

Proposal

**Application
Number: 023**

Brief Description of Fellowship

Study the Adinkra symbols with an expert in Ntonso, Ghana, and then volunteer with a sister school in Elmina on an illustrated Adinkra book that presents universal values and shared perspectives of Ghanaian peers.

Fellowship Rationale and Purpose

For the past fourteen years, I have worked as a special education resource specialist at the largest elementary school in a major city. I usually teach small groups in the resource room, mostly in literacy and math skills, but also co-teach in the general education classrooms during literacy activities. This year, I work with approximately thirty-five students with learning disabilities and emotional difficulties in grades 3 through 5 who spend most of their day in the general education classroom. Approximately 75% of my students are English Language Learners and most of my students are at least two years below their grade level in literacy skills. These are the students who struggle, become discouraged easily and often find school a frustrating place to be. I am committed to inspiring my students to becoming resilient, lifelong learners despite the learning challenges they face but it is a difficult goal to achieve with existing training and lack of resources available in my district.

Great background information

My passion is to provide authentic learning experiences that motivate my students to improve literacy skills as well as develop global competence. My proposed project will help students understand that children all over the world have something to offer each other despite diverse circumstances. It will also motivate me to improve my teaching toolbox and be creative in developing ways to reach my students. I am deeply committed to instilling a love of reading and writing in my students but also a desire to make a difference in the world.

Three years ago, after returning from a trip volunteering in Ghana, I implemented a pen pal exchange between my students and the students at the Bantuma School in Elmina, Ghana. Through sharing information about themselves and their lives, students in both countries became enthusiastic about and engaged in writing. Word of the program spread and as more students became interested in participating in a global connection, I started an African Friendship Club where any 3-5th grade student can come to my room once a week for lunch to write stories and raise funds for Ghanaian peers.

Through the African Friendship Club, my special education students who had difficulty socializing have learned to interact and become friends with general education students, a goal that had seemed impossible just months earlier, as they share a common commitment to helping others across the planet. My students who struggled with literacy, have improved their writing skills as they connect with their Ghanaian friends through writing. They are using new vocabulary words associated with Ghana and have continued to add detail and complexity to their writing. My students now know a great deal about the basics of everyday life in Ghana. But, they have not yet explored universal values associated with higher level thinking skills such as bravery, hope and unity with their Ghanaian friends. These values are found in common picture symbols from Ghana called Adinkra. These symbols, which represent proverbs and values, are an integral component of Ghanaian identity and culture. For example, Funtumfunafu is an Adinkra symbol representing two crocodiles who share the same stomach and signifies unity for one destiny. Ever since my first exposure to Adinkra symbols, I have been inspired to learn more about them and their significance and use them as a tool to help students learn literacy skills, develop universal values, and connect cultures. I know that I can utilize my interest in Adinkra and the knowledge my training in Ghana will provide to help my students improve literacy skills and understand diversity in a more personal and authentic way.

Solid rationale and purpose

My key goals:

Understand the significance of Adinkra symbols and their significance in Ghanaian culture.

Deepen my own understanding of Ghanaian students' perspectives on universal values associated with Adinkra symbols.

Clear, specific and achievable goals! Concentrated.

Deepen the connection between my students and the Bantuma students through a collaborative book project on Adinkra symbols.

Project Description

I plan to spend the first week of my four-week trip studying the history and ancient art of Adinkra printing with David Boamah, the director of the Adinkra Village in Ntonso, Ghana where Adinkra is said to have originated. David has extensive experience conducting workshops and lecturing on the culture of Adinkra symbols. I will study the history of Adinkra symbols, how the stamps are carved from calabash and the aduro natural dye is made. Since most of my students have auditory processing disorders and learn best visually, I will video tape the process of Adinkra printing to utilize in my lesson plan. I will learn each symbol's proverb and how these proverbs are interpreted and utilized in Ghanaian life in order to achieve my goal of understanding the significance of Adinkra symbols and their significance in Ghanaian culture.

For the next three weeks, I will be at Bantuma School collaborating with 25 Ghanaian students, ages 10-15, and staff to create a student written and illustrated book on the history of Adinkra and how these symbols impact their lives. The headmaster of Bantuma school has agreed to allow me to teach the students Monday through Friday, from 2:30-4:00. During the first week, we will study each symbol and proverb. For the second week, each student will choose an Adinkra symbol and write about its history and meaning. For the third week, each student will create their symbol by carving calabash, making dye and stamping a pattern on cloth. They will write about the symbol's proverb and meaning and include a personal narrative of how they exhibit that value in their life. During this week, I will achieve my goal of deepening my understanding of Ghanaian students' perspectives on the universal values associated with Adinkra symbols. I will work with the school librarian to collate all writing and pictures for the Adinkra book. Students will also create an Adinkra quilt from their printed cloth to be displayed at my school. At the end of the month, we will invite parents and other community members to a celebration to honor the work and commitment of the Bantuma students. This celebration will be videotaped for the students at my school. This video will include students talking about their Adinkra symbols as well as the presentation of the quilt for my school. Through the Adinkra book, quilt and video, I will achieve my goal of deepening the connection between my students and the Bantuma students. During the regular school hours, the headmaster has given me permission to work individually with students who need further assistance in creating their personal narratives on Adinkra values. In addition, I will meet with two assistant teachers to plan the lessons with the goal of having these teachers continue the Adinkra lessons after I leave.

Each activity connects to achieving a learning goal, addresses each point sufficiently

Teacher Growth and Learning

I am intrigued by Adinkra symbols and how they permeate Ghanaian culture. Since learning about Adinkra and volunteering in Ghana, I have wanted to understand these symbols and their significance in Ghanaian life. Studying Adinkra with a Ghanaian expert in the village where Adinkra originated will allow me to realize an educational goal and gain expertise that I could not gain from an online lesson plan or book. I will solidify my own understanding of this ancient art by teaching what I have just learned about Adinkra to Bantuma School students. Students will further educate me by sharing their first-hand understanding of Adinkra systems. I am eager to learn about Ghanaian culture and values associated with Adinkra from Ghanaian teachers and students directly since there are a myriad of stories within a culture. Throughout my past lessons on Ghana, I observed that many students think of African children as poor and helpless. I want to bring a complex Ghanaian culture home to my students to challenge this stereotypical single image of African culture.

Demonstrates both personal and professional growth

Great focus all on teacher

I am committed to deepening my understanding of life for Ghanaian youth. I know about daily life activities including favorite meals, after school hobbies and chores at home. I want to learn about what is inside the Ghanaian students' hearts and minds. Ghanaian students do not usually share much about their personal lives. I want to learn their personal stories about times in their lives when they felt hope, courage, unity and other values associated with Adinkra symbols.

I am deeply passionate about starting a movement to connect students globally through their own stories. I have been involved with an international book club website for the past few years posting stories that students at my school and Bantuma School have written. I have always envisioned adding quality lesson plans that students around the world can access. This fellowship will allow me to create a lesson plan helping students all over the world write about their values and Adinkra.

Strong evidence of connections through commitment, passion and love

I love art, but have never thought of myself as an artistic person. Through this fellowship, I will learn how to integrate art into a literacy lesson and boost my confidence in my artistic ability. Most important, I will gain valuable insight into the Ghanaian culture while fulfilling my passion of using global education to create authentic learning experiences. I am sure that I will come back to school filled with renewed inspiration and joy in teaching.

Student Growth and Learning

Lots of fun and creative ideas

This school year we began rolling out the newly adopted Common Core Standards in our classrooms. According to the Common Core State Standards Initiative website, one of the criteria to meet is that students come to understand other perspectives and cultures and learn to evaluate other points of view constructively and critically.

My special education students will be working towards fulfilling this Common Core Standard as they evaluate their Ghanaian peers' values and perspectives through the study of Adinkra. They will also develop their writing skills through integrated art and writing for authentic purposes as they create their own Adinkra book to share with their Ghanaian peers. Students involved in the African Friendship Club and my special education students will learn how to make Adinkra symbols and will have the opportunity to author stories or make jewelry using these symbols. Students in our special day class for emotional disturbance have recently become inspired to join the African Friendship Club. These students typically do not have many opportunities for connecting with their general education peers. They will become involved in creating Adinkra symbols within a mainstream setting of the African Friendship Club.

Current content and standards focus

Watching the video of the Bantuma students discussing their adinkra symbols will further deepen my students' understanding and connection to their Ghanaian friends.

It is extremely important to me that there is a reciprocal relationship between my students and their Ghanaian peers. I do not want my students to think of this global connection as simply charity work. I want them to experience how their Ghanaian peers can add value to their lives and how we can learn from each other. This fellowship will provide the foundation for this reciprocal relationship. Multimedia documentation of the process of making Adinkra stamps will further deepen my students' knowledge in this art.

STRONG!

Benefits to School Community

I will present this lesson as a professional development opportunity for all of the teachers at my site. As the lead teacher in our after school program, I will teach a class where students create posters of Adinkra symbols and their meanings to display around the school so that students, staff and families can learn about Adinkra. At our annual multicultural festival, parents and students will have the opportunity to make their own Adinkra stamps and learn about their meanings. The Adinkra quilt made by the Ghanaian students will be presented to the community at this festival. The book on Adinkra made by the Ghanaian students will be made available to all teachers, students and families to read. This Adinkra lesson will be made available on our district's professional development website. In the past, I have been involved in developing curriculum for our special education summer program. This lesson will be presented to my district's special education central office staff developing the curriculum for special education

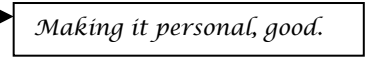
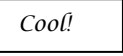
Solid plans to connect with all members of the school community

summer school. I have also contacted an African museum in my city to offer educator workshops on this Adinkra lesson. The Adinkra book and the lesson plan will be posted on the book club international website, bookclubint.org.

In November, there will be a free online global education conference sponsored by the International Education and Resource Network (IERN). I will submit a proposal to lead a session on my experience in Ghana developing the Adinkra lesson and how it can be implemented with students around the world.

Plan For Implementation of Fellowship Learning

My fellowship will allow me to create a lesson on Adinkra using the book that the Bantuma students created. This lesson, described below, will be used with my 3-5th grade students.

1. Where in the world is Ghana? Study map, show realia, pictures from Ghana.
2. Challenge Stereotypes. Discuss beliefs we have about children in Africa and messages we get from media.
3. Read aloud *The Talking Cloth* by Rhonda Mitchell as an introduction to Adinkra symbols and meanings.
4. What is a proverb? Discuss common American and African proverbs and what they teach us about ourselves and our cultures.
5. Read Adinkra book created by Ghanaian students and discuss symbols, proverbs and their meanings.
6. Discuss values Ghanaian students wrote about and how their perspectives may differ from our own and why.
7. Show video on how to make Adinkra stamps made in Ntonso.
8. Students choose an Adinkra symbol that symbolizes a value important in their life and write about the meaning of the symbol.  *Making it personal, good.*
9. Use carving and stamping technique to create the symbol, using materials available in the U.S.
10. Use a writer's workshop model of drafting, revising, editing and final copy to write a personal narrative how student exhibits her or his Adinkra symbol's value.
11. Discuss how perspectives on life values may be similar to and different from children in Ghana and what we can learn from each other.
12. Adinkra Party. Celebrate the creation of the book. Invite principal, counselors, teachers and other classes to listen to the students read their own excerpts as well as excerpts from their Ghanaian friends. Videotape the party to send to Bantuma School.  *Cool!*
13. Post our completed book on the book club international website and send a copy to Bantuma School. Students will be assessed in two ways. First, students' personal narratives will be assessed using a writing rubric including character description, setting description, dialogue and interesting details. Second, students will complete journal entries before and after this lesson on their perspectives of Ghanaian life values.

This lesson will begin in September and will last approximately six weeks since I see my students three times a week in the resource room. Children will be grouped by grade level.

Detailed, well thought out and executable

Budget Narrative

After researching several websites such as Kayak, CheapOair, Delta, as well as a local travel agency, the cheapest flight to Accra is \$2,122 from CheapOair. Taxi service from the airport to Ntonso, Elmina and back to the airport will be \$300. After communicating with David from the Adinkra village, he told me that the one-week Adinkra workshop will be \$250, lodging at a local hotel close to the Adinkra village will be \$140 and meals while in Ntonso will be \$70 for the week. The materials to make the Adinkra symbols, including the dye, calabash, carving tools and strips of cloth will cost \$250. Paper and ink to make the Adinkra books for the Ghanaian students is estimated to be \$100. I will have access to a computer and printer at Bantuma School. Travel insurance through International Volunteer Card will be \$45. This year I received a grant to purchase a camera and SD card so I will not need to purchase these items. The cost of a Visa is \$60. To keep costs low and to gain as much cultural experience as possible, I will stay with a family at a cost of \$15 per day including meals for a total of \$345 for 23 days. After researching websites such as Lonely Planet and Wikitravel and taxi service during the three weeks in Elmina will be \$50. The total expense for this fellowship will be \$3732.

Clear, realistic and research sources sited.

Itemized Budget Sheet

**Application Number:
023**

Length of Fellowship (days): 30

Destination(s):

| City: | State/Province: | Country: | Continent |
|-------------------|------------------------|-----------------|------------------|
| Ntonso and Elmina | | Ghana | Africa |

| | | | |
|-----------------------------|-----------------|----------------|-------------|
| Transportation Type: | Airplane, Other | Amount: | \$ 2,472.00 |
|-----------------------------|-----------------|----------------|-------------|

| | | | |
|----------------------|-----------------|----------------|-----------|
| Lodging Type: | Hotel, Homestay | Amount: | \$ 485.00 |
|----------------------|-----------------|----------------|-----------|

| | | | |
|-------------------------------|--|----------------|----------|
| Food Allowance Amount: | | Amount: | \$ 70.00 |
|-------------------------------|--|----------------|----------|

| | | | |
|----------------------------|-------|----------------|-----------|
| Participation Type: | Other | Amount: | \$ 250.00 |
|----------------------------|-------|----------------|-----------|

| | | | |
|-----------------------|-------|----------------|-----------|
| Material Type: | Other | Amount: | \$ 350.00 |
|-----------------------|-------|----------------|-----------|

| | | | |
|------------------------|--|----------------|---------|
| Equipment Type: | | Amount: | \$ 0.00 |
|------------------------|--|----------------|---------|

| | | | |
|-------------------------|-------------------------|----------------|-----------|
| Other Fees Type: | Travel insurance, Visa, | Amount: | \$ 105.00 |
|-------------------------|-------------------------|----------------|-----------|

| | | | |
|---|--|----------------|---------|
| Total Proposed Cost of Fellowship: | | Amount: | \$ 3772 |
|---|--|----------------|---------|

| | | | |
|--------------------------------|--|----------------|------|
| At Applicant's Expense: | | Amount: | \$ 0 |
|--------------------------------|--|----------------|------|

| | | | |
|------------------------------------|--|----------------|---------|
| Total Requesting from FFT*: | | Amount: | \$ 3732 |
|------------------------------------|--|----------------|---------|



SCORING RUBRIC

Application #: **023**

Individual or Team

EXCELLENT APPLICATION

| | Strong Evidence | Sufficient Evidence | Moderate Evidence | Limited Evidence | Insufficient Evidence | No Evidence | |
|---|-----------------|---------------------|-------------------|------------------|-----------------------|-------------|---|
| | 5 | 4 | 3 | 2 | 1 | 0 | Comments |
| Fellowship Rationale and Purpose: <ul style="list-style-type: none"> Rationale and purpose are clear and compelling Shows thoughtful reflection on teaching practice Defines learning, enrichment and research goal | ✓ | | | | | | Very clear goals; Excellent & unique idea to compliment learning & values; Passion is evident |
| Project Description: <ul style="list-style-type: none"> Outlined Plan, including key activities Addresses learning, enrichment and research goals Includes a realistic time frame and achievable goals | ✓ | | | | | | Concise plan; clear connection between activities and learning goals. |
| Teacher Growth and Learning: <ul style="list-style-type: none"> Fellowship will address key questions and/or learning goals Describes well-defined and meaningful growth as a teacher | ✓ | | | | | | Clear & compelling; personal and professional growth stated; passion continues |
| Student Growth and Learning: <ul style="list-style-type: none"> Fellowship will address benefits for student learning Describes meaningful additions to the classroom Anticipated impact on students is clear | ✓ | | | | | | Shows deep knowledge of student growth and learning; academic to interpersonal skills developed |
| Benefits to School Community: <ul style="list-style-type: none"> Identifies school-wide goals that connect to the fellowship Provides strategies for sharing with colleagues | ✓ | | | | | | Clear and valuable goals established for connecting with whole school community |
| Plan for Implementation of Fellowship Learning: <ul style="list-style-type: none"> Demonstrates strong connection between summer fellowship and student learning. If a curricular outline: clear unit goals, skills developed, general content covered, teaching methods, and assessment ideas. If an action plan: clear goals, strategy, and outcomes for classroom or school-wide structures. | ✓ | | | | | | Skills are clearly stated; involves local community; well thought out and clearly planned for positive outcomes that are meaningful |
| Budget Narrative and Budget Sheet: <ul style="list-style-type: none"> Describes plan for documenting the fellowship experience for reporting to students, colleagues and school community Shows evidence of careful thought and planning Addresses the specific needs of the project and itinerary Expenditures are related to fellowship and adhere to guidelines Technology expenses are adequately addressed (if applicable) | ✓ | | | | | | Reasonable and thorough; other grant mentioned a plus; Narrative matches itemized budget |

Total possible score of 35

Score:

35

Proposal

**Application
Number: 04**

Brief Description of Fellowship

Attend Spanish Immersion School in Costa Rica to acquire Spanish skills and deepen my understanding of Hispanic culture to better prepare my students for their future in the 21st century global world.

Fellowship Rationale and Purpose

I have the greatest job in the world. It challenges my mind and delights my heart. I give love each day and enrich the lives of others. I teach. I am thrilled to have the opportunity to grow in more ways than any traditional professional development. I am eager to expand my horizons, grow as a professional, and bring a great experience into my classroom.

Passionate!

Since the year 2000 the Hispanic population in the U.S. has grown 43%. By the year 2050 it is projected to triple, which means that my students today will be part of a largely bilingual country. One goal of this grant is for me to acquire Spanish language that I can infuse into my 1st grade classroom daily. My students need exposure during the critical years of language acquisition to develop a Spanish language foundation. A second goal is for me to expand my multicultural experiences so that I can better prepare my students for life in a diverse society. My students need a teacher who has multicultural experiences and second language skills to serve as a model for our 21st century global world.

Why Costa Rica?

I am pursuing a Spanish language-immersion program in Costa Rica will use my newly acquired language skills with both my native Spanish speaking students and my native English speaking students in my classroom. Because of this, my students' neural pathways will be primed for language learning, preparing them for our increasingly global world. The challenge of teaching students, who will be part of our ever increasingly bilingual nation, inspires this fellowship. Through learning more Spanish in an immersion program, I will be able to prepare my students, and the larger community of my school, for a lifetime of multicultural interaction and understanding.

In my current teaching practice I utilize my minimal Spanish language skills throughout the school day. My student's attention is more focused and my native Spanish speakers feel more included when I do so. However, my pronunciation, conjugation, and vocabulary falls very short. In Costa Rica, I will attend 4 hours of Spanish classes daily, for 5 weeks to learn proper pronunciation, conjugation and acquire new vocabulary. With 5 weeks of intensive study, I expect to acquire correct conjugation for past, present and future tenses of common verbs and thousands of new words. By immersing myself in Costa Rica for 6 weeks, my pronunciation will significantly improve.

My passion for understanding my role in our increasingly interconnected global world will inspire my own students' desire for cross-cultural understanding and cross-cultural relationship building. In the 1st grade Essential Standards for Social Studies, I am responsible to teach comparisons of languages, traditions, and holidays of various cultures. My learning in Costa Rica, will enhance my ability to teach the curriculum and bring life into my classroom cultural studies.

Additional background on school? Credibility?

Project Description

I propose to arrive in Costa Rica on Saturday, June 21, 2014. I will immediately meet with representatives from the CPI Spanish Immersion School (CPI) who will assist with my transportation and accommodation until I arrive at my home stay in Flamingo on Sunday, June 22. I have selected the home stay option in order to fully immerse myself into Costa Rican culture and have the opportunity to practice my new language skills daily.

Good!

I will begin a 5 week course of study on Monday, June 23. I will be in class 4 hours each day, Monday through Friday. In order to develop a deeper cultural understanding I have selected three CPI locations. I will spend one week in Flamingo on the Pacific coast followed by 2 weeks in the Monteverde Cloud Forest. Research shows that language learners experience overload after the 3rd week of intensive language study, so I will take a one week break from course work to further explore cultural studies along the Afro-Caribbean coast. I will solidify my Spanish learning goal in Heredia, a small town outside the standard tourist flow with limited English speakers. Each location will provide a unique opportunity to learn Spanish language and culture.

Activities don't directly align with all the goals, activities about culture goal?

I will document my developing understanding of Hispanic culture through daily journal reflections and photojournalism. I plan to bring my own digital camera and turn my reflections and photos into a digital resource I can use in my classroom upon my return.

Specific

Teacher Growth and Learning

This fellowship will help me grow personally and professionally, in both expected and unexpected ways. I have identified three ways in which I will grow as a teacher that I can plan for. First, by living with three host families, I will deepen my understanding of cross-cultural differences and similarities which will inform my current Social Studies curriculum. Second, I will acquire better Spanish Language skills through 5 weeks of intensive coursework. Third, I will find myself in the role of a student which will help me develop greater empathy for my students and their experience learning literacy skills.

As a 21st century educator, I am charged with the responsibility of preparing future citizens to meet the demands of a multicultural society. My immersion program in Costa Rica will enable me to address the current instructional objectives put forth by the state for teaching 1st grade social studies.

?? General

My increased cultural literacy will deepen my students' ability to meet the Essential Standards of comparing languages, beliefs, and customs of other cultures. The fellowship, and specifically the experience of living with three Latin American families, will have a direct impact on my ability to make content meaningful and enhance my students' understanding of the interconnectedness of all cultures and people.

By journaling daily I will reflect upon my experience and grow personally. Professionally, I will include in the journal my learning regarding cultural customs and traditions that I will incorporate into my social studies units on family, celebrations, and diversity. I will use my growing Spanish language skills to interview host families regarding ways in which birthdays, religious holidays, and life events (weddings) are celebrated. I will further document my experience by taking photographs and videos on my personal digital camera and will create a multimedia digital project to be shared on the Smartboard in my classroom upon my return.

The learning goal of acquiring correct pronunciation, conjugation, and vocabulary in Spanish will be met through intensive class work within the real context of Hispanic culture in Costa Rica. Right now my Spanish language skills have been developed through years of interacting with Hispanic students and families. I have a minimal amount of Spanish vocabulary and phrases, but I have not had any formal Spanish language instruction in verb tense or conjugation. In five weeks of intensive study, I expect to be able to speak and conjugate basic phrases correctly.

Big goal, is this achievable?

By putting myself in the place of a student I will develop greater empathy for language learning. I expect to develop my teaching skills by understanding the process of language learning as a learner as opposed to a teacher. As a kindergarten and first grade teacher I am charged with teaching our youngest students to read and write. By experiencing learning Spanish literacy, I will better understand the needs of my struggling students as they learn reading, writing, and language. This will be an important secondary impact on my teaching practices and will immensely help me to grow as a literacy teacher.

Student Growth and Learning

My students will benefit from my fellowship by learning Spanish language throughout each day. It is proven that new language learning is easiest by age 7 (my students are aged 5-7) and that exposure to a second language at an early age increases the ability to acquire a second language in the future. The language skills I acquire through this fellowship will bring the meaningful addition of integrated Spanish language instruction throughout the day.

Sufficient??

My students will learn beginning Spanish through year long integration into our daily routines and 30 minutes of explicit teaching each week. During these lessons beginning conversation and developmentally appropriate vocabulary (numbers, body parts, family names) will be explicitly taught. These lessons and the daily integration of Spanish during these prime years for language acquisition will impact my students for a lifetime of multicultural understanding and interaction.

Is Spanish language course part of curriculum?

By experiencing life living with a Tico family (Native Costa Ricans), I will be able to passionately share with my students a real understanding of diversity as we address the 1st grade essential standard to “Understand the diversity of people in the local community” (NC Standard Course of Study). It is imperative that future generations develop compassion and understanding for all cultures, but specifically Hispanic culture as the Hispanic population continues to grow in our community.

As I was writing this section, an abuelito (grandpa) of a student in my class visited to see our room. He is a native of Costa Rica and was excited to hear of my plans for this fellowship. In addition to talking with me about best places for me to learn Spanish in Costa Rica, he also encouraged me to pursue this fellowship in light of his granddaughter. “It’s a totally different culture. You will see things through different eyes. You will have a broader perspective. You’ll be able to help your students to see things a little bit different than their everyday.” (Alejandro Cortes, Native of Turriabla)

This ¶ would be more useful in teacher section.

The impact of building cross-cultural relationships will benefit my students beyond the first goal of communicating with my Native Spanish speaking students and teaching my Native English speakers basic Spanish. The impact of bringing a deeper understanding of multiculturalism into my classroom will benefit my student’s open mindedness of living in their future global world.

Benefits to School Community

Our school district goals are to improve learning outcomes for all students and to close the achievement gap that currently exists among subgroups, such as Hispanic and white. This fellowship will address this goal as it aims to break barriers of these subgroups. One barrier that exists at our school is the inclusion of Spanish speaking families at school sponsored events. With the Spanish language skills I acquire through this fellowship I will be able to promote increased communication and inclusion for all families on Literacy Nights and other family nights.

My school serves as a model school for Professional Learning Communities (PLC). PLC are “an ongoing process in which educators work collaboratively in recurring cycles of collective inquiry and action research to achieve better results for the students they serve.” (“All Things PLC.” About PLCs. N.p., n.d. Web. 16 Jan. 2014.) No teaching at our school happens in isolation without thoughtful, intentional, collaboration with colleagues. The integration of Spanish instruction in my class will be carefully planned, and the impact of our teaching will be carefully reviewed, with my colleagues and administrators at our weekly PLC.

Needs more detail

My school offers our own after school program. It serves children for 3 hours after school. Children from all economic backgrounds are encouraged to attend and scholarships are provided for students in need. Students can choose from a variety of elective clubs for 4 8-week sessions. With my newly acquired Spanish skills I will be able to provide a Spanish club with correct pronunciations and conjugations that our students deserve. The school-wide goal of providing engaging after school learning opportunities will be enriched through my learning Spanish in Costa Rica.

Plan For Implementation of Fellowship Learning

This fellowship will result in the implementation of two Action Plans. One focuses on teaching Spanish language in my classroom and in the after school club. The other plan focuses on integrating my cross-cultural experience into my current Social Studies Essential Standards.

The goal of the first Action Plan is for my students in both my classroom and my after school club to acquire basic vocabulary for greetings, calendar terms, numbers, colors, and body parts. I will teach Spanish language in my morning meeting which addresses multiple content areas including counting, calendar, math problem solving, plans for our day, and incorporates community building songs. Young children learn through repetition and the strategy of bringing my newly acquired Spanish into these daily rituals will solidify the brain wiring for Spanish learning. I will teach children to speak Spanish when telling what day it is and practicing counting skills. I am an extremely animated teacher and will speak using my newly acquired Spanish with great expression during our meeting times. I will use Total Physical Response (TPR), a researched based teaching strategy for language acquisition. Throughout our day I will incorporate Spanish into instructions for transitions such as lining up, coming to the carpet, and getting school supplies, further connecting the brain wiring for these young learners. Lastly, young children need breaks between focused academic work; Spanish songs and Spanish directions can provide the break they need while enriching their brains for a lifetime of language learning.

With whom

In addition to daily incorporation of Spanish language I will explicitly plan for 30 minutes of instruction in Spanish each week. Many online resources exist for 1st grade Spanish lesson plans (such as www.spanishtown.ca). The spanishtown.ca website provides 8 weeks of lesson plans specifically for 1st grade students. With my new pronunciation and phrasing I will be able to implement these lessons once a week in my classroom and will be able to reach the larger community of the school as a whole by offering four 8-week sessions of Spanish in our after school club. My summer fellowship will enable me to teach these courses with correct pronunciation and basic grammar as opposed to the Spanglish in which I currently integrate into my daily classroom.

After 8 weeks of instruction in my after school club and in each grading quarter in my classroom, students will be expected to know vocabulary in each of the following categories: Color, number, shape, greetings, class items, people and places at school, days of the week, months and seasons, clothing, holidays, family, body, feelings, vehicles, and foods. Each week of explicit instruction will introduce a new theme such as “family” and teach the key vocabulary associated with the theme. In addition to new lessons for each theme, common phrases will be repeated in each lesson.

Great detail and clear planning for maximum impact

The second Action Plan in social studies will result in my student’s increased understanding of life in our global world. I will enrich the current unit of study in cultural diversity by sharing artifacts, photographs, and speaking from first-hand experience about life in 4 distinct locations in Latin America. With new found passion and a collection of realia (photographs and journal entries), I will share with students a deeper understanding of real life

in Latin America. This will have a direct impact on student achievement in Social Studies as I add primary resources and firsthand experience to our current study of holidays around the world and themes of diversity explored during our study of Martin Luther King and Black History month. →

How does this relate?

Included in the second Action Plan will be the integration of my Costa Rican experience into our studies of families and celebrations. I begin each year by having students create a piece of artwork representing their families. I will be able to create my own art based on three families I lived with to bring more diversity to the walls of our room. In December, I change the bulletin board and have students create a representation of celebrations honored by their families. The notes from my interviews with host families will result in the integration of ways in which birthdays, weddings, and holidays are celebrated in another culture leading to a deeper world view for my students.

Budget Narrative

The expenses are expected to be \$5286. I am willing to cover the additional \$286 above the \$5000 grant requested.

Transportation Costs (\$1223): Flights from Asheville into San Jose, Costa Rica currently averages \$700 as found on Kayak.com. The arrival package from the CPI school includes airport transportation and one night accommodation for \$85. Transportation between school locations is as follows: San Jose to Flamingo \$40, Flamingo to Monteverde \$50, and Monteverde to Heredia \$48. Additional transportation fees while in the country are expected to average \$50 per week for a total of \$300 for 6 weeks. That number is based on the current bus fares found in the Lonely Planet Costa Rica travel guide.

Lodging (\$1305): In order to best immerse myself in Costa Rican language and culture I have chosen to reside in homestays. Five weeks of homestay accommodation is \$815. Budget lodging on the coast for the one week Afro-Caribbean experience averages \$70/night for a total of \$490.

Site sources.

Food (\$984): Two meals a day will be provided by the homestay families. Based on prices in Lonely Planet a midrange lunch averages \$12. Total lunch costs for 6 weeks: \$504. Based on the range of costs of meals in both budget and mid range restaurants I have budgeted \$80 for a weekend's worth of meals (breakfast \$8 + lunch \$12 + dinner \$20) for a total of \$480 additional meals.

Participation Costs (\$1735): Five weeks of group classes for 4 hours a day is \$1,735.

Materials and Supplies (\$39): A journal (\$5), basic school supplies- a notebook (\$5), pencils (\$5), a Spanish-English dictionary (\$6), and the book, 501 Spanish Verbs (\$18 plus tax).

Equipment: No additional equipment is requested.

Application Number: 04

Current Grade Level: Pre-K - 5th Grade

Current Teaching Assignment: ESL, English/Journalism/Language Arts, History/Social Studies, Literacy, Math, Reading/Writing, Science, Special Education, Speech

Itemized Budget Sheet

**Application Number:
04**

Length of Fellowship (days): 42

Destination(s):

| City: | State/Province: | Country: | Continent: |
|---|------------------------|-----------------|-------------------|
| Flamingo, Monteverde, Tortuguero, Heredia | | Costa Rica | North America |

| | | | |
|---|----------------------------------|----------------|-------------|
| Transportation Type: | Airplane, Bus | Amount: | \$ 1,223.00 |
| Lodging Type: | Hotel, Homestay, Bed & Breakfast | Amount: | \$ 1,305.00 |
| Food Allowance Amount: | | Amount: | \$ 984.00 |
| Participation Type: | Course/Program Tuition | Amount: | \$ 1,735.00 |
| Material Type: | Books, Consumables | Amount: | \$ 39.00 |
| Equipment Type: | | Amount: | \$ 0.00 |
| Other Fees Type: | | Amount: | \$ 0.00 |
| Total Proposed Cost of Fellowship: | | Amount: | \$ 5286 |
| At Applicant's Expense: | | Amount: | \$ 286 |
| Total Requesting from FFT*: | | Amount: | \$ 5000 |



SCORING RUBRIC

Application #: **04**

Individual or Team

GOOD APPLICATION

| | Strong Evidence | Sufficient Evidence | Moderate Evidence | Limited Evidence | Insufficient Evidence | No Evidence | Comments |
|---|-----------------|---------------------|-------------------|------------------|-----------------------|-------------|---|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| Fellowship Rationale and Purpose: <ul style="list-style-type: none"> Rationale and purpose are clear and compelling Shows thoughtful reflection on teaching practice Defines learning, enrichment and research goal | | | ✓ | | | | Why Costa Rica?; Unsure of current Spanish ability; Needs more proofing |
| Project Description: <ul style="list-style-type: none"> Outlined Plan, including key activities Addresses learning, enrichment and research goals Includes a realistic time frame and achievable goals | | | | ✓ | | | Lacks detail; more information needed on cultural activities; too brief |
| Teacher Growth and Learning: <ul style="list-style-type: none"> Fellowship will address key questions and/or learning goals Describes well-defined and meaningful growth as a teacher | | ✓ | | | | | Several goals listed, are all achievable?; good look at improving personally and professionally |
| Student Growth and Learning: <ul style="list-style-type: none"> Fellowship will address benefits for student learning Describes meaningful additions to the classroom Anticipated impact on students is clear | | | ✓ | | | | Too general; unclear what is already taught and what will be new learning; the benefits that are stated are good but needs more |
| Benefits to School Community: <ul style="list-style-type: none"> Identifies school-wide goals that connect to the fellowship Provides strategies for sharing with colleagues | | | ✓ | | | | Repetitive; more detail needed on after-school program and PLC's |
| Plan for Implementation of Fellowship Learning: <ul style="list-style-type: none"> Demonstrates strong connection between summer fellowship and student learning. If a curricular outline: clear unit goals, skills developed, general content covered, teaching methods, and assessment ideas. If an action plan: clear goals, strategy, and outcomes for classroom or school-wide structures. | ✓ | | | | | | Excellent; good list of detailed plans |
| Budget Narrative and Budget Sheet: <ul style="list-style-type: none"> Describes plan for documenting the fellowship experience for reporting to students, colleagues and school community Shows evidence of careful thought and planning Addresses the specific needs of the project and itinerary Expenditures are related to fellowship and adhere to guidelines Technology expenses are adequately addressed (if applicable) | | ✓ | | | | | Provides some sources, but not for all categories; clearly stated; all reasonable |

Total possible score of 35

Score:

24

Proposal

Application Number: 003

Brief Description of Fellowship

Explore Alaska's landscapes and wildlife to expand background knowledge and develop a curriculum relative to Common Core State Standards, which will compare/contrast our own landscapes and wildlife to Alaska, while hiking, biking, and snowshoeing the Ice Age Trail and school forest in our county.

Fellowship Rationale and Purpose

What grade levels and subject areas do you teach?

Background knowledge. Do you have it? It is what students build on to understand and learn new concepts. When you come into our small town, you will not find mountains, glaciers, volcanoes, or ocean waters. You will find a small community nestled in the northwoods, with the only stoplight in the county. Our county is one of the poorest counties in the state, and students here rarely visit the next town over, let alone think of how our state is similar to and different than Alaska, a state thousands of miles away. The lack of background knowledge is what is driving my passion to explore a state similar, yet so different to ours. I want to learn all I can about Alaska's landscapes and wildlife. I want to build background knowledge, and ignite a passion for physical and healthy habits. I will then take that knowledge and share it with our students, fellow teachers, and members of the community.

Yours? Or your students?

Some of the key questions I want to explore include: a.) What is it like to travel to areas that I have never visited? b.) How are the landforms and wildlife in Alaska similar to those found in Wisconsin? c.) How are the landforms and wildlife in Alaska different to those found in Wisconsin? d.) What lifetime skills/healthy habits can be incorporated into this journey?

I would like to come back from my journey equipped with books, photos, journals and experiences that would enable me to teach our students a deeper understanding of the landforms, and wildlife within the state of Alaska. I would also like to promote lifetime physical activities such as hiking, biking, snowshoeing, and kayaking. My ultimate goal would be not only for my students to understand and compare/contrast landforms, and wildlife, but recognize environmental awareness and responsibility, and also to promote lifelong enjoyment of the outdoors, while treading on nature lightly.

Project Description

Broad disjointed goals; would be helpful to know what subject/grade you teach.

Alaska is a state rich in vast landforms and implausible wildlife. To explore this breathtaking environment, I want to enjoy it in the healthiest, most active way. Therefore, I will be kayaking, hiking, and biking. To get a closer look at glaciers, I will aboard a water vessel. I have allotted 8 days for the entire trip, including travel time.

My adventure will begin in Anchorage, Alaska. I will begin by hiking the Flattop Trail which is a 3-mile round-trip hike beginning at 2,200 feet, and peaking at 3,550 feet. On a clear day the view stretches from Mt. McKinley in the north, to Cook Inlet and the Anchorage bowl below, to Redoubt Volcano in the south. This will allow me to see landforms, and note wildlife and plants. I will then rent a bicycle and bike the Tony Knowles Coastal Trail. This is a world class 11 mile bike trail which starts in downtown Anchorage, and ends at Kincaid Park. I can then hike or bike the trails in Kincaid Park, which are 30 miles long! Wildlife along these trails include moose, owls, eagles, and porcupines. I will also take a guided 6-hour scenic drive south along the edge of the Turnagain Arm which is considered to be America's most beautiful and scenic road, crossing mountain passes and majestic valleys. I will then stop at the Alaska Wildlife Conservation Center. The center's mission is to provide care and rehabilitation for injured and orphaned wildlife and to provide wildlife education and awareness. Animals that are unable to be released or survive in the wild are given refuge in the center's spacious habitats. My last adventure in Anchorage will be a Matanuska Glacier Ice Fall Trek. I will discover the amazing blue ice, crevasses, and other unique formations, stand

Difficult to connect activity to a learning goals/no real learning goals stated

on a high-point with amazing views of the Great Ice Fall, and stand on 1,000 year old ice. This will help me provide background knowledge and information about our Ice Age Trail back home. I will then travel two and a half hours south to Seward, Alaska. It is here that I will explore Aialik Glacier through an all-day kayak tour. I will also explore the pristine landscape of Kenaie Fjord National Park as I embark on a six hour cruise. I will visit Holgate Glacier, Chiswell Islands, and Cape Resurrection. My last stop in Seward will be the Alaska Sea Life Center which is Alaska's only public aquarium and ocean wildlife rescue center.

Necessary to include?

I plan to avoid fast food restaurants, and eat at local diners to get a feel for the Alaskan atmosphere and talk with the locals. I will also plan to eat healthy by packing trail mix, fruit, granola, and beef jerky on my day excursions. I want to eat healthy, as obesity is a problem our students face, and I want to show them that there are all kinds of food that can be good for you, as well as a variety that can be found all over our country. Plus some are just plain fun to eat.

Throughout the trip I plan to pick up items of interest/use such as brochures, books, etc. I will visit local educational centers to build an Alaskan network/library for my students to connect with. During the entire trip, I will journal, document, and photograph the landscapes and wildlife Alaska has to offer. I will make contact with an educator at a local elementary school, in hopes to become pen-pals and Skype with the local Alaskan students. I will also create a blog for students, teachers, and community members to follow.

Established connections; sounds uncertain; too hopeful

Teacher Growth and Learning

Teachers should lead by example. Taking this journey provides me with just that opportunity. Physical education classes are not supposed to be about just playing games, but to enable us to become physically active lifelong learners. Geography isn't just knowing the landforms and where they are, but also how they were created. Life science is not just about learning names of plants and animals, but how they are important in the overall food webs and ecosystems. This fellowship provides a wonderful opportunity to teach from experience, and not just out of the book. It allows me to build my own background knowledge to help increase the background knowledge of my students.

???

No evidence of teacher personal or professional growth, vague

Student Growth and Learning

More specific, such as?

As a result of this fellowship, I will be able help students become more active and connected with the land and environment by creating some cross-curricular activities and goals. In particular we can use our school forest, and the Ice Age Trail as an outdoor classroom, which would allow the students to study life science, environmental education and physical education all in one. Our area has an abundance of water and beautiful, scenic landscapes. What better way to expose our students to lifetime activities, all while learning. Students will be building background knowledge and expanding upon knowledge of the landscapes and wildlife around them. They will work together as a team to develop the informational cards and will take ownership in their achievements.

Fellowship needed to accomplish this?

Benefits to School Community

Our outdoor classrooms have already been established, as the school district already has a school forest, and the Ice Age Trail. Having not just one, but both of these are a real blessing, and at this point they are used minimally. The ultimate goal would be that all children at all levels (elementary, middle and high school) have access to the outdoor classrooms and that teachers will take advantage of the opportunity for learning to occur outside of the typical classroom. I would also like to get the community involved by possibly getting donations from local businesses in the form of money and supplies to make the informational marks along the school forest trail. When everything is done and complete, I would like to have an opening ceremony for community members, students, and staff to come out to the trails to explore, learn, and be physically active. The use of local media would also be used to invite members of the public to use the educational spaces.

How will you make this happen? How are you specifically engaging your peers & school community?

Plan for Implementation of Fellowship Learning

My plan to implement what I gain from the fellowship involves the development of a cross-curricular unit, which would involve physical education, science, literacy, and geography. I would seek to create a more authentic and rigorous learning experience for our students by using what I document on my journey to bring Alaska to life, not just in the classroom, but in the school forest and on the Ice Age Trail. My essential questions are: What activities can be done in our school forest and Ice Age Trail without damaging the environment? What species of plants and animals live in our school forest and Ice Age Trail? What landforms are found in our school forest and Ice Age Trail? How do the landforms and wildlife compare/contrast with that of Alaska?

Goals

My overall goal is to bring to life a learning experience that will intrigue, interest, and motivate students who don't have a lot of background knowledge to build on. I want students to understand that the landforms and wildlife that surrounds them is very similar and different to the landforms and wildlife found in Alaska. Specifically, my goals are:

1. To incorporate my experience of Alaska into my teaching. *Too general; How?*
2. To have students identify landforms and wildlife of Wisconsin and Alaska
3. To have students compare and contrast the landforms and wildlife of Wisconsin and Alaska.
4. To have students show what they have learned by sharing their knowledge with the school and community.
5. To have students use the school forest and Ice Age Trail on a regular basis by hiking, biking, and snowshoeing, which are skills they can use the remainder of their lives.
6. To instill in students that learning can be enjoyable and is a lifelong pursuit. Nature offers many opportunities to learn and interact with it, all the while respecting it and working with it responsibly.

Strategies

In order to successfully accomplish these goals, I will:

1. Document and record my fellowship through multiple means, such as: photographs, journals, brochures, and blogging.
2. Develop a cross-curricular unit, aligned with Common Core State Standards, which includes physical education, science, literacy and geography, which compares Alaska and Wisconsin's landforms and wildlife.
3. Incorporate the experiences of my adventures and findings in Alaska into my teaching.
4. Utilize my gained knowledge of hiking and biking to teach and guide my students to hike and bike.
5. Structure student work towards researching and reading nonfiction articles on landforms and wildlife of Alaska and Wisconsin.
6. Design information boards with the class based on their research and my experience in Alaska to be put along the school forest trails.
7. Meet, collaborate, and share with other faculty members to share how they can incorporate my experiences into their classrooms and grade levels.

Outcomes

A year from now, I expect to have accomplished the following:

1. Students have learned, with depth and complexity, landforms and wildlife found in Alaska. 2. Students have found similarities and differences between Alaska and Wisconsin landforms and wildlife.
3. Students and staff have created informational boards that compare/contrast Alaska and Wisconsin wildlife and landforms, and they will be put on the trails in the school forest.
4. Students will use specific artifacts and information from my fellowship to further their own research.
5. Students would be able to explain the importance and thrill of discovering things that are unknown to them to help build background knowledge.

Unclear how this will be accomplished due to lack of content in other sections

Budget Narrative

I am budgeting for a trip between June 8 and June 15, which includes travel time.

Which sites or books?

After many hours of researching, I am finding that things in Alaska are more expensive than in Wisconsin!

Airfare: After investigating many different sites, I have allotted \$800 for a round trip ticket from Minneapolis, Minnesota to Anchorage, Alaska. Transportation: Bike Rental (all day) = \$30, Car Rental/Gas for 8 days = \$600.

After looking into bus tickets, taxi fares, and train tickets, it would pretty much equal a car rental, so I figure a car rental is my best bet. Not only will I need to get around Anchorage and Seward, but I will need to drive to Seward and back to Anchorage. The train and bus only leave at certain times during the day also, which would make planning for excursions hard. Total = \$630

*No sources or research cited;
unclear on activity
expenditures*

Food: \$40 per day x 8 Total: \$320

Activities: I am requesting \$1000 for various activities on this trip In order to maximize the educational resources acquisition and to maximize my learning experience, I have found the following guided tours with local assets:

Anchorage: The all-day guided glacier hike will cost \$250, Turnagain Arm Tour and Alaska Wildlife Conservation Center will cost \$150

Seward: The all-day kayak trip will cost \$400, a tour through Kenai Fjord National Park will cost \$160, the Alaska Sea Life Center will cost \$20. This comes to a grand total of \$880 before taxes.

Accommodations: Priced on average from \$200-\$300+. I figured middle of the road at \$250 a night x 7 nights = \$1750

Artifacts: I plan to take along my own camera and video camera to document my research. I am asking for \$400 to purchase nonfiction books on Alaskan wildlife and landforms, and any other interesting artifacts that I may come across that would be useful in my teaching about this trip.

Grand Total = \$4900

If by some chance I go over this allotted amount, I would cover the cost myself.

Itemized Budget Sheet

**Application
Number: 003**

Length of Fellowship (days): 8

Destination(s):

| City: | State/Province: | Country: | Continent: |
|--------------|------------------------|-----------------|-------------------|
| Anchorage | Alaska | United States | North America |
| Seward | Alaska | United States | North America |

Transportation Type: Airplane, Rental Car, Other **Amount:** \$ 1,430.00

Lodging Type: Hotel **Amount:** \$ 1,750.00

Food Allowance Amount: **Amount:** \$ 320.00

Participation Type: Tour Fees, Other **Amount:** \$ 1,000.00

Material Type: Books, Reference Materials, Souvenirs **Amount:** \$ 400.00

Equipment Type: **Amount:** \$ 0.00

Other Fees Type: **Amount:** \$ 0.00

Total Proposed Cost of Fellowship: **Amount:** \$ 4900

At Applicant's Expense: **Amount:** \$ 0

Total Requesting from FFT*: **Amount:** \$ 4900



SCORING RUBRIC

Application #: **003**

Individual or Team

POOR APPLICATION

| | Strong Evidence | Sufficient Evidence | Moderate Evidence | Limited Evidence | Insufficient Evidence | No Evidence | Comments |
|---|-----------------|---------------------|-------------------|------------------|-----------------------|-------------|---|
| | 5 | 4 | 3 | 2 | 1 | 0 | |
| Fellowship Rationale and Purpose: <ul style="list-style-type: none"> Rationale and purpose are clear and compelling Shows thoughtful reflection on teaching practice Defines learning, enrichment and research goal | | | | | ✓ | | Vague reasoning; goals seem unrelated; underdeveloped; |
| Project Description: <ul style="list-style-type: none"> Outlined Plan, including key activities Addresses learning, enrichment and research goals Includes a realistic time frame and achievable goals | | | | ✓ | | | How will activities address key questions or achieve your goal?; Sounds like a fun vacation |
| Teacher Growth and Learning: <ul style="list-style-type: none"> Fellowship will address key questions and/or learning goals Describes well-defined and meaningful growth as a teacher | | | | | | ✓ | Professional Growth is non-existent; need more than "background experience" |
| Student Growth and Learning: <ul style="list-style-type: none"> Fellowship will address benefits for student learning Describes meaningful additions to the classroom Anticipated impact on students is clear | | | | | ✓ | | Student Benefits not clear or developed; no specific details, too general |
| Benefits to School Community: <ul style="list-style-type: none"> Identifies school-wide goals that connect to the fellowship Provides strategies for sharing with colleagues | | | | | ✓ | | Passive; no confidence that you can achieve the goal |
| Plan for Implementation of Fellowship Learning: <ul style="list-style-type: none"> Demonstrates strong connection between summer fellowship and student learning. If a curricular outline: clear unit goals, skills developed, general content covered, teaching methods, and assessment ideas. If an action plan: clear goals, strategy, and outcomes for classroom or school-wide structures. | | | | ✓ | | | Focuses too much on the teacher; plan seems too general; what level students will you work with to implement? |
| Budget Narrative and Budget Sheet: <ul style="list-style-type: none"> Describes plan for documenting the fellowship experience for reporting to students, colleagues and school community Shows evidence of careful thought and planning Addresses the specific needs of the project and itinerary Expenditures are related to fellowship and adhere to guidelines Technology expenses are adequately addressed (if applicable) | | | | ✓ | | | Vague indicators of research; "\$1000 for activities", which ones? cost breakdown?; no sources cited |

Total possible score of 35

Score:

| |
|----------|
| 9 |
|----------|