

INTERNATIONAL EDUCATION PLANNING RUBRIC

STATE STRATEGIES TO PREPARE GLOBALLY COMPETENT STUDENTS

At the dawn of the 21st century, states around the country are recognizing that global competence has become a necessity for every child. To embrace new opportunities and address the critical challenges of our day students require

- Knowledge of world regions, cultures, and global issues
- Skills in communicating and collaborating in cross-cultural environments in languages other than English, and in using information from different sources around the world
- Values of respect and concern for other cultures, peoples, and places

This tool has been developed by the Longview Foundation and the Asia Society's Partnership for Global Learning with the members of the States Network on International Education in the Schools that have embraced their critical role in developing students' global competence during pre-collegiate education. It is designed based on the experience and vision of these leader states, to provide guidance for planning and assessment of state level strategies.

Building global competence into all P-12 schools throughout a state is a complex process that requires the engagement of leaders from education, government, business, and non-profit, community and parent organizations. The specific shape of any international education initiative will depend on the state's education structure and resources.

We hope you will find this tool useful in your efforts to build the global knowledge, skills, and dispositions of P-12 students in your state and that you will share your ideas, experiences and examples with us.

Thank you,

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State International Education Planning Rubric

	BEGINNING Getting started	DEVELOPING Assessment and planning	ADVANCED Implementation and scaling up	EXEMPLARY Widespread implementation and continuous improvement
Leadership				
Building coalitions¹	A small group of early adopters strategize about the need to build young people’s global competence.	Governor, school chief and/or other senior government officials publicly indicate support for international education for all students.	Policy, education, business, and community leaders have embraced the plan and actively promote strategies to develop the global competence of all students.	Policy, education, business, and community, leaders are fully engaged in on-going research, goal setting, implementation and impact evaluation.
Engaging state leaders	Early champions can speak about need and opportunity for international education based on anecdotal information and a few examples.	A compelling report is issued to make the case for internationalizing P-12 education by addressing: --The state’s international demographic and economic trends and connections --Impact of international education on achievement in core subject areas	Report on state’s international relationships and need for global competence has been widely distributed and discussed.	Professional education organizations recognize the importance of international education and include it as part of their ongoing activities.
Making the case	Stakeholder groups are identified for coalition building.	--Value of international benchmarking and sharing of best practices. Broad based planning coalition has formed and developed a vision for how the state can promote young people’s global competence and a clear plan of action ² .		State leaders are engaged on the national level in promoting global knowledge and skills and reach out to emerging states. Most informed citizens can speak conversantly about the need for international education.

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International Benchmarking	Early state champions recognize the importance of working with leaders from districts, cities and other countries to draw upon best practices internationally in standards, assessment, curriculum and pedagogy to impact student achievement.	State leaders engage a range of stakeholders in a review of state standards, assessments, curriculum, and pedagogy to develop a plan that draws upon best practices nationally and internationally to impact student achievement.	Implementation of nationally and internationally benchmarked state standards, assessments, curriculum, and pedagogical practices has begun in half of the districts and schools in the state.	State has adopted internationally benchmarked P-12 standards, assessments, curriculum, and pedagogy and regularly draws on best practices nationally and internationally for continuous improvement.
Standards	Current state standards address international knowledge and skills in a few subject areas.	State department of education, board of education and other stakeholders review current state standards and create plan to determine how international knowledge and skills can be integrated into state standards at elementary and secondary levels.	Implementation of plan to integrate global competence into standards begins.	International knowledge and skills are fully integrated into standards at elementary and secondary levels.
Assessment	Occasional assessments throughout elementary, middle, and high school of global competency and world language skills.	State identifies tools for elementary, middle, and high school at the school and district levels to assess students' global competence in core subject areas and world language proficiency throughout elementary, middle, and high school.	Consistency and reliability of assessments for core subject areas and world language proficiency are being validated at the elementary, middle, and high school level in districts throughout the state.	All learners in the state are regularly assessed in elementary, middle, and high school, through validated assessments including standardized tests, portfolios, capstone projects, or other tools to measure:

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		Assessment tools may include standardized tests, portfolios, capstone projects etc.		<ul style="list-style-type: none"> • Global competence in core content areas <p>and</p> <ul style="list-style-type: none"> • World language proficiency at key junctures in the language learning process to enable language learners to progress to higher levels of proficiency without needless repetition.
High School Graduation Requirements	Early leaders recognize need to revise graduation requirements to include global knowledge and skills in core subject areas and world languages.	Current graduation requirements assessed and recommendations developed to include global knowledge and skills in core subject areas and world languages. Outreach campaign to promote revisions to graduation requirements.	Implementation of revised graduation requirements that include global knowledge and skills and world languages begins.	Graduation requirements expect all students to demonstrate: <ul style="list-style-type: none"> • The ability to communicate in one language in addition to English at the Novice-High Level on the ACTFL K-12 Performance Guidelines or equivalent nationally or internationally recognized scale. <p>and</p>

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				<ul style="list-style-type: none"> Global competence as assessed by inclusion of global knowledge, skills, and dispositions in an internationally themed certificate or diploma, or successful completion of specific globally focused courses, capstone project or portfolio.
Resources				
Funding	<p>Financial support from school or district for international education programs in a few schools or classrooms.</p> <p>Some private financial support for international education programs in some schools or classrooms.</p>	<p>Some state funds support emerging initiatives.</p> <p>Some private funds support emerging initiatives for districts or networks of schools.</p> <p>State assesses availability of federal and additional private funds to support international education activities.</p>	<p>State budget funding supports a growing number of programs and activities.</p> <p>Private funding supports some statewide programs and activities.</p> <p>State applies for federal funds to support international education activities.</p>	<p>State education budget provides ample support for international education efforts.</p> <p>Private sector support abundant to build students' global competence.</p> <p>State accesses federal funds as appropriate to support international education.</p>

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State Level Staff Support	Little or no staffing support at state department of education for international education or world language instruction.	Less than half time staffing support provided at the state department of education to oversee international education and world language education.	The state department of education has dedicated at least one part-time position to world language education and one part-time position to international education.	The state department of education has dedicated at least one full time staff position to lead international education efforts and one full time staff position to for world language education.
Partnerships³	A few partnerships support the development of young people's international knowledge and skills in individual schools and classrooms.	Data collected to identify existing and potential partnerships to enhance international education efforts throughout the state.	New partnerships developed at all levels to support global competence in approximately half of the schools or districts across the state.	Partnerships with universities, businesses, exchange organizations, non-profits outside the US and multicultural organizations within the community are thriving at state, district, school, and classroom level.

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<h2>Preparing and Certifying Globally Expert Teachers and Education Leaders</h2>				
<p>Standards⁴, Certification and Preparation for P – 12 Teachers in all Subjects⁵</p>	<p>Early champions recognize the need to modernize professional standards, certification and preparation of P-12 teachers in all subject areas to include global knowledge, skills and dispositions.</p> <p>Early adopters in schools, colleges, and departments of education offer internationally oriented courses and experiences, usually as electives, to a small number of interested pre-service teachers.</p>	<p>Representatives of state department of education, board of education, and other stakeholders:</p> <ul style="list-style-type: none"> Review current standards and certification requirements for opportunities to integrate global knowledge, skills, and dispositions Assess current teacher preparation programs to identify promising practices and resources to internationalize the preparation of teachers in all subjects at all levels.⁶ Create a plan to update professional certification standards for teachers to include global knowledge, skills, and dispositions. 	<p>New globally oriented professional certification standards for P-12 teachers are launched and revised based on feedback.</p> <p>Teacher preparation programs in the state are undertaking significant reforms to ensure that future P-12 teachers have the knowledge and pedagogical skills to educate their students for global competence.</p>	<p>All traditional and alternative preparation programs for P-12 teachers in the state are implementing comprehensive reforms to ensure that teachers begin their careers with robust global knowledge and strong pedagogical skills to bring the world into their classrooms to meet updated globally oriented professional learning standards and certification requirements.</p>

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<p>Standards, Certification, and Preparation for World Language Teachers⁷</p>	<p>Early adopters begin discussions about the need to update and create a range of certification options for world language teachers to include licensure for native or heritage language speakers.</p> <p>A few programs to prepare world language teachers have begun updating their programs based on current research to meet the language needs of the 21st century.</p>	<p>Representatives of state department of education, board of education, and other stakeholders</p> <ul style="list-style-type: none"> • Review current standards and certification requirements for opportunities to strengthen current programs and create new options for world language teachers including licensure pathways for native and heritage language speakers. • Assess current programs to prepare world language teachers to identify promising practices and resources • Create a plan to increase and improve preparation and certification of world languages teachers. 	<p>New certification standards and pathways for world language teachers are launched and revised based on feedback.</p> <p>Programs that prepare world language teachers in the state are implementing revisions to world language teacher preparation.</p> <p>At least half of the state’s demand for world language teachers is being met.</p>	<p>State provides a range of high quality options to certify qualified world language teachers including licensure pathways for native and heritage language speakers.</p> <p>All programs that prepare world language teachers are implementing reforms to modernize their programs based on current research and the language needs of the 21st century</p> <p>There is an adequate supply of world language teachers to meet the state’s demand at all levels.</p>

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Standards, Certification, and Preparation of Principals and Superintendents	<p>Early leaders recognize the importance of including global expertise in the professional standards and certification for principals and superintendents.</p> <p>Early adopters in programs to prepare principals and superintendents offer internationally oriented courses, workshops, and experiences, which reach a small number of interested principals and superintendents.</p>	<p>State department of education, board of education, and other stakeholders:</p> <ul style="list-style-type: none"> • Review current standards and certification requirements and recommend changes to ensure that principals and superintendents develop global leadership expertise • Gather information about current programs, promising practices, and resources to internationalize professional programs for education leadership. • Create a plan to build global leadership expertise into the preparation and certification of superintendents, principals, and other education leaders. 	<p>New certification standards for principals and superintendents are launched and revised based on feedback.</p> <p>Professional programs for education leaders in the state are undertaking comprehensive reforms to ensure that principals and superintendents have the knowledge, skills, and dispositions to be education leaders for the global age.</p>	<p>State department and board of education have instituted new certification requirements to ensure that all principals and superintendents develop global leadership expertise during their preparation.</p> <p>All education leadership programs in the state are implementing comprehensive reforms to ensure that principals, superintendents, and other education leaders have the knowledge, skills and dispositions to lead schools and districts dedicated to building the global competence of all students.</p>

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Professional Development for Globally Expert Teachers and Education Leaders				
Professional Development for P-12 Teachers in Core Subjects^{8 9}	Early adopter schools and districts offer occasional professional development workshops to develop current teachers' global teaching expertise. Some teacher leaders share their expertise on integrating global knowledge and skills with colleagues.	Statewide review conducted of existing professional development programs to identify models, resources, and partners and build recommendations and create a plan to develop the global teaching and leadership expertise of all teachers.	Scaling up and replication of model programs is underway so that half of the districts or schools in the state are implementing professional development programs to build the global teaching expertise of all teachers	A comprehensive professional development program is in place to support the on-going development of all teachers' global teaching expertise through partnerships and job-embedded, technology enhanced learning opportunities supported by globally expert teacher leaders.
Professional Development for World Language Teachers¹⁰	Early champion schools and districts offer world language specific professional development to their teachers.	Statewide review of professional development for world language teachers is conducted. Recommendations and statewide plan for language specific continuing education designed.	Half of the schools or districts in the state are implementing recommendations for professional development of world language teachers.	A comprehensive program is in place in all schools and districts to ensure on-going professional development for all world language teachers.

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Professional Development for Principals and Superintendents¹¹	Some schools and districts offer opportunities for principals and superintendents to develop global leadership expertise.	Statewide review of professional development for principals and superintendents is conducted to gather information about current programs, promising practices, and resources to internationalize professional development programs for education leadership.	Scaling up and implementation so that at least half of the districts or schools in the state are implementing professional development programs to ensure that principals and superintendents develop global leadership expertise.	A comprehensive professional development program is in place for all principals and superintendents to ensure continuing development of their global leadership expertise, through partnerships and job-embedded, technology enhanced learning opportunities.
Curriculum and Instruction for the Global Age				
Promising Practices across the Elementary, Middle, and High School Curriculum¹²	Teacher leaders in a few schools offer global learning opportunities that reach small numbers of students.	Successful models for integration of global knowledge and skills across the curriculum are identified, assessed, and modified for alignment with state’s global vision, standards and statewide plan to integrate global competency into all subjects for all elementary	Approximately half of the schools in the state have created comprehensive internationalization plans to ensure that all students develop global competence in all curricular areas. Replication and scaling up of successful model programs is underway based on these	International education has moved from the margins to the mainstream through implementation of well-developed and well-funded plans that ensure that all P-12 schools are globally oriented schools. ¹³

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		and secondary students. Recommendations formulated and outreach begins.	plans.	
Promising Practices in World Language Education	World language instruction offered mostly at the high school level. Early champion schools and districts offer elementary and immersion programs and have begun to expand languages offered to include less-commonly taught critical languages at all levels.	Data collected on existing world language programs and resources. Plan created to expand and improve world language education that includes a specific target for increased instruction in critical less-commonly-taught languages, strategies to modernize methods based on current research, development of early language and immersion programs, programs for heritage language speakers, use of online instruction, and articulation at all levels especially between high school and college.	Data collected on the quality of existing world language education programs. Plans to expand and improve world language education are being implemented in at least half of the districts in the state.	All students in the state begin learning one world language in elementary school in addition to English and graduate from high school with novice-high ACTFL level or similar nationally or internationally recognized proficiency in one language in addition to English. The state has reached its goal for increasing the number of students studying critical less-commonly-taught languages.

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Promising Practices in Extended Learning	Early champions identify and mobilize stakeholder groups ¹⁴ to raise awareness about the importance of developing all children’s global competence through before school, afterschool, summer and other out-of-school time programs.	Assessment and identification of successful models and strategies to build global competence into expanded learning programs. Plan developed for replication and scaling up with focus on strategies that connect with global learning during the school day.	Scaling up of global learning in expanded learning settings. Statewide afterschool professional development systems include global literacy.	Global competency integrated successfully and sustainably into extended learning programs throughout the state.
Promising Practices in Technology and Education	Early adopters identify stakeholders that are key to promoting increased use of technology to promote global competence.	Identification of promising models for of global learning through technology and creation of implementation plan. ¹⁵	Technology is being widely used to promote global learning throughout the curriculum in approximately half of the schools or districts throughout the state.	<p>All P-12 schools systematically use technology to support their internationalization plans.</p> <p>All teachers are continuously trained to use digital tools to enhance the international aspects of their subjects.</p> <p>Every school in the state has developed a partnership with a school in another country to which students and teachers connect virtually.</p>

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International Exchanges for Students¹⁶, Teachers, Principals and Superintendents.	Early adopters recognize importance of exchanges to build global competence and expertise. Exchange programs reach a small number of students, teachers, principals and superintendents.	Identification of promising models for high quality exchange programs for students, teachers, principals and superintendents. Plan created to increase the number of international exchanges statewide at all levels.	At least half of the schools in the state are engaged in international exchange programs for students and faculty. Principals and superintendents in at least half of the districts in the state are involved in international exchanges that promote ongoing learning partnerships to build global leadership expertise, share best practices etc	All schools in the state are engaged in international exchange programs for students and faculty. Principals and superintendents in all districts are involved in international exchanges that promote ongoing learning partnerships build global leadership expertise, share best practices etc

Endnotes

¹ Coalitions typically include business, government and community leaders, scholars, teacher and principal associations, unions, other professional education associations, master teachers.

² Plans may include funding; policy revisions including to standards, assessment, curriculum and instruction in all subject areas; graduation requirements; teacher and leadership preparation and professional development.

³ Schools and districts are encouraged to partner with universities (including Title VI Centers, where applicable), heritage language and cultural organizations in the community, internationally oriented non-profits and exchange organizations, and businesses with international connections.

⁴ For an example of teacher standards from North Carolina please see <http://www.ncptsc.org/Final%20Standards%20Document.pdf>

⁵ For examples of the knowledge, skills, and dispositions of globally expert teachers please see the International Studies Schools Network teacher profile <http://www.asiasociety.org/education-learning/school-models/international-studies-schools-network/teacher-profile> and North Carolina's pre-service teacher competency rubric <http://www.ced.appstate.edu/newstandards/docs/final-teacher-candidate-rubric-as-approved-by-the-sbe.pdf>

⁶ For some examples of strategies to prepare globally expert teachers see Longview Foundation report *Teacher Preparation for the Global Age* <http://www.longviewfdn.org/122/teacher-preparation-for-the-global-age.html>

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⁷ Strengthening the preparation and certification of world language teachers includes aligning teacher preparation programs with ACTFL/NCATE or similar standards, setting specific goals to increase the number of teachers of less-commonly-taught critical languages, as well as teachers for early language and immersion programs, programs for heritage language speakers and teachers with skills to teach in online environments.

⁸ For examples of the knowledge, skills, and dispositions of globally expert teachers please see the International Studies Schools Network teacher profile <http://www.asiasociety.org/education-learning/school-models/international-studies-schools-network/teacher-profile> and North Carolina's Professional Teaching Standards <http://www.ncptsc.org/Final%20Standards%20Document.pdf>

⁹ Partnerships to develop the global expertise of in-service teachers may include the state department of education, districts, universities (including Title VI Centers), non-profit organizations including heritage language and cultural organizations in the community.

¹⁰ Professional development for world language teachers may include language specific programs based on current research and designed to improve teachers' language and pedagogical skills including the ability to teach in an on-line environment, and, as appropriate, in early language and immersion programs, and programs for heritage language speakers.

¹¹ Professional development for education leaders may include programs on the rationale for and implementation of globally oriented education, as well as exchanges, job shadowing, and other activities to help school and district leaders learn best practices in education around the world.

¹² Specific information about high-quality curriculum resources and programs can be found at <http://TeachGlobalEd.net>; <http://www.asiasociety.org/education-learning/resources-schools/>; www.outreachworld.org; <http://peacecorpsconnect.org/global-education-links> among others

¹³ Globally oriented schools adopt a global vision, develop internationally oriented faculty, integrate international content into all subject areas, emphasize world language learning, provide a range of internationally oriented experiences, harness technology to create international collaborations, tap global information sources, and offer online courses.

¹⁴ Key stakeholders in extended learning might include groups include 21st Century Learning Community Learning Centers, statewide afterschool networks, National AfterSchool Association or similar school-age care groups, and affiliates of national programs such as the YMCA, 4H, Boys and Girls Clubs, and citywide intermediaries in major urban centers.

¹⁵ These models might include virtual exchanges, accessing primary sources around the world, and online courses. For more ideas please see <http://www.asiasociety.org/education-learning/resources-schools/professional-learning/five-ways-use-technology-and-digital-medi>

¹⁶ Schools ensure that all student programs adhere to the CSIET or similar standards for student exchange http://www.csiet.org/about/docs/LT_Standards_-_April_2006.pdf

Examples for States Rubric by Category

Leadership

North Carolina

In 2003, Governor Michael Easley requested that the University of North Carolina's Center for International Understanding coordinate the "North Carolina in the World" initiative. This collaborative effort of key organizations including the State Board of Education, the Department of Public Instruction, the community college and university systems, and others, immediately began a comprehensive effort to ensure that all North Carolina students increase their international literacy. That year the team began by implementing a systematic assessment and survey of current international programs in the state, conducting focus groups examining community sentiment, exploring new international studies curriculum standards, and initiating a review of teacher preparation and professional development programs in the state.

In 2005, after a successful state summit, the group released an action plan, *North Carolina in the World: A Plan to Increase Student Knowledge and Skills about the World*, that made an economic argument for international education specific to North Carolina's needs. The plan laid out a road map with five goals: expanding world language skills, increasing teacher knowledge about the world, building international school partnerships and exchanges, connecting North Carolina teachers and K-12 students with higher education resources, and infusing international content into existing programs.

The State Board of Education made global competitiveness and 21st Century skills its guiding mission, and the Public School Forum published a report, *Creating Internationally Competitive Schools*, calling for educational reforms to prepare students to "thrive in an increasingly global environment."

The North Carolina General Assembly has established the nation's first international caucus in 2008. The International Business and Trade Caucus, which has grown to over 30 legislators, is chaired by a Democratic House member and Republican Senator who traveled with the Center to Mexico in 2008 on an international education and business mission. The state legislature has named a Joint Select Committee on Global Engagement to make legislative recommendations and draft a state plan to position the state to increase international business and education relationships to help stimulate global jobs. The committee is made up of 14 members of the House and Senate. The authorizing language urges the committee to "work in conjunction with the Center for International Understanding to develop a Statewide Strategic Plan for Global Engagement" by February 1, 2011.

Ohio

In 2006, the Superintendent of Education convened an International Education Advisory Committee (IEAC) to develop a state vision and strategic plan for international education. Consisting of members of the State Board of Education; representatives of the

governor's office and state trade office; business and policy leaders; philanthropy and university leaders; and members of the community, the Committee sponsored an International Summit for Education in 2007, to raise awareness and foster partnerships between a broad cross section of education and business leaders. A second statewide summit was held in 2009. The Committee has already implemented many parts of the plan. For example:

The State Board of Education has set "Education in the Global Economy" as a priority and is the first Board in the country to engage in an international benchmarking study, *Creating a World Class Education System in Ohio*. The State Board has also revised its state curriculum standards to increase the amount of international content that students are expected to learn and is testing that knowledge in 6th, 8th and 10th grade.

Massachusetts

Global Education Massachusetts (GEM), a largely non-governmental group, convened their first conference, *Education and the Global Economy*, in December 2003 on the theme: "The global economy is here to stay. American students must be ready to work in a highly competitive international environment." More than 190 educators and civic and business leaders attended and developed recommendations ranging from the creation of a state forum for dialogue between businesses and education leaders, to proposals for a high school global economics course, professional development opportunities for teachers, and an emphasis on international content in all curriculum areas.

Building on the success of the first conference, "Education for Global Competence" was held the following year and engaged an even larger group of leaders representing school districts from across the state. This conference sought to identify which global competencies are needed in the K-12 curriculum to prepare students for global citizenship and employment in today's global economy. Not only did it energize a key task force of business, policy, and education leaders, it resulted in an international education bill being introduced into the Massachusetts legislature to provide direction and incentives to educators. A State Global Education Advisory Council was also formed, with support from the State Department of Education and Commissioner of Education, to bring international education more effectively into the curriculum in Massachusetts.

The third annual statewide conference "A Stronger Massachusetts: Connecting Our Schools to the World" was held for 250 school/community, business, policy leaders to further commit the stakeholders to GEM goals while offering educators concrete guidance and resources to help globalize schools.

In 2006, legislation focusing on the importance of international knowledge and skills was passed by the Massachusetts legislature to provide direction and incentives to school districts and educators.

A fourth conference "Teachers Leading the Way: Global Education for the 21st Century" was held in April 2007 and focused teachers' role in infusing state education standards with global content. GEM has also offered professional development courses and

resources for teachers in the state. In collaboration with AIG WorldSource, an annual award program was established to recognize school districts and teachers for progress in developing an international focus in schools.

Utah

The Governor recently signed the Utah Critical Languages Program to develop and implement courses of study in critical world languages throughout the state. A statewide international education summit was held in March 2009. Then Governor Huntsman was the keynote speaker and support of his office, as well that of leading business, education, and civic leaders, was instrumental in promoting participation by over 170 leaders from a range of sectors.

International Benchmarking

Ohio

The Ohio State Board of Education has set “Education in the Global Economy” as a priority and is the first Board in the country to engage in an international benchmarking study, *Creating a World-Class Education System in Ohio*. This commissioned report compares Ohio’s educational system to other education systems globally and makes recommendations for policy change. The work was conducted by McKinsey & Co. on behalf of Achieve, Inc., with funding from the Bill & Melinda Gates Foundation. It considered standards and assessments, school leadership, professional development, funding, and accountability in order to provide a blueprint for conceptualizing this international benchmarking process. The state will now benchmark its math and science standards internationally.

Standards

New Jersey

In 2009, to meet a primary goal of New Jersey’s five-year international education plan, state education officials adopted revised P-12 Core Curriculum Content Standards that include the integration of international knowledge and skills in all nine content areas as well as revised professional development standards. Revised standards in the nine content areas will be aligned with the knowledge and skills required for postsecondary education and the workplace and will integrate: 21st century knowledge, skills, themes, and global perspectives. The emphasis is on the development of competencies needed in real world situations in an interconnected world. The Board will also adopt a revised Administrative Code that mandates integration of 21st century themes and skills with an emphasis on global awareness and the development of global perspectives, a key focus of all reform efforts from early childhood through high school, including career and technical education. The new standards will be accompanied by materials that support the integration of international/global knowledge and skills and a professional development plan for teachers and school leaders.

North Carolina

In October 2008 the NC State Board of Education (NCSBE) received from the North Carolina Department of Public Instruction (NCDPI) a plan prepared on *The Framework For Change: The Next Generation of School Standards, Assessments and Accountability*. In its report, the Department proposed an overhaul of the Standard Course of Study (SCOS) revision process stating that “The spirit of the *Framework For Change*, that every public school student will graduate from high school globally competitive for work and postsecondary education, and prepared for life in the 21st century, is the spirit of the proposed plan.”

The plan calls for essential standards that will

- Equip students for the current century
- Prepare students with the knowledge and skills to compete and collaborate in a global society
- Provide a national and international set of priority skills to which the Essential Standards will align

In addition, all content areas and grades will have supporting documents that include “international and national standards matrix.”

West Virginia

The state’s Global 21 plan encompasses revisions to standards and assessment to reflect international benchmarking.

Assessment

Washington State

The Washington State Office of Superintendent of Public Instruction has developed classroom-based assessments (CBAs) to be used in elementary, middle, and high school classrooms throughout the school year by teachers to gauge student understanding of the state learning standards. The Social Studies CBAs are multi-stepped tasks or projects aligned to specific state standards, which target skills and knowledge necessary for engaged, informed citizenship. Many of the CBAs support exploration of global issues and demonstration of global competence.

Virginia and Kentucky - Linguafolio

LinguaFolio, is an ongoing formative assessment tool developed by a five-state consortium of state foreign language supervisors and based upon the European Language Portfolio. It allows students to record and reflect on their language learning and guides the teacher in making informed instructional decisions and shows student progress in learning a language. The Virginia Department of Education began a pilot phase of the LinguaFolio Virginia for high school and university students in 2004-2005. Since then the program has expanded to include 5 states: Virginia, North Carolina, South Carolina, Kentucky, and Georgia. These five states are also developing LinguaFolio, Jr., for

students in grades three through eight, based on LinguaFolio, Kentucky!, originally piloted by the Kentucky Department of Education in 2003-2004.

Kansas

Starting in the 2011-12 school year, all high school students will be required to take a world history, world geography, and global economics assessment.

High School Graduation Requirements

New York and California

New York and California pioneered academic standards for world history and global studies. **New York** requires a course (typically two years) and state assessment in Global History and Geography to graduate with a Regents diploma. California requires one year of world history, culture, and geography to graduate high school.

Indiana

In **Indiana**, social studies standards have been revised across all grade levels and all high school students must successfully complete World History & Civilizations or Geography & History of the World, as part of Indiana's Core 40 graduation requirements. Indiana requires three to four years of world language study for students to earn the state's Core 40 with Academic Honors diploma.

Funding

North Carolina

A \$200,000 appropriation to the Center for International Understanding for the purposes of continuing the statewide collaborative international education effort passed three consecutive sessions of the North Carolina General Assembly, 2005, 2006 and 2007.

Wisconsin:

In 2007, the state budget added an item for international education.

Ohio

The members of the International Education Advisory Committee have shown long term commitment to the cause. William Hiller, Executive Director of the Martha Holden Jennings Foundation, has served as chair since the inception in 2006 and the foundation has supported a number of activities including the *Connecting Ohio Classrooms to the World* and *Ohio Teachers Going Global*, two guides that were distributed to participants in the 2009 summer Global Institute for teachers.

Minnesota

In 2008, Minnesota began to work in earnest on world languages initiatives: a World Languages Coordinator was appointed and Governor Tim Pawlenty proposed legislation

to develop and provide school districts with Mandarin Chinese language programs. The legislation passed with an allocation of \$250,000, and a taskforce of more than 100 business leaders and Chinese language and education experts was convened to develop and provide school districts with common curriculum, materials, and classroom assessments for Mandarin Chinese. Task Force recommendations were released in the form of a report. In 2008, the legislature appropriated an additional \$500,000 in grant money for five K-12 world language program startups or expansions.

Wyoming

In 1999 the **Wyoming** legislature passed a law requiring that every child in grades K–2 have the opportunity to learn another language. The legislature reinforced that mandate by appropriating \$5 million in 2004 to fund the development of a K–6 language program to be piloted in fifty Wyoming elementary schools for five years. The pilot program began in September 2004. Currently 30 schools in ten districts throughout Wyoming are participating in this program. Paraeducators who are native or near-native speakers teach most of the classes. Trained to work along with the regular classroom teacher, these instructors base their classes on school curriculum. In the fall of 2007, students from this program entered sixth grade, numbering approximately 9,000. These student participants have studied a language for five to six years, from kindergarten on and are accustomed to a very different type of instruction, where they have not been taught a language - rather, they have learned interesting subject matter *in* the target language. Therefore, middle and high school foreign language programs are having to adopt greater communicative language, proficiency-based practices to meet the learning needs of these students. Therefore, Wyoming Department of Education applied for and was awarded a federal FLAP grant (2006) to develop, pilot, and share nationally a curriculum and curricular products that will continue the standards-based, content-based learning in which these children have been learning. The project is also building a taskforce of lead teachers who work with state department and university staff to provide job-embedded, substantive professional development to enable secondary teachers to implement the new curriculum.

In the fall of 2008, the Wyoming Middle School Taskforce began collaboration to create a 7th grade Spanish curriculum bridging from the WYFLS (Wyoming Foreign Language in Schools) program and in the fall of 2009, began work on the 8th grade Spanish curriculum. While these units are in Spanish, they serve as a model and support for all languages. These units are tied to other curricular areas, are correlated to the Wyoming Content Standards and National Foreign Language Standards, and use Integrated Performance Assessments. The 7th& 8thGrade Curriculum will be available in the summer of 2010 on Curriki (6th Grade units are already available).

State Level Staff Support

Wisconsin was the first, in 1990, to appoint a state-level coordinator for international education in the schools. Currently, four agency staff are devoted full time to international education activities.

State Departments of Education with International Education Coordinators

Delaware
Georgia
Kentucky
New Jersey
Ohio
Washington
Wisconsin

Partnerships

Washington

The **Washington** State Coalition for International Education (now Global Washington) has generated considerable momentum among education practitioners across the state, linking isolated international activities into a growing movement. The coalition produced a resource guide for statewide distribution and launched the state's first international education Web site. Critical partners from the beginning of the movement have been the Social Studies and International Education Program Supervisor at the Office of Superintendent of Public Instruction; statewide organizations, such as WAFLT (Washington Association for Language Teaching) and WSCSS (Washington State Council for the Social Studies); the many globally focused centers and programs at colleges and universities; as well as several school districts that have promoted international education. Key to the success of all Washington initiatives was early engagement of the business community through the Trade Development Alliance of Greater Seattle, Washington Council on International Trade, China Relations Council, and World Affairs Councils.

North Carolina

Some states have adopted a strategy of building coalitions and partnerships as a means of promoting international education in their schools. The most ambitious of these can be found in **North Carolina**, where the North Carolina in the World project has brought together the Governor's Office, State Board of Education, Superintendent of Public Instruction, the University of North Carolina's Center for International Understanding, and the North Carolina Business Committee for Education.

The Center is implementing an MOU between the N.C. State Board of Education and the education ministry of Jiangsu Province in China to support the international school partnerships. The Center recruits schools in N.C. and in China, conducts professional development workshops about the partnership country, and leads principals and "partnership coordinators" from each school on a one-week trip to learn about their partner country and to plan with their partner school. The Center supports the 25 partnerships for two years with curricular advice and access to 21st Century technologies that allow students to collaborate with their peers abroad.

In partnership with the NC State University Study Abroad Office, The Center for International Understanding's Cultural Correspondents program connects K-8 classrooms and afterschool programs with university study abroad students to expose youngsters to what it may be like to live in another country. Students across the state are learning alongside college students studying in Australia, Denmark, Ecuador, England, Japan, Morocco, Spain and New Zealand. The curriculum is linked to the Standard Course of Study and supports global competencies for future-ready students.

Connecticut

The Connecticut state legislature has supported international education activities since 2001 when legislation created an international state advisory committee and established the encouragement of international education as official state policy. Broader legislation was passed in 2004 to support partnership school incentives (such as those with China); collecting and sharing international opportunities; guidelines, and standards for international studies; and encouragement for K-12 faculty and student exchange.

Connecticut has one of the most extensive school exchange programs with China in the United States. It began with a memorandum of understanding signed with Shandong Province in 2003; since that time more than one hundred partnerships have been established with schools in China. Delegations of principals and superintendents travel to sister schools in China; their counterparts then visit the United States. A special shadowing program for the visiting Chinese principals is also under way. And a variety of other on-going projects have also been established: exchange of teachers and students, distance curriculum projects, school-college collaborations for pedagogy and technology, school-business collaboration; and summer "camp" for Chinese language.

Ohio

A strong partnership between the Ohio State Department of Education and The Ohio State University is creating new opportunities for students to study world languages. The June 2007 Language Summit led to the publication of *Ohio Languages Roadmap for the 21st Century*, a report that presents a vision for the development of a multi-lingual workforce through opportunities for language learning combined with job-related technical and academic skills. The State Legislature created a Foreign Language Advisory Council which released a P-16 foreign language implementation plan in December 2007. It includes a legislative recommendation to require language study as a high school graduation requirement, but allows students to begin instruction in early grades and demonstrate proficiency as an alternative to awarding credit for seat time. It sets goals for increasing enrollment in world languages, including in less commonly taught languages. Already, the legislature has created intensive programs to allow individuals to earn teacher licensure in world languages to help alleviate the teacher shortage in this critical area.

Preparing and Certifying Globally Expert Teachers and Education Leaders

Standards, Certification and Preparation for P – 12 Teachers in all Subjects

Michigan

At Michigan State University's College of Education, the Department of Teacher Education is internationalizing all programs through research, teaching, service, and outreach. They began by defining global competencies for all students and faculty, and are redesigning courses within programs at all levels to develop those competencies. Strategies include extending partnerships and networks to strengthen students' experiences and faculty capacity, redesigning study abroad offerings and developing opportunities for research, teaching, and service across the world.

On April 18, 2008, Michigan State University (MSU) hosted its second statewide *Internationalizing Michigan Education* conference, co-sponsored by the Education Alliance of Michigan and Michigan Department of Education. The conference included the signing of a Memorandum of Understanding between the Chongqing Municipal Education Commission, the state's second largest school district, a neighboring rural school district, and the MSU College of Education.

The Confucius Institute at MSU and the US-China Center for Research on Educational Excellence at MSU have established a system for school districts to choose and hire visiting teachers from China; online Chinese classes are also offered through the Confucius Institute and the Michigan Virtual University.

Oklahoma

Oklahoma State Regents Policy, which has been in place for more than 10 years, mandates that "Teacher preparation programs at the pre-service level ... require that teacher candidates demonstrate listening and speaking skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language." Institutions must submit an annual report as evidence that they adhere to this policy.

The **Oklahoma** Global Education Consortium (OGEC) was founded among community colleges "to foster collaboration between institutions to achieve the goal of preparing individuals and communities to participate in the global society and economy." Membership offers access to the OGEC listserv which provides information on global education activities/events around the world and an annual conference that is in its 12th year.

Maryland

In 2008, the University of Maryland College Park launched the Global Awareness in Teacher Education (GATE) fellows program designed to build a cohort of faculty in the College of Education who are committed to internationalizing their courses for future

teachers. The GATE Fellows participate in a peer learning community that meets regularly and present their projects at a statewide colloquium that brings together teacher education institutions from across the state, representatives from PK-12 schools and districts and the Maryland State Department of Education.

North Carolina

In 2006 a North Carolina in the World report from the Preservice Teacher Education Group, a study group of education and international studies faculty members, addressed the question, "How do we instill a global perspective in our teacher education candidates, thereby building their capacity to prepare students to interact with the world community both inside and outside North Carolina's borders?" *Preparing North Carolina Teachers for an Interconnected World*, recommended ways to strengthen the international component of teacher preparation so that teachers will be able to prepare their students to thrive in an interdependent world.

In 2007, the North Carolina State Board of Education adopted new state standards for teachers that include global competence for the first time. Rubrics for pre-service and in-service teachers were developed. All of North Carolina's colleges of education revised their programs to realign them with the new standards. By July 2009, they submitted blueprints of the program revisions to the State Board for review prior to beginning implementation in fall 2010.

Standards, Certification, and Preparation for World Language Teachers

New Jersey

The New Jersey Department of Education focus on building teacher capacity for critical need languages resulted in the development of the first ***Accelerated Chinese Language Teacher Certification Program*** at Rutgers and the creation of a state ***Alternate Route Program Center for World Languages*** solely dedicated to providing ongoing support for provisional teacher candidates with a special strand for teachers of Asian Languages (also at Rutgers). There has been an excellent response and to date, the program has served 102 candidates with 27 earning Certificates of Eligibility over the two-year period (The next phase involves expansion to Hindi, Korean and Arabic).

Three ***Regional World Languages Training and Testing Centers*** at Rutgers University, New Jersey City University, and Richard Stockton College of New Jersey were established in 2006. The goal of the centers is to facilitate the completion of the oral proficiency requirement for teacher candidates and to organize/host ACTFL OPI Tester Training Workshops for P-20 educators in order to build a cadre of ACTFL Certified OPI Testers in the state.

Wisconsin

The Wisconsin Department of Public Instruction (DPI), with support from the U.S. Department of Education - Foreign Language Assistance Program, has implemented the Critical Language Fellows (CLF) program to support district plans to initiate and sustain effective Arabic and/or Mandarin Chinese language programs. The availability of well-trained, language and culturally competent teachers is critical to world language program success. The Critical Language Fellows (CLF) Project includes intensive pre-service teacher training of individuals pursuing teacher certification and licensure. The DPI then offers competitive Critical Language Fellow Grants each year to five districts to begin new programs, with a competitive priority to begin instruction in elementary grades. As of 2009, the Critical Language Fellows Project (FLAP) has trained over 25 future teachers of Chinese to build Wisconsin-based capacity for growing demand for teaching Chinese K-12.

Standards, Certification, and Preparation of Principals and Superintendents

North Carolina

To address the new globally oriented standards adopted by the North Carolina State Board of Education standards for new School Executives (Principal), and new Superintendents have been revised as have those for preservice and in-service school administrators.

Professional Development for Globally Expert Teachers and Education Leaders

Professional Development for P-12 Teachers in Core Subjects

Delaware

Delaware two professional development clusters have been formed using innovative distance learning techniques to prepare teachers in international topics, one on Asia and one on technology and international studies. Teachers completing the professional development clusters receive additional compensation.

Nebraska

The Nebraska Department of Education's Going Global Project, provides workshops for teachers at regional professional development seminars across the state, model lessons through online training opportunities, and strategies and activities that any teacher in any subject area can use in a variety of educational settings. Resources supporting international education are available on the Nebraska Department of Education website. The Going Global Project also focuses on building partnerships among stakeholders — PreK-16 educators, after school and summer programs, businesses, government entities,

and community-based organizations — to enhance the continuing progress of international education development in Nebraska.

Oklahoma

Oklahoma Associations Supporting International Studies (OASIS) is a collaboration of the Oklahoma State Regents for Higher Education, the Oklahoma State Department of Education, and the Oklahoma Department of Commerce and is housed at the University of Oklahoma. The “Ambassadors” program involves teacher experts work with other teachers through regional workshops to integrate international content into their classrooms.

Wisconsin

Wisconsin’s teacher and administrator licensing rules moved from a credit-based to a more portfolio centered system. License renewals are granted based on professional development plans, in which teachers describe and document their own professional development in the content areas they teach. This process opens up the possibility of integrating more language study, teaching or studying abroad, or working with other teachers to internationalize their curricula.

West Virginia

Go Global Academies: In conjunction with the Center for Professional Development, the state is sponsoring two Go Global academies to promote international education initiatives. Teams of teachers from eight schools across the state will attend the Go Global academies during which they will develop a comprehensive plan and commit to implementing an ongoing interdisciplinary two-year school-wide project. Each school team is allocated resources to support their projects as well as the ongoing collaboration of an assigned Go Global mentor. The first Go Global academy was held in the summer of 2009.

Professional Development for World Language Teachers

Oregon initiated the nation’s first K-16 Foreign Languages Flagship initiative for Chinese, supported by the U.S. Department of Defense and housed at The Center for Applied Second Language Studies (CASLS) at the University of Oregon. CASLS is committed to supporting foreign language educators and improving language education. Their work integrates technology and research to create teaching materials and assessments, offer long-term professional development to educators across the state, and design articulated K-16 language programs.

Professional Development for Principals and Superintendents

North Carolina

In its K-12 work connecting North Carolina classrooms and schools in China, the Center for International Understanding (Center) engages all levels of education leadership: state

legislators and education policymakers, business representatives, school superintendents, principals and teachers. Building on its existing 24 school partnerships with China, the Center's strategy was to enlist support from school superintendents who are in a position to establish global education as a district-wide policy priority. In December of 2009, the Center brought the Chair of the State Board of Education, and superintendents and district leaders from 11 North Carolina school districts on an educational exchange to Beijing and Jiangsu Province. Those superintendents and leaders are expected to work with the Center in the coming year to establish its first wave of Confucius Classrooms in North Carolina, providing exemplary K-12 Chinese culture and language programs. These working relationships were solidified in China when Chairman Harrison signed a Memorandum of Understanding with Hanban to develop 45 North Carolina Confucius Classrooms over the next three years.

Promising Practices across the Elementary, Middle, and High School Curriculum

Washington (Seattle)

A network of ten international schools will be launched by the Seattle School District in the upcoming years. Currently, five schools exist as part of the network, including the inspiration for the network, John Stanford School. The new schools would have a dual-language immersion format and an international focus. The activities of the state coalition have been supportive to the efforts of the district, from teacher professional development activities to the successful advocating of voluntary world language standards by the state.

Arizona

In response to Superintendent Tom Horne's 2007 initiative for foreign language and international studies, the Arizona Department of Education (ADE) now has 24 schools piloting international programs, PreK-12. The initiative is a partnership among the ADE, higher education entities within the state, and private business groups - together they compose the International Education Steering Committee. Ten subcommittees focus on key areas of development and the growth of international education in PreK-12 schools. ADE has begun updating education standards to include a global focus, started promoting critical thinking, and is now helping schools increase foreign language acquisition. One goal is for students to learn a new language in kindergarten, a second new language in sixth grade, and a third new language in high school, combined with international studies and exchange programs.

Wisconsin

Wisconsin was the first state in the nation to create a professional development initiative to help teachers integrate international content in all major subject areas. *Planning Curriculum in International Education* is a curriculum planning guide published by the State Department of Public Instruction. It includes academic standards, curriculum examples itemized as they relate to global studies, K-12 curriculum examples, and program standards, which help districts to assess international education content and

programs within their school districts. Ongoing professional development workshops based on these resources help educators connect standards to global activities and develop language programs.

Promising Practices in World Language Education

Washington

Members of the International Education Coalition collaborated with the Office of the Superintendent of Public Instruction and the Washington Association for Language Teaching to carry out a statewide World Languages Survey in spring 2004. That survey has now expanded into the “Mapping and Enhancing Language Learning” project at the University of Washington, which is continuing to research and map the distribution of languages taught in K-12 schools across the state.

In January 2006, The Washington State Coalition for International Education held the third International Education Leadership Summit, *Expanding Chinese Language Capacity*, and launched a Chinese Language Core Team to organize professional development and policy support to accelerate the development of Chinese language programs with a goal of having 10% of students in Washington learning Chinese by 2015. The Core Team has held workshops throughout the state helping interested schools and districts learn how to start and strengthen their own programs and developed a mentoring program for visiting teachers from China.

In November 2008, the Coalition partnered with the University of Washington Jackson School of International Studies Outreach Centers, UW Language Learning Center, UW College of Education, and the Office of Superintendent of Public Instruction, Washington Association for Language Teaching, and Global Washington to hold Washington’s first World Languages Summit: *PK-20 Pathways to Language Learning*.

New Jersey

New Jersey has required the study of World Languages in grades K-8 since 1996 resulting in more students studying world languages than in any other state, according to a 2005 state survey. New Jersey schools are required to provide all students with instruction in world languages, including critical languages, at the K-8 level. Since 2004, a high school graduation requirement has been in place. All high school students are required to study at least one year of a world language or take an approved proficiency exam and receive a minimum proficiency rating of Novice-High. As of 2009, districts have been directed to encourage all high school students who have otherwise met the graduation requirement to continue their study of a world language upon meeting the state minimum graduation requirement. According to the New Jersey Department of Education 2005 *Report on the State of World Languages Implementation in New Jersey*, 80% of K-8 students are enrolled in a foreign language. Students may test out of language classes after the eighth grade; however the study shows that 64% choose to continue their language study.

New Jersey has also conducted the largest three-year statewide assessment pilot in the U.S. (almost 60,000 grade 8 students) using online technologies. This initiative laid the foundation for the proposed high school graduation requirement that students demonstrate proficiency through a state endorsed competency-based assessment to obtain graduation credits.

New Jersey's Model for High School Reform in World Languages: Building a Linguistically and Culturally Competent Workforce is a pilot program with a primary goal of high school reform in world languages while providing students the opportunity to achieve higher levels of proficiency in a world language other than English. The plan includes a four-year pilot program in high schools (north, central and southern regions) that offers options and resources to assist in improving student proficiency in world languages. The program is voluntary and is open to high schools that exhibit a desire to participate and that meet the criteria found at <http://www.state.nj.us/education/aps/cccs/wl/hsreform.pdf>. Pilot schools commit to a four-year pilot program that began during the 09-10 school year and will culminate in June 2013.

Wisconsin

The **Wisconsin** Department of Public Instruction developed model academic standards for world languages in 1998 and published its "Planning Curriculum for Learning World Languages" in 2002. The Department is engaged in multiple efforts to promote proficiency in languages including plans to expand elementary language programs, heritage language credit projects, and support for tribal language programming. A Federal Language Program Assistance grant is supporting the development of Chinese and Arabic language programs through pre-service teacher education and district program development.

In 2008, the Wisconsin Department of Public Instruction launched the Wisconsin Early Language Learning (WELL) initiative, which involved five districts in launching or expanding elementary language programs. Project teams from each district meet throughout the year, sometimes at statewide conferences for language teachers and participated in a social networking site to share ideas between meetings. Grant awards were distributed at the end of the project implementation. The program increased the number of students participating in world language instruction and all districts are continuing programs in the current school year without grant funding. The presentations and assessment materials are being shared with other districts exploring elementary world language programs and all of the recipients of WELL grants have agreed to serve as mentors to the new districts.

Promising Practices in Extended Learning

New Hampshire

New Hampshire Extended Learning Opportunities (ELO) Initiative is a collaboration between PlusTime NH and NH Department of Education with funding from Nellie Mae

Education Foundation. The vision of this initiative is to expand the options of the traditional high school classroom so that students of all abilities have the option to learn in rigorous and relevant real-world settings and gain high school credit for that learning, based on demonstrated mastery of pre-determined course-level competencies. ELOs provide students the chance to build a relationship with an adult mentor or coach and to gain knowledge and skills in a rigorous personalized setting. This learning experience is supported by a team of people working with the student that includes a certified highly qualified teacher and a community partner. Four pilot high schools in both urban and rural settings have begun to implement extended learning opportunities and six additional schools are participating in group professional development activities with the pilot schools and implementing ELOs at their own pace. Thus far upwards of 327 students have been involved in ELOs and initial data indicates a positive impact in preventing students from dropping out of high school and earning credit towards graduation.

Promising Practices in Technology and Education

The **Delaware, New Jersey, Ohio, and Washington** Departments of Education have worked with iEARN to provide professional development to teachers on how to conduct online project work in their classrooms with schools in other countries. Professional development is focused on the technical, collaborative, and organizational skills required to participate in a global and internet-based learning environment.

Florida, Michigan, North Carolina, and Kentucky are among the states using online courses to expand opportunities for students to learn international content. One of the largest providers of online courses is the **Florida** Virtual High School, through which students can take classes like World Cultures, World Geography, Global Studies, and World History. The **Michigan** Virtual High School enables students to take classes taught by certified teachers that students would not otherwise have access to. The Mandarin courses now reach over 1,000 students.

Idaho:

The **Idaho** Digital Learning Academy, operating under the umbrella of the State Department of Education, is a virtual high school that offers courses in the areas of geography and culture, world history, international business, and world languages. The program is currently being expanded to include middle school courses as well.

Ohio

Ohio has several virtual high schools, which provide access to national and international educational content through video contact with schools around the world.

North Carolina

K-6 students are gaining first-hand knowledge of world areas they are studying through the Cultural Correspondents program, which uses technology to link classrooms in grades K-6 with students from North Carolina universities who are studying abroad. They present lessons on their host country, culture, and experiences that are aligned with the

N.C. Standard Course of Study. In the past year, this learning through technology has directly involved 917 elementary students in five school districts.

International Exchanges for Students, Teachers, Principals and Superintendents

Connecticut

Connecticut has one of the most extensive school exchange programs with China in the United States. It began with a memorandum of understanding signed with Shandong Province in 2003; since that time more than one hundred partnerships have been established with schools in China. Delegations of principals and superintendents travel to sister schools in China; their counterparts then visit the United States. A special shadowing program for the visiting Chinese principals is also under way. And a variety of other on-going projects have also been established: exchange of teachers and students, distance curriculum projects, school-college collaborations for pedagogy and technology, school-business collaboration, and summer "camp" for Chinese language.

Oklahoma

Twenty Oklahoma schools are sending and receiving delegations between Oklahoma and Beijing, Chengdu, and Chongqing, working with the Oklahoma Institute for Teaching East Asia at the University of Oklahoma. Some school partners are in their second, third, or fourth round of exchanging teachers and students. Students also have a chance to travel abroad through the extensive network of sister schools resulting from a Memorandum of Understanding the state signed with nine schools in Sichuan Province, China. Oklahoma was one of the first states to sign such an agreement, which has led to student and teacher delegations visiting Chinese teachers in twelve public schools in Tulsa, and an exchange of textbooks, technology, and education and science research between Oklahoma and Sichuan higher education institutions. Over 2,000 students have participated in these exchanges in the past 7 years.

Additional school partnerships exist between the city of Tulsa and Tiberias, Israel; Kaohsiung, Taiwan; Behai, China; Celle, Germany; San Luis Potosi, Mexico; Amiens, France; Utsunomiya, Japan and Zelenograd, Russia. The Oklahoma State Department of Education has established more than 20 partnerships between other Oklahoma K-12 schools and their counterparts in Amiens after signing a Memorandum of Understanding with the Académie d'Amiens in March of 2007. The Alliance Française of Oklahoma City is now sponsoring a Franco American Fellows research program for high school students that will send its first group of four students to Amiens to complete two-week research programs and will accept six students from Amiens in the spring of 2010 for the same purpose.

North Carolina has led many delegations of key stakeholders - policymakers, business leaders, and educators - on study tours to key trading partners including India, China, and Mexico and to countries like Singapore, England, and the Netherlands, that demonstrate best practices in education. These have resulted in education-related MOUs to create sister school partnerships and allow for world language teachers from those countries to

teach in North Carolina. These delegations have also raised awareness about the need for international knowledge and skills and produced publications on best practices.

The Center is implementing an MOU between the North Carolina State Board of Education and the education ministry of Jiangsu Province in China to support the international school partnerships. The Center recruits schools in North Carolina and in China, conducts professional development workshops about the partnership country, and leads principals and “partnership coordinators” from each school on a one-week trip to learn about their partner country and to plan with their partner school. The Center supports the 25 partnerships for two years with curricular advice and access to 21st Century technologies that allow students to collaborate with their peers abroad.

Wisconsin

Wisconsin has signed cooperative agreements with other countries including Japan, Germany, Thailand, and France for school-to-school partnerships with a large number of schools and school districts participating in student or teacher exchange programs. Partnerships with China (Heilongjiang) and Mexico (Jalisco) are currently being developed. All international partnerships have a component of teacher and administrator professional development.