Dear CT COLT Colleagues,

Summer has officially arrived and it blesses us with the smell of barbeques, fresh fruits & vegetables, the laughter of children playing and splashing in pools, warm nights, and precious time to reflect!

Summer break is a great time to reflect on the past school year, to visit our bucket lists, and to prepare for the next school year in order to become better leaders, better teachers, better mentors, and find ways to continue our life-long learning. I’m proud to be the president of our organization and I’d like to share my reflections as I complete the first of my two-year term in this role.

My first reflection is one of gratitude; without the dedication and contributions of all of our directors and committee members, our Fall Conference, the Cadre Sharing Workshop, and student-centered events—the Rhyme Celebration, the Poetry Contest, the Essay Contest, would not have been possible. They were all a great success thanks to these special people who work selfishly behind the scenes.

My second reflection is our students and how we equip them with real-life skills. We all truly want to prepare our students for a successful life. This is the primary reason we became educators. None of us chose this profession to stand in front of our students and lecture for a certain amount of time. We all expect students to garner wisdom from us that leads them to their own success later in life. We all need to engage our students in meta-cognitive thinking relevant to the world they will live in. We should all involve our students in their learning process beyond the curriculum and teach them life skills that will hopefully empower them to make smart choices for the rest of their lives.

My third reflection is the importance of our continuous growth as individuals and as professionals. Take time this summer for yourself. Indulge yourself in what makes you happy and relaxed! Re-connect with friends and family, start a new hobby, take a trip, disconnect, and be good to yourself! Look for professional development opportunities. Many organizations offer one-day or weekend conferences for teachers during the summer. These can be great places to keep in touch with new strategies, fill in personal growth areas, network with other educators, and feel inspired. Reading is a great way to stay current on effective practices and to seek our own personal development. Here are the titles of 3 books I’ve chosen for my summer reading to grow and reflect on the various roles I have as an educator. Wouldn’t it be great to get a CT COLT Book Club going where we can all read and share to improve our practice?

- *Mindset—the new psychology of success* by Carol S. Dweck
- *Teaching that changes lives* by Marilee Adams
- *Thanks for the Feedback* by Douglas Stone & Sheila Heen
- *The Multiplier Effect* by Liz Wiseman, Lois Allen, Elisa Foster

Visit these links to for summer bucket list ideas and for titles of books:

- [http://teacherpop.org/2015/04/summer-bucket-list-for-teachers/](http://teacherpop.org/2015/04/summer-bucket-list-for-teachers/)
- [http://thecornerstoneforteachers.com/2013/06/10-best-summer-reads-for-teachers.html](http://thecornerstoneforteachers.com/2013/06/10-best-summer-reads-for-teachers.html)

My fourth and last reflection is an invitation; in order for us to continue to provide meaningful opportunities to our students and our teachers, we need more members to get actively involved! There are many opportunities for each and every one of us to give to our profession. We just held our summer retreat at Glastonbury High School on June 22 and outlined our needs, goals, and specific action step to accomplish those goals. Being involved in your professional organization has multiple benefits not only for the organization but also for you personally; meeting colleagues and collaborating is one of the best ways to exchange ideas and grow personally and professionally! So, reach out and volunteer in any way you can! Feel free to contact me at lapmane@ctcolt.org and we can discuss what works best for you. I also invite your input and feedback to improve our organization.

I look forward to my second year as president and to seeing all
of you at our events!

Elizabeth K. Lapman

“And so with the sunshine and the great bursts of leaves growing on the trees, just as things grow in fast movies, I had that familiar conviction that life was beginning over again with the summer.”

— F. Scott Fitzgerald, The Great Gatsby

In Memoriam

Cherie A. Marceau (1943 - 2015)

Cherie A. Marceau, 71, of Middletown, passed from this earthly life very peacefully on Monday, June 1st in Branford at the Connecticut Hospice, Inc., after a long and painful struggle with ovarian cancer. Cherie was born in Hartford, CT on September 14, 1943, the daughter of the late Harvey and Claire (Campbell) Marceau. During her early years she resided in West Hartford where she was a student at Our Lady of Sorrows School and Mount St. Joseph Academy. Early childhood memories of spending summers with the family and a host of cousins in Burlington, VT and the Grand Isles on Lake Champlain were near and dear to her heart. Cherie earned a bachelor’s degree from the University of St. Joseph, then St. Joseph College, her master’s degree from Central Connecticut State University and an ABD from the University of Rochester. In 1965, Cherie began a forty-nine year teaching career in foreign language at Mercy High School on Middletown, with French and Latin her specialties. During that time she maintained various local, state and national memberships in professional organizations including the Connecticut Organization of Language Teachers (COLT) and Beta Chapter of Alpha Delta Kappa, an International Honorary Sorority for outstanding women educators. For a number of years, Cherie organized and chaired the COLT Poetry contest for Connecticut high school students. In Alpha Delta Kappa, Cherie served as Chapter President, State President and more recently, Chapter Treasurer. At Mercy, Cherie was a recipient of the Catherine McAuley Award for her loyalty, commitment and service. An active parishioner of St. Pius X Church in Middletown, Cherie was a member of the Parish Council for a number of years, and she served as a lector for an extended period of time. Her hobbies included needlework and travel, especially when she accompanied many student groups to Europe during school vacation periods. Cherie is survived by her brother, Alan Marceau of West Hartford and her best friend of fifty years and former Mercy High colleague, Evelyn Maher of Middletown. Also surviving Cherie are her extended family members, whom she considered her adopted "sisters," Anna Bajorek and Katherine Dolores Jarzabek of Portland and Alice Cram of Middletown and her adopted "brother" William J. Maher and his wife "Sam" of North Carolina. Other survivors include numerous cousins and their families and many "nieces" and "nephews" of her extended family who were proud to call her "Aunt Cherie." She was predeceased by her parents, Harvey and Clair Marceau, a number of aunts and uncles and her adopted "sister" Estelle Arsenault and several adopted "brothers-in-law" of her large extended family. Funeral services were held Monday (June 8th) at 9:15 a.m. from Biega Funeral Home, 3 Silver St. Middletown, followed by a Mass of Christian Burial at 10 a.m. at St. Pius X Church, Middletown. Burial was in Pine Grove Cemetery. A reception in the church hall followed the burial. Donations in Cherie’s memory may be made to Mercy High School. 1740 Randolph Rd. Middletown,

Substitute Lesson Plans for the sub who does

*not* know

German, French, or Spanish

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Please visit my store at

www.teacherspayteachers.com/Store/Carol-Nescio
CT 06457. The family would like to send heartfelt thanks to all the doctors, nurses and caregivers who helped to extend Cherie's life over more than thirty years of her illness. Special appreciation is extended to the administration faculty, staff and students of Mercy High School for the constancy of their love, encouragement and support. To share memories or express condolences online please visit www.biegafuneralhome.com.

**Book Review**

**Book Review: Kids Cook French, by Claudine Pépin**

Article written by Lisa Urso, Southeast Regional Director

One of the things I like to do during lunch duty is observe what my students are eating that day. Roughly half of them purchase their meals from the school itself, while the rest bring their items from home. The lunches that the brown-baggers bring with them can be an education in itself: Peanut butter sandwiches, often accompanied by either marshmallow fluff or Nutella. Pretzels. Yogurts of varying flavors and milks. Leftovers from dinner the night before. And the most popular choice? Any flavor of Goldfish (and believe me, there are many).

As a French teacher, one of the units I teach centers around the importance of food in one’s daily life. I have my students read the lunch menus from the public schools in Paris, and it is amazing to see what their French counterparts are eating for their midday meal: Fresh baguettes. Organic cheeses. Freshly cooked vegetables. Fresh meat and fish that wasn’t pre-packaged, but purchased from the local market. My students read these menus and often blush, their processed Lunchables looking paltry compared to the quality meals that their French peers eat at school.

Children’s nutrition has become a huge issue in the United States, with many concerns over childhood obesity, diabetes, and even some psychological disorders attributed to the American diet’s traditional emphasis on processed foods and sugar. Where do we begin teaching our kids about good nutrition, and how to make responsible food choices? In France, it starts in the home, and the lesson is re-emphasized at school. Claudine Pépin agrees with this philosophy, one that is prevalently featured in her new book, *Kids Cook French*. Ms. Pépin, the daughter of legendary French chef Jacques Pépin, was raised with the lessons that her father learned during his childhood in France, and is now passing them on to her ten-year-old daughter, Shorey.

I had the opportunity to attend a book signing with Ms. Pépin at R.J. Julia Booksellers in Madison on May 2nd. She emphasized that she wrote the book to show kids, and their families, that good food is real food. There are no traditional American “kid-friendly” recipes in here; you won’t find directions on how to make chicken nuggets, fries, or macaroni and cheese.

What you will find, however, are recipes for classic food that families can make together. Ms. Pépin believes that kids learn best when they’re cooking next to their parents; they not only learn how to make the food, but where it comes from, and why it’s good for them. They may not make chicken nuggets, but they will learn how to make a whole roast chicken. They won’t learn how to make fries, but they will know how to roast potatoes. There isn’t a recipe for macaroni and cheese, but there is one for cheese soufflé.

Through these recipes, it’s clear that Ms. Pépin does not believe that kids should have their own separate menu for dinner, whether they eat it at a restaurant or at home; they need to eat the same thing that their parents have, just in smaller portions. Ms. Pépin continuously reinforces this rule at home with her husband and daughter, and has her daughter follow this additional guideline: The vegetable is a must, the meat is a some, and the rest is negotiable.

*Kids Cook French* is a fascinating book not just from a culinary perspective, but a linguistic one. Every recipe is written in English on the left page, with its French translation on the right. Families are not only learning how to cook traditional French dishes, but are simultaneously learning some language. The French recipes contain traditional American measurements, but also include the metric equivalents for authenticity. This makes an already terrific resource to use in language classes better.

This book was clearly a labor of love for Claudine Pépin, as she involved her family throughout the development of the text. While many of the recipes are ones that have been passed down to different generations of family members, Ms. Pepin’s husband and daughter were also involved in some of their creation. Jacques Pépin himself contributed most of the original artwork, with some drawings done by young Shorey.
Overall, *Kids Cook French* is a refreshing addition to a family cookbook collection. The recipes feature very tasty food with an emphasis on kids and parents preparing the food together. Not only does this book build a good catalogue of family recipes, but it builds memories in the kitchen and teaches French to boot! Tasty dishes, language lessons, and family time—all great ways for people to come together.

**Personal Perspectives**

*A Connecticut French Student in the Halls of the Sorbonne...*

By Stephanie Duchesneau

Many of our students study overseas in college but how many write a book about the experience? One of my colleagues discovered a recently published book written by one of my former students, Jennifer Crystal. After graduating from Farmington high school in 1996, she attended Middlebury College and received a B.A. in English/Creative writing and French. In 1999, she is off to Paris to study abroad at the Sorbonne. Her book (the cover is printed with this article) was just published in 2014. Of course, as her former teacher I had to read it and with face book, I was able to reconnect with her.

She graciously let me share some of my questions in this article. I loved reading it, not only because I know her and some of the other people mentioned but also because I was able to relate to many of her experiences. As a student at the Université de Nice in the early 80’s, I was amazed to learn that the French adage: “Plus ça change, plus c’est la même chose.” is true! Her humor at the different situations she finds herself in: a less than enthusiastic concierge who must let her in the school building, ongoing and unexpected strikes, shopping and a class with no syllabus or required books had me shaking my head, chuckling and smiling all the way to the end. In addition to the familiar scenarios, I was pulled into her crush on one of the other American students in the group. Would they become a couple or would this be another romantic adventure in Paris? You will have to read it for yourself to find out.

You kept a journal while you studied in France but did not publish your book until approximately ten years later. When did you complete the draft?

I first started working on *Et Voilà* in 2004. Previously, I had been teaching high school English and Journalism; I’d always wanted to write a book, but didn’t have time. In 2004, I became bedridden with Epstein-Barr virus and Lyme disease, and could no longer work. While I recuperated, I needed an outlet to a happier time, so I started jotting down anecdotes from my time in Paris. I worked on the draft over the next few years while I convalesced. Some days I couldn’t write at all because of fatigue and aching in my joints. I finally completed the first draft in 2008. In 2011, I enrolled in Emerson College’s Master in Fine Arts in Creative Writing Program, where I work shopped my draft with classmates and professors. I then did a full revision, which ultimately became the published version of the book.

Did you keep the journal because you intended to write a book?
At the time I was keeping the journal, I didn’t know I would one day write a book; I just wanted to record everything that happened to me while I was in Paris. It was only as I started writing the stories many years later that I was able to reflect on the details recorded in the journal. I’m so glad I kept it!

Do you still keep in touch with your closest American friends, Pete and Sauci, who studied and shared adventures with you? Have they read the book?

I am still close friends with Pete and Sauci; we share a unique bond, and I’m so grateful we’ve kept it up over the years. Every other winter, we get together with other college friends for a holiday celebration, and we try to have other reunions in between, too. I had them both read and approve the book before I started shopping it around for publication.

The Sorbonne dates back to the middle ages. As a student of this institution, did you feel special to have the opportunity to sit in the classrooms where so many famous people have been?

Attending the Sorbonne felt more special in theory than it did in practice. The Sorbonne is now spread out over several campuses throughout Paris, and my course was housed in a drab, 1960s-style cement building. That wasn’t at all what I’d pictured when I’d dreamed of studying at the Sorbonne. It was, however, neat to walk by the main campus, and to know that I was connected to it and to the many famous people who had studied there.

What was your greatest “take away” from your experience in France?

That’s a tough question! I learned so much about myself, about my connections with other people, and of course about the culture of France. At root, I think my study abroad experience taught me to be open—to adventure, to new people and places and ways of life, and to the unexpected.

If you could give advice to a student today who is going to study overseas, what would it be?

Turn off your phone! When I studied abroad, we didn’t have cell phones, or ready access to the internet. We had to rely on ourselves and on each other to find our way in a new country, and that was such an important part of the true study abroad experience. I contacted my parents maybe once a week, if I could find a working computer with reliable internet access or if I had enough money on my télécarte to use at a payphone. The Director of Study Abroad at my alma mater recently told me that a survey of current study abroad students found they contacted their parents 24 times a week, on average. That made me want to cry. You can’t have an independent adventure if you’re tied to the internet or to the comforts of home. Let yourself experience the place you’re studying as it is now but, more importantly, as it was centuries ago.

If you could go back and study anywhere in the world for another semester, where would you go and why?

I loved Paris and would choose it again, but if I could also choose another place, I might go somewhere in the south of France (my favorite town is Annecy). It also would have been fun to study in Australia or New Zealand—those are places I haven’t yet visited, but I have good friends from there and heard great things from people who did study there.

The assignments that you completed were similar to those that I completed in the early 80’s. What were three of the biggest challenges academically for you at the Sorbonne?

1. Learning (the hard way) that we were responsible for our own studies—there were no syllabi, and
professors didn’t tell us when to read certain books—it was just assumed that we would do so by the end of the semester.

2. Learning to pace myself (again, the hard way) because of the lack of structure. Exam week was a sleepless disaster!

3. Having to eliminate my own interpretations of texts from critical analyses. A French essay follows a very rigid formula, answers a specific question as a thesis, and allows little to no room for creativity or personal thought. Not easy for a creative writer!

Are you working on another book? If so, is it fiction or nonfiction?

I am currently working on a memoir about living with chronic illness.

What is the biggest challenging in your profession?

I would say maintaining integrity. It can be hard to remain true to the voice and vision of a project when you have to think about what will sell in today’s market. I want my work to be engaging for readers, but I also want it to be true to my own values. A fictional salacious drama might be a hot sale, but I’m better equipped to tell a true story. The challenge is making that true story as appealing to readers as the latest sci-fi thriller or chick-lit novel.

*For more information, you can go to her website: www.jennifercrystal.com or go to Amazon for more reviews.

Technology

World Language Teachers on Twitter #langchat

By Karen Stoj
North Central Regional Director CT COLT
Curriculum Specialist, World Languages and English Learners
South Windsor Public Schools

“We did an authentic reading from the Iberian Airlines magazine Ronda this year in Spanish 4. I read the article on the way home from Spain and realized immediately that it had all the vocabulary and syntax that we cover in our travel and transportation unit, already embedded in it. It was totally relevant to what the students were studying and we were able to pull in other source sites such as www.renfe.es. The students were so excited that they were able to get through the article and understand it!”

--Liz Wolfson-Ruiz
Spanish Teacher
South Windsor High School

We all love those moments when during our travels we happen upon something to use in our classrooms. I’m not sure any other content area quite understands the satisfaction we feel when we find a commercial flyer at a supermarket in Spanish or a map for a park in French. What if I told you that you don’t have to go globetrotting around the world in order to find those great items to use, and that all you need is a Twitter account? Well that is what I am saying. A Twitter account opens up the world of authentic, culturally relevant jewels to use in your classroom.

So let’s take a quick look at what Twitter is exactly. According to Twitter themselves; “Twitter is an information network made up of 140 character messages called tweets”. Twitter is a great free resource that anyone in the world can use, including people, corporations, groups, sports clubs, museums and even governments.

Let’s imagine for a moment what this could mean for us in our classrooms. This means that I can get 140 character updates from the French government, the Fanta Corporation in Spain, the Versailles Castle in France, or even a famous tennis player. What makes Twitter unique is that all of these groups and people write tweets in their own languages. I like to call these content tweets. Every 140 character tweet in another language is a content tweet for the world language teacher to use in the classroom. What makes tweets so appealing for us to use in the classroom, is the fact that they all vary greatly, even though they may only be 140 characters. You can find video clips, links to articles or websites, interactive maps, and even infographics within any given tweet.

So where do you begin? The answer is quite simple, sign up! I always tell people to create a professional Twitter account that speaks to who you are as an educator. Create a profile that describes who you are and don’t forget to add a photo! It is a good idea to have separate accounts for professional and personal use. You will find that this will help facilitate you “working” on Twitter versus following your own interests and hobbies.
The next step can be quite fun, finding people, places and groups to follow. For me, I personally have always enjoyed grocery shopping and found that when I lived in France, I enjoyed it even more. I remember learning to navigate the cultural differences between shopping in the US and France, and learning more vocabulary about food than I had ever dreamed possible. I started with Carrefour, a French supermarket chain. Once I searched for Carrefour and found it, Twitter then suggested several other similar people and groups for me to follow, and the rest was history.

Using the 140 character tweets in the classroom can facilitate a myriad of activities including listening, grammar or vocabulary activities. Most importantly, each tweet is embedded in an authentic cultural context. For example, while teaching superlatives, it is a great idea to follow any cell phone company such as Verizon Spanish or Orange France. These companies are constantly tweeting using superlatives and comparisons in the target language such as; the best coverage, the best plans, and even faster downloads!

I look forward to catching up with all of you in the fall with another newsletter article where we will delve into the world of Professional Learning Networks. I also hope to see you at the Connecticut COLT conference where I will be presenting on this very topic. I will elaborate on how to find a tweet and then create activities around it to use in the classroom. If you do decide to join the twitterverse, please follow me @FourLanguage where I post daily content tweets.

CT COLT News

Announcement of the Winner of the 2015 Essay Contest

This year CT COLT conducted the fourth (4th) annual WORLD LANGUAGE STUDENT ESSAY CONTEST. For 2015, high school and middle school students first considered the current theme for ACTFL, which is Lead with Languages: Global Skills for a Competitive Edge. In a written response, students investigated just how the study of modern languages will better prepare US students for 21st century careers in our ever-expanding global world.

With the above in mind, students addressed their essays to their respective Boards of Education, discussing the benefits of studying modern languages in the age of globalization. The study and mastery of modern languages would provide various
May 2015

CHANGE TO TEST REQUIREMENTS: WORLD LANGUAGES

On April 6, 2015, the State Board of Education adopted higher passing scores on required tests for certification to teach the following world languages: French (#018), German (#019), Italian (#020) Spanish (#023) and Portuguese (#317).

In February 2015, a panel of educators was convened to review assessments for educators seeking to teach world languages. This panel included a cross section of world language teachers from diverse districts and higher education faculty from universities that offer state-approved certification programs in world languages. Several tests were reviewed. The panel recommended continuing to require the ACTFL Oral Proficiency Interview (OPI) and Writing Proficiency Test (WPT) for all languages. The computerized versions, the OPIc and WPTc, are also accepted. Other tests reviewed did not sufficiently measure oral language skills. The panel also recommended raising the minimum score requirements for both oral and written proficiency for the above five languages.

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The following score requirements are **effective September 1, 2015:**

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<th>Endorsement</th>
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<tr>
<td>French 7-12 (#018)</td>
<td>ACTFL OPI (or OPIc)</td>
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<td>ACTFL WPT (or WPTc)</td>
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<td>German 7-12 (#019)</td>
<td>ACTFL OPI (or OPIc)</td>
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<td>ACTFL WPT (or WPTc)</td>
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<td>Italian 7-12 (#020)</td>
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<td>Spanish 7-12 (#023)</td>
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<td>Portuguese 7-12 (#317)</td>
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<td>Russian 7-12 (#022)</td>
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<tr>
<td>Mandarin Chinese (#024)</td>
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<td>Other World Languages (#024)</td>
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**Transition Policy**

In accordance with the transition policy for regenerated tests, Connecticut will continue, until August 31, 2020, to accept a score of intermediate high on all ACTFL tests taken prior to September 1, 2015. This policy will allow transition time for those candidates who have previously passed these tests to use results for purposes of certification eligibility. On or after August 31, 2020, all applicants must meet the new higher standards, even if they met the lower passing standard prior to September 1, 2015.

Any educator who applies for certification but did not achieve passing scores of Intermediate-High on the ACTFL OPI and/or WPT for French, German, Spanish, Italian or Portuguese by September 1, 2015, will be required to meet the new passing standard of Advanced-Low for these languages, on whichever exams they have not passed prior to September 1, 2015.
benefits to both students and prospective employers. Some benefits for the student learner would be that studying modern languages would open one’s mind and expand one’s way of thinking, while providing insight into different cultures and peoples. For the global employer, hiring someone with such language skills and cultural knowledge would guarantee that their staff would possess the necessary linguistic and intercultural competence to successfully operate in business worldwide. Such cross-cultural sensitivity would serve to facilitate and reinforce international business relationships through mutual understanding. Since more and more companies are operating internationally, students argued that these skills are vital, both to employee and employer, to remain competitive in the global marketplace.

A committee of four (4) CT COLT members reviewed almost 20 essays submitted by world language students from various high schools around Connecticut. We would like to take the opportunity to thank all student writers and their teachers for participating in this year’s contest, for providing valuable insight, for referencing personal experience and for advocating for the study of world languages. In reading the essays, it is evident that the study of world languages provides numerous benefits to Connecticut students, with regard to communication and cross-cultural understanding, both of which are essential skills for our own diverse society, as well as for an increasingly-globalized world. This year, we are happy to announce that the Essay Committee also received entries from Middle School writers. All students who submitted essays for this year’s contest will receive a Certificate of Participation.

This year’s committee is proud to announce that the winner of the 2015 CT COLT WORLD LANGUAGE STUDENT ESSAY CONTEST is Natalia Gimenez from Southington High School. The committee applauds Ms. Gimenez for her exceptional essay which references personal experiences and numerous documented facts. In a very eloquent and persuasive manner, Ms. Gimenez writes about the various important benefits of studying modern languages - to student and later young professional, in addition to global employers and international partners.

We are pleased to present Natalia with a $50 award. In addition, we are happy to provide her teacher, Mr. Bartoletti, with a $50 Carlex voucher. Once again, we thank all student and teacher participants in this year’s contest and look forward to the fifth CT COLT Essay Contest in 2016. Please click visit the Essay Contest page of the CT COLT website (www.ctcolt.org/pages/essay_contest.asp) to download a copy of Natalia’s winning essay.

John R. Rook and Christine Dombrowski, Co-Chairs for the 2015 CT COLT Essay Contest

CT COLT’S FIRST WINE TASTING EVENT

Cheers! Salute! Santé! ¡Salud! Saúde! Prost!

by Maria DeStefanis

It was a great time had by all who attended as we raised our glasses to cheer on the occasion.

CT COLT held its first Wine Tasting on May 14, 2015 at the M & R Liquors Wine Tasting Room in South Windsor, Connecticut. This event was established as a Fund Raiser to sponsor the Kenneth Lester Scholarship.
There were 4 wine tasting stations with wines from France, Italy, Iberia, and Chile/Argentina offering people the opportunity to learn about and taste 6 different fine wines at each station.

There was also a variety of delicious foods to savor along with the exquisite wines, such as imported cheeses, sausages and salami, a crudité platter, crackers, tortilla española, Spanish and Italian olives, homemade salsa, French bread, chocolates, almonds and peanuts.

Twelve beautifully themed baskets were raffled off to further supplement the scholarship fund. They included wine selections, teas with a beautiful Blue Willow teapot, beauty and spa items, travel supplies, chocolates and confections, teacher supplies and many more.

This gathering was the result of a CT COLT incentive to honor the organization’s founding father, Kenneth Lester. Ken Lester was a French teacher at Suffield High School for 9 years and served as World Languages State Consultant for 27 years. During his tenure he strived to promote the study of world languages in Connecticut. He was the founder of CT COLT, setting many of the guidelines which are still in place, and was the first COLT President serving from 1968 to 1970.

The Kenneth A. Lester Student Summer Immersion Scholarship was established in 2011 in his memory to award students grades pre-K to 16 (elementary, middle, high school, and university) up to $1000.00 toward the cost of summer language study in an approved existing approved summer language experience program.

Mrs. Lester attended the event and was happy to see many old friends who remembered Ken with much fondness and admiration. She spoke briefly and thanked everyone for this undertaking to honor her husband.

It was a most enjoyable and rewarding afternoon meeting professionals from across the state and having the opportunity to network while learning about wines from different countries and the traditions of viniculture.

We hope this well attended event will continue to grow and become another CT COLT tradition for years to come.

Save the Date!

The 2016 Poetry Recitation Contest will be held on April 6, 2016 at East Haven High School
AATF-CT Chapter Activities for the Past Year

Our Spring Meeting attendees enjoyed a delicious French lunch and useful fun workshop at New Haven’s Union League.

Fall Meeting on Technology in the classroom.

The audience at the AATF-CT Annual Prize night honored the French Contest winners, Parker Robbins of Norwich Free Academy, the CT senior, demonstrating excellence in French, and Keeley Colville, the recipient of the AATF-CT Jacques Pépin French Culinary Fellowship.

Marla Kosenski and Lise Rinaldi at the CT COLT booth in October 2014.

To celebrate French Week in November, the chapter organized an interactive performance of “Molière Than Thou” from professional actor, writer and Molière expert Tim Mooney for 800 French students and teachers from all over the state. It featured Molière’s iconic scenes and characters as interpreted by Mr. Mooney.
Organizational News

Connecticut State Latin Day
By Sheila Houlihan

On Friday, May 1, over 1500 Connecticut Latin students from over 50 schools throughout the state participated in Connecticut State Latin Day (CSLD) at Holiday Hill in Cheshire, CT. Latin Day, a day of immersion in the language and culture of Ancient Rome, has been a tradition among Connecticut Latin students for over 30 years.

The day’s agenda was filled with a variety of learning activities as well as academic competitions, declamation, certamen (Latin quiz bowl), art displays, and athletic competitions. Students were able to choose from among a variety of presentations on such topics as astronomy, ancient coins, and Latin learning as a video game. Hands-on workshops, available throughout the day, included mosaics, laurel wreaths, pottery painting, Greek dancing, and fresco technique.

CSLD is organized and led by teachers and professors who are members of the Classical Association of Connecticut, Inc. (ClassConn). The primary goal of ClassConn is to foster excellence in the teaching of Classical languages and civilizations within the schools, colleges, and universities of Connecticut.

ConnTESOL NEWS
By Dorothy T. Mulford

ConnTESOL will hold its 45th Annual Fall Conference on Saturday, October 24th at the CoCo Key Conference Center in Waterbury. This year’s theme is “Bringing Voice to English Learners and Their Teachers”.

Laura Sicola, noted author, will deliver the keynote address on Advocacy and she will also do a break-out presentation on Pronunciation. Ms. Sicola has been a curriculum designer for the University of Pennsylvania, for the U.S. Job Corps and for Schools in Japan. She has also published several books and articles on L2 Acquisition, Phonology and Linguistic Culture Shock.

Other workshop topics range from Technology Applications for ELs to Using English for Academic Purposes to Life Skills to Citizenship. As of this writing proposals are still being accepted (until July 15th).

All registration will be on-line at conntesol.org. Costs range from $80.00 for early bird to $100.00 for late registration. Presenters receive a reduced rate of $40.00 as do undergrad students who pay only $25.00.

In other news, the Scholarship Committee met on June 10th to evaluate the essays and have determined this year’s five winners. The winners will read their essays at the conference and said essays will be posted on-line.

As a further update, Joycelyn Tamborello-Noble from the Hartford school district and Margaret (Maggie) Stevens Lopez from Aces in Hamden are the current Co-Presidents of ConnTESOL. They will be joined by Violeta Kovaci, also from the Hartford district, as co-chairs of the Fall Conference.

McFarland Memorial Book Awards
Alliance Française de Hartford

The Alliance Française de Hartford honored four middle school students and fourteen high school students with the McFarland Book Award on Thursday, May 21st at Central Connecticut State University. The students were presented with both a book and a certificate of merit. Each nominating teacher highlighted the academic achievements and accomplishments of their individual students and spoke of their passion for the language. Family, friends and teachers joined the students for a reception immediately following the ceremony.

These awards are given each year in honor of our AFH past president and longtime Simsbury resident Mr. Robert McFarland as an outreach to the academic community. Mr. McFarland had a passion for the French language and for teaching. Students who demonstrate this same passion for the
language and commitment to its study are nominated by their teachers. The purchase of book prizes is funded through donations from the McFarland family and other donors. For information about the McFarland Award, please contact Linda Zabor, MmeZabor@aol.com.

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<tr>
<th>Award Winner</th>
<th>School</th>
<th>Teacher</th>
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<tr>
<td>Kasvi Bhatt</td>
<td>Avon High School</td>
<td>Genevieve Brand</td>
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<tr>
<td>Katie Holobinko</td>
<td>Avon High School</td>
<td>Genevieve Brand</td>
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<tr>
<td>Chadane Williams</td>
<td>Carmen Arace Middle School</td>
<td>Linda Peer-Groves</td>
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<td>Emma Frawley</td>
<td>Canton High School</td>
<td>Véronique Subrizi</td>
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<tr>
<td>Sedona DeBelli</td>
<td>Canton High School</td>
<td>Véronique Subrizi</td>
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<tr>
<td>Abigail Simard</td>
<td>Irving Robbins Middle School</td>
<td>Silvia Bettega</td>
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<td>Kendall Benjamin</td>
<td>Farmington High School</td>
<td>Sybille Stadtmueller</td>
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<td>RaQuan Williams</td>
<td>Glastonbury High School</td>
<td>Toussaint Olivetti</td>
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<td>Mika Glahn</td>
<td>Manchester High School</td>
<td>Karen Saunders</td>
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<td>Aminah Nassiff</td>
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<td>Isabelle Jayawickrema</td>
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<td>Kayla Odom</td>
<td>New Britain High School</td>
<td>Seana Kaushal</td>
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<td>Kaitlin Salerno</td>
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<td>Joseph Bogdan</td>
<td>Henry James Middle School</td>
<td>Marie-Line Bruhl</td>
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<td>Madeleine Gastonguay</td>
<td>Simsbury High School</td>
<td>Kate Christolini</td>
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<td>Lucia Sintoni</td>
<td>Southington High School</td>
<td>Betty Perlot</td>
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<td>Cameron Slocum</td>
<td>Sedgwick Middle School</td>
<td>Stacie Lucia</td>
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<td>Sophia Apicelli</td>
<td>Conard High School</td>
<td>John Hegarty</td>
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<td>Hope Mathis</td>
<td>Wethersfield High School</td>
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News from CT Schools

The Roman Invasion of A.I.T.E.

Recently, I had the pleasure of witnessing the past come alive within the halls of The Academy of Information Technology and Engineering. The military traditions of Ancient Rome were on full display for our students today as part of Mrs. Koltypin’s Latin program of studies in the form of historical reenactors. The pair of Roman Legionaries that were invited to portray the daily routines, military formations and equipment of the typical Imperial Roman soldier captured the attention of students and teachers alike. The presentation included detailed descriptions of the use and maintenance of Roman weaponry and armor and best of all, gave students the opportunity to wear and wield the standard Roman tools of war as well. Equipment such as the Lorica Segmentata (“Segmented Armor”) and the sword known as a Gladius of the Roman Legionary were expertly described to the audience. Student volunteers were ecstatic to try out the weapons and armor for themselves and shocked to find out how heavy the armor was and how difficult it was to attack with a short Gladius against the longer blades of Rome’s Barbarian enemies. The students were then drilled in Roman military tactics and were broken up into formations. The exhibition was extremely effective in showing the students how proficient and disciplined a fighting force the Roman Army truly was. As a history teacher, I found the activity to be a novel way to get students excited about Ancient Roman history by making them a part of it. Ancient Rome holds such a pivotal role in the formation of Western Civilization and should be celebrated as often as possible. So for all those would be historians and Latin scholars out there the next time you see the words “Senatus Populesque Romanus.” (SPQR) make sure you know what they mean and that it was the might of the Roman Legions that enforced them.

The CT COLT Cadre of Professional Development Facilitators is pleased to announce they are sponsoring a workshop on August 19, 2015 at Central CT State University in Kaiser Hall from 8:30 a.m. to 11:00 a.m. ($40.00 advanced registration; $50 at the door on 8/19/2015)

Presenter: Amanda Robustelli-Price
Title: Experience An Integrated Performance Assessment

Do you keep hearing about integrated performance assessments (IPA) but feel overwhelmed whenever you try to get started? During this session, participants will experience an IPA, including activities to prepare students for the three different assessments and grading with rubrics for interpersonal, interpretive, and presentational tasks. After acting as “students,” small-group discussions will give teachers time to personalize their learning for classroom use.

- To register by mail, visit www.ctcolt.org/pdfs/CadreAugustPD2015.pdf. Please make your check payable to “CT COLT.”
- To register online, visit www.ctcolt.org/pages/CadreSummerPDRegistration2015.asp. You do NOT need to have a PayPal account. You may pay by credit card.
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CT COLT Web Site: http://www.ctcolt.org
Connecticut Council of Language Teachers

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Newsletter Submissions
Deadline for next newsletter: October 30, 2015.

Help us keep our membership records updated!
If you have moved or had a name change, please fill out the