URUGUAYAN AMERICAN SCHOOL
Dublín 1785, Carrasco
Montevideo - Uruguay
Phone: 50 63 16 - 50 76 81

Affiliations:

Accredited by the Southern Association of Colleges and Schools

Member of the Association of American Schools of South America

University to School Project
Southern Illinois University
Carbondale, Illinois 62901

School to School Project
Chappaqua Central Schools
Chappaqua, New York 10514

Approved by National Association of Education
Ministry of Education
Montevideo, Uruguay

January 27, 1989

TO WHOM IT MAY CONCERN

Our records show that **MARTIN BALESTIE** has satisfactorily completed the coursework listed below through our University-to-School program with Southern Illinois University.

COURSE NO.	DESCRIPTION	YEAR	SEM.HOURS
CI-315	Teaching Math in Elementary School	1986	3
CI-407-E	Diagnosis/Curriculum Techniques for Teachers: Math	1986	3
SPE 400	Introduction to Special Education	1986	3
CI-498-C	Workshop: Language Arts	1986	2
CI-498-M	Workshop: Instruction	1987	2
PHIL 304	Ancient Philosophy	1987	3
CI-361	Teaching Reading in High School	1987	3
CI-407-F	Diagnosis/Curriculum Techniques for Teachers: Reading	1987	3
GEC 100	Music Appreciation	1987	3
CI-498-D	Workshop: Science	1988	2
CI-465	Advanced Teaching Methods	1988	3
CI-503	Introduction to Curriculum	1988	3
C&I 504	Systematic Approaches to Instruction	1989	3

William F. Johnston, EdD
Director

c.c. Personnel File
J. Osberg, SIU
21422/2223
WFJ/se

Course Title	Dept	Course Number	Sect	Grade	Semester Hours
25 SPRING SEM 1986	CDALE	999-01-3677			
ANCIENT PHILOSOPHY	PHIL	304	840	A	3
INTRO TO SPEC EDUC	SPE	400	840	A	3
25G SUMMER SEM 1986	CDALE	999-01-3677			
COMPUTER IN SOCIETY	CS	102	801	A	3
CORR TECH-MATH	CIM	407E	840	A	3
MOD APR TCH MS MATH	CIM	415	840	B	3
25G SPRING SEM 1987	CDALE	999-01-3677			
MUSIC UNDERSTANDING	GE-C	100	840		3
25G SUMMER SEM 1987	CDALE	999-01-3677			
ELEMENTARY LOGIC	GE-C	208	801	A	3
TCH READING-ELEM SCH	CIM	312	840	A	3
CORR TECH-READING	CIM	407F	840	B	3
WORKSHOP-LANG ARTS	CIM	498C	840	A	2
UNIVERSIDAD DE LA REPUBLICA, Uraguay					
Blanket Credit				-	22
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
25G SPRING SEM 1988	CDALE	999-01-3677			
AMER GOVT & POLITIC	GE-B	212	801	A	3
25G SUMMER SEM 1988	CDALE	999-01-3677			
ADV TEACHING METH	C&I	465	840	A	3
WORKSHOPS-INSTRUCT	C&I	498M	840	A	2
ELEMENTARY SPANISH	SPAN	140A		X	4
ELEMENTARY SPANISH	SPAN	140B		X	4
CREDIT GRANTED FOR THE ADVANCED PLACEMENT PROGRAM OF THE COLLEGE BOARD 07/08/88					
Calculus I	Math	150		-	4
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					
25G SPRING SEM 1989	CDALE	999-01-3677			
CREATIVE TEACHING	C&I	409	840	A	3
WORKSHOPS-SCIENCE	C&I	498D	840	B	2
DEPAUW UNIVERSITY, Greencastle, Indiana					
Spring 1989					
Expository Writing	Eng	130		B	4
Physical Geology	Geg	111		A	4
SOUTHERN ILLINOIS UNIVERSITY AT CARBONDALE					

Name: BALESTIE MARTIN ENRIQUE

ID. No: 999-01-3677

Address: DUBLIN 1785
MONTEVIDEO, URAGUAY

Matriculation: SPRING 1986

Date of Birth: AUGUST 15,1956

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X = Credit granted by proficiency examination

SIU **Student Record**

Southern Illinois University at Carbondale
Carbondale, Illinois 62901

Southern Illinois
University at Carbondale
Carbondale, Illinois 62901

Department of Curriculum, Instruction and Media

June 1, 1987

MEMO TO: Lavida Cruse, Records Officer
Admission and Records

FROM: Bill G. Dixon, Chair
Curriculum and Instruction

SUBJECT: CIM 407E; Uruguay; Summer, 1986

During Summer Semester 1986, Dr. Jan Scheer taught a number of courses in Uruguay. CIM 407E, one of the courses taught by Dr. Scheer was mistakenly listed on student transcripts as CIM 407F. The course was mistakenly submitted to your office by the Division of Continuing Education as CIM 407F.

The following students were enrolled for the course and will need to have their transcripts corrected to reflect that the course they took was CIM 407E - Workshop in Education-Mathematics. If there are any questions concerning this problem, please contact either myself or Jim Osberg in the Division of Continuing Education. Thank you.

Ballestie, Martin	999-01-3677
Bonenfant, Suzanne	122-44-7434
Roland, Helen	330-48-2404

cc: Bill Johnston
Jim Osberg

BiM 407E

I am super impressed!

You have done an exceptional job on this project & in this course. I am very proud of you.

Project: A

Course: A

Martin -

You ~~are~~ have been an extremely good sport this summer (winter). Thanks for putting up with all of our teasing.

You made lots of good progress, too.

I really enjoyed getting to know you.

J.

Martin

See comments throughout.

Diag. Lessons

Analyses of tests, observations + inferences were excellent.

Computer printout of analyses was helpful to me +, undoubtedly,

Specific tests ~~are~~ is good as is task analysis.

Rx lessons

Behavioral indicators are excellent.

See comments throughout.

Excellent questions.

Good variety of manips, activities + games.

(over)

Good development of concept of place value + reg.

Good progression of C-I-A.

You are so well organized - I like the way you have approximate times for each activity in each lesson.

I like your "warm-ups, too.

Your games are great

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4501

Department of Political Science

MARTIN BALESTIC. 1st Examination

Points on multiple choice + true/false (possible 75)		72
Points on essays (25 possible each essay)	1st Essay	25
	2d Essay	25
Total points (125 possible)		122

116-125	A
106-115	B
96-105	C
88-95	D

Comments on Essay Questions.

Both essays were quite thorough and detailed as well as being organized Commendably.

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4501

Department of Political Science

MARTIN BAESSE. 2d Examination

Points on multiple choice + true/false (possible 75)		75
Points on essays (25 possible each essay)	1st Essay	25
	2d Essay	25
Total points (125 possible)		125

116-125	A
106-115	B
96-105	C
88-95	D

Comments on Essay Questions.

This is the first perfect grade anyone has scored in this course.

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4501

Department of Political Science

MARTIN BALESTIC. 3d Examination GEB 212

Points on multiple choice + true/false (possible 75)		75
Points on essays (25 possible each essay)	1st Essay	25
	2d Essay	25
Total points (125 possible)		125

116-125 A
106-115 B
96-105 C
86-95 D

Comments on Essay Questions.

1. } Both excellent and comprehensive
2. }

An outstanding job.

Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4501

Department of Political Science

MARTIN BALESTIC . FINAL . Examination

Points on multiple choice + true/false (possible 75)		74
Points on essays (25 possible each essay)	1st Essay	25
	2d Essay	25
Total points (125 possible)		124

116-125 A
106-115 B
96-105 C
86-95 D

Comments on Essay Questions.

1. Very good.
2. Thoughtful comments on inherent flaws in Justice System.

You receive an A for the course. You did one of the most outstanding jobs I have seen.

JRL.

Office of Admissions and Records
Southern Illinois University at Carbondale
Carbondale, Illinois 62901-4701

SUMMER 1991 08/07/91

999-01-3677 BALESTIE, MARTIN E JR UA NONDG UNTS 678

COURSE	COURSE TITLE	ATTEMPTED HRS.	EARNED HRS.	QUALITY HRS.	GRADE	QUALITY POINTS
GEA -330 -800	WEATHER	3.0	0.0	0.0	INC	0.00

EARNED HOURS	QUALITY HOURS	QUALITY POINTS	GRADE POINT AVERAGE
0.0	0.0	0.00	0.000
72.0	30.0	115.00	3.833

CURRENT STATS
CUMULATIVE STATS THRU 914

MARTIN E BALESTIE
CONTINUING ED SIUC
CARBONDALE IL 62901

GOOD STANDING

TEACHER EVALUATION
1984-1985

TEACHER: MARTIN BALESTIE: Computer 5-12
OBSERVATIONS: Various
EVALUATORS: William F. Johnston/Ellen Jacoby

A. ATTITUDES

1. Mr. Balestie is punctual arriving at work and to class on time.

2. Mr. Balestie is cooperative with the administration, but tends to be highly possessive of the computer lab and materials. This clear feeling of deep responsibility is commendable, but it does interfere with the development of a functional professional relationship with the elementary computer teacher, also tending to diminish the use of computers by other staff (for classroom support) because access to information is so restricted.

3. Mr. Balestie is not a trained teacher and has some problems which are rooted in his inability to maintain a "professional distance" from his students. This problem is most clearly demonstrated via the use of first names and the over-familiarity of the classes. This area needs work if he is to be a positive role model for the students.

4. Mr. Balestie is a responsible individual in his classes and outside of them. He willingly volunteers to chaparone outside activities and to help various individuals explore outside interests.

5. Mr. Balestie needs to address the questions of philosophy and ethics via some professional education training. He appears unclear as to purposes, direction, and what "should be done" in a school. Part of this training responsibility clearly lies with the school administration, but the bulk of it must be done by Mr. Balestie through study.

B. THE EDUCATIONAL PROCESS

Mr. Balestie's room has generally been disorganized and sterile. This area has, however, shown improvement.

There is an obvious rapport between teacher and student, but the atmosphere is also so "chummy" that students occasionally challenge/ignore directions given.

Mr. Balestie is superbly competent in computing. He needs work in presentation methods regarding the organization/explanation materials and in progress evaluation.

Discipline is a problem. Students need to have clearly defined and communicated norms for behavior, and those norms must be consistently applied.

Mr. Balestie's project approach is sound, but adequate feedback is not provided. Work needs to be evaluated as soon as possible after it is handed in, including commentary on good and problem areas, and returned promptly. Evaluation of homework and projects can be, and should be effective learning tools.

Having recognized problems with student motivation, Mr. Balestie instituted a mini-project completion chart for the class which worked wonders.

Classroom participation is generally broad based and active.

Planning for instruction requires work. Organizational factors and sequencing of learning tasks are not evident and lesson plans are generally not submitted. Further work needs to be done by teachers and administration on developing more highly structured course outlines and long-range plans.

Mr. Balestie's presentation of material is generally well balanced in terms of both method and content. Questioning and goals sometimes are unclear, making students more unsure of where they are going, however.

Mr. Balestie tends to ignore individual differences in language ability, creating high frustration levels and anger in some students.

C. PROFESSIONAL INTEREST AND GROWTH

Mr. Balestie is keenly interested in computers and keeps up on developments in the area, as well as reading extensively in journals on educational computing. He does need to get more professional education background, however.

Computing is an area extremely open to blending into other areas, but this is simply not happening. Professional sharing of what is available must be a high priority.

Mr. Balestie has shown tremendous interest in improving his performance and is very open to suggestion and guidance.

RECOMMENDTIONS

1. Many of the problem areas noted can be addressed by formal study. It is strongly recommended that Mr. Balestie enter the SIU degree program, emphasizing all education courses taught.

2. Literature on classroom management needs to be reviewed.

3. More formality is needed, beginning with the use of "Mr." and with clearly defined, written expectations for performance and behavior.

4. Work needs to be graded <u>with</u> comments and returned promptly.

5. <u>Detailed</u> lesson plans need to be developed and used. Problems with <u>how</u> to do so should be taken to the administrator for help!

6. Second language students' performance problems should be reviewed periodically with the principal and ESL/Lab teachers regarding help.

9/29/86

For your information; there is no other copy of this letter.

1. Good individualization. Getting each student started immediately.

2. Please record and turn in all tardies & absences from each class.

3. I was not aware of who was doing keyboarding?

4. See me when you have a free period.

5. The projects the students were doing seemed interesting.

E. Welty

M E M O R A N D U M

TO: MARTIN BALESTIE ✓
FROM: E. WELTZER
REF: II PERIOD OBSERVATION
DATE: 11/12/86

Observation = O
Recommendation = R

O: Students generally seem to know their task and go right to work. Good.

O: At one point Pascal students were asked to attend to you as you gave instructions and clarified information. Marc continued to work on computer, and at various times others went back to computer.
R: Get them physically away from the machines during discussion/teaching sessions.

O: A question arose regarding syntax errors. You referred student to book.
R: Check to see if others are clear on question at hand, if they are unclear it may call for review, if not, maybe the book is the answer along with your help.

O: You mentioned that upcoming Pascal competition would apply to grade instead of the way you had planned it.
R: Give students more advanced notice. Explain to them the problems with organization of the competition. You might have delayed the competition until all arrangements could be made.

O: Some humor surrounding Lucy's leaving. Good, it helps students feel more comfortable.

O: Good use of guideline for projects given to students.

IF YOU NEED DISKS AND FLOW CHART MATERIAL PLEASE ORDER THROUGH ME.

M E M O R A N D U M

TO: MARTIN BALESTIE ✓
FROM: E. WELTZER
REF: OBSERVATION 4TH PD. COMPUTER SCIENCE
DATE: 11/13/86

O: Settled down and on task. Explained clearly your expectations for Pop Quiz. Good.

O: Not letting visitor at door interrupt your explanation. Good; shows you are concerned about your students.

O: Your handouts are clear.

R: Do students have a required notebook/folder in which they are responsible for filing these memos? Yes!!

O: Good review with programming students. Your acceptance of their answers was quite positive.

O: Good discussion of computer values clarification. Good that you do not impose your values.

c.c. Personnel file
Evaluation file

M E M O R A N D U M

TO: Martin Balestie
FROM: E. Weltzer E.W.
REF: Class Observation, Period one
DATE: 11/17/86

O: Began with explanation of Pascal program showing students how to chart out program on printed copy. Each student had a print out in front of them to follow along. Good.

O: After explanation proceeded to computer station to see program in action. This made much more sense after having it explained on paper. Good.

O: Explained use of flow-charting on overhead.

R: Screen was too small. Ask Juanita to have large screen sent down.

O: Explanations were good but seemed rushed since it was at the end of the period and you wanted to give an assignment of homework regarding flow-charting.

R: If it is important you may want to provide half a class period, or more, to flow charting only.

R: Do not assign homework unless you are sure the student has all the information necessary to complete it successfully.

I enjoyed the class.

c.c. personnel file
evaluation file

M E M O R A N D U M

TO: **Martin Balestie**
FROM: Ernie Weltzer EW.
REF: Classroom Observation - 4th period
DATE: 11/20/86

O: Settled down and on task quickly - Good.

O: Expectations for knowing material in reference to final exam - Good. Summation of what you said - Good.

O: Questioning and discussion during presentation - Good.

O: Humor during class - Good.

R: Student made reference to visiting father's company that deals in office machines. You might want to check into this.

c.c. personnel file
evaluation file