

Cultural Diversity Capstone Experience and Journal Entries

Morgan Bauer

Professor Mike Taylor, PhD.

Introduction

Diversity is something I never knew was more than the color of someone's skin, as that is what I learned in school. This practicum experience and class has been personally rewarding to learn that it is more than the color of someone's skin, it is a deeper meaning. Working with AVID students, Saint Bernard Mission School students, and students from around North Dakota during Marketplace for Kids has provided with a fulfilling reward and new experiences. AVID tutoring was filled with teaching and learning experiences. Saint Bernard Mission School taught me that it does not matter where you come from, all students and children are included. Marketplace for Kids has taught me that new experiences happen every day, and what someone does about these experiences says something about that person. Students thrive inside and outside the classroom, as should their teacher. These experiences have taught me about diversity and separate ways diversity is portrayed to others.

Demographics

The demographics throughout my experiences in AVID tutoring, Saint Bernard Mission School, Marketplace for Kids were diverse between each group I worked with. AVID tutoring was filled with less diversity than the other groups. Working at Century High School with these students, I was surprised by the diversity of students, based on ethnicity and intelligence. Some students were more intellectual than others, but each student helped each other out as if they were all the same and including in the same classroom. Saint Bernard Mission School was a more diverse community of students than my AVID tutoring students. These children were intelligent, bright, and outgoing. Each student strived in their own ways, and they showed us love right when we walked in the door, as we all showed them the same. It was interesting to see the diversity of students based on their ages to their intellectual growth. Some students were

shyer than others, but they all strived inside and outside the classroom no matter where they may come from. Marketplace for Kids was also a new experience for me, based on demographics and teaching experience. The students involved in Marketplace for Kids were diverse in their learning and demographics. Each student thrived in their learning of each group in our gallery. All students properly facilitated their learning and demographics throughout the individual group lessons along with the group discussion at the end.

Environmental Adaptations

The environment for each group differed drastically. AVID tutoring was environmentally similar each day I was there. The students were most present during the tutorial days, where they were provided to tutors; me and another college student, where we were able to participate and help where needed. The students responded well to the environmental changes when we were first arrived as it was a new experience for them all. These students usually do not have other adults in the room during their class, but they all seemed to adjust well and enjoy the extra help they might have needed. Working in a high school was an environmental change for me as I haven't been in Century High School since I graduated from there in 2019. It was interesting to see all the changes that have happened since I have graduated, and seeing new and old teachers, it was refreshing to know some familiar faces. Although I knew familiar faces within the Century High School walls, I met fresh faces during our trip to Saint Bernard Mission School. This mission school had many environmental adaptations for their students.



One student in particular was in a boot and had a scooter for transportation. The school did not have an elevator accessibility for this student, but the principal was gracious willing to help the young man down the stairs, so he was able to participate in the golfing activity. All students were aware of his situation and helped him when needed. Most students at Saint Bernard Mission School environmentally adapted to the golfing activity our group set up for them. Some students enjoyed golfing more than others, but most were willing to try with the help of our group. If students were not willing to participate in the golfing activity, they were still paying attention to their fellow classmates and showed their respect for them by doing so. Some students during Marketplace for Kids were also not willing to participate, but they still joined and listened to their peers during small group and large group discussions. Marketplace for Kids was an environmental change for all who were in attendance, but it was a good environmental change. The students adapted to each group within our particular gallery and majority of the kids paid attention to whomever was speaking. Experiencing Marketplace for Kids as a student during my elementary years and again as a college student teaching young children was a new experience for me. All of these environmental adaptations and changes have been personally positively reinforcing for me to learn about the way other people learn and live, along with being rewarding by teaching and helping young students grow in their education.

Instructional Adaptations

Most of my AVID tutoring experiences were in small groups or individual learning. During small group learning, students were sharing their point of confusion or point of confidence with their peers and learning from others. AVID tutoring has shown me the patience and cooperation students have for one another and participation was voluntary, but most students thrived in helping their peers when they were struggling with a problem or lesson topic. Students at Saint Bernard Mission School were also helpful during lessons and individual work time.

When I was in the classroom, students were working on their individual needs or skills to



practiced. I helped a young girl work on her sight words and continue her vocabulary strength. She was shy, but still communicated when she needed assistance with a word or picture. As she was working on her sight word worksheet, other students would come up and ask for help if they needed it. Each student instructionally adapted to their needs and worked on particular elements they may need extra practice with. Some students at Marketplace for Kids also practice their prior knowledge of Native American people

history and shared what they knew with the group. During small group discussions, most students were familiar with the buffalo and uses of the buffalo, and even taught me a few things I didn't know about the buffalo. During our large group, some students were more than willing to share what they learned in their small groups and others listened to their peers speak about their groups. Each group had time to share their ideas and thoughts during our Winter Count

discussion at the end of our time together. They enjoyed a new way of instruction and learning as it was different than what these students are used to.

Conclusion

These diverse experiences helped to expand my learning and understanding of students ideas, needs, learning abilities, and personal attributes. AVID tutoring brought familiar faces along with new ones and new experiences. Before tutoring at Century High School, I have never been part of a tutoring experience before. This was enlightening to see the extra help built within a student's class schedule. Experiencing Saint Bernard Mission School was an experience I will not forget. These students are bright and talented individuals, and it shows through their personalities and involvement inside and outside the classroom. Some students were more welcoming than others, but most warmed up to our arrival. Saint Bernard Mission School teachers have a special place in their hearts for these students, and they want them to succeed in the best ways possible. Along with the success seen at Saint Bernard Mission School, there was success at Marketplace for Kids by the presenters, speakers, and students. Each student was respectful and eager to learn about something new and have environmental and instructional experiences they may not have had in the past. More than anything else, these experiences have been personally eye-opening and fulfilling to me.

Journal Entries

AVID Tutoring/February 8th & 10th: AVID tutoring is a course designed for students to practice college readiness skills and practical note taking. Students are required to bring a ‘point of confusion’ or ‘point of confidence’ to each class for tutoring.

Description: This week students focused on points of confusion to work through as groups. They were divided into groups based on need such as, Math, Science, English, Spanish, French, etc. and a tutor would be in each group to help them work through their point of confusion.

Reflection: This was my first week AVID tutoring and it was a unique experience. I have never been a tutor before, so it was a new change for me. AVID tutoring has different social classes within, but overall, it provides for students who need the extra tutoring time to understand and learn to their highest level of thinking.

AVID Tutoring/February 17th & 24th: AVID tutoring is a course designed for students to practice college readiness skills and practical note taking. Students are required to bring a ‘point of confusion’ or ‘point of confidence’ to each class for tutoring.

Description: This week student’s brought points of confidence to share with the class and provide practice problems for other students who might be confused in an area that others on confident in.

Reflection: It was refreshing to see how great others work together and help one another. The students enjoyed working with their peers and felt confident knowing they were helping others. The students created a table to help with the clarification of their point of confidence similar to the one below.

POC:	Work:	Steps:
Point of confusion or point of confidence	Students provide their examples and work	Students write their steps to help them better understand

AVID Tutoring/March 1st, 8th, & 17th: AVID tutoring is a course designed for students to practice college readiness skills and practical note taking. Students are required to bring a ‘point of confusion’ or ‘point of confidence’ to each class for tutoring.

Description: This week students worked on their college presentations. Minimal tutoring was required for today, but I walked around to help students with their presentations.

Reflection: In high school, I do not remember working on college presentations or looking at colleges during my first year of high school. It was refreshing to see the amount of preparation that goes into students choosing where they went to go to college. It was also nice to look back at how each person is unique in their own ways.

St. Bernard Mission School/March 15th: Saint Bernard Mission School provides children with learning and growth in low SES situations.

Description: Spending the day helping and playing with children from the Saint Bernard Mission School. Providing them with a new face and help, shows how much of an impact spending the day there has on these children.

Reflection: Going to Saint Bernard was a refreshing and enlightening day for me. It helped me to realize how privileged some children are that they may take for granted. I thoroughly enjoyed

working with these children and learning more about their lives. It was refreshing to spend the day with bright young children. One little boy, Charles, was a firecracker. He was definitely one of the students I will not forget about.

AVID Tutoring/March 31st, April 5th, & 7th: AVID tutoring is a course designed for students to practice college readiness skills and practical note taking. Students are required to bring a ‘point of confusion’ or ‘point of confidence’ to each class for tutoring.

Description: This week students brought their college presentations to share with the class. They also worked on ACT problems to continue preparing for the ACT they will be taking their junior year of college.

Reflection: The ACT has also been something everyone takes as a junior in high school. The students worked in groups to answer practice questions that could be on the ACT. This definitely brought back memories from my ACT experience, as I remember practicing for months in advance.

Marketplace for Kids/March 29th: Marketplace for Kids was put together by the Heritage Center here in Bismarck. It is a day-long event, where students from around the state come to learn more about the history of North Dakota along with learning about diverse types of careers people have.

Description: Our group worked in the Innovation gallery teaching students about Native American people and how they lived. We taught them about housing, trading, hand signals, music and culture, and hunting. The students were organized into groups according to their interest in the groups.

Reflection: Marketplace for Kids was a new experience for me. It was fun to teach students about how the Native American people hunted and used the buffalo. The students enjoyed their learning experience throughout the Innovation gallery. The group Winter Count was beneficial for the students to learn more about.

Diversity Practicum Log

University of Mary Diversity Practicum Log

Student Morgan Bauer

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Practicum Supervisor (s): Gina Phillips, Dr. Mike Taylor

Site (s): AVID Tutoring (Century), St. Bernard Mission School (Standing Rock)

*Make sure your journal (submitted on a Word document) corresponds with ALL experiences denoted on this log. Upload onto Canvas at Mid & end of the semester.

	Date of Observation	Number of Hours	Date of Observation	Number of Hours
AVID	February 8, 2022	1 1/2 hrs		
AVID	February 10, 2022	1hr 45min		
AVID	February 17, 2022	1 1/2 hrs		
AVID	February 24, 2022	1 1/2 hrs		
AVID	March 1, 2022	2 hrs		
AVID	March 8, 2022	1 1/2 hrs		
St. Bern.	March 15, 2022	8 hrs		
AVID	March 17, 2022	1 1/2 hrs		
MPFK	March 29, 2022	8 hrs		
AVID	March 31, 2022	2 1/2 hrs		
AVID	March April 5, 2022	2 1/2 hrs		
AVID	April 7, 2022	2 1/2 hrs		
Total Hours (Must be at least 30)		34hr. 45min.		

Practicum Student's Signature _____ Date _____

Practicum Supervisor Signature _____ Date _____

*Make sure at least ONE practicum supervisor fills out the online evaluation form