

# Whitefish Bay School District Teacher Travelship Program

made possible by the Stephens Family Foundation

## PURPOSE

This travelship provides a rare opportunity for the honored teacher or guidance counselor to explore, investigate, and learn through first-hand experience. This will enhance the capacity of teaching staff to share understandings, information, and connections that will prepare students to live, work and relate in a rapidly changing and diverse world.

## BELIEF

Given the opportunity to pursue unique passions and interests, teachers are empowered to bring new ideas, expertise and opportunities into the classroom and school community.

## RESPONSE

The Stephens Family Foundation has established a travelship program for a teacher, or teachers, from the Whitefish Bay School District to travel anywhere in the world to enhance the capacity of teaching staff and provide new opportunities for student learning.

## ELIGIBILITY

Any teacher or guidance counselor in any grade who has worked for *three years or more* in Whitefish Bay schools would be eligible for the travelship.

Teachers participating in the travelship program must provide a *minimum of three years* of continued employment with the school district or provide reimbursement to the travelship program.

## CRITERIA

The travelship would be awarded based on the following criteria:

- Potential of the experience to ignite excitement for learning among students, colleagues and the community.
- Potential to transform teaching and learning.
- Potential to increase connections between Whitefish Bay and broader social, geographic, political, academic and/or economic communities.
- Potential to develop new curricular or co-curricular opportunities for students.

## PARAMETERS

Successful proposals could include:

- research or immersion experiences
- teaching in the United States or abroad
- shadowing experts, professionals, or researchers in a field related to your teaching

This program does not include funding for conferences or extended vacations.

## SELECTION

A committee consisting of the Director of Instruction, a teacher from each of the four schools, and representatives from the Stephens Foundation will select the grant recipient(s) annually.

## REPORTING

Based on the individual's Travelship experience, he or she would be required to:

- Provide presentation on what was learned from the experience and a synthesis of the implications of the experience for self, colleagues, students and the school community. This could include blogs, video-posts, newspaper or journal articles.
- Provide professional development to colleagues to enhance their capacity to create opportunities for student learning.

## BUDGET

The Travelship will provide expenses for the recipient(s) up to a total of \$7,500 annually.

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**APPLICATION**

Applications are due to the Instruction Office by December 1<sup>st</sup>.

|                            |                              |
|----------------------------|------------------------------|
| Name                       | School                       |
| Years Teaching in District | What do you currently teach? |
| School Phone               |                              |
| School e-mail              |                              |
| Home Phone                 |                              |
| Home e-mail                |                              |

|  |
|--|
| <p><i>1. Briefly describe your proposal below. (50 words or less)</i></p>  |
| <p><i>2. What question(s) will guide your travel experience? (50 words or less)</i></p>  |
| <p><i>3. How will this experience address a need in our school community? Describe need (250 words or less)</i></p>  |
| <p><i>4. How will this opportunity transcend or augment information that could be gathered without travel? Describe unique benefit (250 words or less)</i></p> |

5. How might this opportunity improve/expand your ability to meet the needs of students/colleagues in Whitefish Bay? Describe capacity to address identified need in 250 words or less.

How might you share this experience with the Whitefish Bay School community? Describe communication and capacity building in 100 words or less.

Please provide a bulleted itinerary for this trip on a separate sheet.

Please Provide Costs – Note that you may be contacted for additional details if your application is considered by the committee for approval. Use a separate spreadsheet if necessary.

|                      | <b>Description</b><br>(e.g travel from Chicago to Paris, 7 nights hotel) | <b>Source</b><br>(e.g. American Airlines) | <b>Cost</b> |
|----------------------|--|---|-------------|
| <b>Air/ground</b>    |  |   |             |
|                      |  |   |             |
| <b>Lodging</b>       |  |   |             |
|                      |  |   |             |
| <b>Other</b>         |  |   |             |
|                      |  |   |             |
|                      |  |   |             |
|                      |  |   |             |
| <b>Total Request</b> |  |   |             |

("Other" includes, tours, program fees, etc.)

Recipients engaged in professional activities related to this grant do so as an agent of the School District. Under common law, school districts provide liability insurance to cover the acts of employees committed in the course and scope of their employment.

*I have read and agree to the parameters described in this application.*

\_\_\_\_\_  
*Applicants Signature*

\_\_\_\_\_  
*Date*

T. Frontier – October 30, 2008

## Examples of Proposals that Would be Considered for Approval

- **Proposal Summary:** A Science teacher travels to Boston to do a week-long externship with a Bay graduate who is working with an experimental energy company that is exploring new ways to reduce the use of fossil fuels.  
**Guiding Question:** How does the scientific method look differently in the workplace than in the classroom?
- **Proposal Summary:** A music teacher spends a week at a University in Brazil to further develop the district's World Drumming curriculum, acquire hand-made instruments, and explore the possibility of an extended field trip with student performers in the future.  
**Guiding Question:** How can my students better understand and produce the nuances of Brazilian music and its rhythms?
- **Proposal Summary:** A reading specialist or early elementary teacher goes to New Zealand to observe how reading instruction is now taught and to see if there have been adaptations to methods developed by the original proponents of "whole language" instruction.  
**Guiding Question(s):** What methods are most effective in helping children learn to read? How do curricula evolve over time?
- **Proposal Summary:** An early education teacher spends a few weeks in Reggio Amelio, Italy to learn about the Reggio Amelio philosophy and approach to teaching young students.  
**Guiding Question:** How does the classroom environment influence the development, creativity, and confidence of early childhood learners?
- **Proposal Summary:** An elementary teacher proposes to attend the Jane Austen Festival in Bath, U. K. and then to tour sites where Jane Austen lived and wrote. A greater understanding of the effects of social class status and social conventions in any era will enable her to better understand how social conventions influence interactions in today's world. I will be able to use this understanding to increase understanding between students from different backgrounds as well as to help students understand the conventions of a school setting.  
**Guiding Question:** How do social class status and the social conventions of a time and place influence people inside and outside of a social class?
- **Proposal Summary:** A social studies teacher who teaches a unit on contemporary Japanese history and culture goes to Japan and lives with a Japanese family and teaches English to adults for three weeks.  
**Guiding Question:** How can I best help my students transcend stereotypes and understand the richness and complexity of contemporary Japanese culture?
- **Proposal Summary:** A math teacher arranges a tour of Silicon Valley companies to meet with and interview employees from Apple, Google, Intel, Electronic Arts, Bank of America, Stanford University, the Gap, and Lucasfilm. Among questions employees are asked are, "How do you use mathematics in your current job?" "What math skills that you learned in high school do you use today?" and "What advice would you give to today's high school math students?" Upon return, the math teacher develops several authentic projects that are integrated into the mathematics curriculum, and writes a paper titled "When Will We Ever Use This Stuff?"  
**Guiding Question:** How are the skills taught in math classes deployed in the world of work? How does math allow for innovation? Creativity? Productivity?
- **Proposal Summary:** A Social Studies teacher who integrates service learning into the curriculum researches student-led humanitarian projects across the globe addressing sustainable development and water needs. Veolia Environment is a French company with Milwaukee offices that has adapted its expertise to diversified markets and needs. Summer travel includes a two week position as a Waterforce volunteer in partnership with emergency relief organizations, local authorities and U.N. agencies in Central Africa.  
**Guiding Question:** What are the social, political, geographic, and economic factors that determine the allocation of scarce natural resources in today's world?