

The WCT COMMENTATOR

February 25, 2011

WCT Celebrates New National Board Certified Teachers

Diane D. DiChiara

NBCT Exceptional Needs 2003

The RA toasted several of our colleagues on January 25th for the achievement of National Board certification in their content areas. The celebrants included **Therese Coyne**

The Advanced Candidates retake either entries or assessment center questions.

The original Shanker Grant covers the cost of two retakes. Most of the new NBCTs had been part of a NYSUT



Therese Coyne



Mary Velez, Cassie Tatten, Daniel Roberto, Pasquale DelliCarpini, Pat D'Antono, Cathy Kim

ELT National Board Lab class while one achieved independent of a support group. No matter how they did it, they all had one thing in common on this day – smiles that illuminated the RCK library!

(Library Media/Early Childhood through Young Adulthood), **Pat D'Antono** and **Cathy Kim** (Science/Adolescence and Young Adulthood), **Daniel Roberto** (Social Studies - History/Early Adolescence), **Cassie Tatten** (Literacy: Reading-Language Arts/Early and Middle Childhood), and **Mary Velez** (Mathematics/Adolescence and Young Adulthood).

Through the approximately 400 hour NB process, the teachers examined their practice and their impact on student learning by opening their classroom doors and minds to close and careful scrutiny - of their own and others. They did this within the framework of the **Five Core Propositions**, the **Architecture of Accomplished Teaching**, and the **Standards** of their various certificates.

National Board states that the process of certification should be considered a one to three year endeavor. Our celebrants this year included first time achievers and Advanced Candidates.

cont'd on page 4

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STAY INFORMED... IT'S UP TO YOU !!!!

{A New Monthly Feature in The Commentator}

Below are some important articles to keep you up to date with current educational issues. These issues will directly affect your job on a daily basis.

NYSUT UNITED – February 2011

[Devastating budget would stall progress:](#)

(p.7)

Brief Summary: This article gives a breakdown of the governor's proposals with regards to education cuts. NYSUT Executive Vice President Andy Pallotta said, "These cuts would send New York State into reverse gear."

NYSUT UNITED – February 2011

[Mythbusters](#) (p. 10)

Brief Summary: This quick question and answer article "busts" some of the myths that are being directed at public service union employees. These answers will set the record straight as we undergo continued attacks by the media, politicians, and the public. You should be able to defend yourself with facts when the public attacks your livelihood with twisted or false information.

Useful FACEBOOK links for teachers

NYSUT United (formerly known as NY Teacher) --- <http://www.facebook.com/NYSUTUnited>

AFT – (American Federation of Teachers)

<http://www.facebook.com/AFTunion>

NEA – (National Education Association)

<http://www.facebook.com/NEA.ORG>

Other useful links for teachers

AFT (American Federation of Teachers) -

<http://www.aft.org/>

NYSUT United (New York State United Teachers) –

<http://www.nysut.org>

Speak Up for Education and Kids (National Education Association) -

<http://www.educationvotes.nea.org/>

We Are One (AFL-CIO) -

<http://www.aflcio.org/issues/states/>



RALPH & JANET CAPASSO SCHOLARSHIP

The WCT, in conjunction with the Wappingers Congress of Retired Teachers, is offering three (3) \$1500 scholarships to seniors presently enrolled in any public or private high school planning to attend college in the fall of 2011. To be eligible candidates must have a parent or legal guardian who is a member in good standing of the WCT.

The selection process for these awards will require the following:

- an application
- an essay
- a high school transcript (including senior year classes & grades)
- one letter of recommendation
- a personal interview for the finalists

Applications are available in the WCT office. Please call 227-5065 to request an application or pick it up directly. To be considered, applications must reach the WCT office no later than 5:00 P.M. on Friday, April 8, 2011.

Committee members are: Louise Rose, Emily Guthoff and Rosemary Versace-Pinczes



**Jim Molloy, Barbara Searle, Laura Siko, Phil Cameron
Turning in Letters of Intent to Retire. Four very happy faces!**

WCT Celebrates New National Board Certified Teachers

(cont'd from page 1)

Some find the writing the most difficult as candidates are asked to write in three formats: descriptive, analytical, and reflective. For every



Cassie Tatten, Mary Velez, Pat D'Antono, Cathy Kim

claim a candidate makes, s/he must provide evidence of the impact on student learning. Many candidates point to analyzing and reflecting on practice as

“painful.” Others feel that the constant revisions, which are critical, are excruciatingly painful. Yet others find that seeing and hearing

themselves on video and then evaluating their performance is difficult. Many find the assessment center exercises challenging.

For Mary, Cassie, Therese, Pat, Cathy and Dan, the process may be over, but their work with students has been forever altered. Questioning and reflecting have become an innate part of their practice as they look for ways to have all students experience academic success. Congratulations!

What the National Board Process Did to and for Me

Shahna Newton

English Language Arts/Adolescence and Young Adulthood 2009

I have a confession to make. I knew very little about the National Board Certification process before I signed on with a friend for Diane DiChiara's class. Okay, in retrospect, while that sounds dramatic, it's not entirely true. I knew that I had immense respect for the teachers in my acquaintance that had faced the challenge, and I knew that I trusted and respected DiChiara's tireless devotion to all things done in the name of scholastic improvement. Sprinkle in the bonus of a generous grant that would pay for the process ... and then I closed my eyes and jumped.

This reflection is meant to render homage to my colleagues, both known and unknown, who have completed, or continue to stay, or have newly embarked on this journey. We have all, in our eagerness and kindheartedness, reached out for programs and committees without a full realization of the demands involved. It's a natural and healthy symptom of a teacher who *needs* to teach. However, this process proved different from other interests I have responded to in the past; namely, that it was surrounded by a nebulous cloud that never revealed its potential demands or effect from the outset.

Any sort of challenging path will inevitably show a marked change in one's before and after picture, so to speak. Ironically, I tend to think of one occasion in particular toward the middle when I felt that I couldn't go another round. The worst moment was on a writing retreat, from which I wanted to retreat, when the experienced consultant in the field had the completely opposite reaction to a classroom videotape of which I was very proud. The recording, I felt, showcased my skills quite clearly. It was in that awkward and disturbing moment that I had to question the techniques that had made me feel in control and at ease during observations of any kind. It was in that moment that I knew I had to examine my method and mental approach with a set of goals that may not always guarantee my comfort and ease.

A colleague, neck deep in the process himself, said the right thing to help me make the decision to work from a place that was very new and, frankly, scary. I had to first decide to set aside certain entrenched tendencies and rebuild with entirely different parameters. I felt small and humbled in that moment. Many of those skills and tendencies came back into my practice once I realized why I needed to approach the lessons from a different angle, like reused pieces from a restored house shining in a new and suitable place. While there are many personal realizations, I learned that my control and micromanaging had quietly and willingly sacrificed, in some instances, sincere and spontaneous student reaction. While it was an intimidating freefall to reexamine, rebuild, retape and rewrite, I recognize this as the moment that I let the experience and process work on me.

Obviously everyone's challenge will vary, but the determination and strength one needs to look such a challenge in the eye will not differ. Whether you resolve to either join or stay with the ride, you will uncover, in one form or another, respect and admiration for your colleagues and for yourself.

What Current Candidates Have to Say...

Anne Bogen and Fonda Mohammad

Below are e-mails between Anne and Fonda, and with their permission their words are being shared in this issue of the Commentator. As time draws to a close, the candidates feel pressured and sometimes want to “throw in the towel.”

Subject: Words of encouragement

Hi Everyone,

Since we can't meet tomorrow, I thought I'd send some words of encouragement. Remember we decided last week that we would keep our focus on positive thoughts. We all agreed that no matter what, we've grown from this experience.

See you soon.

"Success is the good fortune that comes from aspiration, desperation, perspiration and inspiration."

-Evan Esar

Anne

Fonda replied:

Thanks for the words of encouragement, Anne. This is very timely since I've been up since 5 am struggling to tweak my Entry #2.

You have inspired me to share a quote from Frederick Douglass, one that has helped me hang in there throughout this arduous process. He said, "If there is no struggle, there is no progress." Everytime I want to give up, I think about the impact this challenge has made on my students' learning as well as my personal progress as an educator.

Both Evan Esar and Frederick Douglass got it right. Happy writing, analyzing, and critiquing! See you next week.

Fonda

New Babies...



Congratulations to Vicki Strauss (Special Ed, John Jay) and her husband on the birth of their son, Samuel Strauss, January 9, 2011

National Board Support: NYSUT ELT Lab Class

Diane D. DiChiara

Teachers, guidance counselors, and a librarian enter the doors of John Jay High lumbered down with canvas bags filled with resources (materials and food) and laptop bags slung over their shoulders. It's not a weekday, but Saturday, 8:00 am, and there are no students present. Yet, these teachers meet to create the work that will have the greatest impact on student learning. They are part of NYSUT's **ELT National Board Lab** class.



Rena Finsmith & Linda Gilmartin

Since September 2010 this dedicated group of 18 WCSD educators have been meeting every two weeks and monthly to achieve National Board Certification. For most the process actually began the spring before when they signed up for the process, applied for the Shanker Grant, and received the "NB Box" in the mail. Through the summer they studied the core propositions and standards and tried to make sense of the entry directions. As the process developed many of the teachers decided to create mini professional learning groups and meet with each other

several times a week. They write, they question, they review each other's work, and they reflect on the practice of teaching. **Their goal is to improve student learning through effective teaching.** They know this cannot be done alone but only through the support of their colleagues.



Cheryl Urquhart

Did you think I was going to say that their motivation was "to receive a \$5,000.00 yearly incentive for 10 years?" Yes, NB achievement does bring this reward; however, as facilitator of the group, I haven't heard the money mentioned since the first class. What I see and hear are people who want to do the best for students academically and emotionally.



Mandy Scalzo

They speak of collaboration, family, their work outside the classroom, the community and how they can help each other and the students. They speak of **the Five Core Propositions** and the **Architecture of Accomplished Teaching**. As they labor they discuss ways to work with limited or no funds, administrative turn-around, and a growing perception that most teachers *stink* and are only in the classroom because they are protected by tenure laws.

National Board Support: NYSUT ELT Lab Class

Diane D. DiChiara
(cont'd from previous page)

They work despite the knowledge that they may not achieve certification after their first attempt. They know the odds are not in their favor, as the achievement rate is low for first time candidates. Yet, they come early on Saturday mornings prepared to collaborate with their colleagues and stay late into the day – until the custodian kicks them out. Many then pack up their bags and go to Panera to continue working. This is dedication - this is what excites me about facilitating this course.



Anne Seymour

The NB lab class brings together professionals with common interests and ideas about education. They believe in students. And it is the students that



Pat D'Antono & Anne Bogen

who volunteer their free time to come in and review the candidate's writing and DVDs. The NBCTs also read for candidates on their own time at home. It is exciting to watch the NB process evolve and unfold in WCS D.

The evolution of the process in Wappingers is



Fonda Mohammad

most exciting because it is coming from the *rank and file of us*. While research shows that it is the best professional development for an educator, and statistics support the impact on student learning - the push for NBC does not come from the administrative level in WCS D, but from each other. Roadblocks seem to fall in the way of the path towards certification: in-service credit, building usage, stalled NB paperwork, etc. However, as more educators receive certification, we encourage and work together to support one another. That is the beauty of the NB process – the



Lisa Rutigliano & Therese Coyne

collaboration towards student success.

Thinking about the National Board process? Speak with one of your colleagues who have already gone through the process and refer to the website at <http://www.nbpts.org>. The 2010-2011 lab class meets one more time before the work is submitted to NB. We know the importance of a *good plan* and so we have already planned our “packing party” and trip to the post office followed by a celebratory dinner, two weeks later.

National Board Certification

Pat D'Antono

NB Science/Adolescence and Young Adulthood 2010

National Board Certification, for me, was a journey that had a very profound effect on my teaching and daily practice. I say that it was a journey because I achieved as an Advanced Candidate, meaning that my work spanned over two years and required two cycles to complete. The National Board program is designed to take between one and three years because it is dependant on the individual teacher's progress.

I decided to pursue National Board because I had come to a juncture in my teaching career. After five years, I felt comfortable with my daily routines and lessons, but was looking to examine how effective I was and where I could improve my teaching. This experience was nothing like the graduate work that I completed four years before, I was now the one who was driving my learning. We all know that our students learn best when they are engaged and take control of their own learning, and I believe the National Board experience mirrors this philosophy.

The most challenging part of this certification was the time that it required to complete the portfolio entries, writing that was both descriptive as well as reflective. I found that when asked to write about different aspects of my instruction (i.e. large group discussion, inquiry lab experiences and instruction of a concept over time), that I already had good plans and lessons. I was able to describe what I wanted to accomplish with my students, but I found it challenging to write my thoughts and reflections for each lesson. I needed to explain how I taught my lesson, the underlying reasons for my instruction and an evaluation of my effectiveness based on the students' responses. I found that we all do this instinctively but are rarely called upon to put these thoughts down on paper.

The process to achieve National Board was an experience that has touched many aspects of my professional life. Although I teach Chemistry, the second part of my work involved assessment tests of knowledge in all of the science subjects (i.e.: Earth Science, Biology and Physics). My colleagues at RCK generously provided resources and answered any of my questions as I prepared for this part of the evaluation (RCK Science, you guys ROCK!). Bob Wood from our Fine Arts department provided the technical guidance I needed for the lessons I videotaped and Mark Delaney was an expert videographer. Through out this process, I also attended several workshops with other candidates from many different disciplines and gained insight into their teaching and lessons. These meetings provided a venue for networking and thoughtful conversations that gave me the opportunity to learn more about my fellow educators and their work, allowing me to step out of the comfort of my own classroom.

My original goal was to become a more effective teacher so that I could have a positive impact on my students' learning. I believe that in order to accomplish this I must view my instruction as dynamic, always changing to adapt to my students' needs. The National Board process showed me how to look more deeply into how my students learn and evaluate how my instruction is received on a daily basis. My ultimate goal as a teacher is to be the 'guide by the side' and not 'the sage on the stage' – and because of my work to achieve National Board – I have a plan!

WCT Contract and National Board Certification

8.12 National Board Certification

Unit members who achieve National Board Certification shall be paid an additional \$5,000 per year. Such unit members shall be required to serve as mentors and shall be compensated in accordance with Section 8.11 (see below). If a mentor assignment is available but is declined, the unit member shall be compensated at one-half the above rate. If no mentor assignment is available, the unit member shall receive the full rate. Travel time and distance to the mentor assignment shall be reasonable. This provision shall terminate should the requirements for National Board Certification be substantially diminished. Upon such termination, unit members enrolled in a program leading to National Board Certification may continue in the program and receive the stipend subject to the requirements set forth above.

8.11 Mentors of New Bargaining Unit Members

Bargaining unit members who serve as mentors shall have the option of receiving 45 clock hours of inservice credit or \$1,000 for 40 hours of mentoring. Unit members paid at or above B+60 or M+60 shall receive a stipend of \$1,000 for 40 hours of mentoring.

When a bargaining unit member mentors a new bargaining unit member assigned to another school, mileage reimbursement shall be paid to the mentor at the rate established by the Internal Revenue Service for traveling to the site of the new bargaining unit member.

NB Five Core Propositions

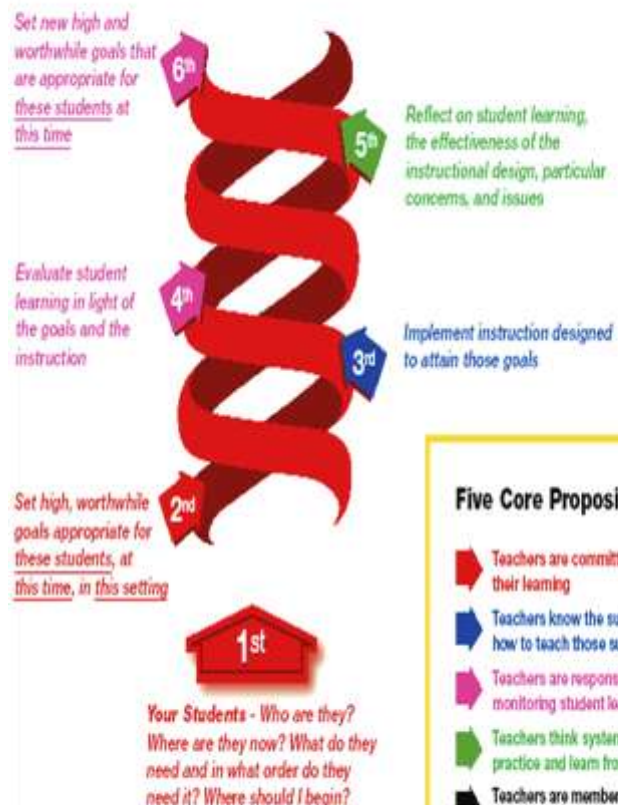
- Teachers are committed to students and their learning.
- Teachers know the subjects they teach and how to teach those subjects to students.
- Teachers are responsible for managing and monitoring student learning.
- Teachers think systematically about their practice and learn from experience.
- Teachers are members of learning communities.

Why Standards for Accomplished Teaching?

Every child deserves an accomplished teacher — one who is qualified to equip students with the skills to succeed in the 21st century global community. NBPTS Standards and National Board Certification give teachers and schools the tools to define and measure teaching excellence. NBPTS Standards are based on the Five Core Propositions that form the foundation for what all accomplished teachers should know and be able to do and provide a reference that helps educators link teaching standards to teaching practice.

The Architecture of Accomplished Teaching:

What is underneath the surface?



Five Core Propositions

- ➡ Teachers are committed to students and their learning
- ➡ Teachers know the subjects they teach and how to teach those subjects to students
- ➡ Teachers are responsible for managing and monitoring student learning
- ➡ Teachers think systematically about their practice and learn from experience
- ➡ Teachers are members of learning communities

Wappingers Congress of Teacher Recognition Dinner

*Honoring 2011 Retirees,
Members with 25 Years of Service,
Members Granted Tenure
& National Board Certified Teachers*

*Friday, April 1, 2011
6:00 PM – 11:00 PM
Arbor Ridge, Hopewell Junction*

*Cocktail Hour with Carving Station
Top Shelf Open Bar
Dinner Choice: Chicken Marsala, Prime Rib, Salmon
Cake & Coffee*

*Price: \$40.00 per person- Free for 2011 retirees
RSVP to the WCT Office by Friday, March 4, 2011*

Please return this lower portion of the invitation with your payment. Checks are to be made out to "WCT". Reservations accepted until Friday, March 4, 2011.

Name: _____

Number Attending: _____ Building: _____

Dinner Entrée Choice:

Chicken: _____ Prime Rib: _____ Salmon: _____

Jump Rope for Heart at Oak Grove

On Monday, February 14, 2011, Oak Grove had 53 students from 4th and 5th grade stay after school to fight heart disease and strokes with Jump Rope for Heart.

We had all grades participate in jumping rope stations during their physical education class that week to promote heart healthy and the importance of exercise at Oak Grove.

This year we have raised \$6,730 campaign for the American Heart Association. Over the last nineteen years, Oak Grove students have collected a total of \$122,477 for the American Heart Association .

This popular event took place in other schools all over the county. Students jumped rope and collected donations from family and friends to



raise funds for the American Heart Association. The student's efforts will help other kids and adults who may have heart disease or stroke. These diseases are our nation's No. 1 and No. 3 killers.

Jump Rope for Heart taught participants about the importance of a healthy lifestyle. The event showed children how they are an important part of the community and discovered that they can make a difference. At the same time, students enjoyed being part of a team while jumping into the spirit at this fun-filled event.



Top Individual and Class Donations this year were from:
 Alexis Orwick 4th grader in Mrs. Segal's class raising \$350
 K-Ashley Kisslinger in Mrs. Guerriero's
 1st grade-Robbie Angelo in Mrs. Kirsch's class
 2nd Grade-Katherine Chune-In Mrs. Coris's class
 3rd Grade-Deanna Orlando-In Mrs. Roe's Class
 5th Grade-Ryan Hidalgo and Nicole Kisslinger-in Ms. McCabe's Class

Best donations by classes
 K: Mrs. Guerriero's Am Class \$308

1st grade: Mrs. Kirsch's Class -\$573

2nd grade: Mrs. Coris's Class- \$948 *SCHOOLWINNER

3rd grade: Mrs. Lake's Class -\$330

4th grade: Mrs. Segal's Class -\$660

5th grade: Ms. McCabe's Class-\$653



Mrs. Turpin-Orgetas would like to thank all participants and all parents who volunteered for the 2011 Jump Rope for Heart Event. We received a blue banner displayed in the gym for all of their hard work and dedication.

In addition to the money they raise for others and the health benefits they give themselves, the students at Oak Grove earned \$300 for playground equipment.



Don't erase our progress



Yes, New York is making progress in education, at all levels. Our state's public education system is among the nation's best, not 34th in results.* That number fails to recognize the progress being made by today's students. While there's still work to be done to ensure all students succeed, when it comes to current educational attainment, New York repeatedly ranks near the nation's top.

Here is where New York really ranks:

(Sources: "Annual AP Report to the Nation," The College Board, Feb. 10, 2010, and "Quality Counts," Education Week, Jan. 13, 2011)

- 1st in the nation in closing the achievement gap in fourth-grade reading and eighth-grade math
- 2nd in the nation on a wide variety of multiple, rigorous measures of education quality
- 3rd in the nation in Advanced Placement test scores (2009)
- 4th in the nation in improving high school graduation rates (up 10 percent between 2000-2007)
- 4th in the nation for students enrolled in college or with a post-secondary degree

*The "34th in the nation" statement has been traced back to an obscure 2007 Census statistic that contains a category called "total educational achievement." That refers to the entire citizenry of New York state with high school diplomas. It lumps together present-day adults with their parents and even their grandparents, and does not measure performance by students in school today.



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Huge Crowds Rally in Wisconsin To Preserve Worker Rights

By: Dan Gursky, AFL-CIO, WISC-TV
February 16, 2011 AFT News

Tens of thousands of Wisconsinites poured into Madison starting on Feb. 15, many of them camping out at the Capitol building, to rally against Gov. Scott Walker's budget plan and his attempt to strip workers of their long-standing bargaining rights. Those rallies continued with even bigger crowds throughout the week. Hundreds of concerned citizens also lined up for hours for the chance to speak at a legislative committee hearing and voice their opposition to the proposal, which would turn back a half century of workers' rights and protections in the state.

AFT president Randi Weingarten, who went to Wisconsin Feb. 17 to thank the protestors and meet with AFT members and leaders, said the events there have captured the nation's attention. "Let's be clear," she said. "Gov. Walker's extremist agenda won't create one job. Stripping workers of their rights won't bring economic recovery. Suppressing workers voices won't fix the fiscal crisis."

Among other things, Walker's proposed changes (which are part of a budget repair bill introduced Feb. 11) would strip workers of the right to bargain over anything other than wages; increase the amount state, school district and municipal employees pay toward their pension benefits; and drastically increase state employee health insurance contributions.

Grass-roots opposition to the governor's extreme plan has spread far beyond the capital, with rallies at local schools, press conferences by private sector unions standing in solidarity with their public sector counterparts, support from members of the Super Bowl champion Green Bay Packers, and countless editorials and blogs condemning Walker. In a Feb. 16 [Washington Post column](#) Harold Meyerson noted that Walker's desire to strip bargaining rights—and call out the National Guard to put down any protests—is "a throwback to 19th-century America, when strikes were suppressed by force of arms. Or, come to think of it, to Mubarak's Egypt or communist Poland and East Germany."

President Obama also weighed in on the side of the state's public employees in an interview with a Milwaukee radio station. "Some of what I've heard coming out of Wisconsin, where you're just making it harder for public employees to collectively bargain, generally seems like more of an assault on unions," he said. "And I think it's very important for us to understand that public employees, they're our neighbors, they're our friends. These are folks who are teachers and they're firefighters and they're social workers and they're police officers. They make a lot of sacrifices and make a big contribution. And I think it's important not to vilify them or to suggest that somehow all these budget problems are due to public employees."

U.S. Education Secretary Arne Duncan spoke directly to the issue on Feb. 16 in Denver at a national conference on labor-management collaboration in the schools—work driven primarily through the collective bargaining process. Responding to a question from the audience, Duncan said he was "deeply concerned" about the deteriorating climate in states like Florida and Wisconsin, and he planned to speak with Wisconsin state leaders immediately following the collaboration conference. "We've seen union leadership in Wisconsin step up and do some very courageous work, and we want to see that work rewarded," the education secretary said.

Charles Woodson Supports Wisconsin Working Families

2/20/2011

Reprinted from the NFL Players Association - <http://www.nflplayers.com/Articles/Community-News/Charles-Woodson-Supports-Wisconsin-Working-Families/>

**STATEMENT FROM GREEN BAY PACKER
CHARLES WOODSON IN
SUPPORT OF WORKING FAMILIES IN
WISCONSIN**

Last week I was proud when many of my current and former teammates announced their support for the working families fighting for their rights in Wisconsin. Today I am honored to join with them.

Thousands of dedicated Wisconsin public workers provide vital services for Wisconsin citizens. They are the teachers, nurses and child care workers who take care of us and our families. These hard working people are under an unprecedented attack to take away their basic rights to have a voice and collectively bargain at work.

It is an honor for me to play for the Super Bowl Champion Green Bay Packers and be a part of the Green Bay and Wisconsin communities. I am also honored as a member of the NFL Players Association to stand together with working families of Wisconsin and organized labor in their fight against this attempt to hurt them by targeting unions. I hope those leading the attack will sit down with Wisconsin's public workers and discuss the problems Wisconsin faces, so that together they can truly move Wisconsin forward.

--Charles Woodson, Green Bay Packers cornerback and one of the team's elected representatives to the players union



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Close to all WCSD Schools
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kitchen, new windows, fresh paint
and Pergo floors throughout.
Contact Keith May -VWJHS
(agent & owner)
(845) 264-0092



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**AFT members are urged to
join the effort to defeat Gov.
Walker's assault on workers:**

Sign online petitions from

[One Wisconsin Now](#) and [Act.ly](#).

Join other supporters of Wisconsin

workers on this [Facebook page](#)

[Become an AFT-Wisconsin Fan on
Facebook](#)

Or Join the Facebook Cause, [Wisconsin Workers Rights](#).

Follow the events in Wisconsin on

[Twitter](#) through these four hashtags:

[#SolidarityWI](#)

[#WIGov](#)

[#WUnion](#)

[#notmyWisconsin](#)

Watch videos on the [Wisconsin State
AFL-CIO YouTube channel](#).

View photos on the [Wisconsin AFL-CIO Flickr site](#)

W C T

PASQUALE DELLI CARPINI, PRESIDENT

W A P P I N G E R S C O N G R E S S O F T E A C H E R S**TRAVELERS** 

The *Travelers Benefits Plus Group Auto & Home Insurance* is still being offered to all current and new members of the **Wappingers Congress of Teachers!**

Your association has partnered with **The Valley Group** to implement this program that allows you to take advantage of special insurance rates not offered to individuals. As a **WCT** member you can receive additional savings on your personal auto and homeowner's insurance.

The Valley Group is a full-service insurance agency that can assist you with all of your personal and commercial insurance needs.

Currently, The Valley Group agency handles all of the Commercial Insurance programs for the **WCT**. You will find that their agency can provide you with competitive rates and exceptional service.

Have you reviewed your Personal Auto & Home Insurance lately?

We encourage you to visit their website at www.valleygroup.com and request a competitive quote for all your insurance needs by clicking the **WCT Members** link.

The Valley Group can also be reached at 800-855-9293 or by emailing Tina Ludwig at thadden@valleygroup.com.

**THE
VALLEY GROUP**
Insurance & Financial Planning

Wappingers Congress of Teachers

Presents

NYSUT's Defensive Driving Program

(Recognized by the National Safety Council)

THIS COURSE IS OFFERED TO WCT MEMBERS AND IMMEDIATE FAMILY ONLY

MONDAY, MARCH 14, 2011

MONDAY, MARCH 21, 2011

6 p.m. to 9 p.m.

Sessions will be held at Roy C. Ketcham High School, Room Large Group Instruction.

Family members are welcome to participate. A fee of \$30.00** per person is necessary to cover cost of materials. (Participants MUST attend both sessions).

If you subscribe to auto insurance through NYSUT Member Benefits (METPAY), there is a \$25.00 refund.

Benefit to Participants:

Upon completion of the course, members and their family members, who are principal operators of a vehicle, are entitled to a ten percent reduction in the base rate of their liability (bodily injury and property damage), no-fault (personal injury) and collision insurance premiums each year for three years.

WCT members and their family members who complete the course may receive a subtraction of up to four points on their driving records. This applies only to points for violations occurring within the 18 months immediately before course completion. It does not affect points for earlier violations and can never be used as a "credit" for future points. **Points may be reduced only once in any 18-month period.**

To register, send the clip-off below and your check to the WCT office ASAP. Reservations will be accepted on a "first come, first serve" basis. **No cancellations after Thursday, March 8, 2011.**

Member's Name _____

Are you attending? Yes_____ No_____

Family Members (Attending) 1)_____

2)_____

3)_____

School (School Mail Location) _____

Home Phone _____

A check for \$30.00 per person must accompany this form. Please make check payable to "WCT." You must be a WCT member or WCT family member to enroll in this course.



also from the Welfare
Trust Fund

The attorney will be in the WCT offices to
meet with members on the following dates:

	Times:
	2 pm—6pm
March 23	Please call
April 27	227-5065 to
May 18	schedule an
and June 22.	appointment.

Important Information about the WCT Welfare **Trust Fund...**

Trustees:

Christine Romano, Chairperson

Kim Mahuskey, Treasurer

Erin Mulligan, Secretary

Philip Gertler, Trustee

Pasquale Delli Carpini, Trustee

Ronnie Dwyer, Administrator

WCT Telephone Number:

845-227-5065

Daniel H. Cook Telephone Number:

1-800-342-6651

- You must let the WTF know of any changes in your personal information ASAP
- Student verification forms must be sent to Daniel H. Cook every semester
- Dental & prescription reimbursement forms are on-line at the WTF website
- Please direct all questions & concerns to the WCT office or directly to Daniel H. Cook

from the... WCT Welfare Trust Fund

A financial consultant from Stacey Braun Associates, Inc. will be in the WCT office on the following dates:

March 15, 2011
April 5, 2011
May 17, 2011
June 14, 2011

Appointments are (1) hour blocks available between 2pm & 6pm on a first come first served basis.

When you call the office to schedule an appointment, we will forward a questionnaire to you. Please complete it and bring it with you to the meeting.

Since these slots fill up very quickly CALL AS SOON AS POSSIBLE.

The WCT office number is 227-5065.

If the above dates are not convenient for you, call Stacey Braun Associates, Inc. directly at 1-888-949-1925 and other arrangements may be possible.

Get Your WCT Gear

Short sleeve tees, long sleeve tees, and lanyards are available for purchase at the WCT Office. Shirts range in size from small through 3X. Please stop by the office to make your purchases. Payment for these items must be a check made out to WCT - cash will not be accepted.

WCT Gear is available at the WCT Office:

- **\$9 for short sleeve tee**
- **\$12 for long sleeve tee**
- **\$2 for lanyards**



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Wappingers Falls NY

MEMBERS' CLASSIFIED ADS

Continuing Education: Winter/Spring courses for Wappingers Continuing Ed are now online (wappingersschools.org) Anyone interested in teaching their own continuing ed course should contact Jeff at jeffrey.behnke@wappingersschools.org

FOR RENT: LBI New Jersey house with two separate levels. Each level sleeps eight, has air conditioning, sit-in kitchen, two bedrooms, deck, and living room with cable TV and DVD player. Both levels share an outdoor washer/dryer, grill, and refreshing outdoor shower. The house is located at 102 East NY, which is six houses from the beach on the ocean side. Please contact Chris at (845) 542-0412 if you would like to learn more about this ideal vacation spot.

For Sale or Rent: Pok/C, 3-level townhouse, 3 BR, 1.5 bath, no HOA fees, walk-out finished basement, great neighborhood. Security and references required, for rent: \$1400/mo includes utilities, or for sale: \$184,900 call (845) 483-1311

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we're on the web

www.wcteachers.org

A publication of the
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of Teachers

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WCT COMMENTATOR Policy

The content of the *WCT COMMENTATOR* shall reflect the official positions and policies of the WCT, with the following three exceptions:

1. The President of the WCT should present his/her views in a message to the members from time to time, but not less than bimonthly.

2. Signed Letters to the Editor (of responsible length) containing personal views from members and subscribers shall be published subject to laws of libel.

3. Members of the WCT may place articles adhering to the Canons of Journalism concerned with WCT positions, policies, and issues of interest to teachers in the Commentary Section. (For both Letters to the Editor and the **Commentary Section, the writer's name and WCT affiliation shall be attached, and an editor's note shall accompany these sections indicating that "The opinions expressed do not necessarily reflect the official views and policies of the WCT."**)

Reprints of articles from the *WCT COMMENTATOR* are allowable only with the permission of the WCT President.

WCT COMMENTATOR

Advertising Policy

The *WCT COMMENTATOR* advertising policy as adopted by the Executive Board is as follows:

Noncommercial (Personal) ads for WCT MEMBERS only will be run for two issues at no charge.

Commercial (Business) ads for WCT MEMBERS only: guaranteed placement for half of the school year, \$35.00 per half year payable Sept. 15th and Feb. 1st or \$5.00 per issue.

2010-2011 Newsletter Schedule

2/25/11

3/25/11

4/29/11

5/20/11

6/17/11

