



# Schools for the Global Age: Promising Practices in International Education

The Goldman Sachs  
Foundation Prizes  
for Excellence in  
International Education



The Goldman Sachs Foundation



Asia  
Society

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“Our children are growing up in a whole  
new world, and if we care about them  
and their future, we have a responsibility  
to see that they understand that world.”

JAMES B. HUNT JR., GOVERNOR OF NORTH CAROLINA  
(1977-1985, 1993-2001)

“In these times, our safety and  
prosperity depend on our knowledge  
of the world around us.”

U.S. SECRETARY OF STATE COLIN POWELL

“International knowledge and skills are  
no longer a luxury for a small number of  
diplomats and business leaders; they are  
a necessity for every serious American.”

RICHARD C. HOLBROOKE, CHAIRMAN, ASIA SOCIETY  
AND FORMER U.S. AMBASSADOR, UN

“To succeed, our future leaders must  
learn to operate in a world of extraordinary  
change and become fluent in world  
languages, economics and geopolitics.”

JOHN C. WHITEHEAD, CHAIRMAN,  
THE GOLDMAN SACHS FOUNDATION

## Preface

The Goldman Sachs Foundation's commitment to international education reflects the premium we place on preparing all young people to succeed in a global marketplace. Through the pioneering work of grantees like Asia Society, we now are recognizing innovation in international education in schools across the United States—programs that are integrating international content into education curricula in dynamic ways, linking students to the world through technology, and using mass media to teach children to value other cultures.

The excellent profiles and analysis of “what works” presented in *Schools for a Global Age* document a vital new grassroots movement of education leaders devoted to teaching international skills. These pioneers provide the needed commitment to strengthen the quality of their own schools today, and the inspiration to spread effective models throughout the U.S. in the days ahead.

We are proud to sponsor The Goldman Sachs Foundation Prizes for Excellence in International Education as a significant incentive to recognize leadership in an emerging field. If young Americans are to take on challenging global leadership roles in the future, they must possess a deep understanding of and appreciation for other cultures, geography, history, and languages. The world will demand it of them—we must demand it of our educational system.

STEPHANIE BELL-ROSE, PRESIDENT, THE GOLDMAN SACHS FOUNDATION

Asia Society's mission of fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific has never been more relevant than it is today. Rapid economic, political and social changes are driving a need to better understand our world—a world that is growing increasingly interdependent.

The Society has long been committed to teaching students about the history, culture, economies and contemporary events that make Asia such an important, vibrant region. This work is now part of a multifaceted effort to reach teachers and school administrators, policymakers and leaders in business, media, philanthropy, and higher education. Among these audiences, we seek to raise awareness of the importance of international expertise, to stimulate new policies and programs that support international education in K-12 schools, and to build stronger networks of interested educators.

The Goldman Sachs Foundation Prizes for Excellence in International Education represent a new approach to identifying the best practices from around the country in teaching and learning about the world. The stories told in *Schools for a Global Age* highlight exceptional innovation, but also provide practical, concrete models for change. Unlike in years past when only diplomats and business leaders needed to know about the world, today, knowledge of the world has become a necessity for every American. Students in these nine communities have the advantage of growing up with a broader understanding of the changing world in which they live. We hope you will not only enjoy these stories, but will use the ideas embedded in them in your schools, classrooms and homes.

VISHAKHA N. DESAI, PRESIDENT, ASIA SOCIETY

## Introduction

Children today are growing up in a global age. The role of our nation in the international community, the face of American neighborhoods, the sources of everyday consumer products, the challenges confronting science, health, and law enforcement experts—these must all be understood and managed by a new generation of citizens, workers, and leaders. Are our schools equipping young Americans with the necessary international knowledge and skills to navigate today's interconnected world? The models illustrated in *Schools for a Global Age* are beginning to address this question in exciting, innovative, and replicable ways.

Research published in Asia Society's 2001 report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World*, and in National Geographic's 2002 *Roper Global Geographic Literacy Survey*, shows that today's young Americans remain dangerously uninformed about the world beyond U.S. borders. In June 2003, Asia Society and The Goldman Sachs Foundation created an awards program to highlight schools, states, and organizations that are working to bridge this knowledge gap. The purpose of The Goldman Sachs Foundation Prizes for Excellence in International Education is to identify and recognize the best of the growing number of innovative examples of international education for K-12 students and teachers in the United States and those who are working to scale these models up. The program annually awards five prizes of \$25,000 to an elementary/middle school, a high school, a state, a college or university, and a media or technology program. The elementary/middle and high school winners from 2003 and 2004, along with selected finalists from the program, are featured in *Schools for a Global Age*.

Understanding and applying knowledge of the cultures, languages, history, and economies of Asia and other world regions is far from a luxury in today's interconnected world; it is a necessity:

- A global marketplace demands an internationally competent workforce. Already, one in six U.S. jobs is tied to international trade. U.S. trade with Asia has exceeded that with Europe since 1979 and now amounts to more than \$800 billion a year. Growth for industries of all sizes will mostly be found in overseas markets, and access to good jobs will require new skills and, most likely, fluency in languages other than English. Careers in business, government, health care, law enforcement, and a wide variety of other fields will demand broad global knowledge.
- Dealing with the biggest emerging threats to peace and stability—such as terrorism, poverty, HIV/AIDS, and environmental degradation—will require increased knowledge of other world regions, cultures, and languages.
- Increased diversity in classrooms, workplaces, and communities—including new immigrants from Asia and Latin America—calls for greater understanding of the myriad cultures that students bring to school.
- If people are to exercise effective citizenship in a democratic society in the twenty-first century, they will have to be knowledgeable about global issues.

Nearly 400 schools and organizations have applied for The Goldman Sachs Foundation Prizes in its first two years—from urban, suburban, and rural areas, public and private institutions, and forty-four states and the District of Columbia. The schools featured in *Schools for a Global Age* are among the award program's top applicants, selected by expert review panels and a distinguished jury. These are portraits of schools taking a variety of approaches, and their work shows that teaching and learning about the world is within the reach of every type of school

and school district nationwide. Promising Practices from Pioneers in International Education, the final section of this report, describes some of the lessons learned from these models. Finally, a resource guide at the end of the report presents a number of national organizations and projects that provide high-quality materials and support for K-12 educators and administrators. A longer guide to resources and Web sites, together with descriptions of their content, is available at [www.internationaled.org](http://www.internationaled.org).

Asia Society is indebted to the many individuals who contributed their time and expertise to make this report and The Goldman Sachs Foundation Prizes possible. First and foremost, we would like to thank The Goldman Sachs Foundation, without whose farsighted and generous support this groundbreaking program would not exist. Asia Society's broader education initiative owes much to its trustees whose strong commitment to this and other education programs is a tremendous asset to the institution and to the field. We thank them and the foundations that make our work possible: the Freeman, Starr, Ford, AT&T, and Bill & Melinda Gates Foundations, as well as the Rockefeller Brothers Fund. We would like to thank the panels of expert reviewers and our jury, who painstakingly evaluated the diverse and rich pool of Goldman Sachs Foundation Prize applicants each year. We recognize Marta Castaing, program associate at Asia Society, for her role in managing the award program's day-to-day implementation. Finally, and perhaps most important, we thank the many talented applicants to the awards program, and in particular the selected finalists who shared the challenges and successes of their experience for this report. We greatly appreciate the input of teachers, parents, current students, and graduates from the schools profiled. There are many more schools across the country whose experiences and lessons deserve to be shared. The richness and depth of the applicant pool has proven to be a significant indicator of the grassroots momentum in this burgeoning, but as yet neglected, field.

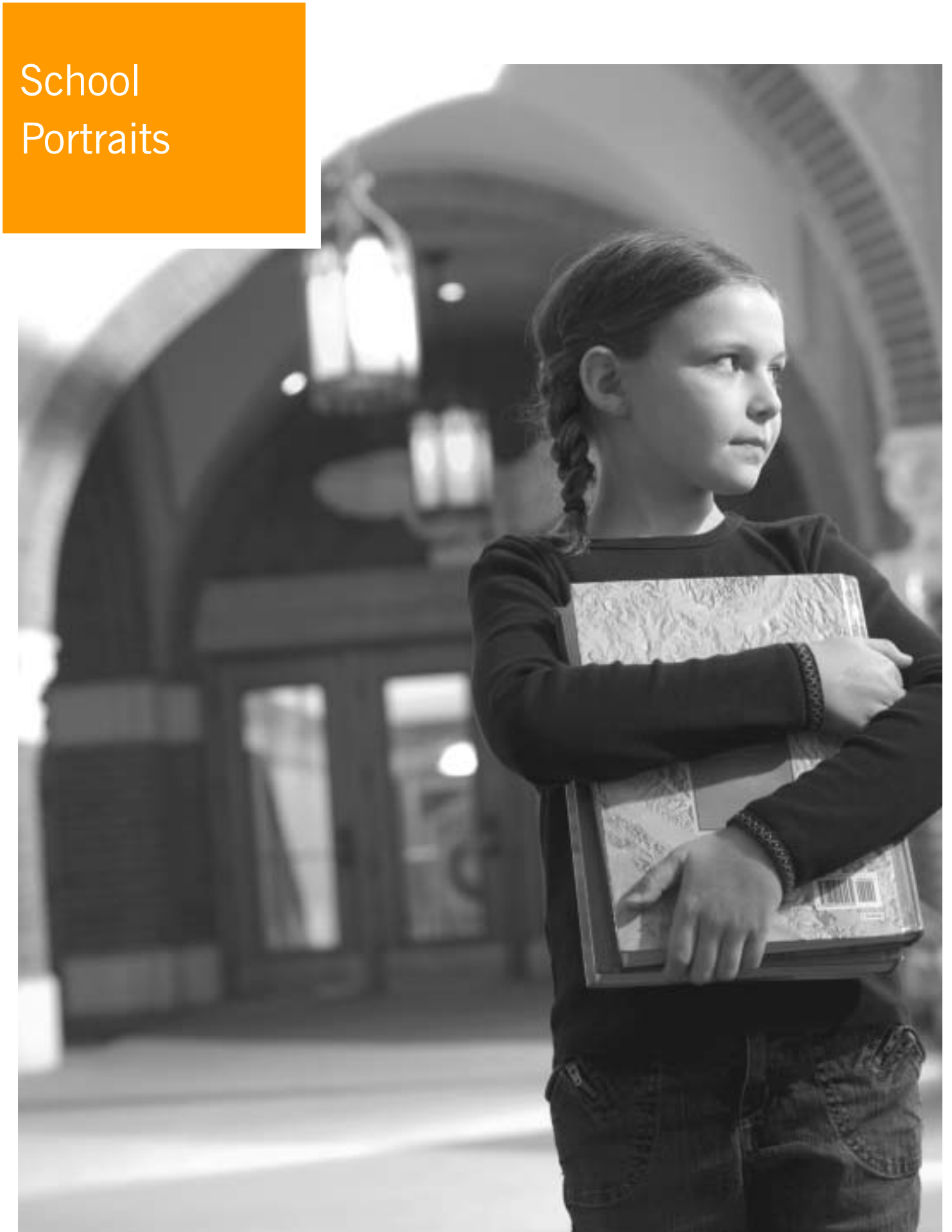
This report is authored by award-winning journalist Emily Sachar. Her memoir about her experience teaching mathematics at a New York City middle school, *Shut Up and Let the Lady Teach* (Simon & Schuster), was nominated for a Pulitzer Prize. A graduate of Stanford University with a bachelor's degree in economics, Ms. Sachar is the only two-time winner of the Grand Prize for Distinguished Education Reporting, conferred by the Education Writers of America. For more than four years, she covered the New York City school system at New York Newsday. Currently, Ms. Sachar runs Web sites tied to two major national magazines and consults for a range of nonprofit organizations.

As we look forward to the challenges and opportunities of the twenty-first century, we must consider what knowledge and skills will ensure students' success in life and in the workplace. The goal of developing an internationally literate generation is within our reach. We present *Schools for a Global Age* as a source of inspiration for every type of school and school district across the country, and as a glimpse into what can and must become the norm.

VIVIEN STEWART, VICE PRESIDENT, EDUCATION, ASIA SOCIETY

MICHAEL LEVINE, EXECUTIVE DIRECTOR, EDUCATION, ASIA SOCIETY

## School Portraits



# John Stanford International School

## Konichiwa! Hola! Hello!

Seattle Elementary Immersion School  
Brings Japanese and Spanish to Five-Year-Olds

## School Facts

### Address

4057 5th Avenue N.E.  
Seattle, Washington 98105

**Phone** (206) 252-6080

**Web site** [www.seattleschools.org](http://www.seattleschools.org)

**Principal** Karen Kodama

**Type of School** International/immersion, urban, public

**Admission** Determined randomly from those who apply

**Grade Span Served** K to 5

**Student Population** 400

### Ethnic Breakdown (Percentages)

White	41%
Latino/Hispanic	30%
Asian & Pacific Islander	21%
African-American	7%
Other	1%

**Percentage of Students Eligible for Title I** No Title I students; however some eligible for state-funded Learning Assistance Program (LAP)

**Per-Pupil Expenditure** \$3,666. School also does extensive fund-raising.

**Curriculum Highlights** Reading, writing, and social studies in English; Math, science, culture, and literacy in either Japanese or Spanish; Local artists-in-residence to teach world dance, music, and visual art

**Languages** Spanish, with half-day immersion, K-5; Japanese, with half-day immersion, K-4

**Special Uses of Technology** Collaboration with University of Washington to set up Internet2 for international videoconferencing; E-pals; Upper grades use Internet to track scientific data collection internationally

**Important Resources** University of Washington; Sister City Council; Trade Development Alliance; Mexican Council

**Graduation Requirements Include** Not applicable

**Special Opportunities Available to Students** Center for new immigrant students; English as a Second Language courses for children and after-school courses for their parents; Partnership with schools in Mexico and Tanzania; International Choir; Chinese Ribbon Dance Team

Whether they hail from a middle-class Caucasian home in north Seattle or from a Bantu refugee camp in Somalia, boys and girls heading to middle school after elementary years at the John Stanford International School (JSIS) will be bilingual.

That is not merely the idealistic dream of an indefatigable principal. Four years into its life as Seattle's only public language immersion school, test scores and the reports of students and teachers show the experiment is working.

"It requires patience on many levels to run a school like ours," says principal Karen Kodama, one of the school's founders. "But we are proving it can be done and, absolutely, is worth the effort."

The school day for native-English-speaking children at JSIS deviates from traditional elementary schools in key respects. Starting in kindergarten, children see two primary teachers during the day. With the first—their language immersion teacher—they learn math, science, culture, and literacy in their language of choice: Spanish or Japanese. In these classes, each of which has a full-time instructional assistant and no more than twenty-eight students, only the immersion language is spoken.

For the second half of the day, students rotate to their second teacher, who teaches language arts and social studies in English. The students also have library time, physical education, music, and a social-skills class, also in English.

Students stick with the same dual teaching team for two-year chunks: K-1 and 2-3. Kodama calls the approach "looping."

"Looping builds consistency for the students and teachers," she says. "We can get more done because, in the second year, there is no social learning curve. The kids and teachers already know one another."

Looping does place extra demands on teachers, each of whom must intimately know fifty-six elementary-school students and their families each year. "It requires very tight organization and management skills," notes Maria Buceta Miller, the K/1 Spanish immersion teacher.

By the same token, students who arrive at JSIS as immigrants from other countries are immediately placed in the school's Bilingual Orientation Center, where their immersion language is English. Kodama has three clusters for these children—roughly twenty students each in three classrooms: grades K-2, 2-4 and 3-5. "This has been a wonderful way for our Spanish and Japanese immersion children to talk to other children who are struggling to learn English," Kodama says. "It levels the playing field. Everyone is learning a new language."

### Inside Out

Kodama has turned conventional wisdom on its ear in several key ways. Language arts and social studies are not suitable subjects for language immersion for five- and six-year-olds, she says. Science and math, she's found, work better. "It seems counterintuitive," Kodama acknowledges. "But in fact, immersion works best when the amount of immersion language surrounding the children is controlled. The kids learn faster. It's less intimidating."

In both science and math, hands-on activities dominate the instruction at JSIS; the language immersion becomes, Kodama says, "almost an after-thought."

"This has been a wonderful way for our Spanish and Japanese immersion children to talk to other children who are struggling to learn English. It levels the playing field. Everyone is learning a new language."

And students speak the new language well before they are compelled to read and write it, typically in the third grade in the literacy portion of the immersion program.

Kodama has found that native fluency in the immersion language and solid teaching experience are not sufficient for teachers to succeed

at the helm of an immersion classroom. She explains it this way: "What the teachers have to do is adapt the language for non-native speakers. They have to cut to the chase and cut out a lot of talking. They must ask: What are the core things needed to teach the content piece—say, science or math? Then, they have to teach in a way that's not just verbalizing. There is no course that teaches how to do this. And native language ability is absolutely no guarantee of success."

There also are few teaching materials for immersion programs. Teaching materials written in full Spanish or Japanese don't work for native-English speakers, Kodama says, even those in immersion programs; they're too difficult for the kids. By the same token, materials written for native-English speakers don't work well, either, requiring tedious translation. "By far, this is the biggest hurdle we face," says Brent Hester, fourth-grade Spanish immersion teacher.

Other pressures dominate. JSIS teachers must commit to a long school day, constant public exposure, and an implicit expectation that they will continually enhance their knowledge of technology and foreign cultures.

Yet, teacher turnover at JSIS is low. The Japanese immersion teacher who started with the school continues, and a new teacher was added last year; two of the four Spanish teachers are veterans.

Retention has been helped by ongoing training; one teacher trainer from the Center for Applied Linguistics in Washington, D.C. worked with staff for two years before JSIS opened and for the summer immediately after. Now, monthly study groups among the JSIS immersion teaching staff ensure the sharing of successful—and unsuccessful—teaching strategies, Kodama says, as do workshops and conferences staff attend to speak publicly about JSIS's success. "Telling our story breeds pride, which helps greatly with retention," Kodama says.

### Beyond Immersion

JSIS goes well beyond language immersion in structuring its global education backbone. Artists-in-residence, funded with grants, have been an integral part of the school for the past four years. JSIS also has "adopted" two schools overseas. For an impoverished school in Puerto Vallarta, Mexico, JSIS has raised \$1,500 for each of the past two years; dozens of students and parents who could afford to pay their way have visited the Mexican school, and JSIS hopes to raise funds this year for students who otherwise could not afford the excursion. JSIS also has adopted a school in Tanzania, with whom student-to-student e-mail capabilities are being established. Each year, students at every grade level study a different continent, with myriad hands-on art and language projects.

Technology also is key. The University of Washington, one of 206 universities working with industry and government to develop and deploy Internet2 for advanced network applications and technologies, has hooked JSIS up to its network to enhance the school's bandwidth sufficiently to hold videoconferences with schools in other countries, among other new applications.

Kodama also hustles for corporate support, and is currently raising more than \$125,000 annually from area businesses. The JSIS parent organization, through a direct annual phone and mail appeal, also raises \$70,000 a year to supplement district budget allocations to the school. The money has paid for instructional assistants in all immersion classes, enhancements to the school library, and purchases of computers, digital and video cameras, and computer software upgrades.

### Starting Up

Kodama eased her way into language immersion at JSIS. In the school's first year, Spanish was available, but in K and 1 only. In Year 2, she added Japanese immersion for kindergarten. Each year, another grade level has been added for immersion.

Kodama's choice of languages was inspired in part by responses to two surveys—one to 5,000 parents and another to 1,200 business leaders. Kodama asked them to weigh in on their choice for an immersion language. The business leaders clinched the deal, putting Spanish and Japanese well ahead of French, German, and other parent favorites. Kodama listened.

Though students are selected for JSIS through Seattle's school-choice lottery system, Kodama's pitch to parents during the January school marketing season is clear. Children who have a language delay in their native language or who have an attention-deficit will have a hard time at JSIS because of the demands of learning a second language. Also, Kodama counsels parents that kids starting immersion more than two years behind those already in the program will face special challenges; they need to be strong students and especially flexible in their outlook.

Students agree that resilience and focus are required to succeed. "It takes a lot more brain work to be here," says Ella Mora, ten, a fifth-grade Spanish immersion student.

But students do well at JSIS. On standardized tests, students typically score in the seventieth to eightieth percentile ranges on tests administered in English. Kodama also requires testing in the immersion language, comparing JSIS students to a national average for other immersion schools around the United States. JSIS kids excel.

What's next for JSIS? Kodama wants to continue to strengthen writing, in English and in immersion languages, and to ensure strong middle-school support—ideally in the form of a nascent immersion middle school now being developed—for her "graduates."

The proud students, too, want to ensure they hold on to their language skills. "I want to learn even more advanced things in Spanish," says Giovanni Bailo, ten, a fifth-grader. "And then in middle school and high school, I want to go further with other languages."

"Once kids start in a program like ours, their future knows no bounds," says Kodama. "We owe it to them to keep the opportunity alive throughout their school years, to never let it die."

# Evanston Township High School

## Going Global by Graduation

Mandatory Sophomore-Year Global Studies Course Grows from Neighborhood High School

## School Facts

### Address

1600 Dodge Avenue  
Evanston, Illinois 60204

**Phone** (847) 424-7000

**Web site** [www.eths.k12.il.us](http://www.eths.k12.il.us)

### Associate Principals

William Branch and Bruce Romain

**Type of School** Public, suburban

**Admission** Open to all students within geographic area

**Grade Span Served** 9 to 12

**Student Population** 3,098

### Ethnic Breakdown (Percentages)

White	50%
African-American	38%
Latino/Hispanic	7%
Asian & Pacific Islander	2%
American Indian/Native American	1%
Other	2%

**Percentage of Students Eligible for Title I** 20-25%

**Per-Pupil Expenditure** \$16,859

**Curriculum Highlights** One-year global studies requirement for sophomores; Courses available include Twentieth-Century Russian History, Asian Studies, History and Art of the Pacific Rim, Latin American Studies, African History and Culture, African Art, Latin American Art, Middle East, Sophomore Humanities (English and History team-teaching), Sophomore Humanities Enriched

**Languages** Spanish; German; Japanese; Hebrew; Latin; French; American Sign Language

**Special Uses of Technology** Online discussion forums with students in other countries; Small movies by students to introduce themselves to students whom they will visit in Japan; Extensive use of online international English-language newspapers

**Important Resources** Northwestern University; University of Chicago; Northern Illinois University; Council on Foreign Relations; Global Chicago Center; Rotary Club Evanston; Illinois International High School Program

**Graduation Requirements Include** One year of Global Studies

**Special Opportunities Available to Students** Exchanges with Japan, France, Spain, Germany, Italy; Model United Nations; Islamic Awareness Club; Amnesty International; Japanese Calligraphy; Students for Social Action; Keeping Current Program (professors from local colleges come and speak to students after school and have dinner with teachers)

**A**s a freshman, junior, or senior at Evanston Township High, the academic diet is standard and uneventful. Western Civ for frosh. American history for juniors. Social science electives for seniors.

It's the sophomore year that has the 3,100 students at Evanston High, as well as their faculty and administration, so pumped up. Global Studies is the required topic. But this is no round-the-world survey course. It's perhaps the only in-depth mandatory global studies high-school curricula in the country—one in which students take on the roles of bakers in Tehran, sheiks in Afghanistan, or silversmiths in Mexico, and learn to debate rigorously the topics of nations in four corners of the world. Global survey history: meet in-depth regional studies.

"My sense is that many schools offer some sort of world cultures class sophomore year," says Jim Sklar, who teaches twentieth-century Russian history and African history. "But ours is not a shallow surface-level treatment. These are deep, probing examinations of single regions of the world."

Adds history teacher Paula Rance Frohman, one of the program's founders and the school's staff developer, "We wanted to go beyond issues and provide a historical and cultural context in order to bring kids inside the countries and cultures. We want students to gain different perspectives and knock down stereotypes."

As Frohman views it, in typical world history curricula, so much effort is expended trying to cover a voluminous amount of material that students often emerge with only vague memories of what they learned. But in a focused area studies program, students dig below the surface to ask and pursue answers to deeper questions, to explore the reasons and causes of the phenomena under study, and to account for multiple perspectives on international events.

The school also has a rich language offering and language exchange program. Six languages are available for study—Japanese, Spanish, Hebrew, Latin, French, and German—though there is no formal requirement to take one. Sixty-five percent of students take a language for two years. Eighty students each year participate in school-supported two-week exchanges with "sister" schools in other nations. And thirty additional students take summer study in Mexico with a sister school there.

## Beginnings

The program was born in 1988 as a one-semester requirement; teachers wrote courses on topics in which they had an abiding personal interest. When the school district's new superintendent arrived in 1992, he felt a one-semester course was too short, and it was expanded to fill a year.

Sophomores have several options. They can select one of two yearlong courses or two one-semester courses. Yearlong offerings include: The History and Art of the Pacific Rim, which blends Asian studies with art and is team-taught between the history and fine arts departments. The second is Sophomore Humanities, another team-taught offering that merges literature with the historical and cultural studies of Africa, Latin America, the Middle East and Asia. Single-semester offerings include: African History and Culture; Twentieth-Century Russia; Latin American Studies; Asian Studies; and The Middle East.

Again, the focus is on depth so students emerge with far more than a retinue of facts and dates. "If an African studies course focuses on genocide in Rwanda or Sudan, colonialism and race relations in South Africa, and the role of music in Senegal and Mali, students will emerge with several central ideas, many examples and specifics, and confidence in their abilities to discuss complex international issues," says global studies teacher Aaron Becker.

Students of all abilities comprise each semester-level sophomore course. There is no tracking. "This presents all sorts of challenges so you don't end up teaching to the middle," Sklar notes. "We have to truly differentiate the instruction so you can provide supplemental work that challenges the honors kids without losing the lower-achieving students."

## Compelling Classwork

Teachers attempt the challenge with hands-on projects and simulations. Becker, for instance, requires each student in his yearlong humanities course to adopt the character of a "typical" individual from a chosen country. Impersonation must be true-to-life. "You can't be a single woman from Kuwait with three kids from different marriages," says Becker. "That's not realistic." In character, students prepare penetrating investigations of the issues facing their countries. And, at weekly news "retreats," they read relevant news accounts and report to classmates on how they feel about the events—again, in character. Tea is served.

In another simulation, Becker pretends to be the president of the United States and asks the students, in character, to advise him how to handle global issues under study. Becker also requires students to rate the urgency of the problems on which they report.

In single-semester courses, such as The Middle East, debates are frequent, vociferous and, students report, disturbing. First, deep historical background and cultural context are laid. Then the class moves to exploration of the current struggles. For a "summit conference" on the Iraq War, students took on the roles of neighboring countries and U.S. allies: Kuwait, Iraq, Lebanon, Turkey, Afghanistan, England, France. Students defined three key priorities for their country and then developed proposals to address them. "You have to listen to a lot of opinions you don't agree with and you don't see yourself ever agreeing with," reports Joi Arceneaux, seventeen, now a junior. Fresh from a class about who should be blamed for the prison abuse at Abu Ghraib prison in Iraq last spring, she added, "There was so much tension in the room, you wanted to get out of there. But that's exciting. You learn."

## Tackling Ignorance

Students say they emerge from the yearlong program with a sincere appreciation for the complexity of the regions and issues they've studied. "You see there's not one way that all Palestinians view a situation," says Trillia Fidei-Bagwell, seventeen. "You understand the centuries of history and tension that led to the current situation."

"We've begun to build skepticism of the world. And from that comes open-mindedness. That is the true sign of our success."

Students also report embarrassment at their own lack of knowledge and sometimes a deep antipathy toward the adults they feel let them get so far knowing so little. "The hardest thing is coming to grips with your own complete ignorance," reports Andrew Mueller, seventeen, a senior and a serious student of Japanese.

"I walked out at the end of the year feeling, 'How could so much have been going on I knew nothing about?' I was angry at the sixteen years of my life I'd led before."

Alonzo Henley, sixteen, agreed. "A lot of people make jokes about how people dress and talk and the language they speak. I was like that myself. Over time, I changed."

## Continuing Challenges

If devising the curriculum for such classes isn't hard enough, given the rapidity of change in the regions under study, teachers are typically working without textbooks. Nothing on the market is compelling enough or current enough to work, Evanston teachers report. Instead, they are reading independently, constantly looking for new source materials that will compel students' attention.

"If you're teaching Africa, there are many readings on a third-grade level and, interestingly, many on a college level," reports Sklar. "But there is a dearth of material that works for high school."

The school's many alliances with universities in the area—Northwestern, University of Chicago, and Northern Illinois University—have helped fill gaps, supply student teachers, and open up seminars at which teachers continue to deepen knowledge. At Northwestern, for instance, teachers make regular use of a strong library on African history and culture. Teachers also have made frequent use of both the South Asia Center and the Middle East Center at the University of Chicago. The university has supplied speakers for high-school programs and seminars and has offered myriad summer workshops on both literature and history; in addition, the university has sponsored Fulbright summer study programs in which Evanston faculty have participated. The high school also works with Northern Illinois University, which has an outreach center focused on Southeast Asia.

Meanwhile, as grateful as students are for the experiences they've had at Evanston, many want more. Those who don't study a foreign language still want to study abroad. But these trips require extensive fund-raising, as well as organizational work by the school's history department. Add security worries, and additional exchanges have been hard to arrange, school officials note.

But there is a wide consensus that the Evanston experiment is working. Sophomores do especially well on a school-mandated test that requires them to analyze primary- and secondary-source documents. Recent exam topics: Has Communism been good for Cuba? Could the United States have stopped Rwanda's genocide in 1994? What is the best solution to the Jerusalem conflict?

"We've begun to build skepticism of the world," notes Becker. "And from that comes open-mindedness. That is the true sign of our success."

# Chinese American International School

## A Little Beijing in the Bay Area

Oldest Chinese Language Immersion Program in  
the United States Instills Fluency by Fourth Grade

## School Facts

### Address

150 Oak Street  
San Francisco, California 94102

**Phone** (415) 865-6088

**Web site** [www.cais.org](http://www.cais.org)

**Head of School** Andrew W. Corcoran

**Type of School** Independent

**Admission** Selection by admission committee

**Grade Span Served** Pre-K to 8

**Student Population** 360

### Ethnic Breakdown (Percentages)

Asian & Pacific Islander	54%
White	39%
Latino/Hispanic	4%
African-American	2%
Other	1%

**Percentage of Students Eligible for Title I** Not applicable

**Per-Pupil Expenditure** \$17,000

**Curriculum Highlights** Chinese immersion program with special emphasis on Chinese culture

**Languages** Chinese; English; electives available in French and Spanish

**Special Uses of Technology** Students learn to type in both English and Chinese; E-mail exchanges with students in China

**Important Resources** Center for East Asian Studies (Stanford University); Center for Advanced Research in Language Acquisition (CARLA, University of Minnesota)

**Graduation Requirements Include** Students speak publicly in both Chinese and English at graduation; Graduation portfolio currently being developed

**Special Opportunities Available to Students** Study tours to China for students and families; Exchanges with home stay in the middle school

They're only four years old and most have never heard Chinese at home, but the students at Chinese American International School in the heart of San Francisco's Civic Center will know enough Chinese when they head off to kindergarten to understand most anything their teachers say. They'll be reading Mandarin fluently three years later. Through pantomimes, chorus activities, or just imitation of their teachers, they'll learn words like dian-nao (the word for computer or "electric brain") and dian-hua (the word for phone or "electric speech").

"They won't learn Chinese the way they've learned English," says head-of-school Andrew Corcoran. "But they will learn it in a way that will cause them to thrive in both languages."

"Students here are immersed in both languages — and not just in language itself, but in the experience of being Chinese and of developing sophisticated problem-solving skills."

CAIS, a twenty-three-year-old independent school for 360 students in pre-K through grade eight, provides the oldest Chinese language immersion program in the United States and is a prototype for teaching Chinese language and culture to English-speaking students at the pre-collegiate level.

"It's truly a different experience for students than you would see in a

school that merely teaches Chinese as a foreign language," says Corcoran. "Students here are immersed in both languages—and not just in language itself, but in the experience of being Chinese and of developing sophisticated problem-solving skills."

### Who Comes to CAIS?

CAIS draws its students from three types of backgrounds. Roughly eighty percent of CAIS students come from families where no Chinese is spoken at home. "These parents believe that it's essential to expand their children's view of the world, and they see ability to speak Chinese as benefit for a career and a world view," says Corcoran.

Another ten percent come from homes where Chinese other than Mandarin is spoken. In the balance of homes, Mandarin Chinese is spoken, but parents select CAIS not only to enhance language expression but to ensure a strong exposure to Chinese culture during the school day. In some homes, the Chinese children, always daughters,

have been adopted from orphanages, and their adoptive parents want to ensure that they develop or maintain a strong connection to their heritage.

Students with ancestral connections to China say they are certain they would have lost touch with their heritage without CAIS. "Many of my friends from other schools become very Americanized and do not want to understand their Chinese roots," says James Young, fourteen, who finished CAIS in June 2003 and now attends University High School nearby. Young's parents are native Chinese. "CAIS does so much more than just teach appreciation of other cultures; it is another culture."

### Teaching Chinese

From their first days at school, in pre-kindergarten and kindergarten, students spend half the day in English and half the day in Chinese-language classrooms. Even if they don't yet have the skills to respond, students listen to teachers who speak to them only in Mandarin. Teachers use a technique called total physical response, use of the body to demonstrate what they're trying to convey. Students are allowed to respond in English. Translations are avoided. "We want them to think in Chinese and to think in English," Corcoran says.

In grades one through five, students will retain the 50-50 Chinese-English instruction split, but they respond in Chinese to their teachers. They learn three language systems:

- Zhuyin fu hao, a Chinese phonetic system whose purpose is to facilitate creation of the sounds of written Chinese since the writing system does not indicate pronunciation
- the system of writing Chinese Mandarin characters, and
- English.

Math, social studies, and science also are taught in both Chinese and English, though the content of study is different in each language. "If a child doesn't understand what's being taught in Chinese math, his teacher can't say, 'Well, he'll review it in English class.' The two are totally different," notes third-grade English teacher Barbara Stickle, who has taught for thirty years, the past seven at CAIS. Specifically in math, the algorithms for fractions and multiplication are different from those in English; students learn both.

In grade six, the structure of the school day changes to a 70-30 English-Chinese split. Social studies and language arts continue to be taught in both languages. But math and science are taught only in English. As in most American middle schools, students have different teachers for each subject. It is very difficult for new students to join the school after the earliest years because they need to be sufficiently

bilingual in both Chinese and English; even so, and despite the \$17,000 yearly tuition, demand for spots exceeds openings by more than 2 to 1.

CAIS layers specialist instruction and extracurriculars on top of the English-Chinese language program. The international dimension of CAIS is supported by the school's affiliation with Shanghai No. 3 Girls' School, with whom CAIS has a two-week student exchange for seventh-graders. CAIS has a one-week teacher-exchange partnership with the Affiliated School of Hangzhou.

### Challenges

Among the challenges at CAIS is finding curriculum materials. The phonetic writing system used at CAIS comes from Taiwan, but many of the books available from Taiwan for the youngest readers assume an implicit connection with Chinese culture that U.S.-raised children don't have. Playground language, for instance, is different in Taiwan than in the United States, and the "readers" produced in Taiwan are hard for even CAIS' strongest students to follow, from a cultural perspective. "Our teachers end up having to teach playground language, just so the books make sense," Corcoran explains.

As the students get older and master Mandarin Chinese, materials are similarly difficult to attain. College-level reading materials are appropriate in level of language sophistication but inappropriate in terms of cultural sophistication. "We don't want our sixth-graders reading about life in a dormitory," says Corcoran. As a result, teachers develop many of their curriculum materials themselves.

Finding and training teachers is challenging. English teachers have an added layer of complexity to their work; they have a Chinese partner with whom they share the same students and with whom their curriculum is intricately bound. Teachers meet as pairs frequently to discuss curriculum tie-ins and to brainstorm how to handle children who are struggling or who need enrichment. Chinese teachers must be credentialed and have a deep understanding of teaching Chinese to Americans. Though class sizes at CAIS, at fifteen, are roughly one-quarter the size of those in China, Chinese teachers report a major culture shock because so much individual instruction is expected and required at independent schools in the United States.

"It's really a lot of work," says Stickle's Chinese counterpart, Nai Fang Chang, who has been at CAIS for seven years after taking a degree in language arts from the University of Arizona. "I need to create so many of my own materials. And I need to give lots of extra help, one-on-one, to certain students."

CAIS has worked for the past two years with the Stanford University Center for East Asian Studies to develop improved assessment tools,

including portfolio assessment. CAIS, which organized the Stanford workshops for teachers of Chinese language and culture in the Bay Area, expected thirty participants; ninety showed up the first year and more than 100 the second year. Through its new Institute for Teaching Chinese Language and Culture, CAIS is trying to locate and connect with other Chinese language immersion schools around North America. Corcoran now believes there are ten such schools, including two in Canada. "We have to be the leader in an area where we are trying to learn ourselves."

### Performance and Future

CAIS students do well on standardized tests. On the Educational Record Bureau (ERB) verbal exam, commonly administered in independent schools around the country, students perform at the eighty-fifth percentile of national norms. In math, students perform at the ninetieth percentile on the more challenging independent-school norms. The school is in the process of finding, and benchmarking, suitable tools to measure Chinese language proficiency. Early indications suggest CAIS students perform at a level comparable to or higher than college students on the Oral Proficiency Interview benchmarks, developed by American Council on the Teaching of Foreign Languages (or ACTFL).

Bridging the gap between eighth grade at CAIS and high-school work is one of CAIS' most immediate challenges. Many CAIS graduates are eager to attend a high school where they can continue their Chinese language immersion studies and deep commitment to Chinese literature and history, but there are no such schools in San Francisco. CAIS is working with one area high school to set up an after-school program where students can prepare for the SAT II in Chinese. Corcoran reports that high-school graduates who formerly attended CAIS often find that only advanced-level college courses in the United States are appropriate.

All of these issues, Corcoran acknowledges, suggest the extraordinary success of CAIS. "We have developed students who are comfortable in two languages and two cultures," he says. "It's a potent story and an extremely important one for the times in which we are living."

# International School of the Americas

## Learning Across Borders

Texas High School Creates Global Citizens  
with Travel and Internships Close to Home

## School Facts

### Address

1400 Jackson Keller  
San Antonio, Texas 78213

**Phone** (210) 442-0404

**Web site** [www.neisd.net/isa/](http://www.neisd.net/isa/)

**Principal** Shari Albright

**Type of School** Public, urban school of choice; shared campus

**Admission** Determined randomly from those who apply

**Grade Span Served** 9 to 12

**Student Population** 440

### Ethnic Breakdown (Percentages)

White	49.1%
Latino/Hispanic	44.8%
African-American	3.8%
Asian & Pacific Islander	2.3%

**Percentage of Students Eligible for Title I** 24% officially  
(40% estimated eligible but do not complete free/reduced lunch forms).

**Per-Pupil Expenditure** \$4,337

**Curriculum Highlights** Special emphasis on Model United Nations program; projects that help students define selves as global citizens; International travel; community service; internship opportunities

**Languages** Spanish; Japanese; German; French; Latin

**Special Uses of Technology** Multimedia projects about Zacatecas, Mexico study tour; International teleconferences; Web-based science studies with sister schools in Japan

**Important Resources** Trinity University; University of the Incarnate Word; University of Texas at San Antonio; Alamo Community College System; Universidad Nacional Autónoma de México (UNAM); San Antonio Museum of Art; McNay Art Museum; Witte Museum; Mexican Cultural Institute; Mexican Consulate

**Graduation Requirements Include** 120 hours of community service; 120 hours of career exploration internship; Senior portfolio; Students in the freshman and sophomore levels must earn an 80 average or above in each of their core academic classes

**Opportunities Available to Students** Travel to Mexico; Model United Nations; Women's Leadership Conference (student-run and attended); Student presentations on school reform at national conferences; Annual culture fair; Amnesty International; Care Highway (international aid organization); Japanese Club; Spanish National Honor Society; Interact Club; Sister Schools in Mexico, Tajikistan, Japan, Sweden

When they speak of their mission to create global citizens at the International School of the Americas in San Antonio, Texas, teachers mean not just an awareness of history and culture overseas, but an appreciation for diversity close to home.

“We want kids to be able to make sense of who they are within our city, with responsibilities to serve a local community, precisely so they can make sense of themselves and others within the world,” says Liz Ozuna, an eight-year veteran English teacher at ISA and one of the school’s instructional deans.

Based on a position paper by Dr. Tom Sergiovanni from nearby Trinity University and a then-nascent partnership between Trinity and

the North East Independent School District, ISA was created ten years ago with the notion that high-school education could be more relevant in an intimate setting. ISA is an autonomous magnet high school, tucked within the comprehensive Robert E. Lee High School campus in the North East district. The

“Standards are the foundation of curriculum development but are implemented in the service of broader learning goals,”

school’s global studies focus is organized around hands-on projects, many service-based, and some with a local thrust. Other activities have a clearly international orientation. Because ISA is so small, at just 450 students, kids acknowledge they are more accountable to their own studies, to their teachers, and to each other, than they would be in a conventional high school.

ISA’s student body—racial composition, test scores, economic diversity—mirrors that of the city of San Antonio at large. Students are selected to attend ISA by lottery from middle schools throughout the city. The school’s curriculum is rigorous. Students note, only half-jokingly, that they do double the work of their counterparts at Robert E. Lee. Says ISA principal Shari Albright, “This is not a school to come to if you want to hide. You come to ISA because you want to be noticed and because you want to work.”

### The Global Focus

The school’s global studies orientation is seen primarily in language arts and social studies curricula and in its Japanese and Spanish language offerings. Math and science, for the most part, follow traditional high-school norms except during large interdisciplinary units.

Students find additional language offerings—German, French, and Latin—fine arts, athletics, choir, theater, debate, band, physical education, technology instruction, and clubs through Robert E. Lee.

Students open the freshman year with a storytelling project, working in small groups adapting fables from around the world to full-scale play productions presented to the six elementary schools in San Antonio’s North East Independent School District. “It’s a low-risk, high-interest experience and an opportunity to wrestle with group process,” says Albright, recently named Texas 2004-05 Principal of the Year.

Freshmen journey to the Heifer International Ranch in Arkansas for an overnight immersion simulation in the experience of world hunger. Student villagers are divided into smaller family units; each family receives resources such as food, firewood, water, and shelter. Because resources are not evenly divided, students must barter with other “countries” to procure the materials they need to prepare evening meals and settle in for the night.

Sophomore year is even more intensive. Students spend fall months preparing for the three-day Model United Nations simulation, which ISA hosts for the sixteen-district San Antonio area. It draws 600 students, including 200 student delegates from Mexico and Japan. Russell Rowton, who runs the program, emphasizes student leadership opportunities for all students, not just the typical honors students who are drawn to Model UN programs in other schools.

Come January, students pursue detailed research in preparation for a one-week mandatory trip to Zacatecas, Mexico. For students who can’t afford the \$275-per-student tab, the school and the students raise funds.

In Zacatecas, students explore a silver mine, examine the Mesoamerican architecture of La Quemada, visit Catholic missions, tour markets, and study murals. Each student then creates what Albright calls a “reflective project.” While some students make travel guides or poetry books, one boy last year wrote a symphony based on a Mexican guitar tune. “We have Hispanic kids who return saying, ‘I was never proud to be Mexican until now. I have a legacy,’” Albright notes.

Juniors and seniors engage in a rigorous curriculum of Advanced Placement courses. The junior year state standards require American Literature and American History paired with physics and mathematics. ISA brings a different perspective to this mandate through a focus on immigrants and their contributions to the formation of the United States, its literature, and its culture. Juniors participate in a simulation of the Ellis Island experience, weather an overnight in their homemade “Hooverville” after reading John Steinbeck’s *The Grapes of Wrath*, and

trace the Comanche War Trail in West Texas. In the senior year, students are immersed in World Literature and experience lessons on government and economics firsthand during a weeklong trip to Washington, D.C.

All four years, ISA follows a portfolio approach to monitoring student progress, in addition to grades and tests. To graduate, students must perform 120 hours of community service and participate in a career-exploration internship in their junior or senior year. The school has recruited more than 130 local businesses and agencies yearly to host students.

### State Standards and Curriculum Evolution

Despite rigorous state standards and a new statewide testing program in social studies, Albright says she and the staff have found ways to retain their global curricular vision. “There’s a lot of repetition in the state standards, and not everything we do fits, but we adapt.” The school consolidates some standards and looks for themes that allow grouping of others. “Standards are the foundation of curriculum development but are implemented in the service of broader learning goals,” Albright says.

The school’s curriculum has evolved significantly from its original focus: international business. When it opened in 1995, ISA’s intent was to help students master the principles of the North American Free Trade Agreement and make connections for “international” jobs. This concept had to morph, Albright says; students expressed a different set of interests and passions. In the last decade, new hands-on projects, trips, and simulations have been added to the curriculum, and the school’s six-year partnership with its sister school in Takayama, Japan, has grown. Every other year, seven to ten students from ISA journey to Japan for two to three weeks and the same number visit ISA in return. Using state-of-the-art videoconferencing facilities, students at the two schools share research methods and data and discuss steps for a shared biology research project through a Fulbright-sponsored initiative.

The partnership with Trinity University is also embedded in the ISA culture. Starting in the second year of the school, student teachers from the M.A. in Teaching program have worked at ISA, and the university serves as a resource for students and faculty alike. ISA has established partnerships with the private McNay Art Museum, the San Antonio Museum of Art, and the Witte Museum, a science museum. ISA students use the museums for research and serve as docents, with curators and ISA teachers sharing curricula.

### Achievement

Student performance at ISA generally exceeds Texas averages, but math has been a sticking point, with SAT scores occasionally dipping below national norms. In 2003-04, while ninety-seven percent of freshmen passed state tests in reading, seventy-seven percent passed math. “We have kids coming in with huge deficits,” Albright explains. “But we take them all here, and work with them.” By eleventh grade, passing all state tests is mandatory, and all ISA students do. In addition, ninety-eight percent of the school’s students graduate with an advanced diploma conferred by the State of Texas. The school boasts a zero percent dropout rate, and roughly ninety-five percent of students matriculate to post-secondary education.

The school works, Albright and faculty believe, because its small size demands accountability from students and faculty and because hands-on projects and trips invigorate the learning process. But perhaps as important is the intense bond developed between faculty, who work nights, weekends, and summers to enhance an already-rich curriculum and to discuss ways to help students, one by one. This past June, for instance, the school’s administration, all thirty-one staff members, and fourteen interns from Trinity University traveled to Zacatecas to explore ways to support and understand the sophomore year trip. The entire staff also holds ongoing dialogue around key texts related to current issues and theories in education. So-called Critical Friends Groups, clusters of five to eight teachers, meet with facilitators to discuss ways to improve student learning. Many on the staff pursue National Board Certification in their curriculum areas as a way to reflect and grow in their individual craft.

“I feel my spirit is taken care of at a school like this, and so is my intellect,” says Lydia Valdés, the internship coordinator and longtime Spanish teacher at the school. “The students trust us to take them on an academic adventure, and we as faculty trust each other to do that. It’s a really happy and meaningful place.”

# Metropolitan Learning Center

Interdistrict Magnet School for Global and International Studies

## Six Towns, One World

Small Desegregation Magnet School Attracts Students from Six Districts with Interdisciplinary Approach to International Education

## School Facts

### Address

1551 Blue Hills Avenue  
Bloomfield, Connecticut 06002

**Phone** (860) 242-7834

**Web site** [www.mlc.crec.org](http://www.mlc.crec.org)

**Principal** Dr. Suzanne D'Annolfo

**Type of School** Public magnet

**Admission** Determined randomly from those who apply

**Grade Span Served** 6 to 12

**Student Population** 689

### Ethnic Breakdown (Percentages)

African-American	60.7%
White	24%
Latino/Hispanic	11%
Asian & Pacific Islander	4%
Other	0.3%

**Percentage of Students Eligible for Title I** 33-40% for free/reduced lunch

**Per-Pupil Expenditure** \$9,851

**Curriculum Highlights** Interdisciplinary global systems-based middle-school curriculum; International Studies Seminars in grades 9-11 include East Asian, Africa, Latin American, European, and Middle East Studies; Electives include U.S. Foreign policy, World Religions, AP Human Geography; Senior year internships

**Languages** Spanish; Chinese; French; Arabic; American Sign Language

**Special Uses of Technology** Active participation with iEARN; Global Nomads programs; Virtual High School network; Teleconferencing

**Important Resources** Yale University; Brown University; St. Joseph College; United Parcel Service; Cigna; Westinghouse; Alstom Power; The Urban League of Greater Hartford; World Affairs Council; United Nations Association, Greater Hartford Chapter; Artists Collective

**Graduation Requirements Include** Students must demonstrate oral proficiency on ACTFL at the intermediate level; Senior Project; Service learning and community service

**Special Opportunities Available to Students** Sister Schools in China; Youth for Understanding and Experiment in International Living travel scholarships; Host international exchange students; Model United Nations; Capitol Forum; Geography Bee; Geography Challenge; COLT poetry competition; International Service Activity Group; Adopt-A-Minefield; Heifer Project; UNICEF

No way was the 2003 Iraq War going to pass by the Metropolitan Learning Center. In the middle of the war, teachers arranged to have seventeen MLC students speak by videoconference to their counterparts at Baghdad College, a high school in Iraq. Several months later, when the war was declared over, a follow-up videoconference put the same students in touch with one another.

“I’ll never think of Iraq in the same way again,” says senior Alex Stegmaier. “When we talked to our fellow students in Iraq, we realized how similar we all are. You walk away realizing we can’t hate them because of what propagandized media tell us, and they don’t truly hate us, either.”

The project was featured on the TV morning show, Good Morning America, and on two documentaries for the PBS show, In The Mix.

### Eyes on MLC

Born from the 1996 desegregation case, *Sheff v. O’Neill*, the Metropolitan Learning Center has embraced a complex set of goals. A magnet school, it has been charged with helping to end the de facto segregation in the Hartford schools. The weapon: a global studies program so compelling that parents will send their kids from the

suburbs, even if it means giving up interscholastic team sports, extracurricular activities, and the convenience of a local school. Today, with the seventy students in the first senior class sending off college applications and preparing to take tests to demonstrate foreign language proficiency, parents throughout the so-called “six towns” from which MLC draws its students are eagerly awaiting college acceptances and standardized test results.

“My school’s ethnic mix is so rich, and it really mirrors the cultures we’ve studied for the past six years. I can’t imagine growing up any other way or feeling more secure about my place in the world.”

“It’s a time of reckoning,” says Caryn Stedman, MLC’s curriculum specialist and the former director of the outreach program for International and East Asian studies at Yale University. “We think our school and our profile of student success is amazing, but we know what suburban parents are watching for.”

### A New Magnet

MLC opened in 1998 with a single sixth grade of eighty students and has added a single grade each year. There were five teachers that first year, and, inside a former junior high school, little more than several classrooms—and great hopes. The academic plan, to be rolled out one year at a time, was straightforward: train students to develop proficiency in a language other than English; offer every student in the high school an international experience of some type, either hosting a foreign student or traveling abroad; and create student understanding of world cultures and global issues.

At the heart of the seven-year program is a case study-based curriculum that launches in sixth grade and carries through high school. In the middle-school years, four broad “systems” are covered: environment and health; government, politics, and current events; cultures and societies; economics and interdependence. Each year, eight case studies, two in each of the four themes, are explored. In sixth grade, for instance, students focus on the environment and health of urban North America and the Arctic regions. They study relationships between ozone depletion in Mexico and Canada and look at health problems created by pollution, as well as at issues surrounding overcrowding, asthma, and childhood inoculations. While math and science teachers follow a prescribed sequence of skills-based instruction, they also weave in lessons and problem sets tied to the urban and Arctic case studies.

Simulations enrich the curriculum. In seventh grade, the creation of a Silk Road, with student merchants, monks, and soldiers trading cards during their “travels,” is the culminating activity of one case study. Children’s literature enhances the social studies and history portion of each case study.

Language study also begins in earnest in the seventh grade, with students selecting a language in sixth grade. Arabic, Chinese, French, and Spanish are offered, as well as American Sign Language; the school plans to introduce Japanese within the next two years. By senior year, students must have completed at least three years of one foreign language and demonstrate competence in spoken fluency, according to national standards.

### High-School Focus

The high-school curriculum is also rooted in case studies, and global connections are emphasized in every grade. Five required quarter-credit seminar courses provide students with in-depth study of East Asia, Latin America, the Middle East, Africa, and Europe. American History, typically taught in eleventh grade, is taught in ninth at MLC to allow for a more sophisticated investigation of world cultures in later years. To meet the state standard for a semester in civics, sophomores look at the formation of government and civil societies around the globe, considering former Communist countries, war-torn areas, and dictatorships. Students compare constitutions from around the world, looking at Iraq, Japan, India, and South Africa along with the United States.

“We talk about which is better, what aspects need to be in every constitution to make it a viable document,” says Anne McKernan, curriculum and instructional specialist for social studies.

Juniors have the option of studying “The New Global Age,” covering 1500 A.D. to the present, or taking AP World History. Literature studies continue to cover multiple cultures, as well.

The school is debuting its senior-year curriculum this year. One offering is AP Human Geography; other electives also are included, among them world religions, sociology, and comparative cultures. Language arts options include creative writing, contemporary world literature, satire, and AP Literature and Composition. While math and science follow a traditional approach, students also can opt for a senior science seminar that looks at contemporary scientific problems. All seventy seniors will be required to do a three-week internship and to develop and complete an intensive project, from designing and sewing the graduation robes to working on a Habitat for Humanity home-building exercise.

“We really hope the senior year will be different, not a blow-off,” says McKernan. All high-school students have the opportunity to take any of 150 courses through the Virtual High School network. To date, seventy-one students have taken eighty-seven such classes.

### Determined Faculty

The school has a keen focus on exchanges. Roughly one-third of last year’s 100 juniors either studied abroad or hosted students from foreign countries, some for a few days, others for several weeks. MLC also has a sister school in Weifang, Shandong Province, China, with whom it did an extensive exchange project in October. For two consecutive years, MLC has hosted visiting administrators on Fulbright exchanges from Oman and has hosted visiting educators from

England, China, Japan, Australia, France, and Jamaica. Teachers have studied abroad through Fulbright grant programs.

Parents, teachers, and students point with special pride to MLC’s computer program; every student and teacher has a laptop tied to a wireless network. The high school is housed in a \$32-million, state-of-the-art facility that opened in 2001.

A no-nonsense environment pervades the air. Students wear uniforms, say a “pride pledge” every day, listen to international music during lunchroom meals, and stand and formally greet teachers as they enter the classroom. Classes in the high school hold between eighteen and twenty-three students.

MLC’s proximity to Yale and Brown universities, forty and ninety miles away, has afforded the school access to rich staff development and student resources. Yale’s Program in International Educational Resources (PIER) offers a rich resource-borrowing program, and PIER specialists in East Asian, African, European, and Latin America studies have provided staff coaching to teachers at MLC. MLC is also participating in the Transatlantic Slave Trade Education Project to promote better teaching about the slave trade, abolition, African culture, and the endurance of slavery and racism.

### Challenges Ahead

The integrated curricular approach has forced teachers to look tirelessly for enriching materials. The school also is weighing starting foreign-language study in sixth grade to ease the transition for students. Most important, the school is still working toward its goal of providing true racial integration. MLC’s senior class, over the last six years, lost thirty students to their more homogenous “home” schools where students had junior-varsity and varsity sports team opportunities and didn’t face busing from their sending districts to Bloomfield. MLC offers extracurricular programs such as dance and Model United Nations on Friday afternoons; some intramural sports are offered.

Parents and students who’ve stuck with MLC say they’re glad they did. “He was bored to death in his “all-white school.” We had to do something,” says Alex’s mother, Deborah. “This was a risk, but one with tremendous opportunity.”

Alex still remembers the first days of sixth grade, which offered a shocking wake-up call. He recalled a friend’s comment: “I’ve never seen so many black people in my life.’ We were the only white kids there.” But he says he wouldn’t trade schools for anything. “My school’s ethnic mix is so rich, and it really mirrors the cultures we’ve studied for the past six years. I can’t imagine growing up any other way or feeling more secure about my place in the world.”

# Eugene International High School

## Spanning the Globe on Four Campuses

Teachers Run Schools-Within-Schools Using International Baccalaureate and Foreign Language Study as Anchors

## School Facts

### Address

400 E. 19th Avenue  
Eugene, Oregon 97401

**Phone** (541) 687-3115

**Web site** <http://schools.4j.lane.edu/ihs/>

**Head Teacher** Marilyn Curtis

**Type of School** School-within-a school on four host campuses

**Admission** Based on self-nomination

**Grade Span Served** 9 to 12

**Student Population** 1,509

### Ethnic Breakdown (Percentages)

White	80.6%
Asian & Pacific Islander	7.2%
Latino/Hispanic	4%
American Indian/Native American	2.9%
African-American	1.7%
Other	3.6%

**Percentage of Students Eligible for Title I** Approximately 14%

**Per-Pupil Expenditure** \$6,350

**Curriculum Highlights** Three core courses per year on the history, culture, politics, economics, and religion of all major countries and civilizations of the world; One independent study class per year

**Languages** Mandatory three years of Spanish, French, German, or Japanese; Language immersion in French and Spanish available

**Special Uses of Technology** Online courses such as IB History of the Americas; E-pals; Teacher Web sites with international links

**Important Resources** University of Oregon; Oregon State University; Portland State University; Museum of Natural History; Eugene Sister City Foundation; UO International Student Association; UO International Education and Exchange; Centro Latino Americano; Habitat for Humanity; Portland World Affairs Council; Portland Art Museum; Portland Japanese Garden; Portland Chinese Garden; Oregon Museum of Science and Industry

**Graduation Requirements Include** 4,000-word research paper; 130-180 hours of community service

**Opportunities Available to Students** Model United Nations; World Affairs Council; Pen-pal program with Nepal; Language study and exchange programs in Germany, Spain, Japan; Visiting international students

**I**t's spread across four campuses, with teachers commuting between them. Class sizes have reached as many as fifty-three students. Students have large blocks of unscheduled time. There are no electives. And there is no principal who dictates policy. Indeed, Eugene International High School turns conventional education models inside out while proving it can develop highly independent thinkers with a depth and breadth of world knowledge.

"The very features of our approach that raise eyebrows are, in the end, the keys to our success," says Marilyn Curtis, head teacher for IHS. "Our students must learn to function independently, to research independently, and to learn how to learn."

IHS, one of the oldest schools devoted to international education in the nation, functions as a school-within-a-school model on four high-school campuses in Eugene, Oregon. A number of its programs and requirements mirror those of successful high schools elsewhere: its model UN program is one of the largest in the state of Oregon, and foreign exchange programs for students and teachers are popular.

IHS is unique for bringing together a number of internationally focused programs rarely seen together in one school. These include a rigorous four-year curriculum tightly integrated across language arts and social studies, coordinated seamlessly across all four years; a 4,000-word essay project in senior year; a community service requirement tied, for many students, to work in an international agency; language immersion in French or Spanish for sixteen percent of students; and affiliation with the International Baccalaureate Organization.

IHS accepts students of widely mixed abilities in a non-tracked environment. There are no prerequisites for admission; enrollment is open to any and all who enroll by the first Friday in March. "Many schools offer some of these components," notes Courtney Leonard, a former student who now teaches History of the Americas at IHS. "But we do it all."

### The Nut of the School

IHS requires all students to complete the same classes, four at each grade level, one of which is a projects class of independent study. In ninth grade, students take Global Geography, Literature, and Cultural Aesthetics. In tenth grade, the focus moves to Global History with studies ranging from ancient Greece to Gandhi. When Global History explores the Cultural Revolution in China, the Values and Beliefs class explores Buddhism, Taoism, and Confucianism. At the same time, language arts teachers discuss literature from China by reading excerpts from works such as *Wild Swans* by Jung Chang and *Bound Feet and Western Dress* by Pang-Mei Natasha Chang. Fine arts strands also show up, with students trying their hand at Chinese calligraphy or fine brush painting.

"We avoid so much overlap with the integration approach," says language arts teacher Carol Stephenson. "I can assume certain threads of knowledge because my colleague in history is laying the groundwork as I'm exploring the literature of a given nation or region."

In junior year, the core course is IB History of the Americas, with IB Literature of the Americas teaching works related to the same periods, regions, or themes studied in history. The third core junior course is IB Comparative Political and Economic Systems. And senior year, students again take three core courses—IB Twentieth-Century History and IB Twentieth-Century Literature, both with a global focus, and IB Theory of Knowledge, a seminar discussion course in epistemology.

By using block scheduling, with classes meeting on alternate days for eighty-three minutes each, students travel to classes in cohort groups that develop tight bonds. "It's what I probably loved most about the school," says Kelly Stephenson, a 2004 graduate, now at Duke University. "We are a small, intimate learning community, yet we have the advantages of being part of a bigger school."

For science, math, and electives, students tap the area high schools with which their IHS program is affiliated. They are with IHS for roughly half the day and inside the larger school for the balance.

### Simulations, Independent Study, and IB

Simulations reinforce much of the IHS curriculum. In freshman year, students engage in a Pan-African Conference as part of their study of Africa. In sophomore year, the simulation is a Eurasian Conference for which each student researches a single nation and then develops position papers on as many as fifteen issues.

The school also requires an unusual amount of independence, with the fourth "course" in each student's weekly portfolio an independent study. "It's blank space, unstructured time," Curtis explains, and the students needn't be at school for it. During this time, students complete an array of activities. In freshman year, Project time, as it's called, is devoted to basic library, technology, and research skills. By junior and senior years, students turn to the 4,000-word research essay and to fulfilling the community service requirement. The essay demands grassroots street research and interviews. Many students select ambitious topics. Some recent examples:

- A Whole New World: Hydrogen Cars and Their Place in the World Economy
- From Classical to Jazz: The Influence of Claude Debussy on Charles Mingus
- Modern Myths: A Study of Traditional Japanese Mythology in Hayao Miyazaki's Films

"We avoid so much overlap with the integration approach. I can assume certain threads of knowledge because my colleague in history is laying the groundwork as I'm exploring the literature of a given nation or region."

so-called IS CAM, for which they must reach a fourth-year level of proficiency in a foreign language and complete their 130-hour community service requirement in an international agency. Or they may go further, testing in individual IB subjects or opting for a full IB diploma with examinations in six subjects. Last year, fifty-four, or roughly nineteen percent, of the 289 seniors tested in at least one IB subject. Candidates for the IB diploma must complete 180 hours of community service.

### Teachers at the Helm

IHS is unique for another reason, too: teachers truly run the school. Early momentum for the school's creation came from a district administrator who worked with teachers to establish an alternative high school with a global education focus. From its beginnings, however, teachers have had responsibility for decisions pertaining to school staffing, schedule, curriculum, and budget. Taking advantage of the block scheduling program, the school's teaching staff of roughly thirty now find common time together to collaborate and plan. Every decision is made by consensus, from which novels will be taught to the way students will be integrated into their larger host schools. Through extensive staff-development activities with the nearby University of Oregon and in monthly staff luncheons with guest speakers, teachers continue to shape curricula and discuss new teaching strategies.

"It's a place that deeply empowers students and teachers," says Leonard. "You see other schools providing the answers. You see our school providing the tools to ask the questions."

In addition, IHS is affiliated with the International Baccalaureate Organization. All students graduate from HIS by taking IB courses their junior and senior years. Some students may choose to add a Certificate of Advanced Mastery, the

IHS offers a full-time immersion language program for 230 students—115 each in Spanish and French. These students have been learning in their target language since elementary school as part of a district program. Every year, one of their four IHS courses is taught in the immersion language. The balance of the students at IHS must commit to studying a foreign language—Spanish, French, Japanese, or German—for at least three of their four high-school years. IB candidates must reach fourth-year proficiency in a foreign language.

### Two Decades of History

IHS opened twenty years ago on two campuses—Sheldon and South Eugene—with 100 ninth-graders across the two campuses. By the fall of 1988, the school's first year as a four-year high school, enrollment came to 460. The school grew rapidly, and in 1996, a third IHS program was added at Churchill High School. This year, IHS moves into its third year on a fourth campus, North Eugene, with 170 students there. Student achievement is high. More than ninety percent of students pass mandated sophomore state exams in reading and writing, considerably higher than state averages or than results in the broader IHS host schools. And the school graduates twenty percent of Oregon's IB students; it is one of ten schools in the state to offer the special diploma.

Challenges remain, however. Budget cuts and the demands of running four campus programs have this year forced the seniors at the Churchill campus into a single class of fifty-three students. And class sizes over forty students are not uncommon on all campuses, especially at sophomore year and above. Teachers cope by using cooperative learning strategies that tend to work well in larger class settings; sometimes, teachers volunteer to help colleagues manage an especially large class.

The success of IHS also has bred deep soul-searching: Should IHS move to its own single campus? The autonomy would be welcomed, some say, but some of the structural and administrative challenges of running a single comprehensive school would not. For now, the four-campus model continues, with great support. Says Leonard: "We've really evolved into something special and very unusual. We were on the cutting edge twenty years ago, and in many ways, we still are."

# Glastonbury Public Schools

## Languages Matter

District-Wide Foreign Language Program Starts in First Grade and Prompts 94% of Students to Study Languages

## School Facts

### Address

232 Williams Street  
P.O. Box 191  
Glastonbury, Connecticut 06033

**Phone** (860) 652-7961

**Web site** [www.glastonburyus.org](http://www.glastonburyus.org)

**Director of Foreign Languages** Christine L. Brown

**Type of School** Public, suburban district

**Admission** Open to all students within geographic area

**Grade Span Served** Pre-K to 12

**Student Population** 6,889

### Ethnic Breakdown (Percentages)

White	89.1%
Asian and Pacific Islander	5.1%
Latino/Hispanic	3.2%
African-American	2.6%
American Indian/Native American	0.1%

**Percentage of Students Eligible for Title I** N/A

**Per-Pupil Expenditure** \$9,928

**Curriculum Highlights** Extended language sequence; Area studies courses on Africa, East Asia, India & Southeast Asia, Islamic World, Latin America & Caribbean; World Religion

**Languages** French, Spanish, Latin, and Russian; Japanese in K-5 Magnet School with East Hartford, Connecticut

**Special Uses of Technology** Digital language laboratories in two middle schools, one high school

**Important Resources** Articulation Projects with University of Connecticut; Model United Nations; Native speaking teachers

**Graduation Requirements Include** No foreign language requirement, but 94% take a language in grades 9-12, 100% in grades 1-8; Civics/Current Issues course

**Opportunities Available to Students** Travel abroad and exchanges including France, Italy, Greece, Mexico, Costa Rica, Russia; Language and culture clubs in all languages; Participation in competitive language activities, i.e., Russian Essay Contest, AATF Concours, AATSP National Spanish Test, Alliance Francaise Exams, State Latin Days, National and State Latin Contests

**T**here's an unusual legacy in the Glastonbury School District: for forty-seven years, since 1957, every child in the district has learned a foreign language.

And no language requirement has been necessary to motivate ninety-three percent of the district's high-school students to study one language and thirty-five percent to study two languages, including thirteen percent who study Russian and twenty-two percent who work at Latin in addition to their French or Spanish. "We want students to be transformed, to see outside themselves, outside their native language, outside their culture," says Christine Brown, for twenty-two years Glastonbury's director of foreign languages and ELL (English Language Learners). "We truly believe the heart of that outcome is speaking another language."

Glastonbury students, who in many cases leave the high school highly proficient in their chosen languages, have gone on to become foreign diplomats, business executives in foreign countries, and language scholars. Brown adds: "You have thousands of students who have gone on to the workforce, on to college, on to humanitarian experiences, in the military and business abroad, precisely because they had such strong language skills. And you have kids who, because they were designated as having learning difficulties, would never have studied a foreign language; they would have been excluded from the opportunity. We've transformed the public mentality about who should take a language."

Alex Chan, a Glastonbury graduate now studying at the University of Pennsylvania's Huntsman Program in International Studies and Business, says Glastonbury changed his life. He intends to earn a B.A. from the university's School of Arts and Sciences as well as a B.S. in economics from The Wharton School, with language study in Russian at the heart of his endeavor. "Russian can be a very difficult language," Chan concedes. "But I just stuck with it, and now I think it will probably anchor my entire professional life." Chan, new to Glastonbury when he was twelve years old, studied French from sixth to eleventh grades and added Russian starting in seventh grade. This year, Glastonbury High School, which has offered AP French, Spanish, and Latin for years, is a pilot-study site for the new AP Russian.

Brown believes that the opportunity to pursue a long sequence in a language is the core of the district's success. Though the instruction is not an immersion experience, it offers consistent, daily language exposure. The district also shares a magnet school with East Hartford where Japanese instruction is provided from kindergarten through grade five. The district employs a total of fifty-four foreign language teachers, the equivalent of forty-one full-time faculty.

Glastonbury is at the cutting edge of the rudiments of language instruction. Digital language labs allow students to listen to and participate in dialogues with students and teachers, as well as to connect to the Internet to listen to aural pronunciations of tricky words. Textbooks are not introduced until the middle-school years. There are plans to allow downloads of language-lab software directly onto student laptops to make the language lab experience portable.

### Tying Language to Curricula

Language instruction in Glastonbury is knitted tightly with instruction in social studies and language arts to add depth to the high-school experience. Since 1994, all incoming high-school freshmen have been required to take at least one semester-long history course in a non-Western geographic or cultural region by the end of their sophomore year. Students may choose from any one of the five "area studies" courses: Africa; East Asia; India & Southeast Asia; Islamic World; or Latin America and the Caribbean. Ambitious students can take a

"We want students to be transformed, to see outside themselves, outside their native language, outside their culture. We truly believe the heart of that outcome is speaking another language."

second or third course from this group as an elective. These courses are heterogeneously grouped and interdisciplinary, and examine both the historical context and current domestic and international issues of the region. The high school also offers an ambitious curriculum in world religions in a semester-long course that surveys beliefs, rituals, customs, and organization of

Hinduism, Buddhism, Judaism, Christianity, and Islam. World Religions is also interdisciplinary, exploring how religious beliefs are represented in art, music, and literature.

A graduation requirement for all seniors is the yearlong Civics/Current Issues course, now forty years old. Students must master international policy issues both from the U.S. perspective and from foreign frames of reference. This course focuses on economic, political, and social aspects of several countries and world regions (e.g., China, the Middle East, Latin America). Even in science, teachers introduce international perspectives.

### From Minutes to Hours

Required language study begins in first grade with Spanish, taught for twenty minutes twice a week. From second through sixth grades, Spanish is taught twenty minutes each day. In sixth grade, students begin to have options: they may continue with Spanish or they may replace Spanish with French. Starting in the seventh grade, students may add Russian, but they may not drop their Spanish or French elementary-school base until the end of eighth grade. Foreign-language study is optional in the high school.

Foreign language instruction starts without textbooks in the primary grades, and becomes increasingly more sophisticated linguistically by middle school. The district long ago abandoned kill-and-drill approaches, which have been found to suppress student mastery. Grammar, vocabulary, and language structures still are emphasized but in the context of subjects students find compelling—not rote dialogues that were the rage when the district debuted its program.

Rather than a textbook for English speakers, the top thirty percent of students of Spanish use a Spanish language arts textbook written for native speakers. And while most high schools teaching languages around the country are only able to complete a second-year foreign language textbook with their top students, Glastonbury high-school students invariably master the third-year text by the end of freshman year. Second-year texts, typically, are finished in the eighth grade at Glastonbury's two middle schools. "They're ready for more, so we bring it on," Brown says.

The district routinely surveys alumnae to learn how to improve its programs. "Invariably, the strongest memory former students have," Brown says, "is the chance to have studied a language in elementary school." Students even report that the study of foreign languages has enhanced their knowledge of English. "I never would have thought how easy it was to understand direct and indirect objects," says Don Cabral, a Glastonbury High School freshman now studying both French and Russian. "But I had to understand it for Russian, which made it so much easier in English."

The district also offers myriad foreign exchange opportunities. Last year, fifteen Glastonbury students taking Russian journeyed to the Ukraine for three weeks; Ukrainian students visit Glastonbury every other year as part of this fifteen-year-old bilateral program. For nine years, Glastonbury also has had a similar exchange with a school in Dinard, France. And this year, the district begins an exchange with a school in Madrid. The district also has had exchanges with schools in Mexico and Costa Rica.

Though foreign language assessment is not standardized in the United States, Glastonbury students excel on the exams that do exist, Brown reports. On the SAT II language exams with listening, Glastonbury students typically score fifty points above the national average in Spanish and French. Students also post impressive AP language scores in French and Spanish.

### Teacher Training and Recruitment

Glastonbury has rigorous standards for those seeking to teach in the district's language programs—it aggressively recruits former students—with incomers required to show a proclivity for drafting creative curricula. Teachers also are strongly encouraged to experiment with all levels of language instruction, including teaching in the elementary program. The school's close alliances with Yale, forty miles away, and University of Connecticut (U/Conn), thirty miles away, have paid off handsomely. Yale was part of the original Glastonbury language experiment nearly fifty years ago, providing expertise and teacher training through Department of Defense grants that launched the Glastonbury program. And teachers from Glastonbury still receive occasional presentations from Yale faculty at staff meetings, particularly in the area of technological updates to language instruction. U/Conn has added virtual language labs that work with Apple's iPod digital music players, and Glastonbury is actively studying ways of working with the University's modern language department to enhance the ways this type of technology might enhance K-12 language learning. Glastonbury has an active student intern program with U/Conn and has benefited from the expertise of fifteen master's level student interns who have worked in its schools. Several have later been hired to teach in the program.

"No doubt we have a program with amazing breadth and depth," Brown says. "But we will never rest content. We have to keep working and pushing to stay on the cutting edge."

# Morikami Park Elementary School

## The Wonder Years

IB Elementary Magnet Program Follows  
Student-Led Inquiry Learning Model

## School Facts

### Address

6201 Morikami Park Road  
Delray Beach, Florida 33484

**Phone** (561) 865-3960

**Web site** [www.palmbeach.k12.fl.us/MorikamiParkES](http://www.palmbeach.k12.fl.us/MorikamiParkES)

**Principal** Elizabeth A. Kennedy

**Type of School** Public, magnet, International Baccalaureate elementary school

**Admission** Determined randomly from those who apply

**Grade Span Served** K to 5

**Student Population** 1,000

### Ethnic Breakdown (Percentages)

White	54%
African-American	18%
Latino/Hispanic	13%
Asian & Pacific Islander	5%
American Indian/Native American	1%
Other	9%

**Percentage of Students Eligible for Title I** 21%

**Per-Pupil Expenditure** \$5,740

**Curriculum Highlights** International Baccalaureate Primary Years Program school; International education with a comprehensive, inquiry-based approach

**Languages** Spanish; French

**Special Uses of Technology** In fifth grade, students complete a yearlong "Exhibition" project as a culminating activity of the Primary Years Program using PowerPoint and digital video; International e-mail exchanges

**Important Resources** PTA and School Advisory Council; Washington Mutual Bank has provided staff training funds; Neighborhood Japanese museum

**Graduation Requirements Include** Not applicable

**Opportunities Available to Students** Techno-Spanish Club (digital storytelling); French Reading Club; Multicultural Dance Club; After-school Kaleidoscope Club, preparing students to participate in a yearly international community celebration of different cultures; Annual Foreign Language Fair in local school district; Foreign language competitions

**R**un for Cover. Ocean Commotion. Plant It for the Planet. Dig This! Going, Going, Gone. Buyers: Beware.

No, these aren't advertising slogans or rock music lyrics or the admonitions of parents readying their kids for a hurricane. They're titles among thirty-six units of inquiry at the heart of the academic program at Morikami Park Elementary School. An International Baccalaureate (IB) program in the massive Palm Beach County school system, Morikami Park is mixing an ambitious Spanish language program with a student-involved approach to learning that its leaders hope will produce a new type of young mind in Southeast Florida.

"To be curious about the world, and about how others live and think, you need to learn to ask questions," suggests Elizabeth Kennedy, Morikami's principal. "If you're a lifelong learner and you're open-minded, you can see others' perspectives. That's our goal here."

For example, when fifth-grade teachers introduce the IB social studies unit, "Energize the Earth," their first day will be spent asking students what they want to know about the energy sources that power the planet. Individually or in groups, students will then begin looking for the answers to their own questions, with textbooks among the references they'll learn to consult, and the classroom teacher just one adult source in a stream of experts whom students will learn to tap.

"The classroom becomes a very active place," acknowledges Morikami magnet coordinator Dianne Schreiber. "But once teachers understand how to facilitate learning this way, the impact on students and teachers alike is amazing. School becomes a place where questions are always being born."

### A School Is Born

Morikami Park was born in 1998 as a magnet school of 700 students, designed to attract students from a variety of neighborhoods to achieve racial integration. The IB Primary Years Programme was adopted as the magnet theme. Currently implemented at 1,426 schools in 117 countries by roughly 200,000 students, the IB program is intended both to cultivate internationalism and to entice kids to think critically across the curricula. Building strong character also is a grounding tenet of the IB philosophy.

At the elementary level, IB draws on six strands of inquiry: who we are, where we are in time and place, how we express ourselves, how the world works, how we organize ourselves, and sharing the planet. At Morikami Park, teachers have built one unit of study in each grade around each strand. So, for instance, in fifth grade, the "where we are in time and place" strand is themed around a unit called "The More Things Change" and focuses on social interactions during the American Revolution, Civil War, and the two twentieth-century

World Wars. Students are expected to discuss not only how America developed policies during these wars, but to understand how the wars were perceived in nations around the world.

Similarly, in third grade, a unit called "Getting the Job Done" focuses on how humans use machines to complete work. While one student may research the origins of the modern semiconductor chip and its impact around the world, another explores how levers and pulleys work and finds examples in myriad cultures over the centuries. Teachers new to the school receive a two-day intensive training session to understand how to organize a classroom in which students gain knowledge through a multitude of sources.

"To be curious about the world, and about how others live and think, you need to learn to ask questions. If you're a lifelong learner and you're open-minded, you can see others' perspectives. That's our goal here."

"Every student finds a unique meaning in the unit, and no two are alike," says Schreiber. Yet, the school insists that the wide variations in student approaches to the IB study units will not compromise mastery of a universal body of on-grade-level knowledge. The school has correlated its IB units of inquiry to the Sunshine State Standards, Florida's curriculum guidelines.

Meanwhile, the inquiry-based IB units

occupy only a piece of each school day. The school offers more routine math and language arts instruction, as well, based on textbooks used throughout the 100 elementary schools in the Palm Beach County school system.

### Foreign Language Program

Equally important to the IB program at Morikami Park is the world language thread. Starting in kindergarten, students receive forty minutes of Spanish instruction three times in a six-day block. French is offered one time in the six-day rotation, again for forty minutes. The goal is to develop fluency in Spanish and to develop a strong awareness of French. Kennedy considers the language program the building block for a deeper connection to the Hispanic heritage of such a large proportion of the South Florida community. Morning announcements at school are read in both Spanish and English, and volunteers

lead events at which Spanish foods, Hispanic dress, and other cultural artifacts are introduced to children in social and academic settings.

"We've come to realize that our parent volunteers have as strong a role to play, in many cases, as our faculty," says Kennedy. In addition, world language teachers give presentations to students and colleagues about countries they have visited or deeply researched, from Peru, Puerto Rico, and Cuba, to Japan, India, and Belgium.

The school also has an active program in developing awareness of Japanese language and culture through extracurricular activities. Students and faculty have developed a Japanese meditation garden outside the school. And working with the nearby Morikami Museum and Japanese Gardens, a 200-acre "park" and forest, parents and teachers have developed a retinue of activities for kids in connection with Palm Beach County's annual Kaleidoscope Fair. At this event, schools are encouraged to partner with a community organization to "build a village" that celebrates a particular country's culture. In preparation for this event, students learn Japanese words and practice ikebana (Japanese flower-arranging) and shodo (character writing). Students in the school's Kaleidoscope Club have taken these activities even further, learning origami paper folding, preparing fish windsocks, and developing an elaborate Japanese village.

### Lottery and Training

So successful has Morikami Park been—the school was ranked third of ninety-eight schools in 2002-03 in Palm Beach County and seventh of 100 last year in terms of achievement points earned on the State of Florida testing program (FCAT)—that the lottery to attend the school has mushroomed. Today, for every student who gets in, another is on the waiting list. The school has grown to 1,000 students.

Kennedy places heavy emphasis on teacher training. In the school's early years, IB trainers from New York visited Morikami Park to help inculcate the IB philosophy among all faculty, for whom the concepts of IB were new, even controversial. Now, Kennedy sends at least four teachers a year to IB trainings outside the state of Florida where teachers collaborate with other teachers from around the country and the world. Kennedy herself journeyed to Costa Rica for a week in 2002 and lived with a family to increase her Spanish fluency.

The school continues to face many of the same pressures endured by other public schools. These challenges include decreased funding and increasing achievement accountability standards. Meanwhile, new teachers face a steep learning curve to master the "unit of inquiry" approach to learning that guides such an essential part of the school day. But Kennedy is undeterred, continuing to insist that her school strive to help each student achieve to high standards.

"We want our students to think, to explore, to really get inside an issue, not just to learn basic reading and math skills," she says. "We are out to develop the most active learners we can in the most vibrant climate around. I think we are doing it."

# Newton North and South High Schools

## Newton Opens China

Oldest Student-Faculty Exchange with Beijing  
Promotes Study of Asia Throughout Curriculum

## School Facts

### Address

100 Walnut Street  
Newton, Massachusetts 02460

**Phone** Office of Superintendent, (617) 559-6100

**Web site** [www.newtonpublicschools.com](http://www.newtonpublicschools.com)

### Principals

Jennifer Huntington, NNHS  
Michael Welch, Principal, NSHS

**Type of School** Public, comprehensive high schools

**Admission** Open to all students within geographic area

**Grade Span Served** 9 to 12

**Student Population** 3,624 (district)

### Ethnic Breakdown (Percentages)

White	80.9%
Asian & Pacific Islander	10.6%
African-American	5.2%
Latino/Hispanic	2.9%
Other	0.4%

**Percentage of Students Eligible for Title I** 7.1%

**Per-Pupil Expenditure** \$8,905

**Curriculum Highlights** Chinese exchange is built into comprehensive high school's four-year programs

**Languages** Chinese, French, Italian, Latin, Russian, Spanish, American Sign Language

**Special Uses of Technology** For teachers: Teacher-as-Scholars Program; The National Consortium for Teaching about Asia; Primary Source; Collaboration with local heritage schools

**Graduation Requirements Include** Three years of history/social studies; two years of foreign language

**Opportunities Available to Students** International exchange programs with China, France, Italy, Mexico, Nicaragua, Russia, Spain; English Language Learning; Language affinity clubs; International Club; Model United Nations; Travel opportunities for music/sports/exchange groups

From egg drop soup with ants to fried scorpions to baked and simmered cow tongue, Nate Randall's palate has redefined the meaning of Chinese food. But it was the opportunity to become a second child within his host family in Beijing that truly altered his appetite for cultural experiences.

"The way they treated me, the amount of love and support they showed, it was really extraordinary," says Randall, a recent graduate of Newton North High School in Newton, Massachusetts, and now a freshman at Middlebury College. "And knowing I got through this trip to China, and learned so much from it, makes me more confident to travel overseas generally."

Randall returned just over a year ago from the longest-running and most comprehensive secondary student and faculty exchange program between China and the U.S. Every fall, for roughly three months, the Newton school system welcomes from five to eight high-school students and two teachers from the Beijing Jingshan School. Come spring, the same number of teachers and students from Newton journey to China for a semester-long visit at Jingshan. The program celebrates its twenty-fifth anniversary this year.

### How It Works

On both sides, students and faculty live with host families, are immersed in classes, lead presentations and demonstrations, engage in extracurricular activities, and work diligently to speak the language of their compatriots. They're exposed to all aspects of daily life, whether biking to school along the hurried streets of central Beijing or taking walks beneath a canopy of red-leafed maple trees in suburban Newton.

"This isn't tourism, it's education," says Carolyn Henderson, director of the China Exchange Initiative, former language arts specialist in the Newton school district, and the former co-chair of the Newton Beijing Jingshan exchange program. "Programs like Newton's cause us not only to see inside other cultures, but to see inside ourselves."

So successful has the program been in its impact on curriculum at Newton schools generally and in its power to motivate students to pursue studies of foreign cultures, that Henderson and former co-chair Charlotte Mason have been awarded a Freeman Foundation grant as the China Exchange Initiative to help other schools and districts create similar programs with China. In Massachusetts, New Hampshire, Maine, Kansas, Oklahoma, North Carolina, and Connecticut they are initiating school exchange programs adapted from Newton's program, and they plan to work with schools in several other states within the next few years.

The Newton program, say both student and teacher alumnae, has been a catalyst not only for their own personal growth and career decisions, but for a revolution in the way Asia is studied and presented in the Newton school system. Virtually all of the participants in the program return to Newton socially fluent in Mandarin Chinese.

"It's been the most influential experience of my life," says Ben Liebman, who participated in the Newton exchange in 1986 and now is a professor, attorney, and director of Columbia University's Center for Chinese Legal Studies. "No matter how fine a point of law I may cover in a lecture I am giving in China, the first question I'm always asked is: 'How did you learn your Chinese?' and I come back to the Newton exchange."

Adds Steve Ford, a history teacher at F. A. Day Middle School in Newton and the current chair of the Newton exchange program, "I've worked to be much more diligent in presenting the past and the present of China together in my curriculum to make sure students aren't locked into a stereotype in their view of a complex country and culture." Ford has participated in the exchange twice, once as a teacher and more recently as the director.

### A Program Is Born

The program was born serendipitously in 1979 when a Newton teacher, visiting Beijing with her husband, began conversing at a dinner with a fellow teacher from China. Wouldn't it be exciting, the two teachers agreed, if they could visit one another's schools? First, teachers and administrators participated in the exchange. Then in 1985, Newton welcomed three teachers and three students. And in 1986, Newton students and faculty journeyed to the Jingshan School. In the early years, the program was a biannual experience; in 1994, a two-year annual exchange was inaugurated.

The Jingshan School is no ordinary Beijing school. Deng Xiaoping's grandchildren have attended the school—one of them came incognito to Newton several years ago—and ninety percent of its graduates go on to study at Chinese universities, compared to ten percent of the general Chinese population. The school is in one of the most hectic sections of Beijing. "If we were starting over today, we wouldn't necessarily pick a school in the heart of Beijing," says Mason.

The exchange has led to some timely curriculum changes in Newton. In 1987, for instance, when a social studies curriculum review committee was convened, it ensured that China would have an important place in the curriculum in the K-12 school system, and that the emphasis on European history would be balanced with other critical areas of the world. Discussion of Chinese family structures, for instance, now begins as early as the second grade.

"It's been the most influential experience of my life. No matter how fine a point of law I may cover in a lecture I am giving in China, the first question I'm always asked is: 'How did you learn your Chinese?' and I come back to the Newton exchange."

"One of our Chinese colleagues, visiting Newton in 1984, politely commented that he was surprised that our view of history was so heavily European-focused," Mason remembers. "He pointed out that, in his view, the Renaissance would not have happened if it weren't for the contributions of China."

Currently, an expanded two-year world history course for all students in grades nine and ten features units on Africa, Asia, and the Middle East, in addition to

Europe. Seventh-grade history includes study of ancient cultures including those of India and China. Newton North High School offers an East Asian Studies elective focused on the history and culture of Japan and China and an elective in Caribbean studies. Newton has broadened language arts study to include more Asian authors at most grade levels.

The exchange has sparked ideas to collaborate on science studies. Ford says the program also has highlighted the need for stronger language development among Newton students. "We need to work on language not only for our exchange participants but also for the Newton school personnel and students in general," Ford notes.

### Preparation for the Exchange

Newton exchange students and teachers are selected ten months in advance of their semester in China in order to provide in-depth orientation, intensive language study, and time for the group to bond. Preference is given to applicants with several years of Chinese language study. Beginning in grade six, the district offers Mandarin Chinese in two middle schools, Italian at one middle school, and Spanish and French at all middle schools. Both high schools offer four years of Mandarin Chinese language. The summer before Newton welcomes the Chinese contingent, Newton students and faculty participate in a six-week, intensive, three-hour-a-day language course. They continue

intensive language study during the four months when Jingshan School faculty are visiting Newton in the fall semester.

All student participants meet all graduation requirements. Most students who participate in the exchange opt to go to China in the spring of senior year, when college applications are in and acceptances have often been received. Chinese students have a heavier burden; they must make up the course work missed while living in Newton.

The only cost to the student participants is that of a round-trip airline ticket. Host families provide room and board on both sides. If a group decides to travel beyond the school community, they will decide where they will go and at what cost. In Newton, private funds have been raised to cover the cost of teacher travel.

The program has faced challenges and a few interruptions. During the SARS outbreak of 2003, Newton students had to return to the States three weeks early. And Mason was in China during the Tiananmen Square uprising in 1989, which also forced an early return and a five-year hiatus, but the program resumed on both sides in 1994.

### Other Newton Programs

The Jingshan exchange is one of several in the Newton district. Newton North was the first high school in the country to send a student-and-teacher delegation to schools in Cuba. The district has established a second China connection through the Peabody Essex Museum, a major museum of Asian art and culture. Each April, a group of student and teachers from Newton North and Newton South High Schools travel to Xiuning County Middle School in Anhui Province to interview and photograph rural villagers. Students and teachers from Newton also travel annually to partner schools in Spain, Mexico, Italy, France, Russia, and China. But it is the Beijing Jingshan Exchange that has helped define Newton's place among school districts ambitiously pursuing international studies.

"It is just an essential part of who we are as a district," says Ford. "It has shaped where we've been and it will shape where we are going—I hope for many decades to come."

# Promising Practices from Pioneers in International Education



One is a twenty-three-year-old Chinese language immersion school in the heart of San Francisco. Another district, outside Boston, runs the largest and oldest China exchange program in the United States in cooperation with a school in downtown Beijing. A third, a district in Connecticut, provides intensive foreign language instruction starting in first grade. A fourth sits on the campus of a large traditional Texas high school and is so small that students in a cohort take every academic course together.

One was born in answer to a court desegregation order; another grew from the position paper of a local university recommending a response to the North American Free Trade Agreement. Two have as their dominant goal ensuring spoken fluency in a foreign language before children leave elementary school.

As varied as are their educational models, so are these schools' finances. One school, in Texas, spends \$4,337 a year to educate each student; at the other extreme, the independent Chinese American International School in San Francisco spends more than \$17,000 per pupil. Class sizes range from a low of thirteen at the San Francisco school to a high of fifty-three at a public high-school program in Eugene, Oregon.

The nine schools, programs, and districts featured here include five that are recipients of the 2003 or 2004 Goldman Sachs Foundation Prize for Excellence in International Education:

- In 2003, Evanston Township High School in Illinois and John Stanford International School in Seattle, Washington;
- In 2004, Metropolitan Learning Center in Connecticut; International School of the Americas in San Antonio, Texas; and the Chinese American International School in San Francisco.

And they include four others—the Glastonbury School District in Connecticut; the Morikami Park Elementary School in Delray Beach, Florida; the Newton School District in Massachusetts; and Eugene International High School in Oregon—whose programs were also judged outstanding by the jurors who reviewed applications to The Goldman Sachs Foundation Prizes.

All share a common goal of preparing students for work and citizenship in the global age. All are devoted to meeting state and federal education standards but have found that doing so becomes easier with an exciting curriculum focusing on foreign language and world cultures, past and present. Standards that feel at once inert and disparate can seem cohesive and compelling when framed inside an ambitious international education program.

Each school and program is passionately committed to producing students who embrace and understand cultures outside the United States and who can maneuver adeptly far from home. Each has a unique

central approach, including such foci as foreign language immersion, a thirteen-year foreign language sequence, interdisciplinary integration of language arts and social studies, travel abroad, or mandatory community service. The schools explored here are led by a disparate group of leaders, from one determined principal in Seattle who pounds the doors of corporate America in search of extra funds, to the indefatigable teacher cohorts of International School of the Americas in Texas, Evanston Township in Illinois, Metropolitan Learning Center in Connecticut, or Eugene International in Oregon, all meeting nights, weekends, and summers to enhance pedagogy, amend curricula, and develop relationships with schools overseas.

The students, too, are a diverse lot. One school, the independent Chinese American International School (CAIS) in San Francisco, hand-selects its students. The rest of the schools and districts profiled here accept students of an immense range of abilities and interests, including special-education students. Some work from a lottery system; others are public schools or districts bound to accept every student in their district. With rare exceptions tied to foreign language mastery, the schools do not track students by ability in social studies or language arts. Some don't track in math or science, either.

Much of what these institutions are doing, as individual schools and as a group of pioneers, can be codified into a corpus of promising practices in international education for American schools. The practices these schools and districts have put into place are bold, even daring, but they need not be anomalous. Several, such as CAIS in San Francisco, are so eager to share their approaches to education that they are diligently working to pull together forums and study groups of other like-minded schools. Similarly, leaders of the Newton, Massachusetts/Beijing student exchange program now are working, with foundation grants, to help other districts nationwide to adopt similar programs.

From interviews over the past six months with more than 100 students, parents, graduates, teachers, heads of school, and superintendents connected to these nine schools, programs, and districts, seven key ideas have emerged as promising practices. Underlying the practices as a whole is a single key goal: build schools whose students possess discerning minds, open hearts, and knowledge of the world. No one institution has found it possible, or necessary, to follow all of these practices to do so.

The inclusion of any one item on the list should not be read as an edict for its universal adoption. Moreover, much among these practices would be seen in any top-notch school. As a group, nonetheless, these practices encompass the foundations, ideals, and ongoing rituals upon which aspiring schools may seek to develop their own programs focused on regions of the world far from our own.



### Dream Big, Start Slow, Be Flexible

Starting a new school or program is at once frightening and thrilling; it's an opportunity that inspires teachers, principals, parents, and students. Taking the time to plan a new school or program is essential. Those schools who had the luxury of time, say a minimum of two years, found obvious benefits—clarity on opening day, the luxury of selecting teachers whose backgrounds and pedagogical practices matched those of the school's vision, opportunities to tap the community for buy-in, the chance to set up routines. Heads of school also report the importance of flexibility and allowance for inevitable year-to-year changes in concepts and programs.

When International School of the Americas (ISA) opened in San Antonio in 1995, its intent was to help students master the principles of the North American Free Trade Agreement and to make connections for international jobs. The concept sounded great to teachers and to the Trinity University leaders whose blueprint helped drive the school's birth and gird its philosophy. It was not a hit, however, with students, who couldn't relate to an exclusively business focus. Little by little, the school abandoned initial plans, adding instead community service components, study of world hunger, and other activities that are more compelling and accessible.

ISA started slow in other ways as well. The school, which sits on the campus of the traditional comprehensive Robert E. Lee High School, opened with a pioneer class of freshmen. As these students advanced through their four years, other classes followed, until the school had students at all four grade levels, a total of approximately 450 students, for the 1997-1998 academic year. Principal Shari Albright says, "Pivot is the operative word here. You have to be willing to move, to adjust,

and to toss out concepts that don't work. If you feel wedded to something that isn't working, your program suffers."

Eugene International High School (IHS) followed a similar model. The school opened twenty years ago on two campuses—Sheldon and South Eugene—with 100 ninth-graders across the two campuses. By the fall of 1988, the school's first year as a four-year high school, enrollment came to 460. In 1996, a third IHS program was added at another location. This year, IHS moves into its third year on a fourth campus, enrolling more than 1,500 students.

The Metropolitan Learning Center (MLC) in Connecticut, for middle- and high-school students, similarly added students one grade at a time, opening in 1998 with a single sixth grade of eighty students and adding one grade each year. There were five teachers in the first year, working inside a former junior high school, with little more than several classrooms. The school hadn't even pulled together a lunch program and scrambled to find take-out Chinese on opening day. This year, MLC will graduate its first senior class.

Evanston Township followed yet another model, slowly building a compelling global education component that covers the entire sophomore-year social studies curriculum inside a conventional neighborhood high school. First came two global history offerings: a senior elective Russian history course and a one-year sophomore humanities class. Teachers then designed the African History and Cultures class, offering it as a senior-year elective. Teachers began to design other classes: Latin American Studies, and Tradition and Change in China and Southeast Asia, India, and Japan. The Evanston community began to galvanize around the international education concept and spurred the district to create still more courses covering world history and culture. The school next added a one-semester Global Perspectives course. Within years, the length of the mandated course was extended to a full year. "Schools absolutely can build and incorporate a global perspectives course or series into their current infrastructure," insists Paula Frohman, history teacher, staff developer, and one of the program's founders. "Take it one step, one course, one class at a time."

### Secure Community Buy-In and Find Passionate Defenders

There is nothing worse, leaders of these schools concede, than a school created in an ivory tower. Such a notion is antithetical to the very concept of international education as defined by the schools and programs profiled here. Each of them has worked diligently at the grassroots level—at the outset and on a continuing basis—to raise funds, to inform parents about school goals, even to select a curriculum or language focus that meets the anticipated needs of area businesses and the dreams of parents. Because they aim to teach cooperation, these

schools want to model it. Because they believe in diversity, these schools embrace diverse student populations. Because they seek to model acceptance, the schools, where practical, encourage students of widely divergent academic abilities to participate, and they group students heterogeneously.

Karen Kodama, principal of John Stanford International School in Seattle (JSIS), exemplifies the master diplomat role. Before selecting the languages of choice for immersion study at JSIS, Kodama developed two in-depth surveys, one of 5,000 parents and the other of 1,500 business leaders, to discern their preferences. Her survey of parents was inconclusive, but her survey of business leaders sealed her commitment to select Spanish and Japanese as languages for immersion. "It became essential to know what others thought," Kodama says today. "You can't develop a top-notch school in a vacuum. Even if you have a clear vision and an indefatigable spirit, you must concede that you do not have all the answers."

Kodama has involved businesses in helping raise funds for the school. An international business breakfast held in cooperation with Starbucks Coffee International and other corporate sponsors has raised \$60,000 for each of the past two years. "It helps to have the attitude that you can always start something new," Kodama says.

ISA's Albright notes the importance of finding "angels" at the Board of Education or district office who will streamline hiring processes and adopt flexible guidelines when necessary to hire talented teachers. "Get a track record going, and then operate as if you believe anything is possible," she says.

Communication with parents plays a critical role in a new school devoted to language immersion. School leaders say they must ensure that parents know what they're buying in to if they sign up. Kodama of JSIS minces no words with the community about the ambitious nature of her school's program. During January and February, she holds weekly orientation meetings with parents interested in JSIS. She explains that kids who have delays in their native language will face an extra layer of challenge. The point isn't to scare people off, she says, but to communicate clearly so expectations are realistic.

At the Chinese American International School, principal Andrew Corcoran finds he plays a different role with parents—reassuring them that children in his Mandarin Chinese language immersion school will be no less prepared to master tests of English comprehension and vocabulary than those in an all-day English-language school. In fact, they'll do better, he says.

Perhaps nowhere has the need for communication been more important than in communities such as Bloomfield, Connecticut, where a magnet school was born out of a court desegregation case. Laying out

for parents what they could expect, and seeking their buy-in for a school that would offer no organized interscholastic athletics, was essential to laying the groundwork for the school's development. Such outreach came in the form of meetings, mailers, community breakfasts, and ongoing work with area universities.

### Expect to Supplement Textbooks

The sad truth for programs like those profiled here is that standard-issue textbooks rarely meet program needs. Because many of the schools are integrating curricula across disciplines, they are not able to follow conventional sequences laid down in many texts. Also, because their social studies and humanities classes cut across specific cultures and epochs—some schools cover three regions of the world in a given year and examine every aspect of that area's culture, religion, politics, and history—schools need materials that transcend cursory treatments. Many districts can't afford to purchase textbooks as often as would be necessary to keep curricula current; they are eager to see textbook companies move materials onto the Internet and other electronic media that can be quickly and less expensively updated.

"Schools absolutely can build and incorporate a global perspectives course or series into their current infrastructure. Take it one step, one course, one class at a time."

In the case of elementary-school foreign language immersion, schools report that textbooks tend to be too easy in their oral language and dialogue presentations and generally inappropriate in their treatment of social topics. Textbooks meant for high-school or college students in their second or third year of a foreign language won't work with third- or fourth-graders

who are at the same level of fluency but whose social interactions focus on playground antics, not dormitory life. And in the area of current events, around which so many top-notch schools are forming curricula to engage students in world history, textbooks aren't sufficiently up-to-date. The simulation exercises offered at Evanston Township High School or at Eugene International High School, for instance, require in-depth, timely materials—news accounts to explore the issues in Sudan for a freshman Pan-African Conference at Eugene or recent information about the changing roles of women in

Afghanistan for a yearlong Evanston humanities course on Africa, Latin America, the Middle East, and Asia.

Some schools—notably Eugene International High School and Morikami Park Elementary School—are following the inquiry-based models mandated by the International Baccalaureate (IB) program, for which textbooks are often useful reference materials but cannot form the heart of student-led, inquiry-based learning. In sophomore year at Eugene, for instance, the simulation is a Eurasian conference for which each student researches a single nation and develops position papers on as many as fifteen issues affecting that nation. A typical global studies text would not begin to cover the nuanced topics or the vast range of individual countries under examination.

Schools have found exciting alternatives or have created their own. Foreign newspapers in English, available on the Web, have proven a valuable resource in Evanston, teachers report. Reliance on other original source materials is common at all of the profiled high schools. Several districts have developed so-called Web Quests that function as curriculum units published on the Internet—complete with assignments for students, PDF documents to print and study, online background, and even bulletin boards for ‘round-the-world student postings. Paula Frohman, curriculum specialist at Evanston, regularly updates the quest she developed on the democracy movement in Burma. Districts also report success with iEARN, the nonprofit global initiative to connect students and their schools with classrooms around the world.

### Ensure All Participants' Commitment

Students, faculty, and administrators all should want to be in a school or program that is making ambitious movement toward international education or foreign language requirements. If the programs are not, in fact, voluntary, most feel as if they are because they offer curricular choices to students, parents, and teachers. In Glastonbury, Newton, and Evanston Township, for instance, students are zoned to attend the schools in question, so there is no choice offered about whether to enroll. But there are myriad options once enrolled. High-school students in Glastonbury, for instance, do not have to take a foreign language, though foreign language mastery is the district’s “calling card” and 94 percent of seniors are studying a second language. Students in Newton have a vast array of elective choices, especially in the district’s two high schools. Evanston Township High School sophomores choose from a variety of course offerings in social studies and literature, within the overarching Global Studies mandate.

For the balance of students in the districts and schools profiled here, attending a school or program is the choice of the students and parents. Eugene International High School offers no electives in its

curriculum, but students choose to attend IHS in the first place. Morikami Park, John Stanford International School, and MLC are all schools of choice or magnets of one form or another. And CAIS is an independent school.

“Foreign travel does not have to mean crossing the Atlantic or Pacific. We learn to travel with our minds and through our literature, too.”

Several factors illustrate the benefits of voluntary participation. Much more is asked of students in the programs profiled here than at traditional schools. In an elementary foreign language immersion program, for instance, there will be moments of sheer confusion for students as their young minds grapple with two

languages spoken in the course of a day. Patience with self and others on the part of students, parents, and teachers is required.

Faculty find that they themselves must be driven to succeed. Developing curricula about world regions that are in flux requires a certain mind-set and commitment to the international education cause. And because they tend to work either in small-school settings or in programs that are small subsets of a school’s total program, individual teachers are directly on the line when student performance suffers.

Teachers sometimes face unusual hurdles. Eugene International High School is essentially four schools-within-schools spread across the district. Some teachers are in two schools in a single day and in a third the next day.

“You can’t hide at a school like ours, either as a student or as a teacher. We’ll find you,” says Shari Albright, principal of ISA. These schools are under the microscope. Delegations from governments, universities, and foreign nations visit frequently. Parent expectations are high. When parents have opted for a special program, they tend to expect results that transcend grade-level math and language arts achievement.

### Emphasize World Language Mastery and International Exchange

Two of the nine schools in our group focus specifically on foreign language immersion—Chinese American International School in San Francisco (Mandarin Chinese) and John Stanford International School

in Seattle (Spanish and Japanese). Everything happening at these schools grows out of the commitment to foreign language mastery.

At the other seven schools and programs, foreign language instruction is an essential component of the program. Glastonbury created its foreign language program for grades K-8 just after World War II, when the U.S. Department of Defense reasoned that America’s next corps of diplomats needed to be fluent in other languages. At Eugene International High School, sixteen percent of students at the high school have participated in immersion programs in French or Spanish since grade school. The balance of the students at Eugene IHS must commit to studying a foreign language—Spanish, French, Japanese, or German—for at least three of their four high-school years. IB candidates must study a foreign language until they reach fourth-year proficiency.

Schools are reaching well beyond traditional languages, offering Russian, Chinese, Japanese, Arabic, and American Sign Language.

Closely related to the passion for language is the devotion to international travel and exchange, for students and faculty. Most noteworthy is the twenty-five-year-old foreign exchange program in Newton, Massachusetts. Each fall, it welcomes roughly eight students and two faculty members from the Jingshan School in Beijing and sends a commensurate number to Beijing in the spring. The impact of the exchange program reaches far beyond the students who come and go each year. Returning Newton teachers share lessons in classrooms throughout the district, just as teachers from Beijing teach throughout the Newton district during their one-semester stay. The program has led to development of new courses and teaching strategies throughout Newton, and has enhanced the commitment to offering a wide variety of foreign languages. So esteemed is this program that it is being used as a model, with Freeman Foundation support, for similar programs in schools around the country.

At Evanston Township High School, each year roughly eighty students participate in school-supported, two-week foreign exchanges with sister schools in foreign nations. And thirty additional students take summer study in Mexico with a sister school there.

MLC in Connecticut is developing a keen focus on foreign exchange. Roughly one-third of last year’s junior class either studied abroad or hosted students from foreign countries. MLC students, many on scholarships, have visited Finland, Germany, Japan, Poland, and Australia. Last year, the school hosted four students from Morocco and eight from Pakistan for three weeks each, and two students from Japan and Switzerland attended MLC as academic-year exchange students. This year, five students are attending the school. MLC also has a sister school in Weifang, Shandong Province, China, with whom it did an extensive bilateral exchange project in October.

Even when travel security concerns and costs have curtailed some foreign exchange opportunities or made school districts leery of sending students overseas, schools seek to expand their students’ horizons through travel closer to home. At International School of the Americas in San Antonio, for instance, all sophomores participate in a one-week trip to Zacatecas, Mexico. Students practice their Spanish and participate in a variety of hands-on and academic activities. Freshmen visit the Heifer International Ranch in Arkansas to learn about and take action to prevent world hunger. Other schools make community service involving international business or newly arrived immigrants an anchor of their programs. “Foreign travel does not have to mean crossing the Atlantic or Pacific,” says ISA’s Albright. “We learn to travel with our minds and through our literature, too.”

### Embrace Technology

When they can’t experience culture firsthand, or when they simply want to enhance students’ capacity for reaching out to fellow students around the globe, schools make innovative use of technology. Regardless of the ratio of computers to students, the commitment to maintaining high-speed computer labs is a given. E-mail access also is routine, and is used to create pen-pal programs with sister schools. Distance-learning videoconferencing is becoming common. MLC has embraced it to ensure its high-school students have access to a wide range of courses.

Less obvious uses of technology also can be seen. At CAIS in San Francisco, students learn how to use the computer in Chinese as well as in English. As they develop proficiency, students communicate with “buddies” in Chinese and English, give presentations, and practice setting up Web sites using both languages.

Glastonbury, the ambitious “foreign-language” district in Connecticut, is on the cutting edge of adapting technology for language instruction. Digital language labs allow students to connect to the Internet to download spoken vocabulary examples to practice language skills. The district is developing plans to allow downloads of language software directly onto student laptops to make the language lab experience portable.

At ISA in San Antonio, the school has furthered its six-year partnership with its sister school in Takayama, Japan, by using videoconferencing facilities to share scientific research methods and to discuss steps for an ongoing shared biology research project. Evanston Township High School has established a digital-video autobiography program; students make and encode digital videos that are e-mailed to their compatriots at a sister school in Japan. And at CAIS in San Francisco, middle-school students share writing and research projects via e-mail with students at a sister school in Shanghai.



Some schools have shown particularly responsive uses of technology. MLC developed one of the most ambitious virtual school exchanges during the 2003 Iraq War. Teachers arranged through the Global Nomads project to have seventeen high-school students speak by videoconference to students at a high school in Iraq. Several months later, when the war had been declared over, a follow-up videoconference connected the same students again. “This is the way videoconferencing should be used in schools, to connect students with one another,” says Caryn Stedman, MLC’s curriculum specialist.

### Hire Lifelong Learners, Then Train and Empower Them

Almost by definition, students who have rich educational experiences are being taught by teachers who are passionate lifelong learners. Many teachers speak languages other than English. Many have traveled internationally since their college days. They are voracious readers, news junkies, and frequently students themselves—not merely in staff-development activities in their home districts, but in outside programs where they earn Fulbrights, pursue additional degrees, or study abroad during the summer.

“Teachers in schools like ours can’t wait for the next opportunity to learn,” says ISA’s Shari Albright. Adds Eugene’s head teacher, Marilyn Curtis, “We are passionate about our own acquisition of knowledge. We study together, we travel together, we learn together.” Last summer, individual teachers from Eugene traveled to China, Tibet, Greece, and Mexico; another teacher recently returned from a year’s leave of absence circumnavigating the globe. Virtually all of the teachers in such schools give more than a typical day’s work, not because it’s required but because they want to. Notes Elizabeth Kennedy, principal

of Morikami Park Elementary in Florida, “If you want to give the bare minimum as a teacher, chances are you just won’t gravitate to our school.”

Sometimes the schools finance or arrange the continuing studies of their faculty. This year CAIS will exchange one teacher with the Hangzhou Affiliated School in China for one month. The teachers will share pedagogical approaches, lead discussions, and teach classes.

Administrators ensure that teachers have ample time to meet with one another to discuss pedagogical techniques, to explore new curricula ideas, to reframe programs that aren’t working, and to participate in conferences to share ideas. At ISA, a professor from nearby Trinity University works with Albright and oversees student-teacher interns. Schools report particularly strong interest in iEARN training conferences, which bring together teachers from around the world who are passionate about using technology for international education.

At both of the elementary immersion schools profiled here, teachers meet regularly to discuss their students. Much of this meeting time has to be arranged outside the normal school day. And in middle schools and high schools, cohort meetings occur both to discuss the individual students on a particular grade level, and the courses being offered across particular subject areas.

Meanwhile, especially at middle and high schools, teachers at the schools in our guide are empowered to make decisions, to devise curricula, and to break with formulaic administrative structures that put principals in a top-down role. At Eugene International High School, for instance, teachers have had responsibility for decisions pertaining to school staffing, schedule, curriculum, and budget since the school’s inception.

Teachers’ access to nearby university resources is key to the quality of these schools. Evanston Township High School has forged alliances with many universities in the area—Northwestern University, University of Chicago, and Northern Illinois University—that help fill gaps, supply student teachers, and open up seminars at which teachers continue to deepen knowledge. MLC’s proximity to Yale and Brown universities has afforded the school access to rich staff development and student resources.

### In Conclusion

The schools highlighted in this report have traveled an immense distance over the past decade. The number of languages being taught, and the depth of instruction, is greater than ever. The number of students traveling abroad, the sorts of experiences they are having, and the connections they are forging for life, continue to grow, even under the duress of travel restrictions and the occasional frayed nerve

accorded by sometimes-dismal world events. Most important, the experimental descriptions of interdisciplinary international education laid out just a few years ago have given way to a solid and cohesive array of practices that are now ready for sharing with neighbors near and far in an approach of self-examination that enhances each school’s own program while helping others start from scratch.

Amid budget crises, federal and state laws that focus educational accountability on reading and math, and other pressurizing local imperatives, all of the schools here have surmounted the obstacles before them. They are compelled by a bigger mission: the development of truly global citizens for future generations.

These pioneers have worked in isolation until now, but they need do so no longer. Internet resources to make connections with schools overseas are burgeoning; a shared body of experience on how to set up a program with an international or foreign language immersion focus is beginning to emerge. Schools can now be independent without being isolated. They can forge unique visions without operating in the shade of insecurity.

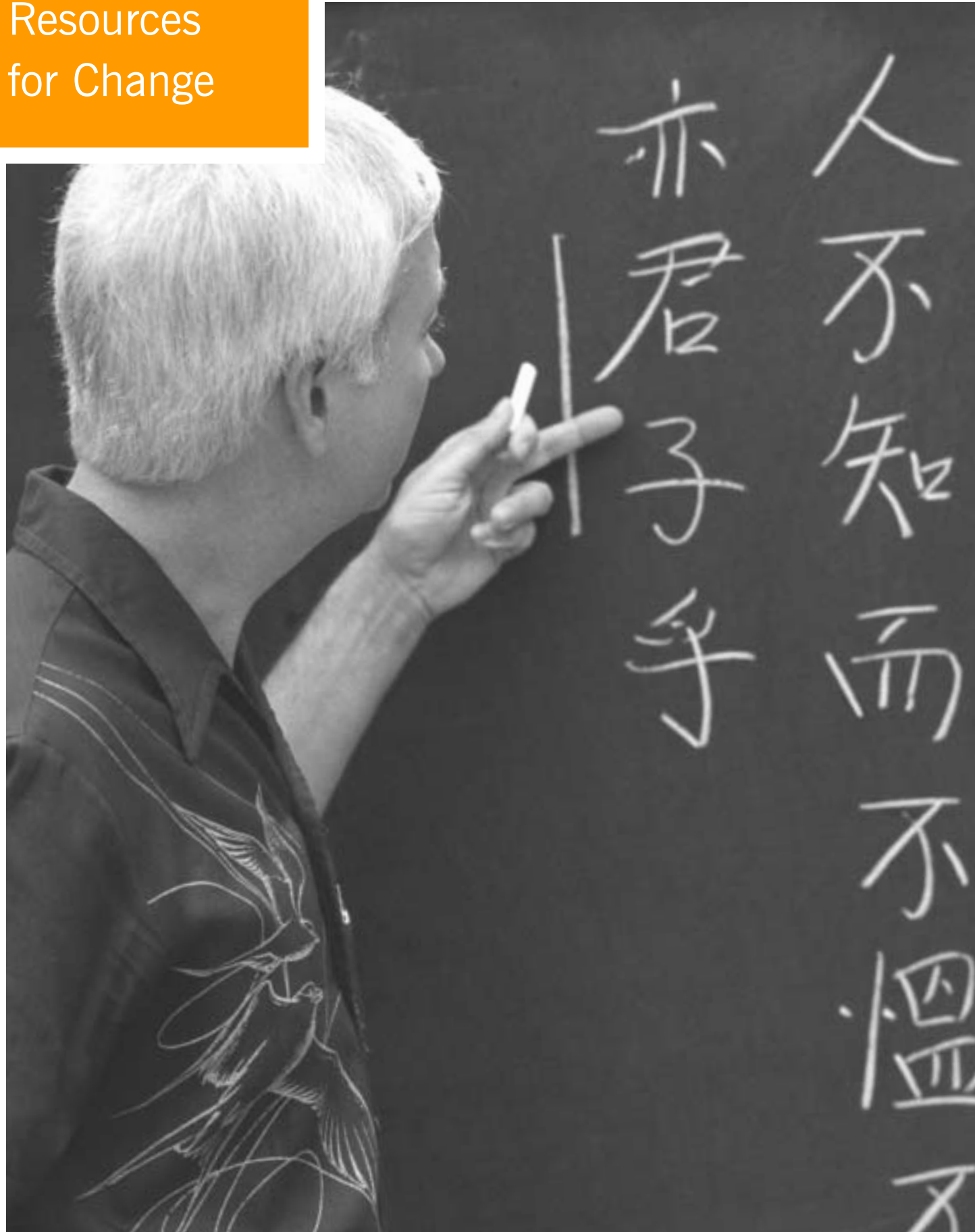
Educators speak with passion about the work on which they’ve embarked, whether it’s to teach young children to master a second language or to teach high-school seniors to understand the complexities of world history through the prism of vivid, sometimes inexplicable current events.

Perhaps most exciting, a generation of students that have passed through these schools is emerging into adulthood, eagerly embracing and reflecting upon the education they’ve been so fortunate to obtain and expressing hope that they will find similar schools for their own children.

These nine schools and programs are pioneers, to be sure, but the lessons they have shared here, and those of many other outstanding schools that applied for recognition through The Goldman Sachs Foundation Prizes, are replicable under the steady hands of committed teachers, parents, administrators, and students.

Lest the journey seem difficult, consider the sentiments uttered, in one fashion or another, by every leader profiled in this report. Again and again, they stress the love they feel for the work they are doing, and the gratitude returned by their graduates. There can be no more affirming payout for our children in a global age. There can be no risk more worth undertaking.

## Resources for Change



Many resources are available to help schools promote teaching about the world.

The following is a small selection of national organizations and projects that provide high-quality materials and support for K-12 schools. Most are universities or nonprofit organizations. A longer guide to opportunities and Web sites, together with descriptions of their content, is available at [www.internationale.org](http://www.internationale.org).

### Curriculum by World Region

#### Africa

Exploring Africa, Michigan State University:  
<http://exploringafrica.matrix.msu.edu>

African Studies Center at Boston University: [www.bu.edu/africa](http://www.bu.edu/africa)

Center for African Studies, University of Illinois at Urbana-Champaign: [www.afrst.uiuc.edu](http://www.afrst.uiuc.edu)

#### Asia

AskAsia, Asia Society: [www.askasia.org](http://www.askasia.org)

Asia for Educators (AFE), Columbia University:  
<http://afe.easia.columbia.edu>  
[www.asiainthecurriculum.org](http://www.asiainthecurriculum.org)

#### Central and South America

Consortium of Latin American Studies Programs (CLASP):  
[www.claspprograms.org](http://www.claspprograms.org)

Latin American Network Information Center (LANIC):  
[www.lanic.utexas.edu/la/region/k-12](http://www.lanic.utexas.edu/la/region/k-12)

#### Europe

Center for European and Eurasian Studies (CEES),  
University of California at Los Angeles:  
[www.isop.ucla.edu/euro/teachers/index.asp](http://www.isop.ucla.edu/euro/teachers/index.asp)

Center for Russian and East European Studies (CREES),  
University of Michigan:  
[www.umich.edu/~iinet/crees/outreach/index.html](http://www.umich.edu/~iinet/crees/outreach/index.html)

#### Middle East

Council on Islamic Education (CIE): [www.cie.org](http://www.cie.org)

Outreach World: [www.outreachworld.org](http://www.outreachworld.org)

#### International

Foreign Policy Association (FPA): [www.fpa.org](http://www.fpa.org)

Office of Resources for International and Area Studies (ORIAS),  
University of California at Berkeley: <http://ias.berkeley.edu/orias>

United Nations Cyberschoolbus: [www.un.org/cyberschoolbus](http://www.un.org/cyberschoolbus)

Southern Center for International Studies (SCIS):  
[www.southerncenter.org/world\\_in\\_transition.html](http://www.southerncenter.org/world_in_transition.html)

### Curriculum by Subject

#### Arts

Metropolitan Museum of Art: [www.metmuseum.org/education](http://www.metmuseum.org/education)

Smithsonian Center for Education and Museum Studies:  
[www.smithsonianeducation.org/educators](http://www.smithsonianeducation.org/educators)

#### Economics

National Council on Economic Education (NCEE): [www.ncee.net/ei](http://www.ncee.net/ei)

#### Geography

National Geographic Society: [www.nationalgeographic.com/xpeditions](http://www.nationalgeographic.com/xpeditions)

#### History

World History for Us All: <http://worldhistoryforall.sdsu.edu>

World History Network: [www.worldhistorynetwork.org](http://www.worldhistorynetwork.org)

#### Language Arts

EDSITEment, National Endowment for the Humanities:  
<http://edsitement.neh.gov>

#### Science/Math

GLOBE: [www.globe.gov](http://www.globe.gov)

The JASON Project: [www.jason.org](http://www.jason.org)

Schlumberger Excellence in Educational Development (SEED):  
[www.slb.com/seed](http://www.slb.com/seed)

#### Social Studies

American Forum for Global Education: [www.globaled.org](http://www.globaled.org)

Center for Teaching International Relations, University of Denver:  
[www.du.edu/ctir](http://www.du.edu/ctir)

Choices for the 21st Century, Brown University: [www.choices.edu](http://www.choices.edu)

Stanford Program on International and Cross-Cultural Education  
(SPICE): <http://spice.stanford.edu>

### World Languages

American Council on the Teaching of Foreign Languages:  
[www.ACTFL.org](http://www.ACTFL.org)

National Foreign Language Center at the University of Maryland:  
[www.nflc.org](http://www.nflc.org)

Center for Applied Linguistics: [www.cal.org](http://www.cal.org)

Foreign Language Teaching Forum: [www.cortland.edu/flteach](http://www.cortland.edu/flteach)

### International Schools

International Studies Schools Association: [www.du.edu/issa/](http://www.du.edu/issa/)

International Studies Schools Network:  
[www.internationaled.org/schools](http://www.internationaled.org/schools)

International Baccalaureate Organization: [www.ibo.org](http://www.ibo.org)

### Technology

International Education and Resource Network (iEARN):  
[www.iearn.org](http://www.iearn.org)

Global SchoolNet Foundation: [www.globalschoolnet.org](http://www.globalschoolnet.org)

ePALS Classroom Exchange: [www.epals.com](http://www.epals.com)

Schools Online: [www.schoolsonline.org](http://www.schoolsonline.org)

ThinkQuest Competition, Oracle Education Foundation:  
[www.thinkquest.org](http://www.thinkquest.org)

### Professional Development

National Consortium for Teaching about Asia: [www.nctasia.org](http://www.nctasia.org)

Outreach World: [www.outreachworld.org](http://www.outreachworld.org)

### Travel and Exchange

Council on International Educational Exchange: [www.ciee.org](http://www.ciee.org)

China Exchange Initiative: [www.thechinaexchangeinitiative.org](http://www.thechinaexchangeinitiative.org)

World Wise Schools: [www.peacecorps.gov/wws](http://www.peacecorps.gov/wws)

Fulbright-Hays Seminars Abroad Program:  
[www.ed.gov/programs/iegpssap/sapfacts.html](http://www.ed.gov/programs/iegpssap/sapfacts.html)

Fulbright Teacher and Administrator Exchange Program:  
[www.fulbrightexchanges.org](http://www.fulbrightexchanges.org)

### Student Programs

Capitol Forum: [www.choices.edu/capitol\\_forum](http://www.choices.edu/capitol_forum)

Model United Nations: [www.unausa.org](http://www.unausa.org)

World Affairs Challenge: [www.du.edu/worldaffairschallenge](http://www.du.edu/worldaffairschallenge)

### The Goldman Sachs Foundation

The Goldman Sachs Foundation is a global philanthropic organization funded by The Goldman Sachs Group, Inc. The Foundation's mission is to promote excellence and innovation in education and to improve the academic performance and lifelong productivity of young people worldwide. It achieves this mission through a combination of strategic partnerships, grants, loans, private sector investments, and the deployment of professional talent from Goldman Sachs. Funded in 1999, the Foundation has awarded grants in excess of \$52 million since its inception, providing opportunities for young people in more than twenty countries.

### Asia Society

Asia Society is America's leading institution dedicated to fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. A national nonprofit, nonpartisan educational organization, Asia Society develops cultural, policy, business, and education programs about Asia for the public and influential leaders. Other Asia Society Web sites: [www.asiasociety.org](http://www.asiasociety.org); [www.asiasource.org](http://www.asiasource.org); [www.asiabusinesses.today.org](http://www.asiabusinesses.today.org); [www.asiafood.org](http://www.asiafood.org).

Other Recipients of the 2003 Goldman Sachs Foundation Prizes for Excellence in International Education: University of Vermont, Asian Studies Outreach Program (Higher Education); North Carolina (State); International Education and Resource Network (iEARN), and Sesame Workshop's Global Grover (Co-Recipients, Media and Technology)

Other Recipients of the 2004 Goldman Sachs Foundation Prizes for Excellence in International Education: Michigan State University (Higher Education); Wisconsin (State); GLOBE (Media and Technology)

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