

# Expanding the Boundaries of Education



The Fulbright Delegation at the Alamo, San Antonio, 2015

## German-American Fulbright Program *“Diversity in U.S. Education”* 2015



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Finally, we are deeply grateful to all people involved that have not been mentioned yet, who have made our stay a once-in-a-lifetime experience!

## 1 **An Introduction – J. William Fulbright’s Vision and his “*Diversity in U.S. Education Program*”**

Due to rapid advances in communication technologies and interconnected competitive economies, our world is fast becoming a melting pot of cultures, religions, ways of life, values and ideas. This diversity brings along with it new challenges for our countries to cope with but also offers lots of new opportunities for those who seek to make a difference. As English is the most commonly spoken language it allows individuals to acquire knowledge and wisdom from people living all over the world, and of varying educational, cultural, social, racial and religious backgrounds. If you value and celebrate these differences and see them as an advantage instead of a weakness, your perspective on life, education, leadership and empathy will change forever. One way of receiving this global education is by getting to know, and learning about, other educational systems in different countries resulting in a synergy which is more valuable than knowledge or information alone. It is rather a mindset that you will have for the rest of your life which will eventually lead to lifelong learning, openness, progress and peace.

James William Fulbright, the longest serving chairman of the Senate Foreign Relations Committee profoundly influenced America’s foreign policy by his vision for mutual understanding. He shaped this extraordinary exchange program which bears his name resulting in a global network of people sharing and spreading his vision. He believed that: *"Our future is not in the stars but in our own minds and hearts. Creative leadership and liberal education, which in fact go together, are the first requirements for a hopeful future for humankind"* [J. W. Fulbright, see <http://eca.state.gov/fulbright>].

He designed and sponsored the *Fulbright Scholarship Program* because he believed that the ability to see the world through different eyes, by means of education, increases empathy, understanding and, consequently, peace by eroding “culturally rooted mistrust” and “mindless contest of mutual destruction” between nations and people [from *The Price of Empire* and remarks on the occasion of the thirtieth anniversary of the Fulbright Program, 1976].

We, fifteen German teachers from diverse backgrounds, have been witnesses that his “modest program with [this] immodest aim” is living in many educators’ hearts and minds. He would have been proud of all the people who share his vision and who invest incredible amounts of energy to spread and share with other people. If we were not already infected by this spirit of mutual understanding and empathy then, we are definitely carrying it within us now helping to make education and the world a better place.

The Fulbright “*Diversity in U.S. Education Program*” is a two-week German-American teacher-training program which aims to react to the changing needs in German schools. Emphasis is put on diversity in order to raise a positive attitude towards an increasing social, ethnic, educational and religious heterogeneity in German classrooms.

This final report is a joint effort of the 2015 Fulbright Scholars to reflect on our experiences of the “*Diversity in U.S. Education Program*”. We hope that we can contribute to the efforts in keeping this program alive, since it has the potential to change our education system to one which appreciates the individual without prejudice.

Juliane Kriesmann

# 1 The Fulbright Experience 2015

## 1.1 Monday, April 6, 2015 – San Antonio's Past and Present

by Elisabeth Schmalz

Today's agenda offered a variety of activities:

First Martha Henry and Jean-Luc Mette, representatives of the *Office of International Affairs* (City of San Antonio) provided an overview of their daily work. Martha focuses on coordinating official visits to San Antonio, facilitating relationships with local international organizations, and conducting research pertaining to the city's international interests. Jean-Luc, born and raised in Germany, contributes to raising San Antonio's global profile through strategic communications efforts including web and social media.

Afterwards the group had the chance to meet Honorary Council of Germany Bernhard "Ben" Buecker and to gain great insight into the City Council Chambers.



After a visit to the *Spanish Governor's Palace* and *San Fernando Cathedral* all Fulbrighters had lunch at the "*Mi Tierra Restaurant*". It is a noisy, good-smelling, visually dizzying place, decorated with thousands of Christmas lights and also one of the oldest, biggest, and best *Tex-Mex* restaurants in San Antonio, a city that can lay claim to being the *Tex-Mex* capital of the world.

After lunch the group was picked up by vans and had the chance to visit *Mission San Jose*, known as the "Queen of the Missions". It is the largest of the missions and was almost fully restored to its original design in the 1930s by the *WPA (Works Projects Administration)*. Spanish missions were not churches, but communities, with the church at its focus. *Mission San José* shows the visitor how all the missions might have looked over 250 years ago. We were all very impressed by the film "*Gente de Razón*" which tells the story of the native people of 18th-century south Texas, their role in colonizing New Spain, and the results of entering the Spanish missions.





A final highlight on this day was our visit to the *Tower of the Americas* which is located in downtown San Antonio. The 750-foot-tall tower provided a breathtaking view of the Alamo City. We enjoyed wonderful cocktails and other refreshments at the sky bar. On the whole, Monday, April 6, was without a doubt one of the highlights of our two weeks in Texas.



## 1.2 Tuesday, April 7 2015 - “It will be a great day!”

by Thomas Danke

“It will be a great day!” - These were Angela’s initial words when she welcomed us to *Trinity University* this morning. In the university library we met Sean Conant, the head of the *Collaborative for Learning and Teaching*, who spoke about the goal of establishing this center: promoting ways of active and innovative learning and teaching. Furthermore, Angela showed us how to access and edit material and documents provided on the website.

This was followed by a conversation with San Antonio’s Councilman Ron Nirenberg, a former Trinity graduate. In his initial presentation Ron referred not only to the role international links play in San Antonio (sister cities), but he also mentioned challenges the city faces caused by the fact that the population of San Antonio is increasing sharply and is likely to double within the next 25 years. The talk with Mr. Nirenberg touched several issues such as energy production, water consumption and education in these times of dramatic growth in population. The meeting could have been much longer for Ron Nirenberg to answer all the questions we had.

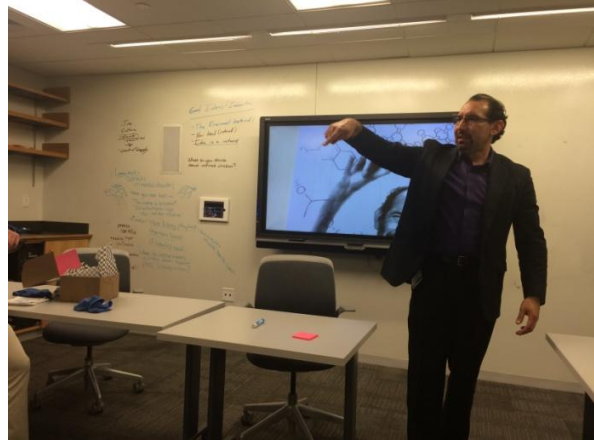
After that it was our turn to get physically active by participating in a tour of the Campus. Kelly and Aly, two seniors of *Trinity’s TEACH* education student group, showed us around the extensive premises of the university. We were overwhelmed by the fantastic learning and teaching conditions including state-of-the-art sports and catering facilities as well as modern accommodation in Trinity’s dormitories.



The last hour before lunch we spent with Professor Shari Albright, Chair of the Department of Education, who spoke about the education system in San Antonio, Texas and the U.S. Shari Albright - as well as professors Peter O’Brien (Political Science), Luis Martinez (Entrepreneurship and Chemistry) and other employees of the Department of Education joined us at lunch in the Skyline Room of *Trinity University*. We not only enjoyed a wonderful view of San Antonio’s skyline from there but also had interesting and enlightening talks among education experts.



The lunch was followed by a “Google hangout” - a video conference with EDUC 2203, an undergraduate course for students studying to be secondary teachers. They informed us about their student tutoring class in which they are able to gain their first practical teaching experience with 9th graders of a San Antonio school. The aim is to give support to young immigrants whose native language is not English. So once a week students of this course become partner teachers for one of the 9th graders and teach not only the English language but also cultural aspects.



In the afternoon we were taken on a tour of the Center for Sciences & Innovation by Professor Luís Martinez, Director of Trinity’s Entrepreneurship program. Luis guided us through this impressive, brand new building and explained why the building was designed the way it was and how it complies not only with current but also prospective requirements for a creative and successful learning and teaching atmosphere.

Certainly, the highlight of this eventful day was the reception with Trinity University Interim President Michael Fischer and Mrs. Kim Fischer – joined by staff as well as school leaders from the schools we would later visit. The Fischers welcomed us in their home and showed us once again the warm hospitality we continuously experienced in the course of our stay in San Antonio. By the end of the day we all agreed: *“It was a great day!”*



Trinity University Interim President Michael Fischer and his wife



### 1.3 Wednesday, April 8, 2015 - Three Schools under one Roof

by Claudia Hagedorn

This was our first day at a high school. After all the information we received the day before about the educational system – and it was very useful to do this in advance – we were excited to meet the partner-teachers and the teenagers of *Lee High School*. On the way to our appointed meeting room we noticed that several classroom doors were open allowing us to see what was happening inside.

At the official opening we were welcomed by the school's principal and directors who gave us an overview of the school and its specific educational opportunities. We were surprised to learn about the concept of “magnet schools”, offering students the opportunity to apply or audition for one specific school that reflects an interest or talent they might want to pursue in their future lives and careers. The lottery system they used to select the students at *STEM* (Science, Technology, Engineering & Mathematics) and at *ISA* (*The International School of the Americas*) seemed fair, especially when keeping in mind that students outside the school district had the chance to apply as well as students who might not have had excellent grades at their middle school but who do have a specific interest in one particular field.



Additionally we were informed by the principal about the characteristics of Lee High School in terms of its student population, as well as about the school's development, namely its rise from 19<sup>th</sup> to 7<sup>th</sup> in the state and about the school's concept that has enabled the school to move up the ladder. The principle reminded us that 61% of his students were economically disadvantaged and 58 % at risk of failing a grade level. In order to be able to reach out to these students and help them to do better, his school focused on different aspects. Firstly emphasis was placed on the fact that each department should teach how to read and write. Secondly, teachers should make the lesson relevant to the students. Thirdly focus is placed on hiring good teachers that build a relationship with the children, so that they feel that the teacher is someone who cares about them. He explained that this is a key factor especially for the disadvantaged children. And finally next to the standardized curriculum a variety of other activities are offered to engage children at school. Children, from his point of view, not only want education, but they want to be part of a band or a group and if they have such an incentive then they will come to school. Even though certain aspects of his outline were not entirely new to us we felt that in contrast to Germany where “content-based learning” had a top priority, this school focused more on building relationships to the students, so

Though we received a lot more information and had a lot more questions to ask we had to move on to our next appointment “the students round table”. We were looking forward to this event as well since this was the first time that we had contact with the students themselves. We were greeted by four different groups of students who allowed us the opportunity to question them about their personal experience at STEM, ISA, NESA (the North East school of Arts) and PAL (Peer Assistance Learning). All of us enjoyed the encounter a lot because the students were more than willing to share their personal experiences with us and to answer all our questions. The round table was a good chance to ask the different groups about the uniqueness of each school, about career plans and their personal opinions of what they liked most. This was also the first time that we learned about PAL. The idea of having a student group whose focus is to help other students and volunteer in community work was rather new to us and inspired some discussion whether or not such an idea would work at a German school as well. Apart from the information we received about the different schools and the PAL group all of us were impressed by the eloquence of the students and their realistic assessment of what they have to do to achieve their goals.

In the 4<sup>th</sup> period we had the chance to visit classrooms and get a first impression of ELL- lessons (English Language Learners) and special education inclusion. In some classes we saw cooperative learning methods being applied as well as an obviously common usage of the new media, such as tablets. Furthermore we became aware of the heterogeneity of the student body.

At lunch most of us had the chance to meet their partner teacher for the first time. The idea to meet the partner teacher before we spend a whole day with him or her was perfect, because this way we not only got to know each other personally but we also had the chance to plan the day on Friday and get a better idea of what to expect on that day and whether or not he or she expected us to present something. To meet at lunch and enjoy the “comfort food” we were served by students also created a pleasant atmosphere which made it a lot easier to connect.

After lunch we were introduced to three teachers of the ISA Sophomore Team who conduct interdisciplinary work combining Chemistry, English, World History and Geometry. They told us about how they initiated their idea of teaming up and planning interdisciplinary lessons. Questions were asked concerning grading, the organization of the class’ schedule as well as the time spent on planning. With regard to the curriculum it seemed as if such a project needed the involvement of the principal to convince district authorities to ~~conduct~~ support such a project.

Our last item on the agenda for this day was a presentation by Summer Boyte, Language Learners Campus Coordinator, who first talked about how the school identifies English Language Learners. She handed out copies of the “Home Language Survey” and an example of a state and district approved proficiency test. Depending on the results of the tests students could be placed either in an ESOL course (English for speakers of other languages), a sheltered classroom course or regular class. In her presentation she explained the different approaches in each of these courses to support the students.

At the end of the presentation we reviewed the day and spoke about our first impressions of what we had seen and heard. In conclusion, most agreed that they were impressed by the students' openness and their eloquence as well as their teachers' commitment. Another thought-provoking idea was the school's focus on building relationships. Though we felt tired, as we left the school campus, we continued our discussions in small groups comparing the German and the U.S. educational system in this respect.



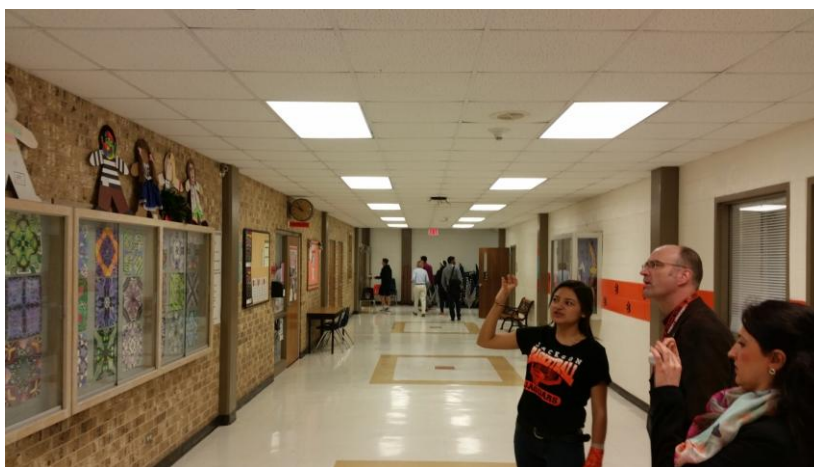


## 1.4 Thursday, April 9, 2015 - Visit to Jackson Middle School

by Frank Handstein

After our usual wholesome breakfast at the hotel, we set out on a rather lengthy van trip through the sprawling city of San Antonio, which brought us to Jackson Middle School. Inside, we were invited into the school's library and offered a variety of refreshments, which, notwithstanding the fact that we had already eaten, we readily accepted. There is, after all, no such thing as too much coffee.

We were then introduced to a group of Jackson students, who were to be our guides on a tour of the campus. Angela and Sue divided us into groups of three to four people and we were turned loose. Our guides led us through the halls and the various facilities. We were shown the music hall, the cafeteria, the gym, and the new science building finished six years prior.



After a brief period of light conversation and further introductions, we were formally greeted by Brad Henze, Jackson's vice principal, and Tai Jackson, the academic dean. We were given a thorough introduction to the school's philosophy and learned that Jackson is a so-called Title I school, which signifies that upward of 50 per cent of its student body qualify for free or reduced lunch. This, in turn, means that more than 50 per cent of the student body live in various degrees of poverty, which may well include homeless families as an extreme, but at the very least one or two parents working in low-skilled jobs earning minimum wage or living on welfare. This status makes the school eligible for a number of state-sponsored and/or federal programs. One of these makes it possible for Jackson to employ a family specialist, Sylvia Rodriguez, who counsels not only students, but their entire families, especially when language barrier issues are involved.

The school thus caters to about 900 students, grades 6 thru 8, and currently employs 70 teachers, who work in highly collaborative teams on each grade level. Among the middle schools in the district, Jackson is the smallest; the largest middle school campus has about 1,400 students. Jackson's campus, therefore, is not very impressive in size. Nevertheless, the school is well equipped and offers many academic and athletic opportunities to its students. Students can, for instance, delve into musical programs as well as academic writing programs and indulge in a variety of sports, such as basketball, football, track, and volleyball.

Tai Jackson informed us that she was in charge of a team of three instructional coordinators who supervise the work of the core teachers. As a *Title I* school, Jackson

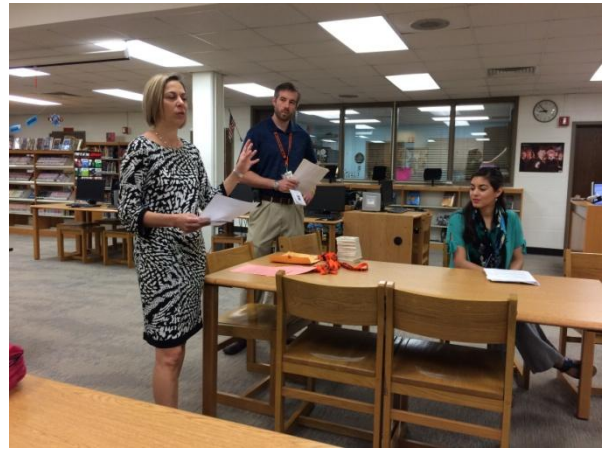
believes in small-group instruction and co-teaching. Professional development is an important part of the school profile. The school practices inclusion on various levels, two of them being bilingual instruction and special education. Bilingual instruction is particularly important because Jackson has a growing refugee population within its student body, with students from as far away as Africa. Consequently, one of their most pressing challenges is accommodating all the various needs of their students.

To some extent, Jackson tracks students, as we learned from Selena Gomez. There are advanced placement (AP) courses as well as small-group instruction for challenged students. In addition, Jackson has also successfully installed the AVID-program (Advancement Via Individual Determination), whose program coordinator is also Ms. Gomez. The program caters more to students in the middle of the academic achievement spectrum. Within AVID, there are pre-AP classes which offer instruction to groups no larger than seven students. Their work is specifically geared to developing learning skills in the students. Some important skills taught are note-taking, questioning, collaboration, organization, and reading. The program comprises two classes in grades 6 and 7 respectively as well as one class in eighth grade. Students participating in AVID also benefit from trips to colleges and museums among other places of learning. The program is designed to prepare participants for AP-tracking at the receiving high schools and, ultimately, for college.

Subsequently, we met with student interns from Trinity University, who outlined for us the course of study prescribed for a master teacher to us. Their first summer typically consists of courses in pedagogy, strategy, and classroom management. In the fall, their first placement at schools awaits them. At the heart of this, students learn about classroom climate and classroom behavior, while also concentrating on co-planning and co-teaching strategies. Spring at Trinity is spent in classrooms in intensive study and co-teaching. Professional development (comparable to what we learn at our study seminars in Germany) is the focus of this phase.

However, this is not the only possibility of embarking on a teaching career. It is also possible for any holder of a bachelor degree to undergo a six-weeks teacher's training and take a state test after which the candidate can become a teacher within the Texan school system. After a probationary period of up to three years, such teachers can receive permanent contracts. Unfortunately, these teachers, who are invariably less prepared for their jobs, are usually sent to the toughest schools in terms of student clientele. Asked whether they deem this process of earning a teaching certificate fair compared to their own much more extensive course of study, which, of course, includes internships in schools, the interns were reluctant to answer yes or no, but preferred to point out how much better their preparation was in comparison to the "turbo teachers".

After this enlightening meeting, Dana Hutchins, the schools librarian, introduced us to the content and possibilities of "her" library as well as to her responsibilities as a librarian. Hutchins, herself a science teacher with three years of classroom experience, received a Master's degree in library science. She teaches research skills and collaborates with the school's teachers. Her biggest challenge is to answer to all of the students' needs and interests. She has also worked as a member of the Lone Star Reading Committee, designing a syllabus for middle school students. The library was one of the highlights of the day at Jackson Middle School. We all wished we had libraries like it at our schools. This, as I recall, was the general reaction to any school library we saw during our stay, as they all exceed the quality of German school libraries by far, a fact that we all found lamentable to say the least.



After a typically American lunch of sandwiches and soda, we met with Sylvia Rodriguez, the school's family specialist. She holds a BA and an MA in social work and teaches English as a Second Language to adults. Parents without a complete high school education can earn credits towards a GED, which is the equivalent of a high school diploma.

Further, Sylvia teaches parenting skills, general life skills, and hosts parents' involvement events, which teach parents how to deal with and avoid bullying and drug- or alcohol-related problems and to build healthy relationships within their families. There are also community nights sponsored by some 50 social service agencies and local businesses.

Sylvia administers social services to homeless families (various degrees of homelessness are addressed); she helps families deal with domestic violence and resource issues. For families who cannot afford the most basic items, such as hygiene products, school equipment, and even items of clothing (such as the school uniform), she provides whatever is amiss. The idea is that neither the education nor the social integration of the children should be hazarded by lack of resources.

Another equally impressive and inspiring point on our agenda was our meeting with student members of the school's PALS program. "PALS" stands for Peer Assistance Leadership and Service. Student members apply and are selected by their teachers. Helping their peers and younger students motivates them and builds their character. They have a set schedule every day. On Mondays, for instance, they recycle refuse they pick up around their campus. On Tuesday, they help and counsel sixth graders, and on Fridays, they work with kindergarteners.





They told us that what makes this program special for them is that they get to provide a safe place to younger children by offering them their friendship and support. When asked what they gained in this experience, they said that it meant a lot to them to learn that they can make a difference in other children's lives. They also felt that they learned to build better relationships with their peers, siblings, and parents and that the program taught them to be responsible and caring as well as self-sufficient.

Finally, we were introduced to the CMC, the Content Mastery Center, which is the heart of Jackson's special education. Garreth Adams, one of the teachers there, told us about the school's approach and his work. Jackson accommodates roughly ninety special education students, which amounts to about ten per cent of the student body. Up to 33 special education students can be included per grade level. They are assisted by two special education teachers and two assistants on each grade level. These go into the core classes, such as Mathematics, English, and Reading to assist students with special needs.

In their special education program, the school relies on a small-group environment, in which all students can be catered to. The children's special needs range from learning disabilities and ADHD to emotional disturbances, autism and Asperger's Syndrome. Inclusion of the special education students in regular classrooms is at the heart of Jackson's approach. The US school system has come a long way regarding inclusion. It started in the early 1990s and has been developing ever since. The meeting with Garreth concluded our visit to Jackson.

After leaving the Jackson campus, we went grocery shopping at an organic grocery store. While the variety of foods we found there quite pleased us, we also became very aware of the fact that the average American would not be able to shop there regularly. Healthy food comes at quite a high price in the United States.



In summary, after an eventful day at Jackson Middle School, we had learned once again that well-funded schools empower children in many ways. Smaller classes foster better learning opportunities by providing each student with his or her specific needs. Providing school uniforms to children living in poverty takes the poverty label off them and makes them members of a strong school community. Providing children with a library that caters to their needs and interests helps them to enjoy reading and to discover the world of learning one step at a time. In Germany, we would look at that and say that "money scores goals". However, our own educational system, while certainly not the worst in the world, is underfunded. Time and time again, we were shown how much good a well-funded school system could do for the individual student. Many underprivileged students are given

opportunities there that they would not ordinarily have. Many of them, in fact, would be bound for more of the same poverty their families endure now. Instead, now they are looking at a bright future, which holds academic opportunity and economic mobility. I wonder if and when our governments – on both state and federal levels – will learn from this positive example. Instead of the creed that not every child needs an *Abitur* (a baccalaureate) as it is frequently voiced here in Germany, educators in San Antonio believe that every child can achieve a college education and should aspire to do so.



I find this viewpoint inspiring. I will never forget how proud the students at Jackson were of their individual achievements, nor will I forget the children at Big Country Elementary School, who were so excited to show us their school, which they regarded as their home, nor the two seniors at one Southwest ISD High School who might not ever have had a chance otherwise, but had now been admitted to colleges because they were lucky enough to be able to attend a well-funded school that offered the academic resources these students had needed to grow. These are images that will always stay with me.



The Fulbright Delegation – Visit to Will W. Jackson Middle School

## 1.5 Saturday, April 11, 2015 - “Ride this bull and dance with us!” - or “Cowboys 2.0 on the Rodeo Festival”

by Harald Urner

Our weekend, allowing us spare time to reflect on the many impressions and multitude of information of the previous days, was thus far very joyful and we were excited to explore more of San Antonio. For example, we enjoyed the start of the “FIESTA”, with lots of friendly people all over the streets and in the pubs, a huge fireworks display and (of course) a lot of really hard “earned” fiesta pins and medals. An unforgettable event, which is similar to the German “Karneval”, but more special! But that is not the only reason to come back to Texas and especially to San Antonio. We followed the tips of someone on the street, who said *“Hey man, you cannot not leave Texas without being part of a Rodeo!”*

That same day we had for the first time, time on our own and we began by walking through the city, sightseeing, shopping, for me a bit of geocaching, relaxing, bicycling and hanging around.

But in the afternoon and evening, we had a special highlight, made possible by our lovely guides Sue and Aly – Going to an original RODEO Show! Prepared with ten-gallon hats, scarves and cowboy-shirts (sorry, original boots were missing, but not for all – Claudia was wearing Angela's ones with real pleasure) we started this expedition in a truly new world, feeling like real Texans off to conquer the world.



Getting there, we made an unbelievable journey in time. We “landed” in a world only seen in boys’ childhood fantasies: a small western town. Clint Eastwood couldn’t have made it better in his great movies. Cowboys and -girls everywhere, horses, a saloon, an arena, a small windmill, everything made of wood and all very dusty around and it smelled like the Wild West.



Before the show itself began, we had a nice original Texican BBQ with lots of meat in an impressive atmosphere at the “*Tejas Steakhouse & Saloon*”. The time traveling continued, we felt like original cowboys and –girls. We were eagerly awaiting the upcoming show.

The amazing show began with the national anthem, followed by cowgirls, doing fascinating acrobatics and very impressive moves while waving the American flag. After that the youngest cowboys got the chance to show their talents. Four- year olds were riding on wild sheep, without showing any fear. I have never seen anything like that before and it seems to be very difficult, but these small rough youngsters did a really good job. This highlight was followed by the “real” cowboys riding on big aggressive bulls, catching young cows with their lassos while riding horses.

After watching and enjoying the show, it was our turn to get into the action ourselves. We tried the bull riding. One handed with a lot of skill we tested our know how of western movies on how to be a good cowboy (and I have to say, with a little more practice most of us might have stood a chance to work as a farm hand in former times). Lots of crashes later we were ready to dance.



The last chapter of this evening was practicing the line dance. After a short introduction from Aly, we all tried it. Though not all of us were good pupils, she was a brilliant teacher. First steps were a bit complicated, especially for the boys. It took a bit of time, but it got better and we had real dancing talents in our group, who were nearly unstoppable. But every great evening comes to an end ...

## 1.6 Sunday, April 12, 2015 - “Go Spurs Go!” – An unforgettable experience of professional sports in the U.S.

by Wolfgang Scholer

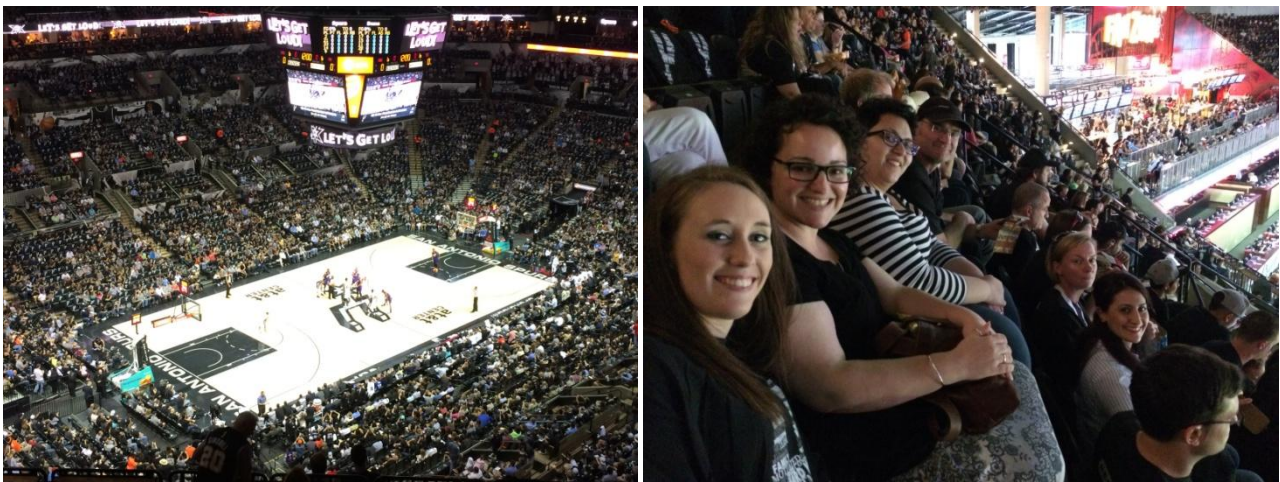
Sunday, April 12, 6pm, this was the time many of us were eagerly looking forward to. Sue, our lovely Fulbright friend from San Antonio, had made possible our first NBA (National Basketball Association) game, **the** big event for everybody who loves basketball and who has always dreamt of witnessing a professional sport event like this NBA game live.

The San Antonio Spurs, reigning NBA champion 2014/15, were playing against the Phoenix Suns and so we headed towards the AT&T Convention Centre home of the Spurs seating 18,581 fans for a basketball match. Two and a half hours before the match we queued in line with lots of other fans who were mostly clad in black and white, the Spurs' colors. Everybody was in high spirits be it child, parents or grandparents. We were booked for the pre-game courtside experience which meant we could observe the warm-up of the Spurs just 10 metres away from Tim Duncan, Tony Parker and Kawhi Leonard, the Spurs' heroes, a really exciting experience.



Entering the hall was overwhelming. A gigantic arena like I had never seen before, a huge video screen in cube form showing what was going on down on the court and each of the 18,581 seats was covered by a free black and white T-shirt for the fans as it was the last home game of the regular season. It was mainly not the match that fascinated, it was the atmosphere, anything that happened around, especially during the breaks, the timeouts, before and after the match. The match started with the national anthem sung by a choir of young students and of course the audience joined in singing. This feeling sent the first shiver down my spine. In the breaks there were lots of games with people from the audience on the field throwing free-throws, catching balls that fell from the ceiling etc. where they could win various prizes or even prize money. Commercials on the video cube, announcements through loudspeakers and an MC who again and again called on the crowd to cheer, that's what created an unforgettable atmosphere that evening. “Go Spurs go, go Spurs go!” and “Defense, Defense!” it resounded through the arena.

Before and after the match and during the breaks we got an impression of what the whole event is mainly about: merchandising, business and money. Uncountable shops and stalls where you could get anything in the Spurs' colors black and white or with the Spurs' logo on it. All kinds of firms want to get their share of the big cake by just being present and trying to get into contact with future customers at the current NBA champions' home events. If you are willing to spend some extra money there are many opportunities. There were long lines of thirsty and hungry fans who spent this extra money in front of the food and drink stalls. Some of us also took the chance to buy some souvenirs and ... my son is now wearing a Tim Duncan shirt in Germany.



Even those who do not like this commercial part of the show will agree that it was really a big event nobody should miss. Thank you Sue ☺ for making this happen! The Fulbrights will always be fans of the Spurs.

*Addendum: The Spurs won the match against the Suns 107:91 and at the time still had the chance to defend their NBA title. Three weeks later they were out of the race having lost their play-off matches against the LA Clippers 3 games to 4. It just wasn't meant to be this season.*

But, the show will go on next season: "GO SPURS, GO!"



## 1.7 Monday, April 13, 2015 – Lectures at Trinity University

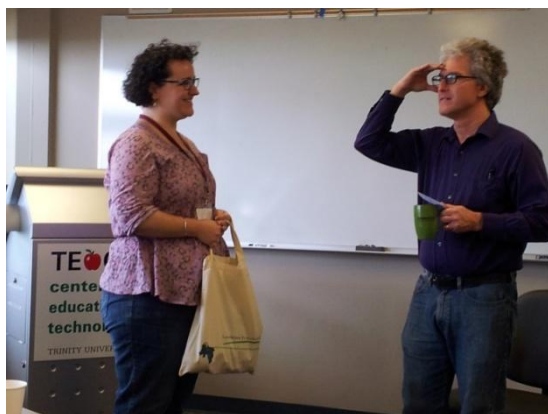
by Reinhard Westhues

This morning marked the beginning of our last week in San Antonio. The previous night we were able to watch the Spurs win their last game of the season before they entered the play-offs. What an experience that was to see them live!

After breakfast and a short drive to *Trinity University* we had, according to me, one of the most interesting lectures so far. Professor David Spencer's (Department of Sociology) presentation on "*The US/Mexico Border and Immigration to the U.S.*" allowed us to gain a better understanding of the situation of Mexican immigrants in Texas in the past, present and future. He started with the question: "Imagine the typical Texan."- .... White, male, with a gun and cowboy hat, says "howdy" .... This, he pointed out, is not typical for Texas at all!

So, a lot of people have stereotypical visions of Texas, which are not representative of Texas. Some of the factors which lead to migration in this part of the world were unknown to us.

Firstly the number of young people that want to enter the US labour market, secondly the huge labour demand in the construction industry and lastly the depression in Mexico. We were so taken in by the professor's well-presented speech, that when it was Nadja's turn to thank him for his speech she asked him: "What does a typical German look like?"



After only a short break Angela Breitenstein introduced us to Peter O'Brien from the Department of Political Science. He reported to us about Germany and the US and the developments and changes regarding being "ein Einwanderungsland" and being "ein Deutscher", always making connections and comparisons in both countries and their current policies.

During lunch, which we had in the Trinity's Mabee Hall Cafeteria, some of our PE teachers were able to catch up with Jacob Tingle from the Department of Business and the Sports Management Program.

After lunch we heard another outstanding presentation and workshop lead and held by Professors Rocio Delgado and David Compos. The presentation made us think about the difficulties and potentials of “*Reaching out to families and students*” in general and to disadvantaged families in particular.



Before we set off to the Westside and the Tour of San Antonio’s Murals and Folk Art, Angela introduced us to Rob Huesca from the Department of Communication. Although he couldn’t lead the group himself, Mr. Huesca explained most of the tour in great detail on a map and pointed out the meaning and of course the history of the paintings.



We learned so much that day .... on the whole, that Monday was without any doubts, one of my personal highlights. We finished off the day with some cool drinks at one of the “ice houses” in the city’s Westside area.

For me, as part of the Fulbright Selection and having never been in the States before, this was one of the biggest highlights in my career as a teacher!

## 1.8 Tuesday, April, 14, 2015 – A Day at High School

by Katja Ibrahim

We started the day with the Pledge of Allegiance and the Texas Pledge at *Lee High School*. The Germans are rather unfamiliar with such a strong national bond. But belonging to the same country has a strong emphasis on Americans. It is like playing for the same team – all in!

In order to find out whether everybody really belongs to the same team I put my focus for the day on special education and inclusion. During our choice time we (a group of three) tried to figure out how Lee-High deals with special-ed students.

Walking across the campus we met a special-ed teacher who gave us some personal insight to the US-System drawing from her experiences as a mom of an autistic son. She was quite positive about inclusion but she criticized the fact, that there was a huge gap between school and getting a job for special-ed students.

During the official meeting and tour with Christine Morales from the special education office we got some general numbers about the school:

Total number of students:	2200
Students with special needs:	300
Family specialists:	2
School psychologists:	2
Special Ed - counselors:	6
Special-ed teachers:	28
Pedagogical assistants:	8
ALE (Alternative Learning Environment) students:	30

Most outstanding was getting to know the ALE-classes, the students (ID<sup>1</sup>), teachers as well as the equipment, they can use. The ALE-classes are divided into smaller groups and taught in 3 different rooms:

### 1<sup>st</sup> room: Science / Cooking / History / Geography



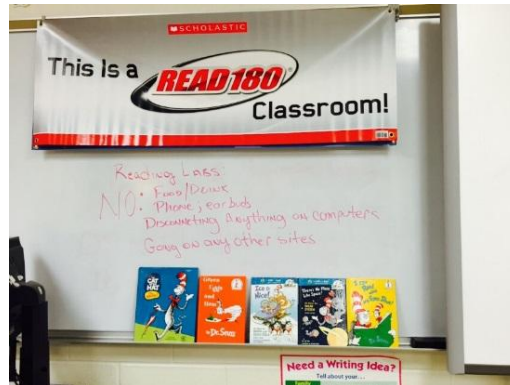
In this class the students learn how to prepare a meal (once a week they cook for the teachers). They get a general education in science, history and geography on a simplified level. There are always 3 teachers/assistants for 8-10 students.

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<sup>1</sup> ID – intellectually disabled



## 2<sup>nd</sup> room: Reading



The teachers use two computer based programs provided by scholastics. System 44 is about phonetics and decoding. Read 180 is about fluency and comprehension. There is a library in the room and students are able to read the books all the high school students read in a simplified version, such as graphic novels for example. There are always 2 teachers for 8 to 10 students.

## 3<sup>rd</sup> room: Preparation for a possible job after school



We talked to Gary Mulroy about his class. Students do a lot of sorting and structuring. They take care of the school store where they have to do the inventory once a week. They learn how to use a register, how to stack goods, fold shirts, decorate the shop windows and more. There are always 2 teachers for 8 to 10 students.

I was truly impressed by the huge amount of integration that takes place for the special-ed students. They are included in the school society, e.g. they are selling the prom/football / baseball tickets at the school store. They also have lunch at the cafeteria and they are located in the same building as the regular students.

To my consideration inclusion is not the best solution in all manners. At Lee High they seemed to agree. The ALE-students for example are having lunch with everybody else, but they get their meals 10 minutes earlier, so they don't have to line up in the crowds. I was also particularly curious about how the school deals with ED / LD<sup>2</sup> students, especially on such a big campus. I found out, that the big number of students was actually an advantage in dealing with ED / LD students. They put only one ED student into one class. 3 to 4 LD students are put in one class depending on their main difficulty and coached by a co-teacher.

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<sup>2</sup> ED – emotionally disturbed, LD – Learning difficulties

Enviably from a German point of view was the high number of staff in general. Every student has his or her case manager (they look after 10-15 students). There are many administrative employees hired and a great number of special-ed teachers (in comparison to my school: 60 special-ed students – 2,5 special-ed teachers).

As I mentioned earlier I am not familiar with the “American national bond”, but that day it occurred to me, that belonging to the same team means being an actual part of that team – no matter what.



## **1.9 Wednesday, April 15, 2015 – Learning and Teaching at Private Schools**

by Julia Feldmann

The Winston School San Antonio is a private school that seeks “to provide a personalized college preparatory education for students with high potential and identified learning differences” (<http://www.winston-sa.org/about/about-us>). Since its establishment in 1985 it has provided academic programs for students with learning differences in grades K-12. Among others, its goals are to provide an academic setting in which each student may learn in an age-appropriate program that focuses on applying students' strengths to address variations in learning, and to create a school atmosphere which fosters mutual respect, self-confidence, psychological support, and acceptance of differences (<http://www.winston-sa.org/about/goals>). The average student-to-teacher ratio is 9:1. They can teach up to 250 students.

Our visit started with a warm welcome and hot coffee, thus getting us ready for a round of classroom visits. We were allowed to observe different subjects in all three levels – lower school, middle school, and upper school – in groups of three. The small group sizes were particularly interesting, since most of us have classes with 20-30 students. The teachers put a lot of effort into helping each child individually and it was apparent that they had close relationships with their students. This, again, enabled the students to participate fearlessly, even with foreign visitors present. One upper school Art class had three students as its regular size! In one of the Language Arts classes a girl was giving a presentation on England. While obviously nervous – it was, after all, a test situation and she was being graded – she appeared to be self-confident enough to do well despite the visitors. In fact, her presentation was so good that she received an A on it. During the grading process, the teacher frequently involved the other students to inquire whether they thought the girl had met the criteria set down in the grading chart they were using. This, supposedly, is one way of encouraging students to achieve their goals and maybe even move beyond them.

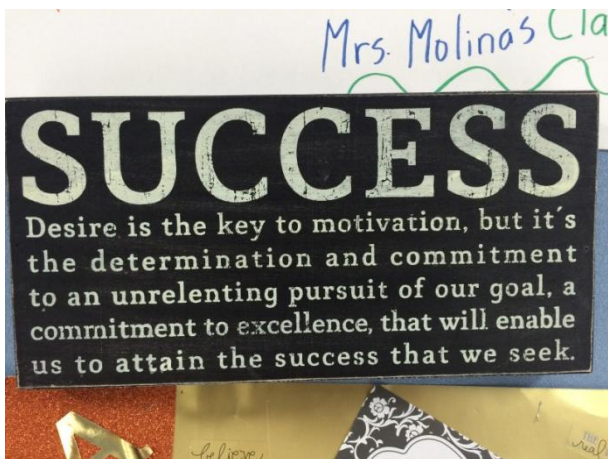
Following our classroom visits, we were given a unique and highly memorable experience. The school psychologists provided a Learning Differences (LD) simulation. We experienced several learning situations in the manners in which students with LD usually experience them. To understand the problems of dyslexic students better, we had to write letters and numbers – but we saw our hand only in a mirror! Thus, allegedly moving right was really moving left, and going up somehow was going down. While it did seem possible to close one's eyes and write from memory, that usually resulted in one going astray of the lines – which, of course, was not acceptable! Listening to and following instructions with a lot of background noise also proved almost impossible. Some people became really frustrated – thus experiencing exactly the same feelings students with LD have. This was truly eye-opening.

Perhaps the most impressive part of our visit to The Winston School, though, was the discussion with the students toward the end of our visit. Ten boys and girls from all grade levels met with us in pairs to talk about their school, their education, their learning process, and our German system in comparison. Several aspects about this discussion were memorable:

The Winston School, unlike most schools, tries to mix students from all grade levels to provide each with the best education possible. Therefore, as one of the students in our discussion remarked, they all know everybody at the school. So, a tenth grader was grouped together with a fourth grader – and they both knew each other AND they got along very well, being able to take part in the discussion equally. This is remarkable and seems almost impossible in German schools.

Additionally, when asked what they would change about their school if they could change one thing, anything, over half of the students couldn't think of anything! This is truly a huge compliment for everybody at the school; staff, parents and fellow students alike. Those who could think of something to change mostly mentioned the need for a real cafeteria or displayed a dislike for certain subjects in their answers ("I wish they'd get rid of PE because I don't like sports"), but that is not at all unusual since all students, everywhere, have subjects they like more than others.

Overall, our visit to The Winston School San Antonio will remain in our minds as an excellent example of what children can achieve if the learning environment suits them. There were no problems with discipline whatsoever – because no student seemed to be bored but always had something to do that they COULD do. This is something we in Germany can certainly learn from.



On the way back to our hotel we stopped at The Learning Zone – a teacher supply store. We shopped excessively for posters, books and other materials to take back to Germany with us – hopefully, they'll all fit into our luggage.

In the evening several of us went to the Alamodome to watch the US Men's National Soccer Team play against Mexico in a friendly match. While this was almost like an away match for the Americans because there were so many Mexicans in the stands (who were cheering incredibly loudly for most of the match), the US won 2-0!



## 1.10 Thursday, April 16, 2015 – The Southwest Independent School District by Aysegül Esmer and Majesh Thanathethu

The day started as usual. After an early breakfast we went to the Big Country Elementary school. There we met with the headmistress, students and other representatives of the school. Afterwards we were divided into different groups and the students introduced different parts of the school curriculum. We were very impressed with their own school newspaper, the robotics club and their leadership program. Every morning the school day starts with the leadership pledge. Students and teachers get together and say the following:

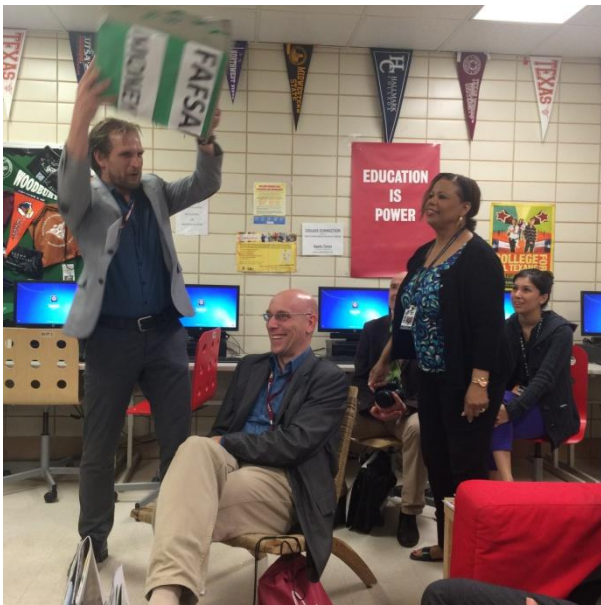


***I will strive to be proactive,  
Leading by example, I will -  
Begin with the end in mind,  
Put first things first  
And think win-win.  
I will always seek first to understand  
and then to be understood,  
Helping out when I can,  
Putting our thoughts together,  
We can synergize.  
I know that I'm important, so  
I will sharpen my saw,  
I will be the best Leader I can be  
Because I am part of  
Big Country Elementary!***

In this school the students have to keep their own learning portfolio where they collect their school tasks and reflect on their learning process. After a very nice and interesting tour of the school the students got some small presents. They were so touched and sweet that all of us got a very warm hug when we said goodbye. We were so impressed by the spirit of dedication, respect and the learning between the students and the teachers. They regard themselves as a big family. Most of the students come from a poor social background, but they are strongly motivated to work hard to have a better future through education.



The next stop was the *Southwest High School*. The size of the school was enormous. The school hosts about 4000 students and employs more than 250 teachers. Since it is located in a rural area it is basically the combining point of the whole area. We were amazed by the facilities. Besides an own greenhouse, barbershop and garage the school has its own little farm where students raise pigs and other animals. After we had an amazingly delicious lunch with school and district representatives we went to a gigantic grocery store to buy gifts and presents for our friends and families who had to stay in cold Germany. Again a wonderful day came to an end.





## 1.11 Friday, April, 17, 2015 - Farewell

by Nadja Weiß-Hodzic and Armin Feldmann

Two weeks ago, we arrived here in San Antonio. To us, those two weeks feel like less than two days and more than two months at the same time. It is unbelievable how much we have seen, how many people we met and how many experiences we made. At the end of our journey, we had a chance to reflect and talk about our experiences in the morning of our last day at Trinity University. We also had a chance to watch each other's photos and video clips we taped in our schools and to browse through Angela's books. All participants expressed their gratitude for the program and thanked the staff for the perfectly organized experience.



*As a reflection of our mood this was the first rainy day in our time in San Antonio and we found each other deep in thoughts or tasks or things to settle on our last day in Texas.*

Just before lunch, we had the great opportunity to meet Sean McComb, the National Teacher of the Year 2014. He introduced himself, told us about the program and had lunch with us at the Skyline Room with its wonderful view at Trinity campus and the city of San Antonio.

Later, we participated in *the Trinity Prize in Teaching Ceremony*. Sean McComb held a very compelling and moving speech about education and his approach to students, motivation and learning. After that, the winners of the prize were announced.



A comparable prize for “best teacher” is not awarded in Germany. Although we have the “*Deutscher Lehrpreis*”, an award for outstanding tuitional models and dedicated teachers provided by the *Vodafone Stiftung* and *Deutscher Philologenverband*. In the American system as we got to know it, the prizes for best teachers make perfect sense and it seems to be just natural to honor hard working and excellent teachers all over the country. We can only assume that this program furthers the appreciation of teaching within the students and community that we observed many times. Thinking about introducing this kind of award in our personal schools, we cannot really envision the reaction of our colleagues and students. It seems to be a very uncommon thought to be competing against other teachers and to acknowledge differences between one another. The competitiveness is definitely a factor that separates our systems. On several levels such as student grades, performance of the school in academics and sports, teacher accomplishments or fundraising, the German system seems to avoid dialogue, and instead emphasizes every individual's decisions and achievements. In most cases, these personal results are kept secret. This is not to say that one or the other way might be better, we can simply state that we observed a great difference in the systems. Watching the ceremony and especially listening to Theresa Beitel, one of the winners and teacher for special education was inspiring to us as special education teachers ourselves. Ms. Beitel pointed out that working as a team is one of the key factors to special education and we can only agree with this statement. In addition, she said how important it is to build a strong relationship to students and to treat them with respect. Again, this seems to be a connecting link between our systems.



The “Fulbright Fiesta” reception and closing dinner at Trinity’s Holt Center at 6 p.m. was a great opportunity to talk to our guests, enjoy the Texan hospitality and especially the Mexican food for the last time.

We were glad that many educators and friends were able to come. Talking and dining in the lovely surroundings of the Holt Center were a great opportunity to discuss more and say goodbye to colleagues and new friends. Although we all knew that we were leaving the next morning, the reception was joyful and vibrant and it was no longer raining. It was important to us participants to thank our wonderful team at Trinity that made this incredible experience possible. We can only hope that our words and gifts (all from the center of Germany ;-)) were able to express parts our gratitude towards Fulbright and all the staff involved at Trinity and the different schools we were glad to visit, as there was not enough time to express all we wanted to say. We especially thank Monica, Jesse and Aly for their support and Sue for her warm welcome, her wise words and her acceptance and



understanding of German culture. Our biggest thanks goes to Angela Breidenstein, who did a remarkable job at organizing, teaching, understanding, leading and listening. We felt that this outstanding woman not only did her job but lives (for) what she is doing.

Back at the hotel, we sat down as a group and enjoyed our last night and some of the bottled leftovers from the party. We were reluctant to go into our rooms as we didn't want this experience to end. In the end, we are sure that all of us would return to San Antonio some day, because we all are filled with great memories and the realization that Texas is worth more than one visit.



## 2 Final Reflection

### 2.1 The Importance of Intercultural Exchange in Education

We have been very fortunate to be embraced by this amazing spirit that William Fulbright hoped to trigger. We have met humble, optimistic, open-minded, hard-working educators who believe in liberal education, the goodness of humanity and the abilities of each individual. During these two weeks we talked to each other, to other educators and students, shared experiences and knowledge about teaching and learning, as well as our cultures and attitudes which helped us better understand their perspective and our own. Experiencing these differences, reflecting on them and understanding that it is exactly this global education of diversity that enlightens knowledge, leadership, character and wisdom is definitely the most enriching and spiritual experience we could have imagined.

The Fulbright *“Diversity in U.S. Education Program* has enriched us immeasurably from a variety of points of view. It has increased our enthusiasm and motivation to further an international and entrepreneurial approach at our schools. We are absolutely certain that it will inspire new ideas, new ways of learning and teaching not only in our classrooms but also among our colleagues. We have gained invaluable insights into American culture, current economic and sociopolitical developments, and perhaps most importantly, we acquired an additional perspective on the American educational system and its educational policy, especially focusing on diversity, that we will use to raise its awareness as well as further a positive attitude towards it in German classrooms.

The program offered the unique opportunity to broaden our knowledge and strengthen a wide range of skills that we will need for our personal as well as professional future, it gave us the opportunity to connect with like-minded American educators. Networking has been and will be an effective means to put things into practice, increase teamwork, to make new friends worldwide and to trigger modernization processes in schools.

To sum up, it is of tremendous importance that especially teachers get the opportunity to understand other perspectives considering that – to be truly successful – we have to cooperate and to be able to cope with more than the challenges in our own communities. And even though we are from so many different places, have different experiences, embody a different culture and have different mother tongues we all share one vision. It is the strong belief in the goodness of humanity and that true education and peace can only be achieved with dialogue and cooperation and not with mindless competition.

Juliane Kriesmann

*“Never doubt that a small group of thoughtful, concerned citizens can change the world. Indeed it is the only thing that ever has”. — Margaret Mead*

### 3 Impressions – Expanding Friendships

*“Group Picture!” 😊*







## 4 Sources

<http://www.fulbright.de/> [05/30/2015, 10:32]

<http://www.cies.org/about-us/about-senator-j-william-fulbright> [05/30/2015, 12:00]

<http://eca.state.gov/fulbright/about-fulbright/history/j-william-fulbright/j-william-fulbright-quotes> [05/30/2015,11:00]

<http://www.winston-sa.org> [05/10/2015, 10:00]

## Appendix

### German-American Fulbright Program Diversity in U.S. Education Seminar Participant Agenda

Trinity University \* San Antonio \* April 4-18, 2015

#### **April 4 - Saturday**

Arrival in San Antonio and transfer to Home2Suites by Hilton (603 Navarro Street, downtown San Antonio): Angela Breidenstein, Sue Weber, and Monica Clifford will await you in baggage claim at the San Antonio airport (at the bottom of the escalator) – if you have any problems call Angela 210-210-3200 or use the What'sApp messaging

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#### **April 5 - Sunday**

- optional Easter services: San Fernando Cathedral (6 am, 8 am both in Spanish), St. Joseph's Catholic Church (8 am, 9:30 Spanish), or the Arneson River Theatre Sunrise Service (7 am)
- 10:30 am - Introductions & Program Overview in the hotel's meeting room
- Brunch – The Menger Hotel
- City sightseeing downtown: The Alamo, Riverwalk, and river boat tour
- Evening on your own

#### **April 6 – Monday**

- Breakfast on your own
- 9:40 am - meet in hotel lobby and walk to the Office of International Affairs (City of San Antonio)
- Welcome from the Office of International Affairs and the City of San Antonio, represented by Martha Henry and Jean-Luc Mette
- Tour of San Antonio City Council Chambers - joined by Honorary Counsel of Germany Bernard “Ben” Buecker
- Visit to the Spanish Governor's Palace and San Fernando Cathedral
- Lunch in the Mercado (old market) and lunch at Mi Tierra Restaurant
- Tour of Mission San Jose
- Refreshments at the Tower of the Americas
- Evening on your own

#### **April 7 – Tuesday**

- Breakfast on your own
- 8:45 am - meet in hotel lobby and drive to the university
- Welcome to Trinity University - in the Collaborative for Learning and Teaching in the Trinity Library
- Technology set-up
- 9:30 –Conversation with Councilman Ron Nirenberg, San Antonio City Council



- 10:00 Campus tour of Trinity with members of Trinity's TEACH education student group - Aly Kirchof
- 11:00 am - Welcome from the Department of Education – Professor Shari Albright, Chair - Overview of the San Antonio, Texas, and US Education System
- 12:00 pm - Lunch in the Skyline Room of Trinity University - joined by faculty in the Department of Education (Professors Shari Albright, Pat Norman, Rocío Delgado, Sara Sherwood, Laura Allen, and Courtney Crim) as well as Professors Peter O'Brien (Political Science) and Luís Martinez (Entrepreneurship and Chemistry)
- 1:30 pm – “Google hangout” with EDUC 2203, an undergraduate course for students studying to be secondary teachers (we will join this class next week)
- Tour of the Center for Sciences & Innovation – Professor Luís Martinez, Director of Trinity's Entrepreneurship program
- 5:30 pm - Reception with Trinity University Interim President Michael Fischer and Mrs. Kim Fischer – joined by Honorary Consul Ben Buecker, Trinity administrators (Mark Brodl, Ann Knoebel), faculty (Shari Albright and Heather Haynes-Smith in Education, Peter O'Brien in Political Science, as well as Curtis Swope and Heather Sullivan in Modern Language – German) as well as school leaders from the schools we will visit (Kathy Bieser, Rick Canales, Erin Deason, Ileana Liberatore)
- 7 pm - return to the hotel

#### **April 8 - Wednesday**

- Breakfast on your own
- 8:30 am - meet in hotel lobby and drive to our partner high school campus
- Welcome from the School Principals and Directors
- Student Roundtable: Lee High School, Science Technology Engineering Mathematics program (STEM), North East School of the Arts (NESA), and the International School of the Americas (ISA)
- Visit English as a Second Language (ESL) classrooms or inclusion classrooms with ESL co-teachers
- Lunch in the student-run restaurant (the “Volunteer Junction”) – joined by the high school partner teachers
- Meet with ISA Sophomore Team – learn about the grade-level teaming structure as well as the curriculum, programs, and technology of the International School of the Americas
- Conversation with Summer Boyte, the Campus English Language Learner (ELL) Coordinator
- Debrief the day
- Return to the hotel or option for a drop-off at one of two shopping malls: North Star Mall for clothing and Apple Computer store or San Pedro Crossing - Western wear, bookstore, teacher store
- Evening on your own

### **April 9 – Thursday**

- Breakfast on your own
- 8:00 am - meet in hotel lobby and drive to our partner middle school campus
- Welcome & Introductions to Jackson Middle School
- Focus on middle grades education, inclusion (special education, English Language Learners, children who are refugees), family-school relationships, teacher preparation
- Campus tour and classroom visits
- Lunch with administrators, partner teachers, special programs teachers, and librarian
- Student Panel
- 3:00 pm - travel to Trinity
- Free time on the Trinity campus - opportunity to walk around the campus, visit the bookstore (Trinity merchandise), return to the library and Center for Sciences & Innovation, etc.
- 4:30 pm Kaffee und Kuchen Reception – Trinity’s Holt Center - with teachers and students of German from Trinity and San Antonio schools – opportunity to share about your schools and to meet German teachers to set up possible partnerships
- Central Market grocery store expedition - for Friday’s lunch and any other food you would like for dinner or your room
- Evening on your own
- Note: The North East School of the Arts at Lee HS has a concert of dance this evening at 7:30 pm - tickets are \$10 - we can look into transportation if anyone would like to attend

### **April 10 - Friday**

- Breakfast on your own
- 8:00 am - meet in hotel lobby and drive to our partner middle and high school campuses - bring your lunch! (purchased night before)
- Partner teacher day – “a day in the life of a US teacher”
- Return to the hotel at the end of the school day (school schedule provided)
- Evening on your own

### **April 11 – Saturday**

- No scheduled daytime activities. We highly recommend the following as ways to learn about diversity in the US, Texas culture, and Mexican-American and Latino culture:
  - the San Antonio Museum of Art, including the Latin American Art collection (they also have a nice cafe) and a walk on the river to the Pearl Brewery complex and restaurants like La Gloria (Mexican), the Sandbar (seafood), Il Sogno (Italian), Green (vegetarian), the Culinary Institute of San Antonio cafe, the Granary (bar-b-que) and many more restaurants along with the Saturday morning farmer’s market with food stands, bicycles for rent
  - the Institute of Texan Culture - information about the history of Texas, its cultural diversity, and contemporary issues
- optional evening event: Tejas Rodeo – this include dinner at the Steakhouse and then a live rodeo and country & western dancing - we will leave the hotel at 4:30 pm to drive “out to the country”

### **April 12 - Sunday**

- meet in the lobby at 3:15 for the San Antonio Spurs Basketball Game – we must leave the hotel by 3:30 to be at door at 3:50 for the 4 pm door opening for the pre-game experience (observing the warm-up at floor level) – then the actual game begins at 6 pm so there is an opportunity to eat and visit the “fan zone” between the pre-game experience and the game

### **April 13 - Monday**

- Breakfast on your own
- 8:30 am - meet in hotel lobby and drive to Trinity
- Conversation about the learning of the first week and any adjustments for additions for the second week as well as check-in about the presentation tomorrow - in the Department of Education's TEaCH lab
- 9:45 am – Professor David Spener, Department of Sociology – The US/Mexico Border and Immigration to the US
- 11 am – Professor Peter O'Brien, Department of Political Science - The United States and Germany
- Lunch in Trinity's Mabee Hall Cafeteria – joined by Professor O'Brien as well as a Professor Jacob Tingle, Department of Business and Director of the Sports Management Program
- 2:00 pm - Reaching Out to Latino Families of English Language Learners - Workshop with Professors Rocío Delgado, Department of Education, and David Campos, University of the Incarnate Word Department of Education
- 4:00 pm – Tour of San Antonio's Murals and Folk Art – on the city's west side – with Professor Rob Huesca, Department of Communication (possible food/drink stop at the end)
- Evening on your own

### **April 14 - Tuesday**

- Breakfast provided at the school
- 8:00 am - meet in hotel lobby to drive to the partner high school campus - early arrival lets you see the “Pledge of Allegiance” and “Texas Pledge” which occur at 8:45 am as the school day starts
- Choice Time
  - Visit your partner teacher's class
  - Visit a variety of classes/classrooms (list provided)
  - Tour of the special education office and Content Mastery Center with Christine Morales – at \_\_\_\_\_ (will be announced)
  - Learn about ISA Internships with Vicki Woodard at 11 am
- Lunch at 12:00 in the Volunteer Junction student restaurant – share experiences (lunch will be just the Fulbright group)
- 1:00 pm – Education Class Shared Experience – along with the EDUC 2203 university undergraduate class (Practicum in High School Education) and Professor Ileana Liberatore we will be discussing the article *Entre la espada y la pared: Critical educators, bilingual education, and education reform* (provided in your folder)
- Choice Time



- Observe the tutoring component of the university course (service-learning) – university student-high school student
- Opportunity to visit the high school German classes with teacher Bettina Jones – class periods 6, 7, and 8
- Presentation preparation
- Visit your partner teacher
- 4:30 Presentation - Education in Germany and/or contemporary educational best practices & issues & in Germany - audience includes high school students, high school teachers (including partner teachers), undergraduate students from Trinity, Trinity's master's students, and German teachers and students from the city of San Antonio and Trinity (possibly also Jeanne Russell and Kate Rogers, HEB Corporation, either here or at another point – they are re-researching vocational education in Germany, Switzerland, and France and identifying schools to visit)
- Return to the hotel
- Evening on your own

### **April 15 - Wednesday**

- Breakfast on your own
- 8:15 am - meet in hotel lobby and drive to the Winston School San Antonio, a private school for student with learning differences, located in San Antonio's medical center area
- Welcome and Introduction to school with Dr. Charles J. Karulak (Headmaster), Louise Pastorino (Head of the Lower School), and Julie Saboe (Director of Admissions)
- Classroom observations
- Learning Disabilities Simulation - with Trinity University School Psychology students (Master's in School Psychology leading to the Licensed School Specialist degree)
- Lunch with Administrators, Librarian, and Trinity University Educational Psychology Interns as well as Trinity Professors Heather Haynes-Smith and Terry Robertson
- Discussion of special education, students with learning disabilities, dyslexia education, and private school education
- Student Panel Discussions
- Van returns to the hotel after a stop at the Learning Zone (teacher supply store) if desired
- Evening on your own

### **April 16 – Thursday**

- Breakfast on your own
- 8:50 am - meet in hotel lobby to depart for Southwest Independent School District
- Examining rural to suburban education, support for students from low socioeconomic backgrounds, vocational education, and “college and career readiness” programs
- Visit to Big Country Elementary School and Southwest High School – joined by Master's of Arts in Teaching intern teachers (elementary & secondary)
- Lunch in the “Eagle's Nest” (Southwest Dining Services)
- Evening on your own
- Note – this evening is the “Fiesta Fiesta” at the Alamo – this is the “official start” to San Antonio's Fiesta Celebration – 5 pm to 9 pm

### **April 17 – Friday**

- Breakfast on your own
- 10:15 am - meet in hotel lobby to depart for Trinity University
- Meet in the Collaborative for Learning and Teaching (Trinity Library) to debrief the second week of the program, provide a program evaluation and feedback, coordinate the program report for Fulbright, and review the program's Google site and documents
- 12:00 pm - Lunch with the US "National Teacher of the Year" Sean McComb and Trinity students
- Storch Lobby – time to review professional books and journals we use in Trinity courses and programs – also time to make any last purchases in the Trinity bookstore, work on the program report, add to the group's Google site, and print boarding passes
- 4:30 Trinity Prize in Teaching Ceremony & Reception - this ceremony honors teachers from across San Antonio and features a talk by the National Teacher of the Year
- walk across campus to our own "Fulbright Fiesta" - Reception & Closing Dinner – joined by guests invited by the group, program assistants (Monica Clifford, Jesse Gamble, and Aly Kirchof) and program coordinators

### **April 18 - Saturday**

- Breakfast on your own
- 9:00 am - meet in hotel lobby - departure for airport
  - if you have a different flight than the group, you are welcome to join us in traveling to the airport or you can take a taxi from the hotel at the time you need (estimate 2.5 hours in advance of the flight for international, 1.5 for national)

#### **Flight information:**

- 18 APR SAN ANTONIO (SAT) – WASHINGTON (IAD) United Airlines 3732 11:46 to 16:10
- 18 APR WASHINGTON (IAD) - FRANKFURT (FRA) Lufthansa 419 18:05 to 08:00+ 1 TAG

Strongly recommended for one night on your own - San Fernando Cathedral Light Show: a 24 minute show by French artist Xavier de Richemont projected onto the face of the cathedral that tells the story of San Antonio from its beginning to today: 9, 9:30, and 10 pm on Tuesday, Friday, Saturday, and Sunday

Note: This document uses the Dyslexie font, which is intended to benefit dyslexic students.