participated in official IB training sessions. These training sessions have been funded by monies from proposals submitted to the Massachusetts Department of Education, and other outside sources, and have laid the groundwork for Amigos to adopt the IB curriculum. While acknowledging to the community that there was strong interest and preparatory efforts taking place in Amigos, the Cambridge School Department has never given the support needed for Amigos to implement an IB curriculum. By becoming an autonomous self-governing school, whose charter includes the mission to follow the IB curriculum, the Amigos International Charter School will finally be able to implement the Primary and Middle Years IB programs. This will allow the parents, teachers, and administrators of the Amigos community to give proper attention to development and implementation of an IB compatible curriculum instead of spending their time and energy constantly fighting against budget cuts and dismantling of incremental gains made by the Amigos program.
2. A Charter School and the International Baccalaureate Program as a Pathway to Better Science and Mathematics Education. Many educators recognize that the best way to ensure that students develop an interest and insight into mathematics, science and other subjects, is to demonstrate - and have the students experience - the interrelationships among them. The interdisciplinary approach of the IB is well suited to this. Likewise, a charter school's status as an independent public school with control over its own academic curriculum and budgetary decisions radically simplifies curricular and/or staffing reforms consistent with these ideas.<sup>3</sup>
3. A Charter School and the International Baccalaureate Program as a Pathway to Third Language Learning. The IB curriculum not only mandates mastery of two languages (in this case, English and Spanish) but also anticipates the eventual introduction of a third language. While many American school systems struggle to get their students to attain even minimal competency in a second language, the proven two-way dual

---

<sup>1</sup> The distinctive educational philosophy of the International Baccalaureate is explained in the Section II A of this document.

<sup>2</sup> Springfield, MA has a diploma program in its High School of Commerce.

<sup>3</sup> While Amigos was still a program within the Robert F. Kennedy School (from which it subsequently split administratively), the School Council unanimously voted in its School Improvement Plan to have the district provide a full-time science teacher for the lower grades. This programmatic and budgetary request was ignored by the Cambridge School Committee. District policy is not to provide any one school with such a teacher but to instead send around science kits, which might (or might not) be used to good effect by classroom teachers. As an independent public school, the Amigos International Charter School will be free to hire a full-time science teacher to work with the younger grades.

immersion system meshes well with the IB's goals and lays the groundwork for early introduction of a third language. One has only to look at European public school systems and students to see that it is not unusual for students to attain a high degree of competence in 3 or 4 languages by the time they are adults. While the IB provides the conceptual framework, being an independent public school will allow the Amigos community to make the programmatic and budgetary decisions to hire the requisite third language instructors.

4. A Charter School and the International Baccalaureate Program as a Pathway to Integrate the Teaching of Economics with other Subjects. The effort to introduce economic concepts fits well with the interdisciplinary approach of the IB. The study of history, current affairs, and mathematics by children can be made more meaningful if they are introduced to elementary economic principles. Although it is not traditional to do so, simple economic concepts can easily be introduced into an elementary and middle school curriculum. Computer based games and simulations provide an excellent medium for students to learn some of these principles intuitively by hands-on experience that can be supplemented with more traditional instruction. The early development of elementary economic concepts will be useful in students' later academic education. Because the approach described above does not follow the usual elementary school paradigm, it is necessary that the school have the programmatic and budgetary freedom to purchase and/or develop appropriate materials. Being an independent public school greatly enhances this possibility.
5. Target Student Population – A Conglomeration of Subgroups. The target student population would substantially overlap the population of the existing Amigos school, but would be widened by permitting – on a space available basis – children from surrounding districts to enroll. This will be very attractive to families who are interested in dual immersion bilingual programs and whose own districts do not offer anything similar. The current AMIGOS school population is very heterogeneous in terms of languages spoken at home (Spanish and English being the two main languages), the level of family income and educational background, racial composition, and religious affiliation. Despite the wide spectrum of individual stories and many permutations, analytically this population can be broken down into some distinct categories. Looking at the issue of language dominance among the children, they range from: (a) children who arrive speaking no English; to (b) children who arrive speaking English and Spanish; to (c) children who speak only English. Likewise, there is a similar spread among the parents of the children. Although there may be overlap, it is not as predictable as one might assume. For example, within the groups that to the outside world may be perceived as homogenous there is tremendous variation among both the Hispanic and non-Hispanic populations as illustrated below:
  - (a) Variation Among Hispanics: For example, focusing on people who are ethnically "Hispanic" (either by government classification or self-identification) one finds the following permutations:
    - (1) The parents have lived here for some years and speak little English, but have US-born children who have grown up in an English dominant society and arrive at school fully bilingual;
    - (2) The parents are newly arrived and themselves fully bilingual, but have children who speak only Spanish when they first arrive at school;
    - (3) The parents and children are both fully bilingual; and



- (4) The parents know some degree of Spanish but are English dominant and their children know very little Spanish.

For each of these groups, the attractions and motivations to enroll their children in a dual-immersion bilingual program may be slightly different. For example, a parent recently arrived from Latin America might feel that the dual immersion program makes sense for her children as they ease into English while maintaining and further developing their native Spanish. Or, by contrast, an English dominant parent, whose grandparents came from Mexico or Puerto Rico, might want his children to acquire the lost mother tongue, to promote his ethnic and linguistic heritage, and to share it with others.

- (b) Variation Among Non-Hispanics: Likewise, people who are not ethnically Hispanic vary a great deal in terms of race, ethnicity, religion. Some are white, others are of African American background. There are Catholics, Jews, Quakers, Mormons, and Evangelical Protestants. The following linguistic permutations are common within families:

- (1) Neither the parents nor children know Spanish, but the families strongly believe in the benefits of educating their children in a foreign language at an early age;
- (2) The parents speak Spanish (as the result of studies or travels) but the children do not;
- (3) The family has lived in a Spanish speaking country and the children have begun their children's education in Spanish, and the parents have a desire to continue it along with studies in English.
- (4) For all of these families, the idea of putting their children in school with members of linguistic and ethnic groups and cultures they might otherwise know nothing about is as important as the fostering of the second language.

- (c) Mixed Heritage: Adding to all the other permutations, there are many families in the existing school population who are the result of marriages that are mixed linguistically as well as ethnically.

6. Need of those outside of Cambridge. The existing Amigos school is widely known by parents in surrounding districts who are interested in bilingual education. Many families would eagerly send their children to such a school, but that option is not available in most communities. Under the rules of Cambridge, nobody who resides outside of Cambridge may send their children to the Cambridge system. By being a charter school, Amigos would finally be open as a magnet to those families. Ironically, one example of such families would be the families of Amigos teachers who have school aged children, who live outside of the district, and whose home districts offer no comparable magnet programs.<sup>4</sup> Given the very high cost of housing in Cambridge and the need of young families to have sufficient amount of space, this hardship makes it unnecessarily difficult to attract and retain highly trained and specialized bilingual teaching staff.<sup>5</sup>

---

<sup>4</sup> It is worth noting that Brookline, which has a reputation for excellent schools, permits its teachers who reside outside of the district to enroll their children in Brookline schools.

<sup>5</sup> The existing Amigos school recently lost an outstanding and highly experienced teacher who lives in a neighboring district and who needed to be able to enroll her child in a school where she taught. An exit

7. Need to draw from Hispanic families from a wider range of socio-economic backgrounds. Because of the high concentration of universities and internationally oriented businesses, this area has a high concentration of highly educated and economically successful native Spanish speakers from South America, Central America, Spain, and the Caribbean. Right now, some of those families (who live in Cambridge) send their children to Amigos. For others, the moniker of “bilingual education” in the United States is reflexively (and falsely in the case of the Amigos School) associated with the idea of remedial education. Many of these people come from countries where a strong and high-quality free public education has not firmly taken root but where there are privately run IB schools with great academic reputations.<sup>6</sup> The founding of an IB Amigos charter school would act as a magnet for some of these families (both in and outside Cambridge) who would be reassured by the IB philosophy, reputation, and standards. This would not only be beneficial to those families; it would also be very beneficial to the native Spanish speakers as a whole as it would bring greater economic and social diversity to the group.
8. Need to provide opportunity for those students of Hispanic heritage to develop and maintain linguistic and literary proficiency. Without protection, encouragement, and development, the American-born children of many Spanish speaking immigrant families will lose their linguistic heritage in whole or in part. For those students the Amigos International Charter School would prevent language loss of the home language while ensuring that they will attain high academic standards in both English and the language of their ancestors.
9. Need to provide opportunity for those students from English speaking homes with excellence in Foreign Language education. Two-way bilingual education is an effective route for English home speaking students to achieve fluency and proficiency in a second language. Students will attain competence in second language learning through the two-way model in combination with the primary and middle year International Baccalaureate implementation. Furthermore, success in this two-way model lays a firm foundation for the introduction of a third language at an early age.
10. Need for Amigos to Find a Permanent Home. Although the current Amigos school is currently housed in the Robert F. Kennedy school building in East Cambridge, the Cambridge school administration has made it clear that Amigos is not welcome to stay there on more than a temporary basis. The Amigos community strongly desires to have both a permanent home and, if possible, its own building. The lack of a permanent home and the tug of war over buildings causes unnecessary ongoing anxiety. The applicant group believes these problems will be rectified by awarding Amigos with a charter school status so that the charter school will be able to make its own arrangements.
11. Need for an Amigos After-school Program that is coordinated with the school day. A serious and ongoing problem with the existing Amigos school is that on the one hand it has a school population with serious need for after-school activities of both an academic and recreational nature, and on the other, such activities are funded by other city agencies, or grants, and tend to be too poorly funded to be of much use to the existing school. The applicant groups foresees that as an independent public school

---

interview confirmed that Cambridge’s residency rule was the sole reason for her departure. Several other valued teachers are likely to leave the Cambridge system in the near future for identical reasons.

<sup>6</sup> It is important to keep in mind that the International Baccalaureate Programs can be, and are, instituted in either public or private schools.

with its own fiscal control it will be able to consistently and predictably fund after school programs that are essential to the academic success of the student population.

## **II. How will the school demonstrate academic success?**

### **A. Educational Philosophy**

#### **Background about International Baccalaureate Programs Generally.**

The International Baccalaureate Organization (IBO),<sup>7</sup> was founded in 1968, and is a nonprofit educational foundation based in Geneva, Switzerland. It offers to schools three programs<sup>8</sup>:

1. The Diploma Program (for students in grades 11 and 12)
2. The Middle Years Program (for students in grades 6 – 10)
3. The Primary Years Program (for students in grades K - 5)

There are 1,341 schools in 112 countries that have some kind of an IB program. The IBO provides them with curriculum and assessment development, teacher training and information seminars, electronic networking, and other educational services.

#### **1 International Baccalaureate Programs at the Amigos International Charter School**

The Amigos International Charter School will implement the International Baccalaureate Primary (PYP) and Middle Years (MYP) programs.<sup>9</sup> These two programs fall under the umbrella of the International Baccalaureate Organization (IBO) and are grounded in a broad and balanced educational philosophy that promotes academically rigorous learning, intercultural appreciation and the education of the whole person. The programs aim to promote international understanding, responsible citizenship, the importance of learning how to learn, and student-centered inquiry and communication. Both programs combine the best research and practice from a range of national systems. The programs were designed to benefit children of all abilities and from all backgrounds. IBO is a nonprofit educational organization based in Geneva, Switzerland with over 1,000 authorized schools in over 100 countries.

---

<sup>7</sup> A great deal of information can be obtained from the IBO's website, which can be found on the internet at <http://www.ibo.org>. The IBO is a chartered foundation under the Swiss civil code; a private, non-governmental organization recognized by the Council of Europe, having consultative-status with the United Nations, including UNESCO (United Nations Educational, Scientific and Cultural Organization).

<sup>8</sup> Schools may subscribe to any or all of the programs; however, none is a prerequisite for another.

<sup>9</sup> The applicants are beginning conversations with the district to persuade it to implement the 9<sup>th</sup> and 10<sup>th</sup> grade years of the Middle Years Program and the Diploma Program in the district's high school so as to provide for continuity for those who complete their studies in 8<sup>th</sup> grade at the Amigos International Charter School.

## The Primary Year Program (PYP)

The PYP is designed for students between the ages of 3 and 12 years<sup>10</sup> and seeks to foster the development of the whole child. The philosophy of the Primary Years Program is to help children become “inquirers”, “thinkers” and “communicators”. There are six themes that provide the framework for learning: “Who We Are”, “Sharing the Planet”, “How We Organize Ourselves”, “How the World Works”, “How We Express Ourselves” and “Where We Are in Place in Time”. These six organizing themes are considered to be essential to all subjects taught through the program.

PYP students are expected to take ownership of their work and demonstrate through their student portfolios that they have acquired the requisite concepts, skills, attitudes, action and knowledge defined and prescribed by the IBO. Student portfolios are an important mechanism for documenting each student’s educational progress through the program. The culminating activity of the PYP is an extended, collaborative inquiry project called the PYP exhibition.

## The Middle Years Program (MYP)

The MYP is a five-year program designed for students aged 11-16.<sup>11</sup> It grew out of the work and vision of practicing teachers in schools worldwide. In fact, the continuous development of the program depends on the experience of MYP practitioners around the world. The MYP naturally follows the PYP and can serve as an excellent preparation for the IB Diploma program.

The fundamental philosophy of the MYP is to emphasize communication, intercultural awareness and holistic learning. A broad and balanced education is promoted through the required teaching of eight subject groups in each year of the program. The program encourages the use of a variety of teaching and learning methodologies to produce a climate where students discover how they learn best in different contexts. The program also encourages a balance between formative assessment (interwoven with daily learning) and summative assessment (happens at the end of the learning process).

The MYP is taught through five “areas of interaction”. These areas form the distinctive core of the MYP program. These overarching, interactive areas are “approaches to learning”, “community service”, “environment”, “health and social education”, and “Homo Faber” (human capacity to transform and improve the quality of human life). The areas of interaction are incorporated into the subject areas wherever possible and help the student to see the connections between their learning and the world outside the classroom.

The MYP promotes regular internal assessments and requires that parents play a major role in supporting their children along with the teachers to understand the objectives and principles of the program. The IBO requires training of staff in each curricular area along

---

<sup>10</sup> Adapted for local conditions (such as the age at which one starts school) the Primary Years Program would cover kindergarten through 5<sup>th</sup> grade.

<sup>11</sup> Adapted for local conditions the Middle Years Program would cover 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade in the Amigos International Charter School. The 9<sup>th</sup> and 10<sup>th</sup> grades could be offered in the Cambridge Rindge and Latin High School or another high school (we are aware that a separate charter school application from Cambridge for an International Baccalaureate Program is being submitted concurrent with this application). If no local high school can be found within a reasonable time to sponsor the 9<sup>th</sup> and 10<sup>th</sup> grades, then it is likely that the Amigos International Charter School would request permission to amend its charter to be able to add those grades itself.

with assessment guidelines and criteria.<sup>12</sup> The IBO offers a monitoring service of assessments for schools to receive critical feedback on their assessment practices.

### Commonalities of PYP and MYP

In both the MYP and PYP Programs, students are required to develop at least two languages. The IBO allows the PYP and MYP to be taught in any language. Students at the Amigos International Charter School will continue to learn and to be taught in Spanish and English, following the principles of two-way bilingual education. Adding a third language beginning in grade 6 is also consistent with IB philosophy.

The PYP and MYP curricular and pedagogical requirements are consistent with the principles of two-way bilingual education. The International Baccalaureate Organization (IBO) strongly recommends that, wherever possible, truly bilingual students should work towards language proficiency in 2 languages. The IBO places particular emphasis on language acquisition, in order to not only promote cognitive growth, but also to maintain cultural identity, personal development and intercultural understanding

While promoting a global focus through curricular guides, the IBO does not prescribe texts. Teachers create their own course outlines/ curriculum based on the educational principles provided by the IB programs, while also meeting district, state and national education requirements. This flexibility will allow the Amigos International Charter School to implement its proposed curricular improvements regarding science and math, third language introduction, and the integration of economic concepts with the other subjects.

## **2. How the Theories align with the mission.**

In embracing the philosophy of the IB, the Amigos International Charter School will be open to visits from IBO staff to review and advise on program performance. In addition, the Amigos International Charter School will embrace and have a full understanding of the importance and implications of all aspects of PYP and MYP implementation. It is the belief of the proposal writers that the Amigos International Charter School will adhere to the principles and fundamental concepts of the PYP and MYP, because the school's mission statement and philosophy are absolutely consistent with those of the IBO.

The mission of the Amigos International Charter School will be promoted through implementation of the International Baccalaureate Organization's PYP and MYP. For example, an academically rigorous dual language program will be achieved by carrying out the PYP and MYP curricular framework and educational philosophy based on best practice from the whole world. This will include high expectations of students and the promotion of higher level thinking skills taught through 2 languages.

The desire of the Amigos International Charter School to draw from an extended heterogeneous population in and beyond Cambridge is grounded in the IBO's belief that the PYP and MYP pedagogy and philosophy benefits students of all abilities and from all backgrounds.

The emphasis on systematic science teaching is consistent with the broad and balanced curriculum promoted by the PYP and MYP. Science is taught through a subject

---

<sup>12</sup> Such training will be paid for by the Amigos International Charter School as part of its professional development program.

framework that examines theories, models and explanations through cooperative activities, the use of scientific language, hypothesis development and testing and drawing conclusions. Students also learn how to use the format of scientific reporting.

The incorporation of the concepts of economics is found at many PYP and MYP schools. Because interdisciplinary teaching is an element of IB teaching, economics becomes a natural topic for discussion and thought.

The PYP and MYP require a high degree of participation from parents and guardians. Success of these programs is largely determined by “buy-in” of parents and guardians. It is essential that the school be in constant communication with parents so that parents understand all the features and aspects of the program in order to support their children’s continued learning at home. IBO meets with parents during the authorization visit and requires an explanation of how the school involved them in the implementation process.

### **3. Research on educational theory and/or approach that demonstrates it will result in high academic achievement**

The Amigos International Charter School’s curriculum and teaching will draw from the interplay of three theoretical models: *Gardner’s Multiple Intelligences (MI)* (Gardner, 1983; 1993; 1999), *Second Language Acquisition (SLA)* (Krashen, 1979; 1981; 1982; 1985), and *Cognitive Flexibility* (Spiro and Jehng, 1990; Spiro, Feltovich, Jacobson, & Coulson, 1992). The design is to capture the inter-relationships of the three principal theoretical areas in order to offer the student the best possible outcomes from the learning experience. This theoretical framework contributes to an understanding of how students might ultimately achieve full English and Spanish proficiency while acquiring the critical academic skills required in the PYP and MYP. The emphasis on *Gardner’s Multiple Intelligences (MI) Theory* grounds the student with a positive and realistic self-concept. *Cognitive Flexibility Theory* ensures that course work will give the student the opportunities to use knowledge in many ways, thereby promoting open-minded thought and innovative thinking. Finally, courses will be created by designers with a thorough knowledge of the tenets of *Second Language Acquisition (SLA) Theory* as to optimize English and Spanish acquisition. The interplay of the three theoretical models suggests a new way of understanding how dual language immersion programs can be carefully planned to deliver the most favorable results for the student.

The Amigos School began as a two-way immersion program that educators instituted in Cambridge, Massachusetts in 1985. Research on Amigos is widely recognized in the field (Cazabon, Lambert, & Hall, 1993; Lambert & Cazabon, 1994; Cazabon, Nicoladis & Lambert, 1998). Two-way programs are the newest form of bilingual education. A two-way bilingual programs was described in a national study as “the program with the highest long-term academic success” (Thomas & Collier, 1997, p. 52). Yet, in the United States, non-English immersion programs for English home-speakers serve only one tenth of 1% of all students (Rhodes, Christian, & Barfield, 1997). Two-way bilingual immersion programs are an adaptation of the original one-way French immersion model described by Lambert and Tucker (1972). This adaptation is by no means a simple one because the two-way format serves and provides direct assistance to two and potentially multiple linguistic and ethnic subgroups by giving each group the opportunity, through direct person to person interpersonal contacts, to learn not only a second very useful language, but also to learn about and become potential members of a second very powerful cultural group.

Robledo Montecel and Danini (2001), working through the Intercultural Development Research Association (IDRA), conducted a research study funded by the U.S. Department of Education, Office of Bilingual Education and Minority Languages Affairs (OBEMLA) to identify characteristics that contribute to the high academic performance of students served by bilingual education programs. In this national study, Amigos was identified as one of the top 10 schools on a national level serving as models for successful bilingual education.

Amigos has also been selected as a successful bilingual education program by the "Portraits of Success" project, run jointly by the National Association of Bilingual Educators (NABE), the Northeast and Islands Regional Educational Laboratory at Brown University, and Boston College. Amigos has been identified as possessing "the characteristics and outcomes of successful bilingual education programs" and to have "promoted the implementation of quality bilingual education." The program was selected for this distinction based on:

- Academic student outcomes
- School or program outcomes
- Community response to the school or program

Profiles of the selected schools can be found on the "Portraits of Success" web site: <http://www.lab.brown.edu/public/NABE/portraits.taf>

The International Baccalaureate Organization has shown that their programs are highly effective wherever in the world they are implemented. Wallace (2002) performed an analysis of a study (*Learning and Understanding: Improving Advanced Study of Mathematics and Science in U.S. High Schools*) published recently by the National Research Council in the United States regarding effective programming. She cites the following indicators of IB success:

*The panels [from the above-referenced study] repeatedly stressed the need for all three sciences and mathematics to collaborate and to improve shared understandings, a point of view the IBO also holds. The IBO's development of transdisciplinary subjects in the Diploma Program reinforces this. In general, the panels appeared to indicate that two-year courses, with more time allowed on examinations, as in the Diploma Program, is a good approach to teaching advanced science to students of this age.*

*In 2001 nearly 23,000 students in the US took the Diploma Program examinations, out of a worldwide total of more than 44,000 students. Nearly 75% of students who obtain an IB diploma study at universities in the US.*

It is apparent that that IB programs such as the PYP and the MYP are a natural fit with two-way bilingual education. Liz Howard, researcher at the Center for Applied Linguistics in Washington DC, has recommended that school districts consider the adoption of IB programs for the continuation of two-way programs at the secondary level.

#### 4. Implementation of the educational program in terms of daily or weekly organization of students and faculty

The IBO leaves it to the discretion of each individual school to determine how to schedule teaching, as long as the curricular requirements of the programs are met, i.e. broad and balanced. It is recommended that subjects such as technology be integrated throughout all subject areas. Scheduling is one of the big topics that are discussed at IBO training, and the Amigos International Charter School will benefit from talking to other schools in the US about how they resolved timetable issues.

For the PYP, there are no strict requirements in terms of hours per subject, as the teaching is more interdisciplinary.

##### MYP Hypothetical Scheduling

MYP Daily Subject Areas for Grades 6-8	Subjects taught either in English or Spanish with technology integrated into all subject areas and economic concepts taught through Social Studies, Math and Science. Art/Music and Physical Education are taught on a weekly basis. Homo Faber would also be taught on a weekly basis.
Spanish A	This class (Spanish Language Arts) would be for all Amigos students who are native speakers of Spanish and for English home students who have been in the Amigos School for a number of years.
Spanish B	This class (Spanish Language Arts) would be for Amigos students who are native speakers of English who have not been in the Amigos School for a number of years.
English A	This class (English Language Arts) would be for Amigos students both native speakers of Spanish and for English home students who have been in the Amigos School for a number of years (or for new students entering the school with the requisite English level).
English B ESL	This class (ESL) would be for Amigos students who are native speakers of Spanish or another language other than English who have not been in the Amigos School for a number of years and are new students.
Third language	This third language class would be for Amigos students who have demonstrated highly proficient skills in English and Spanish.
Math	This class would be taught in either English or Spanish*.
Science	This class would be taught in either English or Spanish*.
Social Studies	This class would be taught in either English or Spanish*.

\* 50% of the school day is spent in English and 50 % in Spanish.

## B. Curriculum

**International Baccalaureate Curriculum Model:** The International Baccalaureate Programs (PYP for early years and MYP for middle years) implement curricula that aim to promote international understanding, responsible citizenship, and the importance of learning how to learn, of student centered inquiry and communication. The prescribed curriculum is comprehensive, coherent, and is consistent with the Massachusetts State Frameworks, the City of Cambridge Frameworks, and the existing curricular content and skills for all subject areas implemented in the current Amigos School. The Amigos School Curriculum Overview was produced by the Amigos teachers in response to the district requirement for alignment. This Overview will be a reliable framework on which to further the emphasis on State Frameworks. The subject areas will include Spanish, English, humanities, technology, mathematics, sciences, arts, and physical education.

By adopting the IB Curriculum Model, the school would further the academic and social development of all participating children because of its unique integrated approach that



links subjects in school with the outside world of their communities, developing intercultural awareness, empathy and understanding for each other, communicative skills in two languages and in other forms of expression. The student-centered curriculum emphasizes the development of the whole child: affective, cognitive, creative and physical. The concept of curriculum balance is fundamental to the programs allowing students to develop knowledge, attitudes and skills they need to effectively participate in life in the twenty first century. The Primary Years Program curricula is organized around six themes: Who are we; Where we are in Place and Time; How we express ourselves; How the world works; and How we organize ourselves. The Middle Years Program delineates five areas of interaction: Approaches to Learning; Community Service; Health and Social Education; Environment; and Homo Faber.

IB MYP subject guides give aims and objectives for each subject group:

1. Language A (for example, English)
2. Language B (for example, Spanish)
3. Arts
4. Humanities
5. Physical Education
6. Sciences
7. Technology
8. Math

By adopting the IB Curriculum Model, the Amigos International Charter School would validate its internal assessment through a process of external moderation. The school would also examine its organizational structure, the climate of the school, the relations developed with the community outside and the content of the curriculum taught through the subjects and interdisciplinary activities.

The IB pedagogy emphasizes approaches to learning skills that will be accelerated for students who enroll in the middle school years without much prior schooling and who may have academic or linguistic weaknesses. The Amigos International Charter School will ensure that there will be an after school program servicing this particular population to ensure that they receive additional support. The PYP program is designed for all children regardless of ability.

The Curriculum Committee. There will be a standing curriculum committee composed of parents, teachers, content area specialists, and administrators that will meet monthly. In addition to drawing on its own resources, the curriculum committee will be free to draw upon the wisdom and learning of educators and the many nearby universities and from other school systems. It will not be constrained by the dictates of the Cambridge system.

After-School Curriculum. The after-school program will be an essential component of the Amigos International Charter School. The extended day will provide a venue for all students to participate in academic enrichment and community service projects as well as receive additional help in English as a second language, Spanish as a second language and individualized academic needs.

## **C. Assessment System**

### **Assessments to Be Administered in Amigos International Charter School Students**

1. **Language Dominance Testing:** Upon registration at the Amigos International Charter School, all parents will fill out a Home Questionnaire Survey. If they answer that they use a language other than English at home, their children will be tested for language dominance using the Step-by-Step Assessment for Language Dominance/SSALD in English and in Spanish in order to determine their language proficiency in both languages. English proficiency testing of English Language Learners is mandated by the MA Department of Education.
2. **Pre Tests:** Once enrolled in the Amigos International Charter School, the students will receive initial pre-tests in reading, writing, and math. Students' Spanish language and English language teachers will carry out testing within the first fifteen days of school. Results will assist teachers in determining academic heterogeneous grouping and levels as well as in creating a program of individualized instruction.
3. **Yearly and End of the Year Testing:**
  - September - All English home speakers and English Language Learners who have been in the school for three or more years will receive the Stanford 9 Achievement Test in Reading, Language Arts and Math for grades 2-8.
  - April - All students in grades 2-8 will take the Spanish language standardized testing, the SUPERA in Reading, Language Arts and Math.
  - April-May- All English home speakers and English Language Learners who have been in the school for three or more years will receive the appropriate MCAS for grades 3-8.
  - May-June-All students in grades 2-8 will receive the Language Assessment Scales Reading (LAS R/W) and Writing. The LAS R/W is a MA Department of Education mandated assessment for English Language learners.
  - June-All students in grades K-8 will receive the Step-by-Step Assessment to Language Dominance (SSALD) in English and Spanish for updated language proficiency levels.
  - June-All students (K-8) will exhibit their personal academic portfolios displaying their growth in their academic subjects over the course of the school year.

4. **AMIGOS International School Student Reviews:** There will be two student reviews held over the course of the school year: one in January and one at the end of the year. The review panel will be comprised of at least the following staff members:
- Spanish teacher
  - English teacher
  - Principal or designee
  - Parent/Guardian
  - Appropriate specialists

The purpose of the meeting is to discuss the grade placement of the students for the following year and target any students who need more support in academic, language, and psychological/emotional areas. Acceptable ranges for promotion to the next grade are as follows:

Test	Description	Grade	Acceptable ranges
Stanford 9	Reading and Math Achievement	2-8	At or approximating grade level
LAS R/W	Reading and Writing	2-8	Competent Literate
SSALD	Language Skills Test in English and Native Language & Language Dominance Test	K-8	Inventory of Skills strengths/weaknesses
SUPERA	Reading and Math in Spanish Achievement		At or approximating grade level
MCAS	English Language Arts, Math, Science, etc.	3-10	Passing range

Should any Amigos student be found to be performing below grade level, further screening will be done for placement into appropriate services, i.e., Special Education, Title I, etc.

5. **International Baccalaureate Requirements:** Additional assessments will be recommended under the supervision of the International Baccalaureate Organization.
6. **Individualized Student Profile Assessment Plans:** An individualized profile on each student in the academic areas of math, language arts, social studies and science will indicate strengths, weaknesses and targeted ways in which students needs will be addressed. Students will conference with their teachers on a monthly basis to talk about growth in their academic areas.
7. **Examining student work both individually and by grade level cohorts:** All student scores will be kept in a database available to teachers and parents so that individual student weaknesses as well as strengths will be targeted through classroom instruction and supplemental support through after-school programs. Teachers will hold weekly meetings to discuss ways in which their students' needs will best be served. These meetings will focus on student work and effective classroom practices.

The school will follow cohorts of grade level students through completion of eighth grade documenting group progress and longitudinal growth over time. The principal will make a yearly presentation of student growth to staff and parents.

8. **Continuous Assessment:** There are no external exams for either the PYP or MYP. Assessment is a core part of teaching and learning in both programs. MYP teachers can get feedback on their assessment by submitting work to Cardiff for the service, “monitoring of assessment”. Schools requiring IBO certification for their students will send samples of assessed student work to Cardiff (HQ) for moderation. Also, the subject guides give the final exit assessment criteria for each subject. Schools are expected to create their own assessment criteria for years 1-4 of the program.

#### **D. Special Student Populations and Student Services**

1. **Limited English Proficient students:** The AMIGOS International Charter School considers its LEP student population as bearers of a language and cultural heritage that enriches the total school community. Because of this fundamental element in its mission and design, all teaching staff will need to have a strong knowledge base in the teaching of a second language. This type of expertise in every classroom will ensure the appropriate instructional strategies, curriculum, and materials needed for the academic success of LEP students in a manner that is integrated into the very ethos of the school. In addition, this same expertise will enable teachers to teach Spanish as a second language to English speakers.

The AICS will offer LEP students additional support through two types of additional services:

- a) English as a Second Language specialists will target services (both inclusionary and on a pull-out basis) to those students who are recent arrivals from Latin American countries and who may have limited schooling.
  - b) After School program that supports the acquisition of English through help with homework and through enrichment activities where students will participate along with English speaking students.
2. **Special Needs.** The Amigos International School recognizes the need to serve its diverse student body including those special populations with learning disabilities. Following the organizational configuration presently in place at the AMIGOS School and recognizing the important role teachers play in addressing the needs of all students, particularly those demonstrating difficulty attaining grade standards, the AMIGOS International School will have a Teacher Assistant Team (TAT). This team will meet on a regular basis to collect data, implement and modify current classroom strategies and assess the impact of these strategies to evaluate whether or not referral to special education is required as a precursor to referring students to Special Education. The school will implement a model of inclusionary special education services for those students who have been referred for additional evaluation and for whom there is an Individualized Educational Plan (IEP). In order to achieve the maximum benefit of inclusionary practices, a Learning Disabilities teacher will work closely with classroom teachers in planning and delivering services. For students with needs in areas where the school does not have the capacity or overall need to hire a full time disabilities specialist, the school will provide services by contracting outside specialists as needed. These areas may include but not be limited to occupational therapy and speech pathology.

The PYP and MYP are flexible enough to allow differentiated approaches to teaching and assessment that can be adapted to the learning needs of the students. MYP encourages the use of technology to support learning and assessment. Native language development will be encouraged.

3. Counseling and Outreach. The AICS will provide counseling and outreach services to all families. In order to do this, the school will recruit administrators, teachers, a counselor, and a parent liaison that can effectively communicate with all families, particularly those who have limited English proficiency. The counselor and the parent liaison, whose task will be to access and connect families with services not provided by the school, will need to be fully bilingual in English and Spanish and possess cultural competence.
4. Health and Nutrition. AICS will provide students with breakfast and lunch services observing all requirements set forth by the federal and state statutes regarding health and nutrition. The school will also have a full time nurse who will monitor the dispensation of medication, maintain health records, and provide initial and follow up health related services as stipulated under the law. As an International Baccalaureate school, the areas of health and social education will be prescribed interactions set forth by the IB organization. We plan to employ a professional food service to run the cafeteria and provide the children with a well-balanced diet.

### III. How will the school demonstrate organizational viability?

#### A. School Governance and Management

##### 1. The Founding Group

- (a) The applicant group grows out of discussions from members of the parent and teacher groups of the existing Amigos School population. Most of these parents and teachers serve or have served in the School Council (mandated by state law and composed of parents and teachers) or Amigos Parent Council (mandated by the Bilingual Education Law and composed of parents).
- (b) The applicant group meets sometimes as a whole and sometimes on a subcommittee type basis, with different members concentrating on specific areas of interest in which they have specific strengths.
- (c) The applicant group is diverse and brings a variety of skills and views to the job. Two of the applicant group are nationally board certified teachers with experience in bilingual education. Others are teachers at university level in a variety of subjects including neurology, applied linguistics, and physics. One is an attorney, one a university librarian, one an architect who oversees multi-million dollar construction projects, one is an accountant, one is a speech language pathologist specializing in child-language disorders. Another is a computer system administrator.
- (d) The current chair of the applicant group, Peter L. Cohen, intends to offer himself for the position of the COO (described in the section below).

##### 2. Organizational Structure

- (a) Board of Trustees. A board of trustees will be responsible for the overall governance of the Amigos International Charter School. This will involve overall policy setting and the hiring and oversight of the executive officers described below. The initial trustees will be comprised of the applicant group. Thereafter the trustees will be elected by: (a) the population of parents who have children enrolled in the school (or, in the phase prior to the opening of the school, who have been committed to enroll in the school); and (b) teachers who teach in the school (or, in the period prior to the opening of the school, who are committed to teaching there). Most trustees are likely to be parents with children in the school. However, teachers and administrators will be eligible to serve on the board, as will appropriate outside members of the community and/or appropriate educational institutions. The executive officers described below will be eligible to be board members, but will not be eligible to vote on board matters which directly relate to their salaries, benefits, or performance reviews. The board of trustees will have a number of specialized subcommittees to work on particular matters that reflect the interest and/or specialized knowledge of those members. For example, it is likely that there will be subcommittees relating to: (a) school finance; (b) personnel; (c) curriculum development; (d) physical plant; (e) student recruitment; (f) library collection development; (g) arts and music; (h) fundraising and community event coordination; (i) external evaluations by the state and the International Baccalaureate Organization; (j) grant writing; (k) student athletics; and (l) after-school programs.

- (b) The Principal. There will be a principal, who will be the chief executive and chief educational officer, whose role will in some respects be similar to those traditionally played by principals. However, because of the absence of a school committee or a school department, the principal will play a more prominent role in interpreting state and federal mandates and in setting educational policy than is traditionally done in the Cambridge system. The principal will also represent the school in student recruitment efforts throughout the district and surrounding municipalities. The principal will also represent the school in its relations with external evaluators from the State Department of Education and International Baccalaureate Organization. The principal will also represent the school in relevant educational forums around the state and the country.
- (c) The Assistant Principal. There will be an assistant principal, who will assist the principal and play a traditional supporting role in helping with day to day operations, such as transportation coordination, cafeteria functions, discipline issues, staff evaluations, etc.
- (d) Chief Operating Officer. There will be a chief operating officer, in-house counsel, and ombudsman (collectively known as the “COO”). This position is unique, intended to be temporary, and has functions that fall into two distinct phases. Phase I. The first phase will follow the award of charter status to the applicant group in February 2003 and continue until the opening of school. During this period, the COO will represent the board and work on a full-time basis to do all things necessary to get the school in operation. This would include tasks such as arranging for the school to lease appropriate space, arranging for the design and construction work to be done, and negotiating necessary contracts with vendors. The COO will also initially represent the trustees in the hiring process that will lead to the hiring of the principal, assistant principal, and the initial teaching staff. (Once the principal has been hired, he or she will represent the trustees in all personnel decisions and the COO will provide logistical support to the principal and the trustees). During this period, a number of contracts with vendors will have to be negotiated and entered and the COO will represent the board in such negotiations. Phase II. Once the charter school is actually open for business, the COO will assist the principal and board of trustees as a kind of ombudsman whose focus is to help make the school’s operations run smoothly and efficiently. It is anticipated that during the first full year of operation there are likely to be many operational issues with the physical plant, vendor services, and other areas that are time intensive and relate directly to the school’s startup. It is anticipated that, following the first full year of school, the COO position will be vacated and the COO’s functions will be parceled out to the Principal, the Assistant Principal, and/or others as the board of trustees sees fit.

<b>IV. Attachments</b>
------------------------

- 1 Founding Group Members
  - A. Summary of Resumes of the Applicant Group.
  - B. Statements of interest and qualifications of the Applicant Group.
  - C. Resumes of the Applicant Group.
- 2 Sample section of Proposed Board of Trustees Bylaws
- 3 Academic Research References



## Attachment A –1

### Summary of Resumes of the Applicant Group

1. **Peter L. Cohen**, Chair, Current Employment: Law Office of Peter L. Cohen, Cambridge, MA, specializing in the acquisition, development, leasing and sale of residential and commercial real estate; zoning; construction law; general representation of small business. Education: Wesleyan University, BA in European History (1981); Harvard Law School, J.D. (1986). Other: President of Cambridge Family Microsoccer, member of Keshet, Inc.'s board of trustees in charge of real estate acquisition and leasing. Native speaker of English. Conversant in German. Parent of 2 (soon to be 3) children in the Amigos school.
2. **Ricardo Maldonado**: Current Employment: Assistant Director, International Office, Harvard University. Education: MS in Business Administration, University of Cordoba, Spain (1977); MBA, Northeastern University (1989). Bilingual in Spanish and English. Parent of child in the Amigos school.
3. **Marcia Pertuz**: Current Employment: Amigos School, Cambridge, MA. Currently teaches 3<sup>rd</sup> grade. Education: State University of New York at Buffalo, Buffalo, NY, Bachelor of Education (1967); University of Minnesota, Minneapolis, MN, Master of Education Concentration: Second Languages and Cultures Education (1992); Harvard Graduate School of Education, Cambridge, MA, Master of Education, Concentration: Mind, Brain and Education. (2000). Certified by the National Board for Professional Teaching Standards (NBPTS). Native speaker of English. Fluent in Spanish.
4. **Diego Matho**: Current Employment: Director of Computer Aided Design, Boston Architectural Center. Education: Diploma in Architecture & Urban Design, School of Architecture - University of the Republic of Uruguay; Master in Design Studies / Computation in Design Harvard Graduate School of Design (1994). Bilingual in Spanish and English. Parent of 3 children who are or have been in the Amigos school.
5. **James St.Clair**: Current Employment: Amigos School, Cambridge, MA. Currently teaches kindergarten. Education: Fordham University BA in Early Childhood Ed. (1970); Boston University MA in Hispanic Language and Literature (1985). Certified bilingual teacher certified as Early Childhood Generalist by the National Board for Professional Teaching Standards (NBPTS). Bilingual in English and Spanish. Parent of two children who would like to attend the Amigos school, but are forbidden by Cambridge's residency requirements.
6. **Lynn Shirey**: Current Employment: Assistant Librarian for Latin America, Spain and Portugal, Widener Library, Harvard University. Education: Boston College BA in English (1976). MSLIS, Simmons College (1985). Parent of child in the Amigos school.
7. **Steven M. Greenberg**: Current Employment: Assistant Professor of Neurology, Harvard University and Massachusetts General Hospital, Department of Neurology. Education: Harvard College, BA (1981); M.D., Ph.D. (Neurobiology) Columbia Medical School (1988). Native English speaker. Parent of 1 child in the Amigos school and 2 children in King Open school.

8. **Michelle Mentis:** Current Employment: Private practice in speech and language pathology and Adjunct Associate Professor at Boston University. Former employment: tenured Associate Professor in Speech-Language Pathology and Applied Linguistics at Boston University (1988-2000). Education: BA, University of Witwatersrand, SA (1980); MA (1985) and Ph.D. (1988) in Speech and Hearing Sciences from the University of California at Santa Barbara. Other: Former Vice Chair of the Board at Radcliffe Child Care Center. Native speaker of English. Parent of 2 children in the Amigos school.
9. **Michael McKee:** Current Employment: Architect and Principal, Moshe Safdie and Associates, an internationally recognized architectural firm. Education: California Polytechnic State University, San Luis Obispo, Bachelor of Architecture (1983). Native English speaker. Parent of 3 children in the Amigos school.
10. **Lillian Rodriguez Rater:** Current Employment: Family Liaison, Amigos School, Cambridge, MA. Education: BS Biology Lehman College, NY (1981). University of Wisconsin, Bachelor of Science in Elementary Education (1993). Bilingual in Spanish and English. Parent of 4 children who currently or formerly attend the Amigos school.
11. **Avra Goldman:** Current Employment: Assist Clinical Professor, BU School of Medicine Dept of Family Medicine. Education: Yale University, BA (1979); M.D. Albert Einstein School of Medicine (1986). Other: Former Chair of Board Radcliffe Child Care Center. Parent of 1 child in the Amigos school and 2 children in King Open school.
12. **Carlos Camacho:** Current Employment: BU Assistant Professor Biomedical Engineering, Boston University. Education: University of Maryland, Ph.D. in Physics (1991); University of Chile, MS in Physics (1986). Bilingual in Spanish and English. Parent of 2 children in the Haggerty school.
13. **Debbie Bonilla:** Current Employment: AMISTAD Afterschool Project and serving as AMISTAD Parent Facilitator for the Amigos School focusing on the middle school. Education: Cambridge Rindge & Latin High School.. Computer Learning Center in Somerville, degree in Computer Operations. Northeastern University, courses in computer analysis. Newbury College, Associate Degree in Design & Merchandising. Planning to return to Newbury College to complete bachelor's degree in Small Business Management. Parent of child in Amigos school.
14. **Gene Michaud:** Current Employment: Assistant Professor, Communication Arts Dept., Framingham State College, Framingham, MA. Education: University of Massachusetts at Boston., BA in English, Magna Cum Laude (1977); Annenberg School for Communications, University of Pennsylvania, Philadelphia, PA., MA in Communications (1984), Ph.D. in Communications (1994). Parent of child in Amigos school.
15. **David Eddy Spicer:** Current Employment: Associate Director, Case Program, John F. Kennedy School of Government, Harvard U. Education: B.A. in English Literature, Harvard College (1980); Ed. M. in International Educational Development Program, Boston University School of Education (1984); Ed.D. candidate in Learning and Teaching, Harvard Graduate School of Education. Parent of two children in the Amigos school.

16. **Elizabeth Claggett-Borne:** Current Employment: Family counselor at the Upham's Corner Health Center, Dorchester MA M.ED., Counseling and Guidance, University of Arizona (1982); . Marriage & Family Therapy License, MA registered (1995).

**Program Advisors**

**Math - Sally Orme:** Current Employment: Amigos School, Cambridge, MA. Currently teaches math and social studies to 7<sup>th</sup> and 8<sup>th</sup> grade students. Currently completing certification for primary school principalship at Cambridge College. Native speaker of English. Fluent in Spanish. Parent of high school aged child who attended the Amigos school.

**Science - Kenneth Simon:** Current Employment: Senior Scientist, Biogen, Cambridge, MA. Parent of two children at the Amigos School.

**Attachment A –2**

**Statements of Interest and Qualifications of the Applicant Group**

(see letters following)



MASSACHUSETTS  
GENERAL HOSPITAL

*Steven M. Greenberg, MD, PhD*  
*Assistant Professor of Neurology*

*Massachusetts General Hospital*  
*Wang Ambulatory Care Center 836*  
*Boston, MA 02114*

*Telephone: (617) 724-1874*  
*Fax: (617) 726-5346*

September 17, 2002

To Whom It May Concern:

I am writing in strong support of the proposed Amigos International Charter School. The plan outlining the proposed mission for this school makes a strong case for the institution of the International Baccalaureate program into the school curriculum and other proposed steps for building on the strengths of the current Amigos School. I would be extremely interested in sending my son Sam Greenberg (currently in fifth grade) to this school. I am also interested in serving on the board of trustees and in lending the program my expertise in scientific and medical research.

Please do not hesitate to contact me if I can be of further assistance.

Very truly yours,

Steven M. Greenberg

September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Statement of Interest - Amigos International Charter School Application

Dear Dr. Driscoll:

Since 1985 I have been working in the Amigos Program/School. I believe strongly in the Amigos goal of a rigorous education in two languages. I support the application of the Amigos International Charter School as the right direction for the Amigos School to go in at this point.

For years our growth has been limited by the Cambridge School Department. Likewise, the unique requirements and demands of a dual immersion school have never been adequately acknowledged or addressed. The mission of a dual immersion school may need the freedom of a Charter School at this point in time in order to be fully realized. I would be interested in working as a teacher and/or advisor to such an effort.

Sincerely,

James St. Clair  
157 Governors Ave  
Medford, MA  
02155-1611

**Lillian Rodriguez Rater**  
**Personal Statement**

My name is Lillian Rodriguez Rater, and my husband and I are the parents of four children in the Cambridge Public School System, three of whom are in the Amigos School. I strongly believe in the school's philosophy and mission, which is to provide a supportive environment, to create socially responsible, critical thinking and fully competent bilingual and biliterate students in English and Spanish. This is quite an undertaking, and we in the Amigos Community are wholeheartedly committed to accomplishing our goals.

As the school's family liaison, I perform many functions to help shape the school into a broader community, such as:

- Welcoming families to the Amigos School and trying to make them feel at home
- Building a sense of community among students, parents, teachers, and administrators
- Advocating for Amigos families to insure that their needs are met
- Informing parents about the two-way bilingual model.
- Giving tours of the Amigos School to prospective families and educators from around the world.
- Doing outreach for and participating in the Amigos Parent Council (APC)
- Producing the Amigos Newsletter and monthly Calendar.
- Assisting in fundraising efforts for the school
- Helping to organize the yearly school events: for example, Kindergarten Orientation; Open House; Parent/Teacher Conferences; Teacher Appreciation Day; Flea Market; Fiesta Navideña; and Noche Caribeña.
- Interpreting for Spanish-monolingual families
- Translating written information.

Many parents have expressed interest in the idea of an Amigos International Charter School. As family liaison, I can understand their rationale for exploring this option.

September 17, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Letter in Support of the Amigos International Charter School  
Application

Dear Dr. Driscoll:

I support the proposal for the creation of the Amigos International Charter School, and I would be willing to serve on its board. I have two children in the existing Amigos School (in 5<sup>th</sup> and 8<sup>th</sup> grades) and one who is a graduate of it. Although it is a good school now, I am confident that becoming a charter school and being able to adopt an International Baccalaureate Program curriculum will make it academically superior. I believe that the technical skills that I have (see my resume for details) will be useful to a newly founded charter school, especially in its startup phase.

Sincerely yours,

Diego Matho  
98 Hampshire St.  
Cambridge, MA 02139



September 17, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Statement of Support - Amigos International Charter School Application

Dear Dr. Driscoll:

I am an active participant in the Amigos International Charter School Group. I am committing time and effort in the founding group, because I feel that my experience as an architect, managing multi-million dollar projects, will be instrumental in guiding the committee charged with identifying and developing options for the facilities for the proposed Amigos International Charter School. Once the school is established, I am interested in and willing to make the necessary commitments to be a member of the Board of Trustees of the new school.

I currently have three children in the existing Amigos School, in kindergarten, second and third grades, and I plan to enroll them in the Amigos International Charter School, if a charter is granted.

Sincerely yours,

Michael McKee  
Moshe Safdie Associates  
100 Properzi Way  
Somerville, MA

September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Statement in Support of the Amigos International  
Charter School Application

Dear Dr. Driscoll:

I have worked in the Massachusetts higher education system in various capacities for more than 20 years. I also worked for two years before that in the Boston Public School system. Consequently, I feel I am in a good position to reasonably assess the strengths and weakness of our public education system. One obvious and glaring need is that which pertains to our public school students' understanding of diverse cultures: this need is only reinforced by the changing nature of the workforce in our state, our nation and the world. The question is no longer "Should we prepare our students for a world far more diverse ethnically, economically, and culturally than we have had in the past?" but rather "How quickly and effectively can we prepare students for such a world?". The answer to that question lies in proposals such as this, for a multilingual school in which an understanding of social diversity is built into the foundation of the school's academic programs.

I believe that the proposal for the Amigos International Charter School presents the state with a significant opportunity to create an institution that takes two phenomena that have previously been seen as problematic (ethnic diversity and differences in language) and turns them into positive and integral parts of the learning experience. My experience as a parent in the current Amigos School in Cambridge has taught me the value of such an institution in my own child's life; it is an opportunity we should extend to a larger community, without holding it hostage to neighborhood politics and short-sighted administrative decisions.

Should the Department of Education approve this proposal, I am prepared to support the new charter school in every way I can, including serving on a Board of Directors or in any other capacity that might be required. My daughter would attend the school, of course; in fact, I can't imagine she would want to go anywhere else. I strongly urge the department to give this proposal serious consideration – the time has come for this kind of a school to be readily available to citizens in the greater Boston area.

Sincerely,

Gene Michaud  
Amigos School Parent  
452 Windsor Street, #1  
Cambridge, MA 02141

September 17, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Personal Statement in Support of the Amigos International Charter School  
Application

Dear Dr. Driscoll:

At present my husband and I have two children attending the existing Amigos school in Cambridge. Our children have done well in English, Spanish, and their other subjects despite the fact that we speak only English at home. Yet we are greatly concerned that Amigos cannot grow academically to its fullest potential given local school politics. The school is under-funded and has not been permitted to adopt the International Baccalaureate Program, the adoption of which a coalition of teachers, parents and administrators have long supported.

I believe that the best path to achieving the academic improvements that we parents desire is to convert the Amigos School into an autonomous public charter school that is free to add the International Baccalaureate Program for the primary and middle school grades and focus on its academic development. If the charter is granted I would plan to enroll our children there.

I intend to serve on the board of trustees, if we are awarded a charter. I believe that my years as an academic and a practitioner in speech and language pathology will be helpful to the school, especially in dealing with its responsibilities towards children who have disabilities in those areas.

Sincerely yours,

Michelle Mentis, Ph.D.  
11 Donnell St.  
Cambridge, MA 02138

September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Amigos International Charter School Application – Statement of Support

Dear Dr. Driscoll:

I have been a strong proponent of the existing bilingual immersion program as well as the idea of introducing the International Baccalaureate (IB) curriculum at the current Amigos School. I have a child that completed 8 years in the School and recently graduated from 8th grade. A second child is currently in 5th grade at the Amigos School. I started a campaign in 1999 with other parents to bring the IB to the Amigos. We tried several attempts to bring the issue to the Cambridge School Committee. We also had several meetings with the Superintendent who could offer us no viable reason against the IB being part of the School. In negotiating with several of these leaders they supported the IB in principle, but it was not enough of a priority to ever come close to an agenda item. We know now that we have a few strong opponents against the IB on the School Committee. We parents tried many different avenues to persuade the School Committee to even debate an IB curriculum and we were thwarted. Not only did the IB agenda get little action, but we at Amigos School were thrown monkey wrenches by the Cambridge School Administration so that we parents and staff had to do triage work to keep the quality of current Amigos program up-to-par.

I am very excited about the idea that a public elementary school can offer an IB. As a family we lived in Latin American for a year in 1998 where our children attended schools in Cuba and Ecuador. The value of an accredited IB school, which can be recognized by school systems globally, is tremendous when switching back and forth between schools in other countries. I have a Masters in Education with expertise in treatment of childhood trauma and child witness to violence. Currently I work as a family therapist to Spanish speaking families in Boston. I also am a professional potter. I'm willing to serve on the board of trustees and help the nascent charter school to flourish. Thank you for your consideration of our much-needed school.

Elizabeth Claggett-Borne  
7 Pleasant Place  
Cambridge, MA 02138

September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Personal Statement in Support of the Amigos  
International Charter School Application

Dear Dr. Driscoll:

I support this proposal for a school charter and will be very willing to serve on the board. I bring extensive experience in education, both in the public and private sector. In addition, I am a National Board Certified Teacher and served on two DOE Panel Review Teams in 2002. I look forward to teaching at our new charter school.

Marcia J. Pertuz  
Teacher, Amigos School  
Cambridge, MA

September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Personal Statement in Support of the Amigos International Charter School Application

---

Dear Dr. Driscoll:

Two of our three children now attend the existing Amigos school. Our youngest will probably start there next year. In the five years that our children have been enrolled at Amigos they have learned to speak, read, and write a remarkable amount of Spanish for kids that don't speak a word at home and who live in an English dominated society. They have also done well in their other subjects. Yet we are greatly concerned that Amigos cannot grow academically to its fullest potential. The constraints are many. The school is under-funded. It is not allowed to adopt the International Baccalaureate Program, which a large coalition of teachers, parents and administrators have been supporting for many years.

Many of us parents want to spend our volunteer time working on curricular improvements. Yet the reality is that we spend most of this time trying to defend the school from unfair budget cuts or being broken apart as part of the superintendent and school committee's overall plans.

Among bilingual educators the Amigos school and its dual immersion bilingual approach is widely admired and cited for its successes. It is ironic that the City of Cambridge's school system does not see fit to honor or nurture the school and its constituencies.

Our best path to achieving the academic improvements that we desire is to take the Amigos concept, add the International Baccalaureate Program for the primary and middle school grades, and become an autonomous public charter school that is free to concentrate on its mission. Naturally, I would plan to enroll our children there.

I plan to serve on the board of trustees and help get the school up and running, if we are awarded a charter. I believe that my years of legal practice and my knowledge of commercial real estate will be an asset in this task.

Very truly yours,

Peter L. Cohen  
11 Donnell St.  
Cambridge, MA 02138

September 7, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Personal Statement in Support of the Amigos  
International Charter School Application

Dear Dr. Driscoll:

I fully support the creation of the Amigos International Charter School. The goals of the new school will meet many of the educational and social needs that the current Amigos School is unable to meet. The broader scope of the Amigos Charter School will also make possible for many families to send their children to a public school without the geographical constraints currently in place.

As a parent, I am prepared to participate actively in the formation and administration of the Amigos Charter School and use my professional experience in any way that might be necessary.

Sincerely,

Ricardo Maldonado  
32 Donnell St.  
Cambridge, MA 02138

September 17, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Statement of Interest - Amigos International Charter School Application

Dear Dr. Driscoll:

My son has been a student at the Amigos School since 1999. I have been actively involved in the school community as a room parent representative and coordinator.

I am a strong supporter of the Amigos goal of a rigorous education in two languages, and support the application of the Amigos International Charter School as the right direction for the Amigos School to go in at this point.

For years our growth has been limited by the Cambridge School Department. It has become clear to me that the unique requirements and demands of a dual immersion school have never been adequately acknowledged or supported. The mission of a dual immersion school may need the freedom of a Charter School at this point in time in order to be fully realized. I would be interested in working as a board member and/or advisor to such an effort.

Sincerely,

Lynn M. Shirey  
32 Donnell St.  
Cambridge, MA  
02138



September 16, 2002

Application Review  
Mass Department of Education  
Charter School Office  
350 Main Street  
Malden, MA 02148

Re: Amigos International Charter School Application – Personal Statement

Dear Dr. Driscoll:

As a parent of two children currently enrolled in the Amigos School, I am eager to see the plans for this new charter school unfold. My experience in the school has shown me how much potential the school holds for creating a rich educational experience for all students. Unfortunately, there is no possibility of fulfilling that vision within the current system.

I would welcome the opportunity to serve on the board of trustees and to offer whatever may be useful from my own experience, particularly around the innovative uses of technology in learning and teaching.

I am a Research Associate at the Harvard Graduate School of Education, where I am pursuing a doctoral degree in the Learning and Teaching area. My research focuses on communities of practice in professional learning. I also direct the new media initiatives in the Case Program at Harvard's Kennedy School of Government. As my resume indicates, I have designed and developed new forms of web-based and CD-ROM curriculum over the past eight years that integrate multimedia and hypertext. I have researched and written about technology integration in professional development, and I serve as the reviews editor for the peer-reviewed journal, Education, Communication & Information, published by Taylor & Francis. I have a Master's of Education in International Education from Boston University.

Sincerely,

David Eddy Spicer  
478 Huron Ave.  
Cambridge, MA 02138

**Attachment A – 3**

**Resumes of the Applicant Group**

(see resumes following this page)

# Elizabeth Claggett-Borne

---

mingaborne@aol.com

7 Pleasant Place, Cambridge, MA 02139

617-354-3808

---

## Experience: Counselor

- Group Counselor**, *Common Purpose, Inc.* Boston, MA 1992-1998
- Conducted clinical treatment groups for men who batter.
  - Interfaced with the courts, police, women's services while keeping men accountable.
- Family Therapist**, *The Family Center*, Somerville, MA 1994-1995
- Home-based counseling with Intensive Family Services.
  - Provided systemic therapy for DSS-referred families.
- Pastoral Minister**, *Friends Meeting at Cambridge*, Cambridge, MA 1985-1990
- Facilitated pastoral care among 600 members. Provided counseling for depression, recovery from family abuse, conflict resolution, and personal decision-making.
  - Offered programs on 'Intimacy', 'Community', 'Sexual Abuse', 'Clarifying Values'.
- Counselor**, *YWCA Women's Crisis Shelter*, Tucson, AZ 1982-1983
- Counseling at residential program to battered women & their children.
  - Organized volunteer trainings: conducted family & neighborhood dispute mediation.
  - Networked for state-wide consortium of domestic violence services.

## Experience: Trainer/Instructor

- Trainer**, *Alternatives to Violence Project (AVP)* Nyack, NY 1985-Present
- Offer 22-hour workshops in Eastern MA prisons on conflict management.
  - Performed over 25 workshops in community on nonviolence & conflict reduction.
  - Served as Corresponding Secretary for national board creating & implementing policy.
- Domestic Violence Liaison**, *City of Somerville*, MA 1995-1997
- Conducted 12 8-hour domestic violence training for police officers.
  - Staffed the domestic violence taskforce.
  - Initiated a public education campaign in 4 languages with billboards, bus ads, PSAs.
- Director**, *Crisis Control Center*, Greensboro, NC 1984-1985
- Supervised and scheduled 100 volunteer counselors for 24-hour hot-line service.
  - Educated schools and civic groups on suicide and suicide prevention.

## Experience: Community Consultant

- Fundraiser**, *Respond, Inc.* Services for Battered Women & Children, Somerville, MA 1994-1996
- Chair**, *My Sisters' Place*, American Friends Service Committee (AFSC), Boston, MA 1986-1990
- Founding member of AFSC's Advocacy Center for homeless women: hiring staff, writing policy, overseeing fundraising.
  - Implemented workshops on Decision-Making, Leadership Development, & Racism.
- Mediator/Advocate**, *Victim Witness Program*, Tucson, AZ 1981-1983
- Worked in County Attorney's Office counseling victims in criminal cases.
- Teacher of English as Foreign Language**, Chad, Africa 1977-1979

## Education

- Marriage & Family Therapy License, MA registered 1995
- M.ED., Counseling and Guidance, University of Arizona 1982

### **Current Professional Activities**

- #1 Law Office of Peter L. Cohen, Cambridge, MA – Principal (1992 – Present)  
Solo practice of law: real estate conveyancing, zoning and leasing representing buyers, sellers, and developers; corporate formation; civil rights law related to school placement, misc. civil litigation, gen. counsel to TLM Associates
- #2 Pilot Development Partners, Inc., Boston, MA - Project Manager (1999 – Present).  
Commercial real estate project development and management working on projects in Boston, Cambridge, Waltham, Franklin, MA, and North Kingstown, RI.

### **Other Remunerative Activity Since Graduation from Law School**

1993 - 2000 Eastern Star Realty, Cambridge, MA - Principal and In-House Counsel to family owned company engaged in residential real estate development, investment, and brokerage. Responsible for all legal analysis and documentation, permitting, financing, and supervision of outside counsel.

1991 - 1992 Teachout, Brooks & McNally, Norwich, VT/Hanover, NH - Associate Attorney working on: (a) real estate conveyancing, zoning, and loan documentation; (b) civil litigation involving environmental matters and general corporate and commercial disputes; and (c) computer software contracts.

1990 - 1991 International Legal Studies Law Library, Harvard Law School, Cambridge, MA – Reference work in foreign law and international public law and research instruction.

1988 - 1990 Choate, Hall & Stewart, Boston, MA - Associate Attorney in real estate department working on: (a) commercial conveyancing; (b) condominium development; (c) lease disputes involving industrial properties and environmental damage to land; (d) federal, state and local wetland laws; (e) M.G.L. c. 21E reporting and cleanup responsibilities; (f) compliance with solid waste management laws; (g) Mass DEP enforcement of state and federal air pollution laws; (h) the Martha's Vineyard Commission; (i) creation of the Cape Cod Commission.

1986 - 1988 Brown, Rudnick, Freed & Gesmer, Boston, MA - Associate Attorney working on: (a) condominium development and conversion; (b) conveyancing; (c) leasing; (d) limited equity residential cooperatives; (e) zoning analyses; (f) landlord/tenant litigation; (g) rent control; (h) syndicated real estate refinancings; (i) computer licensing agreements; and (j) general corporate matters.

### **Education**

Boston University, Graduate Tax Program. Six courses taken to date: Tax I; Tax II; Estate Planning; Practical Estate Planning; Partnership Taxation; Pensions & Profitsharing.

Harvard Law School, Cambridge, Mass. - J.D., 1986.

University of Hamburg, Hamburg, Germany - Visiting Law Student, 1981 - 1982.

Wesleyan University, Middletown, CT - B.A. in Modern European History, 1981.

### **Professional Admissions and Affiliations**

Admitted to law practice in: (a) Massachusetts; (b) New Hampshire; (c) Court of Appeals for the 9th Circuit; (d) U.S. Supreme Court.

## BIOGRAPHICAL SKETCH

Give the following information for the key personnel and consultants and collaborators. Begin with the principal investigator/program director. Photocopy this page for each person.

NAME		POSITION TITLE		
Steven M. Greenberg, MD, PhD		Assistant Professor of Neurology		
EDUCATION <i>(Begin with baccalaureate or other initial professional education, such as nursing, and include postdoctoral training.)</i>				
INSTITUTION AND LOCATION		DEGREE	YEAR CONFERRED	FIELD OF STUDY
Harvard University, Cambridge, MA		AB	6/81	Biochemistry
Columbia University, New York, NY		MD, PhD	5/88	Neurobiology
Pennsylvania Hospital, Philadelphia, PA		Internship	7/88-6/89	Int. Medicine
Massachusetts General Hospital, Boston, MA		Residency	7/89-6/92	Neurology
Brigham & Women's Hospital, Boston, MA		Fellowship	7/92-6/94	Neurobiology
American Board of Psychiatry and Neurology		Certification	11/94	Neurology

RESEARCH AND/OR PROFESSIONAL EXPERIENCE: Concluding with present position, list in chronological order previous employment, experience, and honors. Key personnel include the principal investigator and any other individuals who participate in the scientific development or execution of the project. Key personnel typically will include all individuals with doctoral or other professional degrees, but in some projects will include individuals at the masters or baccalaureate level provided they contribute in a substantive way to the scientific development or execution of the project. Include present membership on any Federal Government public advisory committee. List, in chronological order, the titles, all authors, and complete references to all publications during the past three years and to representative earlier publications pertinent to this application. DO NOT EXCEED TWO PAGES.

### EMPLOYMENT

1981-1988 Medical Scientist Training Program, Columbia University, Department of Physiology, Center for Neurobiology and Behavior, James H. Schwartz advisor  
 1988-1989 Internship, Department of Internal Medicine, Pennsylvania Hospital  
 1989-1992 Residency, Department of Neurology, Massachusetts General Hospital  
 1992-1994 Instructor in Neurology, Center for Neurologic Diseases, Brigham & Women's Hospital and Harvard Medical School, Kenneth S. Kosik fellowship advisor  
 1994-present Assistant Professor of Neurology, Department of Neurology, Massachusetts General Hospital and Harvard Medical School  
 Co-Director, Massachusetts General Hospital Neurology Clinical Trials Unit

### HONORS

1981 Phi Beta Kappa  
 1981-1988 Medical Scientist Training Program Fellowship  
 1988 Alpha Omega Alpha Honor Society  
 Samuel W. Rover Award in Physiology  
 Helen M. Sciarra Prize in Neurology  
 Miriam Berkman Spotnitz Research Award  
 1992-1995 American Academy of Neurology Research Fellowship in Pharmacology  
 1996-1998 Mallinckrodt Foundation Research Award  
 1996-1999 American Heart Association Grant-in-Aid  
 1996-present National Institute of Health Mentored Clinical Scientist Development Award  
 1999-2000 Massachusetts Alzheimer's Disease Research Center Pilot Award  
 National Institute of Health Small Research Grant

### PUBLICATIONS

#### Articles (selected)

Greenberg SM, Castellucci VF, Bayley H, Schwartz JH. A molecular mechanism for long-term sensitization in *Aplysia*. Nature 1987;329:62-65.  
 Greenberg SM, Vonsattel JPG, Stakes JW, Gruber M, Finklestein SP. The clinical spectrum of cerebral amyloid angiopathy: Presentations without lobar hemorrhage. Neurology 1993;43:2073-2079.  
 Greenberg SM, Koo EH, Selkoe DJ, Qiu WQ, Kosik KS. Secreted  $\beta$ -amyloid precursor protein stimulates mitogen-activated protein kinase and enhances tau phosphorylation. Proc Natl

- Acad Sci USA 1994; 91:7104-7108.
- Greenberg SM, Rebeck GW, Vonsattel JPG, Gomez-Isla T, Hyman BT. Apolipoprotein E  $\epsilon$ 4 and cerebral hemorrhage associated with amyloid angiopathy. Ann Neurol 1995;38:254-259.
- Greenberg SM, Finklestein, SP Schaefer, PW. Petechial hemorrhages accompanying lobar hemorrhages: Detection by gradient-echo MRI. Neurology 1996;46:1751-1754.
- Greenberg SM, Briggs ME, Hyman BT, Kokoris GJ, Takis C, Kanter DS, Kase CS, Pessin MS. Apolipoprotein E  $\epsilon$ 4 is associated with the presence and earlier onset of hemorrhage in cerebral amyloid angiopathy. Stroke 1996;27:1333-1337.
- Greenberg SM, Vonsattel JPG. Sensitivity and specificity of cortical biopsy for diagnosis of cerebral amyloid angiopathy. Stroke 1997;28:1418-1422.
- Greenberg SM, Vonsattel JPG, Segal AZ, Chiu RI, Clatworthy AE, Liao A, Hyman BT, Rebeck GW. Association of apolipoprotein E  $\epsilon$ 2 and vasculopathy in cerebral amyloid angiopathy. Neurology 1998; 50:961-965.
- Alonzo NC, Hyman BT, Rebeck GW, Greenberg SM. Progression of cerebral amyloid angiopathy: Accumulation of amyloid- $\beta$ 40 in affected vessels. J Neuropathol Exp Neurol 1998; 57:353-359.
- Segal AZ, Chiu RI, Eggleston PM, Greenberg SM. Low cholesterol as a risk factor for primary intracerebral hemorrhage: A case-control study. Neuroepidemiology, 1999;18:185-193.
- Greenberg SM, O'Donnell HC, Schaefer PW, Kraft, E. MRI detection of new hemorrhages. Potential marker of progression in cerebral amyloid angiopathy. Neurology 1999;53:1135-1138.
- Greenberg SM, Tennis MK, Brown LB, Gomez-Isla T, Hayden DL, Schoenfeld DA, Walsh KL, Corwin C, Daffner KR, Friedman P, Meadows M-E, Sperling RA, Growdon JH. Donepezil in clinical practice. A randomized crossover study. Arch Neurol, 2000;57:94-99.
- O'Donnell HC, Rosand J, Knudsen KA, Furie KL, Segal AZ, Chiu RI, Ikeda D, Greenberg SM. Apolipoprotein E genotype and risk of recurrent lobar intracerebral hemorrhage. New Engl J Med, 2000;342:240-245.
- Greenberg SM, Cho H-S, O'Donnell HC, Rosand J, Segal AZ, YOUNKIN LH, YOUNKIN SG, Rebeck GW. Plasma  $\beta$ -amyloid peptide, transforming growth factor- $\beta$ 1, and risk for cerebral amyloid angiopathy. Ann NY Acad Sci, 2000; 903:144-149.
- Rosand J, Hylek EM, O'Donnell HC, Greenberg SM. Warfarin-related hemorrhage and cerebral amyloid angiopathy. A genetic and pathological study. Neurology 2000;55:947-955.
- Cho HS, Hyman BT, Greenberg SM, Rebeck GW. Quantitation of apoE domains in Alzheimer disease brain suggests a role for apoE in A $\beta$  aggregation. J Neuropathol Exp Neurol 2001;60:342-349.
- Knudsen KA, Rosand J, Karluk K, Greenberg SM. Clinical diagnosis of cerebral amyloid angiopathy. Validation of the Boston criteria. Neurology 2001;56:537-539.
- Greenberg SM, Rosand J. Outcome markers for clinical trials in cerebral amyloid angiopathy. Amyloid: Int J Exp Clin Invest 2001;8 (suppl 1):56-60.
- Grabowski TJ, Cho HS, Vonsattel JPG, Rebeck GW, Greenberg SM. A novel APP mutation in an Iowa family with dementia and severe cerebral amyloid angiopathy. Ann Neurol 2001; 49:697-705.
- Van Nostrand WE, Melchor JP, Cho HS, Greenberg SM, Rebeck GW. Pathogenic effects of D23N "Iowa" mutant amyloid  $\beta$ -protein. J Biol Chem 2001;276:32860-32866.
- Smith EE, Rosand J, Knudsen KA, Hylek EM, Greenberg SM. Leukoaraiosis is associated with warfarin-related hemorrhage following ischemic stroke. Neurology 2002;59:193-197.
- Invited papers (selected):
- Greenberg SM. Cerebral amyloid angiopathy and vascular dysfunction. Cerebrovasc Disease 2002; 13(suppl 2):42-47.
- Greenberg SM. Cerebral amyloid angiopathy and dementia. Two amyloids are worse than one. Neurology 2002;58:1587-1588.
- Rosand J, Greenberg SM. Beyond hypertension. Unraveling the causes of intracerebral hemorrhage. Stroke 2002;33:1195-1196.
- Greenberg SM. Cerebral amyloid angiopathy. In: Mohr JP, Choi D, Grotta JC, Weir B, Wolf PA (eds). Stroke: Pathophysiology, Diagnosis and Management, Third Edition. Harcourt, Inc., New York, 2002; in press.

**Ricardo Maldonado**  
32 Donnell St. (617) 496-2813 (Office)  
Cambridge, MA 02138 (617) 354-9601 (Home) E-mail: rmm@neu.edu

## **PROFESSIONAL EXPERIENCE**

2000-Present **Harvard International Office: Assistant Director**

1998-00 **Harvard Institute for International Development (HIID): Finance Officer**

1995-98 **Harvard University Student Agencies (HSA): Controller**

1987-95 **Northeastern University (Boston, MA). Student Center: Business and Systems Manager**

1985-87 **Northeastern University (Boston, MA). College of Pharmacy: Budget Analyst**

1983-85 **Boston YWCA (Boston, MA): A/P Manager.**

1980-83 **Almond Co. of the South. Malaga (Spain): Accountant.**

1977-79 **Agricultural Coop of Obera (Argentina): Cost Accountant.**

## **EDUCATION**

1990 **MIT Sloan School of Management:** Course in Decision Support and AI Systems

1990 **Harvard University Extension School:** Course in Multinational Financial Management.

1989 **Northeastern University State of the Art Program:** Courses towards the Certificate of Software Engineering.

1988 **Northeastern University Graduate School of Business:** Master in Business Administration, **MBA** .

1988 **Euro Management Institute. Stuttgart (Germany):** Course in High Tech. and Internat Business Environment.

1987 **Ecole Superiere de Commerce. Reims (France):** Courses in International Finance and Marketing.

1976 **Universidad de Córdoba (Spain):** Business Administration Degree with honors (Accounting major).

Currently: Pursuing the Certified Management Accountant (**CMA**) accreditation

**summary**

Director and educator at the Boston Architectural Center

Architect - Diploma in Architecture and Urban Design, professional degree & national registration, Uruguay;

Master in Design Studies degree - Harvard University, Graduate School of Design;

Focus on computation of design, especially Artificial Intelligence in Design (AID)

Extensive experience in computation of design technology, implementation, testing, translation - English to Spanish

Assisting development and implementation of numerous published computer-graphics related software products for industry and academia

Accomplishments include papers and published computer-graphic models and rendering illustrations

Currently ongoing research & development in AID, teaching, supporting various course-development initiatives

Authoring a textbook on three-dimensional computer-aided design

**education**

**Harvard University / Graduate School of Design** September 93 - June 1994, Cambridge, MA, USA

**Master in Design Studies / Computation in Design**

**Universidad de la República - Facultad de Arquitectura** Montevideo, URUGUAY

**School of Architecture - University of the Republic of Uruguay**

**Diploma in Architecture & Urban Design**

**employment**

**Boston Architectural Center** [320 Newbury Street - Boston - MA 02115-2795 USA]

**Director of CAD Curriculum** March 2001 – Present

**Manager of Academic Computing, CAD Curriculum Coordinator, Faculty Convener** August 1995 – March 2001

**Information Center Specialist, CAD Curriculum Coordinator, Faculty Convener** August 1994 – August 1995

**Faculty/Instructor** June 1994 - December 1994; August 1995 – Present

**Courses taught to date**

***Architectural Modeling & Rendering***, co-instructor Javork Saracevic, 2000

AutoCAD 2000, 3DStudio VIZ 3

***Computer-Aided Design 3D Design/Modeling***, 1994–Present

AutoCAD r12, 13, 14 & 2000-; DataCAD 5 & 6

***New Perspectives on Architectural Perspectives***, co-instructor Steve Rich, 1995-Present,

AutoCAD 2000-, Piranesi 2, Vedute 1, Streamline 4, HiJaak 5, and others

***Computer-Aided Drafting 2D Drafting/Documentation***, 1995

AutoCAD r13

***Electronic Imaging***, co-instructor Angela Perkins, 1994

Photoshop

***Computer Applications for Architectural Practice***, 1994

Word, Excel, Photoshop, 2D & 3D AutoCAD

**Chisholm Washington Architects, Inc. / HMFH Architects** November 1994 - June 1995, Cambridge, MA

**CWA - Management & support of information technology**

PC hardware and software specs, incl. LAN, CAD and general business applications, installation and maintenance

Elaboration of office standards

**HMFH - Architectural design development** using Computer-Aided Design software

**Computer-Graphics / CAD Consulting, Marketing, Production & Services** Montevideo, URUGUAY

**Consulting** Specification, marketing, custom installation of IT for Uruguayan universities

Hospital de Clínicas, School of Medicine & Facultad de Arquitectura;

AEC (Architecture Engineering & Construction),

CAD & CG systems in private and public firms

computer-graphic services inc. digital touch-up paint systems for artists & photo-labs, broadcast-quality video producers

**Computer-graphics Production** Freelance practice

Founder & principal of company *Arista*, established September 1986, incorporated June 1992 - September 1993

Architectural-CAD drafting, modeling, rendering & compositing of analog/digital presentations & design competitions

**CG-IT Training** Lectures and workshops 1986 - 1993

Colonia, Maldonado, Montevideo, Punta Del Este, San Carlos, URUGUAY;



Buenos Aires, ARGENTINA

**Cooperative Programmers** September 1987 - September 1989. analysts, programmers and designers  
CG/UI team-leader; develop custom software: cash flow, stock control, interaction/interface design, etc.

**Olivetti Uruguay (OL UR S.A.) - IT Department** Montevideo URUGUAY, September 1989 - April 1993

**Architectural / CG-applications & IT Specialist, Consultant & Marketing**

Market localization, English-Spanish translation of software: *ARC+* (CAD) & *Magic* (CASE, Computer-Aide Software Engineering); customization and programming: batch, menu and macros; installation, training and support

**Silicon Graphics Inc. - Resident SGI Applications Specialist**

Lead Uruguayan representation & distributorship, granted May 1992

IT-systems consulting and marketing, inc. CAD, Analysis, Scientific & Medical imaging, GIS applications & Vide production; *Showcase®* development & presentations.

**AUVIPRO S.A. - Digital Media Dept.** Montevideo URUGUAY, December 1991 - May 1992

**CG-Production, Technical Support & Marketing** Uruguayan representative of **SONY & TrueVision** products

**ST. Catherine's School** Montevideo URUGUAY, September 85 - September 1989

**ESL Teacher** (English as a Second Language) taught courses in Science & Human Geography

**Monte VI School** Montevideo URUGUAY, March 84 - December 1984

**ESL Teacher**, English

**Manos del Uruguay** Montevideo URUGUAY, September 83 - April 1985

**Designer** Architectural & interior projects, remodeling of shops, window design, textile and graphic-design

### **special interests & activities**

**ACM-SIGGraph** member (June 2000 - Present) Association Computing Machinery - Special Interest Group Graphics

**BAC-IDEA** member (June 1993 - Present) Institute of Design & Electronic-Imaging Arts

**BAC-IDEA** is the research branch of the BAC's Academic-Computing Department

**Personal Interests:** computation of architectural design & dd, AID, ease-of-use software tools & interfaces

**ACADIA** member (1993 - Present) Association for Computer-Aided Design In Architecture

**CAAI-SAU** Founding member (1987-93) Committee for Use of Computing-Applications - Uruguayan Society of Architects

Lectures & workshops in various cities in Uruguay and in Buenos Aires Argentina

**CEPAI-FAU** Founding member (1982-93) Center for Automated Information Processing - Uruguayan School of Architecture

**Research Topics in Computation** (1989 - Present)

**Interests**

AI Languages, Fuzzy-logic, Neural Networks, End-user Programming & Visual Development Environments, Objec Oriented Component Technologies

**Photography** amateur practice (1974 - Present)

### **experience in computer-graphics, design & information technology**

**Applications / End-user**

**Illustration, Diagramming, 2D & 3D CAD, VR Systems**

*Illustrator, RIO, SmartDraw; Sketchpad, ARC+, AutoCAD, Bryce, CADKEY, DataCAD, DesignCAD, MicroStation, SDAC, SilverScreen, Upfront, TOPAZ; HTML/VRML, RealMation, Visual Reality, VRCreator* and others

**Rendering, Animation & Simulation Systems**

*LumenMicro, Lightscape; 3D Studio VIZ & MAX; OpenSpace 3D, SimStudio*

**Paint/Image Processing Systems**

*DarkTree, PaintShop, Pixel32, Photoshop, Satori, Tempra, TrU-V*

**Office Applications & Utilities**

*Communicator, Excel, Expander, HiJaak Pro, InterChange, Squiggle, Streamline, UVMapper, Eudora, VirusScan, WinZip, Word, and others*

## **Programming Languages & Development**

*AutoLISP & Visual LISP, FLOPS, Sanscript, Scheme & 3D Scheme (ACIS 3D Tool-kit), Megahedron, Hypercosm*

## **Operating Systems**

*DOS, Windows95/8, NT, DOS, networking, MacOS, IRIX, Sun OS, Linux*

## **Applications / Beta-tester**

### **2D & 3D CAD Systems**

*@Last Software SketchUp* version 1.x & 2 (Design consultant)  
*3D/Eye TriSpectives* version 1  
*3D PowerTools 3D PowerTools* (*AutoCAD* plugin)  
*Autodesk Architectural Desktop* version 1, *AutoCAD 2000*, *AutoCAD 2000i SP1* & 2  
*AutoSolid AutoSolid* versions 1 & 2 (*AutoCAD* plugin)  
*Bricsnet Bricsnet Architectural* (*IntelliCAD 2000* and *AutoCAD 2000* plugins)  
*Context CAD CSG Editor* versions 2, 3 & 3-2000 (*AutoCAD* plugin)  
*Gestel solidThinking* versions 3, 3.5 & 4/VTs  
*Intergraph Imagineer Technical* versions 1, 2 & patches, 3 (renamed *SmartSketch 3*) & *SmartSketch 4*  
*IMSI SolidModeler* version 2  
*McNeel Rhino* versions 1 & 2  
*McNeel Flamingo* version 1  
*Pandromeda MojoWorld*  
*Vibrant Graphics SoftPoint* (*AutoCAD* plugin)  
*Visio IntelliCAD* version 1  
*Visviva Software Visviva Authoring Studio*  
*Xitron X-CAD* version 1, 2 & 3

### **Painting / Rendering Applications**

*Right Hemisphere DeepPaint 3D*  
*George Mischler SpaceLines & Rayfront* (radiosity-based *AutoCAD* plugin)  
*Informatix Piranesi* versions 1, 2 & 3, and *Vedute* versions 1 & 1.1  
*PGE Desktop Radiance* (radiosity-based *AutoCAD* plugin)  
*Positron TrU-V* version 1 & 1.5  
*Solar Technologies VirtualVu*  
*Viewpoint LiveArt*

### **Others**

*Viewpoint Datalab Interchange* version 5 & 5.5  
*Spatial Technology ACIS Toolkit* - software grant & report researching solids-modeling in AEC  
*John Wiley & Sons Architectural Graphic Standards* version 3

## **Michael McKee**

### **Brief Resume**

Mr. McKee is a graduate of California Polytechnic University in San Luis Obispo. He is an architect, registered in the State of Massachusetts. He joined Moshe Safdie and Associates, Inc., in 1985 and has been a principal of the firm since 1999. He has taken a wide range of architectural projects from initial conception through the completion of construction. Currently, he is managing a number of major projects, including the U.S. Federal Courthouse in Mobile, Alabama, Eleanor Roosevelt College at UCSD in La Jolla, CA and the Skirball Cultural Center in Los Angeles, California. In the past, he has been the project manager for the Comverse Systems Headquarters, Tel Aviv, Israel, Corrour Estate, Scottish Highlands, and Ben Gurion Airport, Israel. Prior to that, he was the project architect on the Library Square Project, Vancouver, BC, the Ballet Opera House, Toronto, and the Columbus Center Project, NY, NY.

MICHELLE MENTIS, Ph.D.  
Board Recognized Specialist in Child Language  
Licensed Speech-Language Pathologist

Office: 11 Donnell Street  
Cambridge, MA 02138  
Phone: 617 497-2300  
Email: michellementis@aol.com

#### PRESENT POSITIONS

##### Private Practice

Solo private practice specializing in pediatric language disorders.

##### Adjunct Associate Professor

Department of Communication Disorders, Boston University.

IA adviser for the Specialty Recognition in Child Language Program

#### EDUCATION

Ph.D. University of California, Santa Barbara, 1988

Speech and Hearing Sciences

Area of Specialization: Language Science

M.A. University of California, Santa Barbara, 1985

Speech and Hearing Sciences

Major: Speech and Language Pathology

B.A. University of the Witwatersrand, Johannesburg, South Africa

Major: Speech Pathology and Audiology

#### PREVIOUS POSITIONS

2000-present Speech-Language Pathologist, Private Practice, Cambridge, MA.

Adjunct Associate Professor, Department of Communication Disorders, Boston University, Boston, MA.

2001-2002 Language Consultant, The Solomon Schechter Day School of Greater Boston, Newton, MA.

1995-2000 Associate Professor with Tenure, Department of Communication Disorders, Boston University, Boston, MA.

1989-2000 Associated Faculty, Ph.D. Program in Applied Linguistics, College of Liberal Arts, Boston University, MA.

1992-2000 Special Scientific Staff, Department of Pediatrics, Boston Medical Center

1988-1995 Assistant Professor, Department of Communication Disorders, Boston University, Boston, MA.

1987 Teaching Associate, University of California, Santa Barbara, CA.

1984-1987 Teaching Assistant, University of California, Santa Barbara, CA.

1983 Audiologist, Johannesburg Hospital, Johannesburg, South Africa

1982 Lecturer and Clinical Supervisor, Department of Logopedics, University of Cape Town, South Africa,

1981 Speech and Language Pathologist, Groote Schuur Hospital, Cape Town, South

Africa

## AWARDS

1998 Award of Merit, Boston University Sargent College of Health and Rehabilitation Sciences for outstanding professional service within Sargent College.

## GRANTS

Principal Investigator, "Effects of Maternal Cocaine Use on Language Development" Awarded to Boston University by the National Institute for Deafness and Other Communication Disorders, 1993-1995.

Principal Investigator, "Effects of Lead Exposure on Language Development." Boston University Dudley Allen Sargent Research Fund, 1993-1994.

## PUBLICATIONS

Mentis, M.

(1998). In Utero Cocaine Exposure and Language Development. *Seminars in Speech and Language: Prenatal Cocaine Exposure*, 19, 147-165.

Mentis, M. & Lundgren, K. (1995). Effects of prenatal exposure to cocaine and associated risk factors on language development. *Journal of Speech and Hearing Research*, 6, 1303-1318.

Mentis, M., Briggs-Whittaker, J. & Graminga, G.D. (1995). Discourse topic management in senile dementia of the Alzheimer's type. *Journal of Speech and Hearing Research*, 5, 1054-1066.

Mentis, M. (1994). Topic management in discourse: Assessment and intervention. *Topics in Language Disorders*, 14:3, 29-54.

Mentis, M. (1991). Discourse topic management in normal and language-impaired children. *Journal of Childhood Communication Disorders*, 14, 45-66.

Mentis, M. & Prutting, C.A. (1991). Analysis of topic as illustrated in a head-injured and normal adult. *Journal of Speech and Hearing Research*, 34, 583-595.

Mentis, M. & Thompson, S.A. (1991). Discourse: A means for understanding normal and disordered language. In T.M. Gallagher (Ed.), *Pragmatics of Language: Clinical Practice Issues* (p 199-227). San Diego: Singular Publishing Group.

Skarakis-Doyle, E. & Mentis, M. (1991). A discourse approach to language disorders. Investigating complex sentence production. In T.M. Gallagher (Ed.), *Pragmatics of Language: Clinical Practice Issues* (p 283-306). San Diego: Singular Publishing Group.

Prutting, C.A., Mentis, M. & Zitzer, C.A. (1990). Philosophy of Science: A template for understanding our science. *Language Sciences*, 12, 379-392.

Mentis, M. (1990). Review of "Language Disorders and Language Development" by Margaret Lahey. *Journal of Applied Psycholinguistics*, 11, 224-227.

Prutting, C.A., Mentis, M. & Nelson, P. (1989)

. Critique of Siegel: The limits of science in communication disorders. *Journal of Speech and Hearing Disorders*, 54, 299-300.

Mentis, M. & Prutting, C.A. (1987). Cohesion in the discourse of normal and head injured adults. *Journal of Speech and Hearing Research*, 30, 88-98.

- Koegel, R.L. & Mentis, M. (1985). Motivation in childhood autism: Can they or won't they? *Journal of Child Psychology and Psychiatry*, 26, 185-191.
- Mentis, M. (1981). The comprehension of deictic terms in normal and language impaired children. *South African Journal of Communication Disorders*, 28, 92-103.
- Gordon, E., Gordon, A., Gordon, L., Shapiro, M., Mentis, M., & Suchet, M. (1981). Biofeedback and Stuttering. *South African Journal of Communication Disorders*, 28, 105-112.

#### REFEREED PAPERS PRESENTED AT SCIENTIFIC MEETINGS AND CONVENTIONS

- Mentis, M. Abele, E. & Gavett, E. (1999). Pragmatic Profiles in School-Aged Children with Asperger's syndrome. American Speech-Language-Hearing Association Annual Convention, San Francisco, CA.
- Mentis, M., Hargrave, J., Gavett, E., & Millen, M. (1998). Effectiveness of a Functionally-Based Language Enrichment Program. American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
- Fong, H. & Mentis, M. (1998). Time Course of Cognitive Activation in Picture Naming. American Speech-Language-Hearing Association Annual Convention, San Antonio, TX.
- Mentis, M. & Lundgren K. (1997). Language and Play Development in Drug-Exposed Children: Further Data. American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Mentis, M., Hargrave, J., Gavett, E., & Millen, M. (1997). Effectiveness of a Language Enrichment Program in Three Kindergarten Classrooms. American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Diamond, S. & Mentis, M. (1997). Word Naming in Moderately Head-Injured Adults. American Speech-Language Hearing Association Annual Convention, Boston, MA.
- Mentis, M., Bland-Stewart, L.M., & Carrico, C. (1996). Research Update: Language Abilities in Children Prenatally Exposed to Cocaine. American Speech-Language-Hearing Association Annual Convention, Seattle.
- Lundgren, K. & Mentis, M. (1996). Effects of Multiple Risk Factors Including Prenatal Cocaine-Exposure on Exploratory Play. American Speech-Language-Hearing Association Annual Convention, Seattle.
- Mentis, M., Brinton, B., Fujiki, M., & Skarakis-Doyle, M. (1995). The Pragmatic Revolution: Evolution, Current Trends and New Directions. American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Mentis, M., Bland, L., Wallace, G., Wyatt, T. (1995). Language Development in African-American Toddlers Prenatally Exposed to Cocaine. American Speech-Language-Hearing Association Annual Convention, Orlando, FL.
- Mentis, M., Diamond, S., & Reed, L. (1994). Effects of lead exposure on language development. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Mentis, M., Bankson, N., & Plamondon, J. (1994). Phonological development in children prenatally exposed to cocaine. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.
- Diamond, S. & Mentis, M. (1994). Discourse cohesion in the conversational speech of three aphasic individuals. Annual American Speech-Language-Hearing Association

Convention, New Orleans, LA.

Diamond, S. & Mentis, M. (1994). Language and cognitive deficits following mild head injury." Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.

Fong, H. & Mentis, M. (1994). A preliminary analysis of language in AIDS Dementia Complex. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.

Lundgren K., & Mentis, M. (1994). Effects of prenatal cocaine-exposure on symbolic play development. Annual American Speech-Language-Hearing Association Convention, New Orleans, LA.

Mentis, M., & Lundgren, K. (1993). Effects of maternal cocaine use on language development. Annual American Speech-Language-Hearing Association Convention, Anaheim, CA.

Mentis, M., Whittaker, J., & Graminga, G. (1993). Discourse topic management in Alzheimer's disease. Annual American Speech-Language-Hearing Association Convention, Anaheim, CA.

Mentis, M. (1990). Analysis of topic: Illustrated in a head-injured and normal adult. Annual American Speech-Language-Hearing Association Convention, Seattle.

Mentis, M. (1990). Understanding discourse analysis: Overview and implications for assessment and intervention. Mini-seminar, Annual American Speech-Language-Hearing Association Convention, Seattle.

Skarakis-Doyle, E., Fredeen, L., & Mentis, M. (1991). A pragmatic perspective on complex sentence production in a LD child. Canada Speech Language Pathology and Audiology Conference.

Mentis, M. (1988). Perspectives on Science: A perspective. Annual American Speech-Language-Hearing Association Convention, Boston.

Mentis, M. (1985). Cohesion in the discourse of normal and head-injured adults. Annual American Speech-Language-Hearing Association Convention, Washington, D.C.

#### INVITED TALKS AND SEMINARS

Mentis, M. (1998). "Narratives from a functionalist perspective." Guest Speaker, Spaulding Rehabilitation Hospital, Boston, MA.

Mentis, M., Hargrave, J., & Gavett, E. (1998). "A Functionalist Approach to Language Intervention." Guest Speakers, Newton Public Schools, Newton, MA.

Mentis, M. (1998). "Language Sampling and Analysis." Guest Speaker, Massachusetts General Hospital Institute of Health Professions, Boston, MA.

Mentis, M. (1997). "Effects of In-Utero Exposure to Cocaine and Associated Risk Factors on Language Development." International Congress: Pediatrics in the Community - 2000+, Israel Ambulatory Pediatric Association, Jerusalem, Israel.

Mentis, M. (1997). "Language Sampling and Analysis." Guest Speaker, Massachusetts General Hospital Institute of Health Professions, Boston, MA.

Mentis, M. (1995). "The narratives of communicatively-impaired children: Assessment and Intervention Methods." Guest Speaker, Sixteenth Annual Communication Disorders Conference, Boston.

Mentis, M. (1995). "Discourse approaches to the assessment and treatment of language disorders." Guest Speaker, University of Rhode Island, Department of Communicative Disorders Spring Lecture Series.

Mentis, M. (1995). "Language Acquisition," Guest Speaker, The Carroll School, Lincoln, Massachusetts.

Mentis, M. (1994). "Childhood language disorders," Colloquium presented at the Department of Behavioral Pediatrics, Boston University School of Medicine, Boston.

Mentis, M. (1993). "Language Acquisition," Guest Speaker, The Carroll School, Lincoln, Massachusetts.

Mentis, M. (1992). "Child language acquisition and disorders," Colloquium presented at the Department of Behavioral Pediatrics, Boston University School of Medicine, Boston.

Mentis, M. (1991). "Discourse topic management in head-injured adults." Massachusetts General Hospital Behavioral Neurology/Neuropsychology Rounds, Boston.

Mentis, M. (1989). "A multidimensional approach to the assessment and treatment of language disorders." Guest speaker, Eleventh Annual Communication Disorders Conference, Boston.

Mentis, M. (1989). "Discourse analysis in children." Colloquium, University of Maine.

Mentis, M. (1989). "Linguistic analysis." Dalhousie University, Nova Scotia, Canada.

Mentis, M. (1989). "Topic management in the discourse of head-injured adults." Applied Linguistics Colloquia, Boston University.

Mentis, M. (1987). "Communication disorders following right hemisphere lesions." Santa Barbara County Physicians Lecture Series, Santa Barbara, CA.

#### JOURNAL EDITORIAL REVIEWS

Journal Editorial Consultant (Intermittently 1991-2000)

Journal of Speech and Hearing Research; American Journal of Speech-Language Pathology; Language, Speech and Hearing Services in the Schools

Guest Editor

Journal of Speech and Hearing Research

Seminars in Speech and Language: Prenatal Drug Exposure, 19, 1998

#### PROFESSIONAL REGISTRATION AND AFFILIATIONS

Certification of Clinical Competence in Speech-Language Pathology, American Speech-Language-Hearing Association.

Board Recognized Specialist in Child Language, American Speech-Language-Hearing Association.

Massachusetts Speech Pathology License (2000).

Member, American Speech-Language-Hearing Association.

Member, International Association for the Study of Child Language.



**452 Windsor Street, #1  
Cambridge, MA 02141  
(617) 354-4296**

**Gene Michaud**

**Communication Arts Department  
Framingham State College  
Framingham, MA 01701  
(508) 626-4672**

### **Education**

Annenberg School for Communications, University of Pennsylvania, Philadelphia, PA.  
Awarded Master of Arts Degree in Communication in May 1984  
Awarded Doctor of Philosophy Degree in Communications in August 1994

University of Massachusetts at Boston, Boston, MA.  
Awarded Bachelor of Arts Degree in English, Magna Cum Laude, in June 1977

### **Professional Experience**

- 1997- **Assistant Professor, Communication Arts Dept., Framingham State College, Framingham, MA.**  
Present Teach undergraduate courses in Mass Communication and Communication Theory, including *Foundations of Communication, Media/Society/Self, Seminar in Communication Arts, Internship in Communication Arts, American Media in the Sixties*, and *Principles of Mass Communication*. Advise undergraduate students concerning department concentrations and college and departmental course requirements. Acting Chair of Department Admissions Committee, Spring 1998. Chaired Search Committee to fill Speech Communication position, Fall 1998-Spring 1999. Member of College Curriculum Committee, Fall 2001-Spring 2002. Chair of Media Theory search committee, Fall 2001-Spring 2002. Chair of department Curriculum Committee, Fall 2001 to present. Perform various other administrative and teaching duties as needed.
- 1986- **Adjunct Faculty, American Studies Dept., University of Massachusetts, Boston, MA.**  
1997 Taught graduate and undergraduate courses in American history and culture, including *America in the Fifties; America in the Sixties; America in the Eighties; Modern War in American Film; Popular Culture and Technology*. Advise graduate and undergraduate American Studies students on University requirements, course selections, and research projects. Develop new graduate and undergraduate courses; reviewed and evaluated existing course offerings.
- 1993- **Visiting Faculty, School of Communications, Pennsylvania State University, University Park, PA.**  
1994 Taught undergraduate and Master's level courses in American popular culture, including *Cultural Aspects of the Mass Media* and *Film History and Theory*. Evaluated the existing undergraduate and graduate program in communications studies. Advised students on University and program requirements. Aided graduate students in development of Master's theses and Dissertation research projects.
- 1987- **Media Coordinator, William Joiner Center for the Study of War and Social Consequences,**  
1993 **University of Massachusetts, Boston, MA.**  
Coordinated all media-related activities of institute which focuses on the experiences and effects of war among diverse populations. Developed multi-media archive to support teaching and research activities. Produced audio/video recordings of special institute events. Organized and directed a national conference on the representations of war in American and international media. Organized and chaired panels on war and media at various local and national conferences

and symposia. Co-wrote reports on institute research activities. Developed and wrote grant proposals with other institute members. Consulted with mainstream institutions and independent film makers on various media projects. Created undergraduate courses on the representations of war in American popular culture. Developed a summer institute for high school teachers which focused on teaching about the Vietnam War. Consultant for local and national research projects on the Vietnam War. Visited film studios and archives in Vietnam to establish international exchange program.

**1982- Teaching Associate, Annenberg School of Communications, University of Pennsylvania, Philadelphia, PA.**

**1985** Taught undergraduate courses *Manipulation and Ideology in Film*; *Sources of the Modern Cinema*; and *The Film Director as Artist and Communicator*. Assigned graduate student teaching assistants to discussion sections; conducted graduate student teacher training sessions; visited discussion sections and advised new teaching assistants on the development of syllabi and implementation of lesson plans; located and evaluated potential course readings; wrote administrative manual for use by future teaching associates.

**1980- Teaching Associate, Rhetoric Department, University of Massachusetts, Amherst, MA.**

**1981** Taught undergraduate course *The Rhetoric of Film*. Evaluated and choose course texts; created audio/visual curriculum materials for use by graduate teaching assistants; scheduled film screenings, mid-term and final exams.

**1977- Learning Program Specialist, McCormack Middle School, Boston Public Schools, Boston, MA.**

**1979** Taught basic reading, writing and math skills to middle school students identified as “at risk” in a special program designed to decrease drop out rates among urban students. Created teaching materials, organized field trips, and developed individualized learning programs for selected students. Administered assessment tests, compiled data, monitored student progress and authored yearly reports. Participated in core evaluations of students with other faculty members and staff. Organized special events for students and their parents throughout the school year. Discussed budgetary needs with program and school administrators.

## **Publications**

### **Books**

1990- Co-Editor, with Linda Dittmar, *From Hanoi to Hollywood: The Vietnam War in American Film*. 3rd Printing. New Brunswick, NJ: Rutgers University Press.

### **Articles**

2002 “Left Margins: U.S. Leftists and American Commercial Television in the 1980s,” in *The Voice of Power: International Perspectives on Communication and Power*. Edited by Kevin Carragee. St. Ingbert, GDR: Rohrig Universitätsverlag.

- 1997 "Class Conflicts: Teaching the War Film." *Radical Teacher*. Special Issue on Media Studies. #50: Spring 1997.
- 1994 "U.S. Television and the Persian Gulf Conflict." In *An American Half Century: Postwar Politics and Culture in the USA*. Edited by Michael Klein. London and Boulder, CO: Pluto Press.
- 1990 Co-Author, with Linda Dittmar. "America's Vietnam War Films: Marching Toward Denial," "Chronology: The United States, Vietnam, and American Film," and "Selected Filmography: The Vietnam War on Film." In *From Hanoi to Hollywood: The Vietnam War in American Film*. 1st Printing. New Brunswick, NJ: Rutgers University Press.
- 1986 Co-Author, with Kevin Carragee and Mark Rosenblatt, "Agenda-Setting Research: A Critique and Theoretical Alternative." In *Culture and Communication: Methodology, Behavior, Artifacts and Institutions*. Edited by Sari Thomas. Norwood, NJ: Ablex Publications.

### **Recent Professional Papers and Presentations**

- July 30, 2002 "Patriot Games: A Ritual Analysis of Superbowl XXXVI," for the International Colloquium on Communications, Humboldt University, Berlin, Germany.
- July 19, 2001 "The War in Film: Modalities of Viewing and Films about the Vietnam War," for "The American War in Vietnam" Conference, Keene State College, Keene, N.H.
- July 27, 2000 "Left Margins: U.S. Leftists and American Commercial Television in the 1980s," for the International Colloquium on Communications, Suffolk University, Boston, MA.

### **Papers and Presentations (cont.)**

- May 25, 2000 "Introducing Writing Across the Curriculum Changes to an Introductory Communications Course," for the Massachusetts BHE CPIP Writing Across the Curriculum Conference, Worcester State College, Worcester, MA.
- June 2-16, 1996 "The Vietnam War on Film and Television: Learning and Teaching with Media," for the Vietnam Institute, William Joiner Center for the Study of War and Social Consequences, University of Massachusetts at Boston, Boston, Ma.
- June 4, 1994 "The "Other" Side of the Camera: Vietnamese Fictional Films About the Vietnam War," for the Vietnam Institute, William Joiner Center for the Study of War and Social Consequences, University of Massachusetts at Boston, Boston, Ma.
- May 23, 1992 "Old World Wars and New World Orders: Recent Representations of World War II in American Popular Culture," for the Representations of History in American Media panel, Speech Communication Association Conference, Chicago IL.
- May 19, 1991 "All Clear Signals: The Media, the Military, and the Mideast War," for the Media and the Gulf War panel, Speech Communication Association Conference, Atlanta, GA.
- June 9, 1991 "Image-in-Nation: American Commercial Films in The 1980s." for International Educators Symposium, University of Massachusetts at Boston, Boston, Ma.

April 21, 1990 “America’s Vietnam War Films: (Re)Seeing is Believing.” for A Different War: Changing Cultural Perspectives on the Vietnam War Symposium, DeCordova Museum, Lincoln, MA.

### **Media Production Activities**

- 1993 Consultant/Interviewee, “The Combat Film” episode of the PBS/BBC series The American Cinema, broadcast in 1995.
- 1991 Writer/Producer, “Shared Legacy,” video documentary about American Vietnam War veterans’ efforts to provide medical and material aid to veterans’ rehabilitation centers in Vietnam.
- 1990 Film Researcher/Editorial Consultant, “Burden of a War,” video documentary about the lingering effects of exposure to Agent Orange for women who served as combat nurses during the Vietnam War.
- 1987 Co-Producer, “Sisters-in-Arms,” film documentary project about the experiences of women of color in the U.S. military from WWII to the present.

### **Related Professional Activities**

- 2001-2002 Curator, Vietnam War Film Series, Brooklyn Academy of Music Cinematek, Brooklyn, NY.
- 2001-2003 Web Site Evaluator, “The Vietnam War,” William Joiner Center for the Study of War and Social Consequences, University of Massachusetts/Boston, Boston, MA.
- 1999-2000 Educational Media Consultant, Erudite Corporation, Henry Ford Medical Center, Detroit, MI.
- 1995 Participant, Discussion Leadership Seminar, Derek Bok Center for Teaching and Learning, Harvard University.

### **Grants and Awards**

- 1999-2000 Consultant, National Endowment for the Humanities Grant for a Web-Site about information pertaining to the Vietnam War, William Joiner Center for the Study of War and Social Consequences, University of Massachusetts/Boston, Boston, MA.
- 1996 Massachusetts Corporation for Educational Telecommunications Grant for the Development and Production of Multimedia Interactive High School Course on the Vietnam War. Amount: \$32,000.
- 1989 Co-Author, National Historic Records Preservation Council Grant for development of multi-media university archive of materials relating to war in American culture. Amount: \$89,000
- 1986 Annenberg School of Communications Research Grant. Amount: \$6000

### **References**

Professor Linda Dittmar, English Department, University of Massachusetts at Boston, Boston, MA 02125.  
Phone: (617) 287-6746 (office); (617) 661-0142 (home).

Professor Barry Dornfeld, Communication Department, University of the Arts, Philadelphia, PA 19104. Phone: (800) 616-ARTS (office); (610) 940-1173 (home).

Professor Kevin Carragee, Communication Department, Suffolk University, Boston, MA 02114. Phone: (617) 573-8768 (office); (617) 254-4462 (home).

### **References (cont.)**

Professor Larry Gross, Annenberg School of Communications, University of Pennsylvania, Philadelphia, PA 19104. Phone: (215) 898-5620 (office); (215) 546-0264 (home).

Professor Harry W. Haines, Communications Department, Trinity University, San Antonio, TX 78284. Phone: (512) 736-7207 (office); (512) 822-76745 (home).

Professor Lisa Henderson, Communications Department, University of Massachusetts at Amherst, Amherst, MA 01003. Phone: (413) 545-4759 (office); 586-7245 (home).

Professor Bette Kauffman, Chair, Department of Mass Communications, University of Louisiana, Monroe, LA 71209. Phone: (318) 342-1090 (office); (318) 342-8117 (home).

Professor Lois Rudnick, Chair, American Studies Department, University of Massachusetts at Boston, Boston, MA 02125. Phone: (617) 287-6770 (office); (617) 784-3992 (home).

Professor Derrick TePaske, Chair, Communication Arts Department, Framingham State College, Framingham, MA. 01701. Phone: (508) 626-4999 (office); (617) 489-0169 (home).

## Marcia Pertuz

46 Concord Square #3, Boston, MA, 02118 W: 617-349-4082, H: 617-536-7832  
FAX: 617-349-6910 E-mail: [marcia\\_pertuz@post.harvard.edu](mailto:marcia_pertuz@post.harvard.edu)

### PROFILE

National Board Certified Teacher, engaged in **teacher-action research** on student interactions in two-way immersion program. **Organized curriculum goals** to achieve specific results as measured by District Outcome Based criteria. **Interviewed, hired and supervised** staff. **Designed, organized and implemented** system to initiate Site Based Management in a K-8 school of 800 students. **Chaired** Site Based Management Team, with particular emphasis on involvement from normally disenfranchised families. **Demonstrated ability** to relate to students, parents and colleagues of diverse economic and cultural backgrounds.

### EDUCATION

- **Harvard University Graduate School of Education**, Cambridge, MA  
Master of Education, June 2000. Concentration: **Mind, Brain and Education**
- **University of Minnesota**, Minneapolis, MN  
Master of Education, June 1992. Concentration: **Second Languages and Cultures Education**
- **State University of New York at Buffalo**, Buffalo, NY  
Bachelor of Education, June 1967. Concentration: **Early Childhood Education**; Minor: **English**

### HONORS

- **Who's Who in American Education**, 1996-1997, 2002
- **Exemplary Teacher, Wisconsin Teacher World**, 1994
- **Professional Educator's Award**, Augsburg College, 1993
- **Minnesota Institute for the Advancement of Teaching Seminar on Decision Making and Biomedical Ethics**, 1992. Selection based upon a passion for learning and a commitment to excellence in teaching.
- **King Juan Carlos Fellowship**, Madrid, Spain, 1990, Quincentennial Program for Spanish Teachers
- **National FLES (Foreign Language in Elementary Schools) Program Participant**, University of Maryland, Baltimore Campus, 1988, twenty-five teachers in the U.S. chosen
- **Outstanding Young Women of America**, 1976, chosen for extensive volunteer work

### WORK HISTORY

#### ADMINISTRATION

- **Teacher In Charge**, AMIGOS Program, Cambridge Public Schools, 1999-2000
- **Director**, Hugs & Hearts Drop-in Day Care Center, Edina, MN, 1983-1987

#### PUBLIC SCHOOL TEACHING

- **AMIGOS Two-Way Immersion Program**, Cambridge, MA, Third Grade, 1995-99, 2000-Present
- **La Escuela Fratney Two-Way Immersion Program**, Milwaukee, WI, (Spanish) 2nd Grade, 1993-95
- **Downtown Open School (A Model Workplace School)**, Minneapolis, MN, Kindergarten, First and Second Grade Combinations, 1991-1993
- **Ramsey International Fine Arts Magnet**, Minneapolis, MN,  
Kindergarten and Grade 4/5 Combination, 1989-1991
- **Cedar Lake Elementary**, Oscoda, MI, Kindergarten, 1967-1969
- **HeadStart**, Oscoda, MI, summer 1969
- **Coconut Grove Elementary**, Miami, FL, Second Grade, 1967-1968

#### INDEPENDENT SCHOOL TEACHING

- **Woods Academy**, Maple Plain, MN, Preschool, Kindergarten and Spanish, 1987-1988
- **St. Francis School**, Rochester, MN, Kindergarten, 1980-1982

#### ADULT EDUCATION

- **Parents Are Important in Rochester**, Parent Educator, Birth to 15 Months, 1978-1979

## Marcia Pertuz

### PUBLICATIONS

- Pertuz, M., Larscheid, J. & Hays, S. (1998). **Teachers, artists, and parents as partners at La Escuela Fratney.** In S. Zemelman, H. Daniels and A. Hyde, (Eds), *Best Practice: New Standards for Teaching and Learning in America's Schools* (pp. 156-183). Portsmouth, NH: Heinemann.
- Pertuz, M. (1998 March). **Circle of hearts, circle of poems; Circulo de corazones, circulo de poemas.** *Harvard University Collaborative for Integrated School Services: Field Notes.*
- Pertuz, M. (1995 Spring). **Art appreciation in second grade.** *Best Practice* 8, (pp. 11).

### PRESENTATIONS

- **Dual Language Programs: Acknowledging Learner Assets, "Building Sustainable Dual Language Programs: Two Two-Way Language Immersion Cases:** with Mary Cazabon, Director of Bilingual Education, Cambridge Public Schools and Ester Johanna de Jong, The First Annual Research Conference on Teaching Diverse Learners: Meeting the Needs of English Language Learners, the LAB at Brown, June 15, 2001
- **"Key Implementation Strategies in the Amigos Program"** with Marla Peres-Selles, Assistant Director of Bilingual Education, Cambridge Public Schools, and Clarissa Guzman, Harvard Institute: Responding to the MCAS: Innovations in Language, Learning, and Assessment, 1999, 2000, 2001
- **"Socialization Patterns Between Spanish Speaking and English Speaking Third Graders in a Two-Way Immersion Program"** Harvard Graduate School of Education 4th annual Student Research Conference & 16th annual International Forum: Toward an Ecology of Education: Building Communities Across Disciplines, 1999
- **Two-Way Immersion Panel**, with Mary Cazabon, Director of Bilingual Education, Cambridge Public Schools, and Ramona De Leon, National Association of Bilingual Educators, Dallas, TX, 1997

### PROFESSIONAL DEVELOPMENT PARTICIPATION

- **Mathemagica**, a five-year mathematics initiative that uses rich multimedia content to encourage improved instruction in mathematics. Mathemagica addresses the national need for improvement in student achievement in mathematics through systematic professional development for teachers. This project is made possible by grants from the US Dept. of Education through the Star Schools Project, and the Office of Educational Research and Improvement, 2001-present
- **Research Seminar, Cheche Konnen Center at TERC**, Cambridge, MA, a national reform initiative to improve school science for language minority students, 1996-2000
- **Implementing Cognitively Guided Instruction: An Intensive Staff Development Initiative**, Milwaukee Public Schools, 1993-1995
- **Walloon Institute: Best Practice, Inquiry Based Teaching, Kindergarten -College**, Petosky, MI, 1994
- **Minnesota Educational Effectiveness Clinical Training**, Minneapolis Public Schools, 1992
- **CREATE Project**, Educators for Social Responsibility, peaceful problem solving, Mpls, 1991
- **Climate for Learning training**, a positive discipline model, Minneapolis, MN, 1990

### VOLUNTEER EXPERIENCES

- Junior League of Minneapolis, Milwaukee and Boston, 1983-Present,  
**Representative to the Board of the Greater Minneapolis Day Care Association, Sponsor of Missing and Exploited Children Project, Assistant Financial Director of the Clothesline Thrift Shop.**
- Rethinking Schools: An Urban Educational Journal, Milwaukee, WI, 1993-1995. Proof reader
- Special Olympics, Minneapolis, MN, 1992, **Liaison for Venezuelan Delegation.**
- MN Association for the Education of Young Children (MnAEYC), 1973-1979, 1983-1993,  
**State Certification Committee, State Nominating Committee, State Program Committee.**
- Concordia College, International Language Villages, Moorhead, MN, 1984-1985, **Parents Advisory Council.**
- Parents Anonymous, Rochester, MN, 1978-1979, **Chairman, Charter Advisory Board.**

### CERTIFICATIONS

- **National Board For Professional Teaching Standards, Early Childhood Generalist**, November, 2001
- **MA Standard Certification, Elementary (1-6)**

### LANGUAGE CAPABILITIES

- **Spanish:** reading, writing and speaking

Lynn M. Shirey  
32 Donnell St.  
Cambridge, MA 02138  
(617)354-9601

## **Professional Experience**

1998- to present

***Assistant Librarian for Latin America, Spain and Portugal  
Widener Library, Harvard College Library  
Cambridge, MA***

1989-1998

***Bibliographer for Latin American Law / Romance Language Cataloger  
Harvard Law School Library, Harvard Law School  
Cambridge, MA***

1985-1989

***Rare Book Cataloger  
Brandeis University Library  
Waltham, MA***

1983-1985

***Bibliographic Assistant  
Houghton Library, Harvard College Library  
Cambridge, MA***

1982-1983

***Acquisitions Assistant  
Spanish, Portuguese Section  
Widener Library, Harvard College Library  
Cambridge, MA***

## **Publications**

Contributing book reviewer, *Criticas: and English Speaker's Guide to the Latest Spanish Language Titles*. New York: Library Journal.

Editor, *Directory of Vendors of Latin American Library Materials*. Austin, Texas: Seminar on the Acquisition of Latin American Library Materials, 2001.

*Latin American Writers*. New York: Facts on File, 1996.

Contributor, *Travelers' Tales: Spain*. Berkeley, CA: O'Reilly, 1998.



## **Education**

1983-1990 Graduate work in Spanish Language and Literature, Harvard University.

1985 MSLIS, Simmons College School of Library and Information Science.

1982 Certificate of Proficiency in Spanish Language and Literature, University of Malaga, Spain.

1976 BA, Boston College, Chestnut Hill, MA.

1972 Morristown H.S., Morristown, NJ.

### **Related experience:**

1997-1999 President, Board of Directors, Harvard Law School Child Care Center/Botanic Gardens Children's Center

2001/2002 Room Parent, 2<sup>nd</sup> grade Amigos School

# David Eddy Spicer

## FOCUS

The design and study of learning environments for teaching and learning in higher education that rely on the latest technologies.

## EXPERIENCE

### **Assistant Director**

John F. Kennedy School of Government

### **Case Program**

Harvard University  
Cambridge, MA  
January 1995 to present

Design, develop, and manage multimedia, hypermedia and video curriculum materials for graduate and executive programs in business and government education. Projects include:

- "Virtual Study Circles" [<http://www.ksg.harvard.edu/case/vsc/>] (requires password)
- "Economic War Among the States: North Carolina and the Battle for Business", [<http://www.ksg.harvard.edu/case/battle/>] (requires password)
- "Campaign '96 Third Party Time", used at over 20 colleges and universities [<http://www.ksg.harvard.edu/case/3pt/>]
- "The Problem at 231st Street", hybrid multimedia CD-ROM, used in courses at the Harvard Business School, London School of Economics among other universities world-wide.

New Media Skills:

- Production Management
- Management of Creative Team
- Multimedia Authoring
- Hypertext Design (Story Space, HTML)
- HTML Authoring
- Web Site Design and Development
- Digital Video Editing (Edit DV/Adobe Premiere)

### **Research Assistant**

Harvard University, Graduate School of Education  
Cambridge, MA  
April 1999 to present

Research design, analysis, and reporting for studies of technology in teaching and learning in post-graduate and professional education at Harvard.

- "Using emerging media to provide distant mentoring and guidance." Principal investigator: Prof. Chris Dede. Funder: Joyce Foundation. Ongoing.
- "Online/In Context: Three portraits of distance learners in a WIDE World course." Research mentor: Prof. David Perkins. Funder: Spencer Advanced Doctoral Apprenticeship Grant. Ongoing.
- "Stretching time and space: using new technologies to improve design education." Principal investigator: Prof. Stone Wiske. Funder: Microsoft Research. April 1999 – May 2000.

**Case Writer**

Harvard University, Kennedy School of Government  
Cambridge, MA

July 1990 to present

Research and write case studies in public policy for use in graduate and professional education at Harvard and other universities around the country. Develop focus of studies and conduct intensive research relying on interviews and an imaginative array of secondary sources. Recent case studies have explored:

- Good Neighbours
- Mental Health, Medicaid, and Managed Care: Building a Unified System in Massachusetts
- The Surgeon General and 'passive smoking'
- HIV, medical records, and the insurance industry

**Publications Consultant**  
Eddy/Writing

David

**And Writer**

Cambridge, MA

September 1988 to 1998

Operate writing business, meeting a spectrum of clients' needs from conceptualizing overall themes and goals of new projects to assessing and revising existing publications. Projects have included annual reports, magazines, manuals, proposals, newsletters, and fundraising materials. A selected list of clients includes:

- Harvard Community Health Plan
- Dana-Farber Cancer Institute
- Harvard AIDS Institute
- John Snow, Inc.
- Ministry of Health/Philippines
- Unicef
- Unitarian Universalist Association
- U.S. Agency for International Development

**Coordinator  
of Publications**

World Education, Inc.  
Boston, MA

June 1985 to August 1989

Conceived, obtained funding for, and managed the publications of an international nonprofit organization, including a semiannual 24-page magazine on third world development (circulation: 6,000); an eight-page, quarterly newsletter for teachers of adult literacy (circulation: 10,000); annual reports; and numerous successful proposals.

INTERNATIONAL WORK EXPERIENCE

**Project Manager**

World Education, Inc.  
Boston, MA

August 1984 to September 1988

Acquired funding for and coordinated adult literacy program in Senegal working in conjunction with local groups. Managed U.S. offices for multi-million dollar development programs in Kenya and Nepal.

**International Student  
Advisor**

Boston University  
Center for English Language and Orientation Programs  
Boston, MA

May 1983 to December 1983

Ran program matching incoming third-world students with families of returned Peace Corps Volunteers in the Boston area for the university's Center for English Language and Orientation Programs.

**Assistant Coordinator**

Boston University  
School of Education  
Boston, MA  
November 1983 to July 1984

Developed and produced informational and recruitment materials for new program training education professionals to work in third world settings. Initiated seminar series on international development and education.

**Peace Corps Volunteer**

U.S. Peace Corps  
Democratic Rep. of the Congo (Zaire), Africa  
August 1980 to October 1982

Taught English, Geography, and History in a village secondary school (Mushenge, Kasai Occidental). Directed academic and business affairs of the school in the absence of the headmaster.

**Assistant Coordinator**

During summer months, helped establish program goals and structure of Peace Corps English language instructor-training program in Zaire. Supervised ten instructor-trainers and 55 apprentice instructors. Developed language learning materials for Zairian schools.

**EDUCATION**

**Ed. D. candidate**      Harvard University  
Graduate School of Education  
Learning and Teaching

**Ed. M.**              Boston University  
School of Education  
International Educational Development Program  
August 1984

**B.A.**                Harvard College  
English Literature  
June 1980 (cum laude)

## A W A R D S

### **Spencer Advanced Doctoral Apprenticeship Grant**

Harvard University, Graduate School of Education, Cambridge, MA  
June 2000

### **Hitchener Case Study Prize**

Harvard University, Kennedy School of Government, Cambridge, MA  
January 1996  
"The Problem at 231st Street" CD-ROM

### **Top 5% of the Web**

Point Survey  
January 1996  
"Campaign '96: Third Party Time?" web-based case study

### **Bell Ringer Award**

Publicity Club of New England  
1992 Dana Farber Cancer Institute Annual Report  
"A World Without Cancer"

### **Gold Astrid/ARC Awards**

MerComm International  
Dana Farber Cancer Institute Annual Reports  
"Cancer and Me", 1993  
"A Second Spring", 1991  
"Moving the Field", 1990

## P A P E R S

### **"Contacts & Contexts"**

American Educational Research Conference. Annual Meeting: April 2002.

### **"Of Gurus and Godfathers...."**

with Jeffrey Huang. *Education, Communication, and Information*. Vol 1, No. 4. Winter 2001.

### **"Stretching Time and Space: Using New Technologies to Improve Professional Education"**

with Stone Wiske, James Moore and Jae-Eun Joo. Harvard Graduate School of Education, Educational Technology Center Monograph Series, November 2000.

### **"New Media for an Old Method: Producing and Using Hypermedia Case Studies at the Kennedy School of Government"**

Journal of Public Administration and Management, Spring 2000.

**"Crafting 'One Law, One Nation?':** The development and use of a hypermedia case study across national boundaries." Presented at the American Political Science Association, September 5, 1998. Boston, MA.

### **"Riding a Dark Horse: Exploring the Dynamics of National Campaigns via Hyperspace"**

with David C. King and Howard Husock. Presented at the American Political Science Association, August 29, 1997. Washington, DC.

## RESUME OF EDUCATION AND EXPERIENCE

James St.Clair  
157 Governor's Avenue  
Medford, Ma. 02155  
(781) 306-0002  
Email: [jstc49@attbi.com](mailto:jstc49@attbi.com)

### EMPLOYMENT EXPERIENCE

#### **1985-2002 CAMBRIDGE PUBLIC SCHOOLS**

Amigos Kindergarten Teacher

- design & implement curriculum in two-way bilingual immersion program
- work closely with parents & co-teachers

#### **1996- 2001 BETWEEN THE LIONS**

Senior Literacy Advisor for award winning PBS children's program

- Advisor on curriculum and instruction beginning four years before program aired

#### **1998-2000 URBAN COLLEGE OF BOSTON**

College Instructor

- designed and taught humanities course: **Children's Literature**

#### **1996-97 AMIGOS PROGRAM**

Amigos Lead Teacher

- support & supervision of staff
- parent/staff relations
- program spokesperson

#### **1993-95 MISSION POSSIBLE DAY CAMP**

Director

- responsible for budget, hiring & daily operation of a six-week summer camp for inner city youth

#### **1981-85 GEDDES LANGUAGE CENTER**

**Boston University**

Associate Director

- daily management of facility
- supervision of student & full-time staff
- proposal writing & development planning

#### **1978-81 MAURICE TOBIN SCHOOL**

**Roxbury, Ma.**

**Bilingual Kindergarten Teacher**

- planning & implementation of extended day kindergarten program

**1974-78**

**CENTRAL SCHOOL**

**Cambridge, Ma.**

Head Teacher

- lead teacher of kindergarten team

**1970-72**

**CHILDREN'S COMMUNITY WORKSHOP**

**SCHOOL New York City**

Teacher

- K, first & second grade combination

**EDUCATION**

**1984**

**BOSTON UNIVERSITY:**

Masters OF Hispanic  
Language & Literature

**1970**

**FORDHAM UNIVERSITY:**

B.A. Early Childhood  
Education

**1967**

**NAZARETH HIGH SCHOOL:**

Brooklyn, N.Y.  
National Honor Society  
Student Body President

**1978-97 Graduate Education Courses at:** Harvard, Wheelock  
College, Boston  
University &  
Fitchburg State

## OTHER EXPERIENCES

- 2002**

- \* advisor to **PBS/Annenberg** project on Literacy Learning Video Library
  - \* article published in **Young Children**
- 2001**

- \* received **National Board Certification** as an Early Childhood Generalist
- 1996**

- \* Nominated for Massachusetts Teacher of the Year
- 1995**

- \* Awarded Cambridge Partnership mini-grant for the project: Families at Work
- 1993**

- \* Invited to Bangkok, Thailand to do model teaching in the Sarasass School System
  - \* authored chapter on **Mathematics Assesment in the Bilingual Classroom** published in the Yearbook of the National Council of Teachers of Mathematics
  - \* Served on the **Mayor's Task Force on Student Potential**
  - \* Presenter: **Lesley College Forum on Science Assesment**
- 1991**

- \* Presented paper on Math Assesment at **TERC Conference** (Technical Educators Research Consortium)
- 1989**

- \* **A.D. Little Fellowship in Mathematics**
- 1988**

- \* Videotaped for training film on **Literacy Learning**
- 1985**

- \* Invited to **Scholastic Publishing Co. Whole Language Conference** in Daytona Beach, Florida
- 1984- Present**

- \* Have presented workshops for teachers on Music, Science, Math & Literacy
- 1982-83**

- \* Wrote Humanities Foundation Grant for video language learning: funded & implemented



## **Attachment B**

### **Sample Bylaw Provisions**

1. The Amigos International Charter School (the “School”) shall be governed by a board of trustees (the “Board of Trustees” or the “Board” or the “Trustees”).
2. At all times there shall be no fewer than seven (7) and no more than twenty (21) Trustees.
3. The time between the School is awarded charter status and the time is open for business and educating students shall be know as the Startup Phase.
4. The Trustees during the Startup Phase shall be all those persons who are part of the Amigos Charter School Applicant Group (the “Applicant Group”).
5. A Trustee can resign at any time upon giving of written notice the Board.
6. The Trustees can have a special election during the Startup Phase to add members to the Board as it deems useful or necessary.
7. The Board shall have regular elections at least once a year, with the first week of June being the time for regular elections.
8. A person need not be a parent or teacher in the School in order to be eligible to serve on the Board.
9. Those eligible to vote for the Board shall include: (a) all parents who have enrolled their children in the School (or have given a written certification of their intention to do so when the School is open); and (b) all teachers who work in the School (or have given a written certification of their intention to do so when the School is open).
10. The Board is responsible for the hiring and supervision of a Principal, an Assistant Principal, a Chief Operating Officer, and any other executive positions it deems necessary or desirable.
11. A person serving in an executive capacity or teaching position in the School may serve on the Board, but may not vote on any matter that directly affects his or her individual salary, benefits, or performance reviews.
12. The Board shall always be mindful of the fact that the School is public independent school, that the Board is a public agency, and that it has reporting duties to the Commonwealth of Massachusetts.

## Attachment C - Academic Research References

Cazabon, M., Lambert, W., & Hall, G. (1993). Two-Way bilingual education: A progress report on the Amigos program. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Cazabon, M. Nicoladis, E. & Lambert, W. E. (1998). Becoming bilingual in the Amigos two-way immersion Program. Santa Cruz, CA: National center for Research on Cultural diversity and Second Language Acquisition.

Christian, D., Montone, C. L., Lindholm, K. J., Carranza, I., (1997). Profiles in two-way immersion education. Washington, DC: Center for Applied Linguistics and Delta Systems Co.

Gardner, H. (1983). Frames of Mind: The theory of multiple intelligences. New York: Basic Books. Basic Books Paperback, 1985. Tenth Anniversary Edition with new introduction, New York: Basic Books, 1993.

Gardner, H. (1993a). Multiple Intelligences: The Theory in Practice. NY: Basic Books.

Gardner, H. (1993b). Creating Minds. NY: Basic Books.

Gardner, H. (1999). Intelligence reframed: Multiple Intelligences for the 21<sup>st</sup> Century. New York: Basic Books.

Gardner H. (1999). Multiple Approaches to Understanding. In C. Reigeluth (Ed.), Instructional Design Theories and Models. Mahwah, NJ: Lawrence Erlbaum Associates, Inc.

Gardner, H. (1999). Are there additional intelligences? In J. Kane (Ed.), Education, information and transformation, pp. 111-131, Upper Saddle River, NJ: Prentice Hall. Reprinted in Gifted Education Press Quarterly, 11(2), Spring 1997, pp. 2-5.

Krashen, S. (1979), The Monitor Model for second language acquisition, In R. Gingras (ed.), Second Language Acquisition and Foreign Language Teaching, CAL.

Krashen, S. (1981). Second Language Acquisition and Learning. London: Pergamon

Krashen, S. (1982). Principles and Practice in Second Language Acquisition. London: Pergamon.

Krashen, S.D. (1985). The Input Hypothesis: Issues and Implications. Longman.

Lambert, W. E. & Cazabon, M. (1994). Students' views of the Amigos program. Santa Cruz, CA: National Center for Research on Cultural Diversity and Second Language Learning.

Lambert, W. E. & Tucker, G. R. (1972). Bilingual education of children. The St. Lambert experiment. Rowley, MA: Newbury House.

"Portraits of Success" site: <http://www.lab.brown.edu/public/NABE/portraits.taf>

Rhodes, N. C., Christian, D., & Barfield, S. (1997). Innovations in immersion, the Key School two-way model. In R. K. Johnson, & M. Swain. (Eds.), Immersion education: International perspectives. (pp. 265-283). Cambridge, U. K.: Cambridge University Press.

Robledo Montecel, M & Danini Cortez, J (2001). Successful Bilingual Education Programs: 10 Schools Serve as Models. Intercultural Development Research Association (IDRA).  
<http://idra.org/Newsltr/2001/Sep/Cuca2.htm#boxes>

Spiro, R.J. & Jehng, J. (1990). Cognitive flexibility and hypertext: Theory and technology for the non-linear and multidimensional traversal of complex subject matter. D. Nix & R. Spiro (eds.), Cognition, Education, and Multimedia. Hillsdale, NJ: Erlbaum.

Spiro, R.J., Feltovich, P.J., Jacobson, M.J., & Coulson, R.L. (1992). Cognitive flexibility, constructivism and hypertext: Random access instruction for advanced knowledge acquisition in ill-structured domains. In T. Duffy & D. Jonassen (Eds.), Constructivism and the Technology of Instruction. Hillsdale, NJ: Erlbaum.

Thomas, W. P. & Collier, V. (1997). School effectiveness for language minority students. Washington, DC: National Clearinghouse for Bilingual Education.  
Wallace (2002). IBO welcomes study.  
<http://www.ibo.org/ibo/index.cfm?ObjectID=000EE1CA-9F06-1BBC-809B80C126450042&language=EN&method=display&contentID=0007C9E6-EAD0-1C7D-8EFE80C12645FE64>