Travel Study Approval Form

Travel Study Course Title: Human Relations and Student Diversity: St. Paul Urban Immersion

Travel Study Course Number: EFRT 308

Faculty #1: Dr. Nicholas Wysocki
Department: EFRT
Chairperson’s Signature: _____________________________ Date: ______
Dean’s Signature: _____________________________ Date: ______

Faculty #2: Mr. Tom Stevens
Department: EFRT
Chairperson’s Signature: _____________________________ Date: ______
Dean’s Signature: _____________________________ Date: ______

Faculty #3: ______
Department: ____
Chairperson’s Signature: _____________________________ Date: ______
Dean’s Signature: _____________________________ Date: ______

International Program Dean’s Signature: _____________________________ Date: ______

Please submit this sheet with your “Travel Study Renewal Form” including all supporting documents listed below. We will work with you to prepare your final budget after the proposal has been reviewed by the Travel Study Advisory Committee.
Travel Study Program Renewal Form

Course Title: Human Relations and Student Diversity: St. Paul Urban Immersion

Course Number: EFRT 308

Number of credit hours: 3

Department: Education

Destination(s): St. Paul, Minnesota

Same faculty: Yes
Lead faculty member: Dr. Nicholas Wysocki

Course prerequisites (if any): Acceptance into the WSU Teacher Education Program or the Bush Cohort

Enrollment minimum (if any): 12 maximum (if any): 20


Pre-departure course meeting dates: March 21, April 18, 25, May 2, 2012)

Post-trip course meeting dates: None (Students will turn in assignments/projects periodically upon their return to campus via D2L and Wordpress)

If this is an interdisciplinary or team-taught course, please list the faculty members involved and the specific task(s) for which they will take on the leadership role (e.g. assessment, record-keeping):

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Task(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Dr. Nicholas Wysocki</td>
<td>Logistic responsibilities: Budgeting, transportation arrangements, accommodation arrangements, food arrangements, schedule planning, and arrangements for cultural enrichment activities</td>
</tr>
</tbody>
</table>
Academic responsibilities: Teach; research educational conditions in SPPS; work with consultants to plan cultural competency workshops; work with teaching assistants to disseminate schedule information; plan discussion and debriefing sessions.

2. Mr. Tom Stevens

Logistic responsibilities: Assist with the daily planning; arrange supplemental learning and cultural enrichment activities; and monitor student placements with principals and cooperating teachers.

Academic responsibilities: Assist with teaching; assist with educational research on SPPS; contribute to the planning of cultural competency workshops; facilitate daily discussions and debriefing sessions with students and teaching assistants; assist with the gathering and organizing of student data.

Attach the Following:

__X__ Course Syllabus (Submit a complete course syllabus that includes: well-articulated student learning goals and outcomes; the course reading list; and course assignments.)
__X__ Expense Worksheet or Budget Template
__X__ Itinerary
__X__ Assessment
__X__ Approval Form

Detailed itinerary: For each day, include a description of the planned activities pertinent to the student learning outcomes for this course, the plans for student opportunities to process the activities, the instructor’s role and approximate contact time with the students, and potential opportunities for incidental learning. (Use additional pages if necessary.) Mark “Same” in the lines below if the itinerary is exactly the same as a prior year; please indicate in what year the last trip was taken.

<table>
<thead>
<tr>
<th>Date</th>
<th>Location</th>
<th>Learning Activity</th>
</tr>
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Minor changes from Spring 2011 (See Syllabus below)

Briefly describe any changes that are being made in the destination, timing, objectives and or logistics of this course.

Minor changes from Spring 2011 (See Syllabus below)
St. Paul Urban Immersion
EFRT 308
Education Department
College of Education
Winona State University

Semester: May 2012
Credits: 3

Instructor:

Dr. Nicholas Wysocki
Office: 136 Gildemeister Hall
Phone: 1-507-457-5360
nwysocki@winona.edu

Course Texts:


Supplemental Readings List posted to D2L

Description:

This course is intended to provide Teacher Education candidates with the opportunity to learn and apply multicultural education theory/practices in real urban school settings. Participants will acquire knowledge of said theory through assigned readings, group discussions, and educational seminars led by WSU faculty and cultural consultants from the St. Paul community. This community and the accompanying school district offer pre-service teachers rich experiential learning settings in which they will both observe and interact with licensed teachers, students, and community members who differ by ethnicity, race, language, religion, sexual orientation, socioeconomic status, and family structures. These observations and social interactions occur in real class settings as well as in community agencies like the Cultural Wellness Center and the Boys and Girls Club - Westside.

St. Paul offers a variety of school settings that provide us with exposure to wide range of culturally and linguistically diverse student groups. The St. Paul Public Schools services over 38,000 students, making it Minnesota’s second largest school district. Students originate from countries throughout the world, speak 70 languages and dialects, and come to the school district with an array of educational experiences and skills. Their presence and experiences provide a rich multicultural energy that compliments the academic learning environment. Similarly, this capital city provides us with the opportunity to be immersed in a number of cultural communities, artistic spaces, and social service agencies that meet the academic and social needs of their diverse clientele.
This course is designed to meet Standard 3 Diverse Learners of the Minnesota Standards of Effective Practice (SEP). The overarching student learning goals for this Travel Study course are taken directly from that standard, namely:

1) A teacher must understand how students differ in their approaches to learning.
2) A teacher must create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.

The following learning outcomes are developed from the dispositions, knowledge, and skills required in SEP Standard #3. These outcomes will be met through the use of the multicultural curriculum model developed by Howe, W. & Lisi, P. (1995). Beyond diversity awareness. Action strategies for adult education. Adult Learning (6)5, 19-21, 31. The outcomes include:

**Awareness (necessary to understand how students differ in their approaches to learning)**

1. Students will develop awareness about their own cultural biases, the origins of these biases, as well as their impact on the disposition that all students can and should learn at the highest possible levels. This awareness will be both identified and shaped through such assignments as pre-trip meetings, daily journaling, and daily debriefing sessions led by teaching assistants, faculty, and cultural consultants.

2. Students will develop awareness of how cultural, linguistic, familial, and community values and norms influence student learning by being exposed to different worldviews and cultural experiences in the classrooms of the Saint Paul Public Schools (SPPS) and the community/familial contexts of the Cultural Wellness Center, the Center for Community Building, and Boys and Girls Club West Side. Similarly, the artistic spaces of St. Paul will provide further exposure to the values and norms of cultural communities. Daily journaling, participation in group discussions and cultural competency seminars, interviews, and service learning projects will serve as the means for students to step outside their own cultural frameworks in order to take the perspective of learners living lives different from their own.

**KNOWLEDGE (necessary to understand how students differ in their approaches to learning)**

1. Students will gain both an historical and philosophical perspective on the way that public schooling is a necessary civil right being challenged by existing levels of discrimination. This perspective will be gained through assigned readings (e.g., Williams, B. (2003). Closing the achievement gap: A vision for changing beliefs and practices), participation in cultural competency seminars, and interviews with seminar facilitators, community leaders, parents, and students.

2. Students will gain knowledge of current research in multicultural education that will help them shape their own pedagogical strategies in accordance with the
stage of development, personal experiences, learning styles, needs, cultural strengths, and community resources of their students. This knowledge will be gained from assigned readings, faculty-led discussions, seminar facilitators, and observations of effective teaching and learning strategies used by educators in the SPPS. The professional development materials currently being used by these educators will also contribute to our students’ knowledge of the current research on multicultural education.

**SKILLS (necessary to create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities)**

1. Students will analyze urban learning contexts to identify educational experiences that both empower and marginalize diverse students differing by ethnicity, race, socioeconomic status, language, gender, sexual orientation, etc. Classroom observations, community tours, service learning sites, and participation in seminars with cultural consultants and community leaders will provide these learning contexts.
2. Students will learn how to develop, implement, evaluate, and modify curricula with special attention to individual learners categorized as at-risk, special needs, English Language learners, gifted and talented, etc. This learning will come from the assigned readings, classroom observations/teaching in the SPPS, professional development materials, participation in seminars with consultants, trainings offered by seminar facilitators, and the development of Action Plans (see below).

**ACTION (necessary to create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities)**

1. Students will develop a Digital Ethnography that demonstrate their ability to make cultural competent decisions about the teaching and learning activities that will meet the learning needs of their students as well as their state and licensure area standards.
2. Students will continue to develop a learning community with students and colleagues in St. Paul with the goal of continuously developing their cultural competency. Students will also use their Digital Ethnography to both identify and articulate how they will use Web 2.0 resources to maintain a learning community with said individuals.
Course Assignments

The following course assignments are both mentioned above and summarized here:

30%: Participation (Pre-trip meetings; Clinical experiences in SPPS classrooms – efforts will be assessed with the WSU College of Education Dispositions form; daily discussions; cultural competency seminars; community tours and cultural activities)

20%: Daily journal tables / Community Resources Project (St. Paul; Home Community)

20%: Analysis Paper (Post-trip analyses of Clinical experiences, Journal Tables, Seminars, etc.)

30%: Digital Ethnography

Important Policies

- **Transportation**: Participants MAY NOT have a personal vehicle on any of the premises used for the St. Paul Travel Study program. WSU vans will be used to transport participants from Winona to St. Paul as well as to the other program venues listed in the syllabus.

- **Lodging**: All participants MUST STAY at the Kelly Inn – St. Paul throughout the duration of the travel study program. No family, friends, significant others, etc. will be allowed in the rooms during this experience unless first approved with me.

- **Professionalism**: Participants are expected to participate in all aspects of this travel study experience and CONDUCT THEMSELVES PROFESSIONALLY AT ALL TIMES in the vans, hotel, schools, program venues, etc. Violations of any of the above will result in dismissal from this Travel Study program.

Violations of any of the above will result in your dismissal from this Travel Study program.

Supplemental Reading List (Sources will be added or deleted as necessary)

“Race and Ethnicity

Bigelow, Martha. (2008). Somali adolescents' negotiation of religious and racial bias in and out of school. *Theory into Practice, 47*(1), 27-34


**Social Class**


**Gender**


**Sexual Orientation**

GLSEN. (2011). *School Climate in Minnesota (Research Brief)*. New York: GLSEN.

## Human Relations and Student Diversity: St. Paul Urban Immersion (EFRT 308)
### Tentative Itinerary

<table>
<thead>
<tr>
<th>Day</th>
<th>Tentative Itinerary (Subject to change due to unforeseen events)</th>
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</thead>
</table>
| **Saturday, May 12th** | 10:00 A.M: Conduct headcount; load vans; drive to St. Paul  
12:00 P.M: Check into Best Western; Lunch on your own  
2:00 P.M: Group processing time with Professor/Teaching Assistants (TAs)  
4:00 P.M: School Data Gathering Session  
5:30 P.M: Dinner in hotel  
6:30 P.M: Seminar session: IDI Session and Group Assessment results  
8:00 P.M: Journaling time; TA Meeting with Professor |
| **Sunday, May 13th** | 7:30 A.M: Breakfast in hotel  
9:00 A.M: “Religious spaces” tour of St. Paul  
12:00 P.M: Lunch on University Avenue  
2:00 P.M: Tour of neighborhoods where Clinical sites are located  
4:00 P.M: School Data Reports with Professor/Teaching Assistants (TAs)  
5:30 P.M: Dinner and Seminar session – SPPS Principals, Student Diversity, and Adequate Yearly Progress; school placement matches  
8:30 P.M: Journaling Time; TA Meeting with Professor |
| **Monday, May 14th** | 6:30 A.M: Breakfast in hotel  
7:30 A.M: Travel to Clinical placement sites  
8:00 A.M – 3:30 P.M: Clinical observations/teaching; Lunch in schools  
3:30 – 5:30 P.M: Travel back to hotel; debriefing session with TAs; academic planning with Co-Teaching Strategies  
6:00 P.M: Dinner and Seminar session – Cultural Competency sessions with Consultants from Cultural Wellness Center specializing in Native American, African American, African Immigrant, Latino/a, Southeast Asian immigrant students  
9:00 P.M: Travel back to hotel; Journaling time; TA Meeting with Professor |
| **Tuesday, May 15th** | 6:30 A.M: Breakfast in hotel  
7:30 A.M: Travel to Clinical placement sites  
8:00 A.M – 3:30 P.M: Clinical observations/teaching; Lunch in schools  
3:30 – 5:30 P.M: Travel back to hotel; debriefing session with TAs; academic planning with Co-Teaching Strategies  
5:30 P.M: Dinner  
6:30 P.M: Seminar session – Cultural Competency sessions with Community Liaison Consultants (Location: TBD)  
9:00 P.M: Travel back to hotel; Journaling time; TA Meeting with Professor |
| **Wednesday, May 16th** | 6:30 A.M: Breakfast in hotel  
7:30 A.M: Travel to Clinical placement sites  
8:00 A.M – 3:30 P.M: Clinical observations/teaching; Lunch in schools  
3:30 – 5:30 P.M: Travel back to hotel; debriefing session with TAs; academic planning with Co-Teaching Strategies  
6:00 P.M: Dinner and tour of World Market  
9:00 P.M: Travel back to hotel; Journaling time; TA Meeting |
Thursday, May 17th
6:30 A.M: Breakfast in hotel
7:30 A.M: Travel to Clinical placement sites
8:00 A.M – 3:30 P.M: Clinical observations/teaching; Lunch in schools
3:30 – 5:30 P.M: Travel back to hotel; debriefing session with TAs; academic planning with Co-Teaching Strategies
5:30 P.M: Dinner at hotel
6:30 P.M: Cultural enrichment activities at Boys and Girls Club – West side
9:00 P.M: Travel back to hotel; Lesson planning time; TA Meeting

Friday, May 18th
6:30 A.M: Breakfast in hotel
7:30 A.M: Travel to Clinical placement sites
8:00 A.M – 3:30 P.M: Clinical observations/teaching; Lunch in schools
3:30 – 5:30 P.M: Travel back to hotel; debriefing session with TAs; academic planning with Co-Teaching Strategies
5:30 P.M: Free time options (Dinner on your own; Tour St. Paul; Mall of America shopping; attend sporting events, etc.)
9:30 P.M: Travel back to hotel; Journaling Time; TA Meeting

Saturday, May 19th
9:00 A.M. Breakfast in hotel
10:00 Debriefing discussions with faculty and TAs; IDI Assessment Debriefing; Digital Ethnography Workshop; Lunch
4:30 P.M: Travel to Guthrie Theatre for dinner and 7:30 show
7:30 P.M: The Amen Corner (James Baldwin)

Sunday, May 20th
9:00 A.M: Breakfast in hotel
11:00 A.M: Check out; Leave for Winona State University

BOT Standards of Effective Practice
Assessment Table (EFRT 308)

* Knowledge, Disposition, or Skill

<table>
<thead>
<tr>
<th>Standard</th>
<th>Bold = Standards addressed in this course</th>
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</thead>
<tbody>
<tr>
<td>3: Diverse Learners</td>
<td>understand how students differ in their approaches to learning and create instructional opportunities that are adapted to students with diverse backgrounds and exceptionalities.</td>
</tr>
<tr>
<td>3A</td>
<td>understand and identify differences in approaches to learning and performance, including varied learning styles and performance modes and multiple intelligences; and know how to design instruction that uses a student’s strengths as the basis for continued learning;</td>
</tr>
<tr>
<td>3D</td>
<td>understand how to recognize and deal with dehumanizing biases, discrimination, prejudices, and institutional and personal racism and sexism;</td>
</tr>
<tr>
<td>3E</td>
<td>understand how a student’s learning is influenced by individual experiences, talents, and prior learning, as well as language, culture, family, and community values;</td>
</tr>
<tr>
<td>3F</td>
<td>understand the contributions and lifestyles of the various racial, cultural, and economic groups in our society;</td>
</tr>
<tr>
<td>3H</td>
<td>understand cultural and community diversity; and know how to learn about and incorporate a student’s experiences, cultures,</td>
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<tr>
<th>K, D, or S*</th>
<th>Opportunity in the Syllabus</th>
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<tr>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Digital Ethnography Entry Analysis Paper</td>
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<tr>
<td>Seminar Participation</td>
<td>Journal Table Analysis Paper</td>
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<td>Journal Table Analysis Paper</td>
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| | | |
| Standard | **Bold** = Standards addressed in this course  
Language taken from the Statute: The teacher must … | K, D, or S  
Opportunity in the Syllabus | Assessment point in syllabus |
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</tr>
</thead>
<tbody>
<tr>
<td>3I</td>
<td>understand that all students can and should learn at the highest possible levels and persist in helping all students achieve success;</td>
<td>Clinical Experiences</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td>3J</td>
<td>know about community and cultural norms</td>
<td>Seminar Participation</td>
<td>Community Resources Project Journal Table Analysis Paper</td>
</tr>
<tr>
<td>3K</td>
<td>identify and design instruction appropriate to a student’s stages of development, learning styles, strengths, and needs;</td>
<td>Seminar Participation Clinical Experiences</td>
<td>Journal Table Digital Ethnography Entry Analysis Paper</td>
</tr>
<tr>
<td>3L</td>
<td>use teaching approaches that are sensitive to the varied experiences of students and that address different learning and performance modes;</td>
<td>Clinical Experiences</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td>3M</td>
<td>accommodate a student’s learning differences or needs regarding time and circumstances for work, tasks assigned, communication, and response modes;</td>
<td>Clinical Experiences</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td>3O</td>
<td>use information about students’ families, cultures, and communities as the basis for connecting instruction to students’ experiences;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Community Resources Project Analysis Paper</td>
</tr>
<tr>
<td>3P</td>
<td>bring multiple perspectives to the discussion of subject matter, including attention to a student’s personal, family, and community experiences and cultural norms;</td>
<td>Research Report; Clinical Experiences</td>
<td>Journal Table Community Resources Project Digital Ethnography Entry Analysis Paper</td>
</tr>
<tr>
<td>3Q</td>
<td>develop a learning community in which individual differences are respected</td>
<td>Seminar Participation</td>
<td>Community Resources Project Analysis Paper</td>
</tr>
<tr>
<td>3R</td>
<td>identify and apply technology resources to enable and empower learners with diverse backgrounds, characteristics, and abilities.</td>
<td>Digital Ethnography</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td>5: Learning Environment</td>
<td>be able to use an understanding of individual and group motivation and behavior to create learning environments that encourage positive social interaction, active engagement in learning, and self-motivation.</td>
<td></td>
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<tr>
<td>5B</td>
<td>understand how social groups function and influence people, and how people influence groups;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Analysis Paper</td>
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<tr>
<td><strong>5F</strong></td>
<td>know factors and situations that are likely to promote or diminish intrinsic motivation and how to help students become self-motivated;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Analysis Paper</td>
</tr>
<tr>
<td><strong>5M</strong></td>
<td>engage students in individual and group learning activities that help them develop the motivation to achieve, by relating lessons to students’ personal interests, allowing students to have choices in their learning, and leading students to ask questions and pursue problems that are meaningful to them and the learning;</td>
<td>Clinical Experiences</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td><strong>6: Communication</strong></td>
<td><strong>must be able to use knowledge of effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</strong></td>
<td></td>
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</tr>
<tr>
<td><strong>6B</strong></td>
<td>understand how cultural and gender differences can affect communication in the classroom</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Analysis Paper</td>
</tr>
<tr>
<td><strong>6I</strong></td>
<td>support and expand learner expression in speaking, writing, and other media;</td>
<td>Clinical Experiences</td>
<td>Digital Ethnography Entry</td>
</tr>
<tr>
<td><strong>9: Reflection and Professional development</strong></td>
<td><strong>be a reflective practitioner who continually evaluates the effects of choices and actions on others, including students, parents, and other professionals in the learning community, and who actively seeks out opportunities for professional growth.</strong></td>
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<tr>
<td><strong>9C</strong></td>
<td>understand the influences of the teacher’s behavior on student growth and learning;</td>
<td>Seminar Participation</td>
<td>Journal Table Digital Ethnography Entry Analysis Paper</td>
</tr>
<tr>
<td><strong>9H</strong></td>
<td>use classroom observation, information about students, and research as sources for evaluating the outcomes of teaching and learning and as a basis for reflecting on and revising practice;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Journal Table Digital Ethnography Entry</td>
</tr>
</tbody>
</table>

**Standard**:

- **Bold** = Standards addressed in this course
- Language taken from the Statute: The teacher must
- K, D, or S Opportunity in the Syllabus
- Assessment point in syllabus

**Opportunity in the Syllabus**:

- Seminar Participation
- Clinical Experiences
- Journal Table Analysis Paper
- Digital Ethnography Entry

**Assessment point**:

- Seminar Participation
- Clinical Experiences
- Journal Table Analysis Paper
- Digital Ethnography Entry
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<tr>
<td>9J</td>
<td>collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Community Resources Project; Digital Ethnography Entry</td>
</tr>
<tr>
<td>10: Collaboration, Ethics, and Relationships</td>
<td><strong>be able to communicate and interact with parents or guardians, families, school colleagues, and the community to support student learning and well-being.</strong></td>
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<tr>
<td>10B</td>
<td>understand how factors in a student's environment outside of school, including family circumstances, community environments, health and economic conditions, may influence student life and learning;</td>
<td>Seminar Participation; Digital Ethnography</td>
<td>Community Resources Project; Journal Table Digital Ethnography Entry Analysis Paper</td>
</tr>
<tr>
<td>10I</td>
<td>consult with parents, counselors, teachers of other classes and activities within the school, and professionals in other community agencies to link student environments;</td>
<td>Clinical Experiences; Seminar Participation</td>
<td>Community Resources Project; Digital Ethnography Entry</td>
</tr>
<tr>
<td>10J</td>
<td>identify and use community resources to foster student learning;</td>
<td>Clinical Experiences; Seminar Participation</td>
<td>Community Resources Project; Digital Ethnography Entry</td>
</tr>
<tr>
<td>10K</td>
<td>establish productive relationships with parents and guardians in support of student learning and well-being.</td>
<td>Clinical Experiences; Seminar Participation</td>
<td>Community Resources Project; Digital Ethnography Entry</td>
</tr>
<tr>
<td>9J</td>
<td>collaboratively use professional colleagues within the school and other professional arenas as supports for reflection, problem-solving, and new ideas, actively sharing experiences, and seeking and giving feedback;</td>
<td>Seminar Participation; Clinical Experiences</td>
<td>Community Resources Project; Digital Ethnography Entry</td>
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**Assessment Plan**

**Quantitative Tool(s):**
Participants in this St. Paul Travel study course will be given the Intercultural Development Inventory (IDI) as both a pretest (IDI administered in early May; Results shared and analyzed with students on May 12th) and a possible post-test (IDI administered again later in the year to selected participants)
Qualitative Tool(s):

Bonnie Benard’s (2003) four Turnaround Strategy Lists will also be used to assess the Awareness, Knowledge, Skills, and Action outcomes for this course. These strategies will guide the thinking of students as they develop their daily journal tables, plan/assist with lesson plans at their Clinical sites, shape a Community Resources Project, and develop a Digital Ethnography throughout the travel study experience. The strategies are as follows:

- Turnaround Strategy #1: Caring and Support
- Turnaround Strategy #2: High Expectations
- Turnaround Strategy #3: Participation/Contribution
- Turnaround Strategy #4: Parent – Community Action

**Turnaround Strategy #1**

*Caring and Support*

(Did you observe or were you influential in demonstrating any of the following Caring and Support strategies for socially and academically empowering diverse P-12 learners? How so? What areas would you like to improve or strengthen as an educator?)

- Creates and sustains a caring climate
- Aims to meet developmental needs for belonging and respect
- Is available/responsive to students’ needs
- Offers extra individualized help
- Has long-term commitment
- Creates one to one time
- Actively listens/gives voice
- Shows common courtesy
- Respects others
- Uses appropriate self-disclosure
- Pays personalized attention
- Shows interest
- Checks in
- Gets to know hopes and dreams
- Gets to know life context
- Shows respect
- Fundamental positive regard
- Is nonjudgmental
- Looks beneath “problem” behavior
- Reaches beyond the resistance
- Uses humor/smiles
- Is flexible
- Shows patience
- Uses community-building process
- Creates small, personalized groups
- Creates opportunities for peer-helping
Uses cross-age mentors (older students, family/community members)

Creates connections to resources
- Education
- Employment
- Recreation
- Health, counseling, and social services

**Turnaround Teachers Strategy #2**

*High Expectations*

(Do you observe or were you influential in demonstrating any of the following High Expectations strategies for socially and academically empowering diverse P-12 learners? How so? What areas would you like to improve or strengthen as an educator?)

Sustains a high-expectation climate
- "No-excuses/Never give-up” philosophy
- Aims to meet developmental needs for mastery and challenge
- Believes in innate capacity of all to learn
- Focuses on whole child (social, emotional, cognitive, physical, spiritual)
- Understands the needs motivating student behavior and learning
- Sees culture as an asset
- Challenges and supports (“You can do it; I’ll be there to help.”)
- Connects learning to students’ interests, strengths, experiences, dreams, goals
- Encourages creativity and imagination
- Conveys optimism and hope
- Affirms/encourages the best in others
- Attributes the best possible motive to behavior
- Articulates clear expectations/boundaries/structure
- Disciplines strictly and fairly
- Provides clear explanations
- Holds students accountable
- Models boundary-setting/adaptive distancing
- Uses rituals and traditions
- Recognizing strengths and interests
- Mirrors strengths and interests
- Uses strengths and interests to address concerns/problems
- Uses a variety of instructional strategies to tap multiple intelligences
- Employs authentic assessment
- Groups students heterogeneously
- Continuously challenges racism, sexism, ageism, classism, homophobia
- Helps to reframe self-image from at-risk to at-promise
- Helps to reframe problems to opportunities
- Conveys message to students that they are resilient
- Sees students as constructors of their own knowledge and meaning
- Teaches critical analysis
- Encourages self-awareness of moods and thinking
__Relates to family and community members with high expectations
__Calls home to report students’ good behavior and achievements
__Helps family members see students’ strengths, interests, goals

**Turnaround Strategy #3**
*Participation/Contribution*
(Did you observe or were you influential in demonstrating any of the following Participation/Contribution strategies for socially and academically empowering diverse P-12 learners? How so? What areas would you like to improve or strengthen as an educator?)

__Builds a democratic, inclusive community
__Practices equity and inclusion
__Aims to meet developmental needs for power/autonomy and meaning
__Provides opportunities for planning
__Provides opportunities for decision making
__Provides opportunities for problem solving
__Empowers students to create classroom rules
__Holds regular and as-needed class meetings

Infuses communication skills into all learning experiences
__Reading
__Writing
__Relationship
__Cross-cultural

Creates opportunities for creative expression
__Art
__Music
__Writing/poetry
__Storytelling/drama

Provides opportunities for students to use/contribute their
__Strengths and interests
__Goals and dreams
__Gives meaningful responsibilities

Includes and engages marginalized groups
__Girls/women
__Students of color
__Students with special needs
__Infuses service/active learning
__Uses adventure/outdoor, experience-based learning
__Offers community service
__Offers peer-helping
__Offers cross-age helping
Offers peer support groups
Uses cooperative learning
Provides ongoing opportunities for personal reflection
Provides ongoing opportunities for dialogue/discussion
Uses small interest-based groups
Uses group process/cooperative learning
Uses restorative justice circles in place of punitive discipline
Engages students—especially those on the margin—in a school climate improvement task-force
Invites the participation and contribution of family and community members in meaningful classroom activities—not just cookie baking!

**Turnaround Strategy #4**
*Parent - Community Action Assessment*
(Did you observe or were you influential in demonstrating any of the following Parent-Community Action strategies for socially and academically empowering diverse P-12 learners? How so? What areas would you like to improve or strengthen as an educator?)

Involving parents and other community members in authentic ways
Using culturally appropriate interactions to develop trust between school and community
Building a democratic, inclusive community committed to educational equity
Providing opportunities for community planning and problem solving
Providing opportunities for decision making to further academic achievement goals
Empowering students to understand community issues related to eliminating the academic achievement gap

Students will read Bonnie Benard’s discussion of these strategies prior to departure, and then they will continually re-visit them in the following ways: 1) Their interaction with learners and school personnel in the St. Paul Public School District; 2) Their written assignments; 3) Their debriefing sessions with the TAs; 4) Their group discussions with Faculty and Cultural Competency Consultants; 5) Their development of interview questions for the Community Resources Project and their analysis of the answers; and 6) Their Digital Ethnography.

**Final Assessment:** All students enrolled in Travel Study programs will be asked to complete an online assessment survey administered by the Travel Study office upon their return. Students will also be asked to help market this experiences to others in our educational communities, both on and off campus.

**Final budget and the cost per student to be determined in April 2012.**

**Questions concerning financial aid and travel study programs should be directed to Mari Livingston in the Financial Aid office (457-2800).**