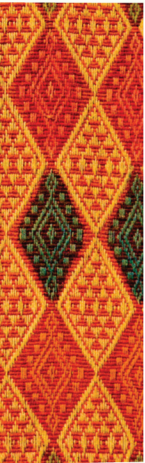


Global Connections, Global Learning, Global Advocacy



Partnership for
Global Learning

Annual Conference

July 2011
Rockville, MD



Partnership for
Global Learning

International Studies Schools Network Summer Institute

July 5 – 7 | see page 2

Annual Conference

July 7 – 9 | see page 20

www.AsiaSociety.org/education

Our Stories, Our Voices



Summer Institute
for the International Studies Schools Network

July 5 – 7, 2011
Rockville, MD

July 2011

Dear ISSN Summer Institute Participant,

Welcome to Asia Society's Summer Institute for International Studies Schools Network (ISSN) faculty members.

Since 2003, with initial support from the Bill and Melinda Gates Foundation, Asia Society has worked in partnership with school districts and charter authorities to create the International Studies Schools Network, a national network of design-driven schools with the core mission of developing college-ready, globally competent high school graduates. Since the first three ISSN schools opened in 2004, the network has since grown to **28 schools**, serving elementary, middle and high school students, in urban, suburban and rural communities across the United States.

To celebrate the many successes each of our schools and the Network has already accomplished, this year's Summer Institute is based on the theme, "***Our Stories, Our Voices.***" We have designed this Summer Institute to focus on the expertise and collective wisdom of the Network, allowing schools to share their many triumphs and lessons learned from their hard work and perseverance. Our goal is that participants will increase their knowledge and skills, while developing new friendships and strategic partnerships within the Network. It's through these ongoing relationships that we believe the talented teachers and leaders in the Network will continue to succeed in preparing students for the interconnected world beyond graduation. Each of you here is key to realizing the vision of innovative school reform. To prepare our students to compete, collaborate, and contribute successfully in a global world, we will focus on how to bring the world into our classrooms. Together we will look at how international learning can be deeply infused into our curriculum, assessments and school structures.

This year, our ISSN Summer Institute will be followed by the Asia Society's Partnership for Global Learning Annual Conference, *Global Learning, Global Connections and Global Advocacy*. Our ISSN participants will join over four hundred additional teachers, administrators, educators, policy makers, and district and state leaders—all dedicated to preparing students for success in the 21st century global environment.

We appreciate your commitment to your students' and to your own learning, and we look forward to working with you throughout the course of the Summer Institute and the Annual Conference. Welcome to the conference!

Sincerely,

The ISSN Leadership Team

Summer Institute

Participation in Asia Society's International Studies Schools Summer Institute is by invitation only. Please turn to page 19 for the Partnership for Global Learning Annual Conference program.

Tuesday, July 5

2:00 PM	REGISTRATION OPENS	
3:00 – 5:00	Coaches Meeting (invitation only)	Montrose
6:00 – 9:00	OPENING CELEBRATION Welcome and Opening Remarks <ul style="list-style-type: none">• Tony Jackson, Vice-President, Asia Society Dinner Student Voices Introduction <ul style="list-style-type: none">• Brandon Wiley, Director, Asia Society ISSN Student Speakers <ul style="list-style-type: none">• Bryan Martinez, Vaughn International Studies Academy• Cassandra Jimenez, Mathis International High School Closing Remarks <ul style="list-style-type: none">• Brandon Wiley Dessert and Wine Reception	Atrium

Wednesday, July 6

7:30 – 8:30 AM	BREAKFAST	Atrium
8:30 – 9:30	KEYNOTE ADDRESS Believing Every Child Can Achieve Their Dreams <ul style="list-style-type: none">• Principal Salome Thomas-EL <p>“Every child needs someone to be crazy about them.” This is the mantra of Salome Thomas-EL, award-winning teacher, principal, and nationally recognized educator. It shapes his lifelong commitment to answering the question, “How do we</p>	Atrium

8:30 Wednesday,
continued

ensure that every child achieves his or her greatest potential?” This question lies at the heart of the national dialogue on education policy, the day in and day out work of school personnel, and the hopes of every parent. Central to this challenge is how we succeed with children who are facing the most serious barriers to success: poverty, violence, neglect, and low expectations.

Join the author of the best-selling books *I Choose to Stay* and *The Immortality of Influence* as he stresses the importance of leadership, mentoring, parenting, and service to others in this rapidly changing global world.

9:30 – 10:00

ISSN Graduate Portfolio System (GPS) Overview

Atrium

- Brandon Wiley, Director, Asia Society ISSN Director

10:15 – 11:30

CONCURRENT SESSIONS

GPS Performance Outcomes and the Global Leadership Rubric

Secondary Mathematics with David Molina

Truman

Secondary Science with Tonilee Hanson

Twinbrook

Secondary English/Language Arts with Carol Mendhenhall

Monroe

Secondary History/Social Studies with Tim Kubik

Jackson

Secondary Visual and Performing Arts with Don Proffit

Lincoln

Secondary World Languages with Lori Langer de Ramirez

Randolph

School Leaders with Meredith Wedin

Wilson

Starting Them Young: Global Competence for Elementary Students with Amy McCammon

Montrose

11:40 –
12:00 PM

PLENARY

Introduction to Learning Expeditions

Atrium

- Don Proffit, Asia Society Consultant for the Visual and Performing Arts

12:00 – 1:00

CONCURRENT SESSIONS

Learning Expedition Team Planning and Lunch

ⓘ Please pick up your box lunch on the way to the meeting room or table indicated for your Learning Expedition.

12:45 – 1:00

Depart hotel for Learning Expeditions

Evening

Dinner on your own in Washington, DC

ⓘ Some schools will use this time for a team dinner. Please check with your school leader before making plans for the evening.

Thursday, July 7

8:00 –
8:30 AM

BREAKFAST

Foyer

8:30 – 10:10

CONCURRENT SESSIONS A

The ISSN Matrix in Action

ⓘ There will be a thirty-minute facilitated debrief of the Learning Expedition experience in each meeting room from 8:30 to 9:00 AM.

✦ indicates an ISSN Matrix element

Advisory Advice: Aveson Inspired Global Themes

✦ ADVISORY

Jackson

- Tom Hyatt, Aveson Global Leadership Academy
- Christine Kha, Aveson Global Leadership Academy

"I've got this advisory time with a student, but what should I do with it?" This seminar will provide global educators with practical tools to infuse global concepts into an advisory setting. Using the global performance outcomes as a guide, *Advisory Advice* will provide a plethora of information and ideas to enhance your already existing advisory or provide ideas for the beginning Advisory Educator.

Seamless Infusion: Technology as a Teaching Tool Across the Content Areas

Madison

✦ CONNECTING STUDENTS TO THE WORLD THROUGH TECHNOLOGY

- Jade Adams, International Studies High School at Sharpstown
- Oscar Le, International Studies High School at Sharpstown
- Jennifer Kapral, International Studies High School at Sharpstown
- Ellen Devaney, International Studies High School at Sharpstown

Interested in learning more about incorporating technology into the Graduate Portfolio System (GPS)? Want to start connecting your students with other students from across the U.S. and the world? Participants will engage in an interdisciplinary approach to using technology, including a live Skype session (World Language Teacher), a final digital portfolio presentation (ELA Teacher), and strategies to infuse technology into your GPS tasks (Science Teacher). Best practices will also be shared for administrators to support teachers in incorporating more technology in the classrooms. You will leave this workshop with resources, tools, and simple ways to begin using technology to communicate and connect with the local and global community.

The Richness of Folktale Units: A Wealth of Opportunities for World Language Instruction

Monroe

✦ HIGHLY EFFECTIVE WORLD LANGUAGE PROGRAMS

- Lori Langer de Ramirez, ISSN World Languages Consultant

i This workshop is part of a double session that will continue through 11:30 AM

Using culturally rich stories as the thematic center, this workshop will provide language teachers with the teaching strategies necessary to incorporate language, content, and culture into the curriculum. A variety of activities will be shared that involve students in using their language to analyze the content of the tales, make connections to other disciplines, and explore the culture of the tales. This session will provide participants with a rationale for the use of curriculum units with folktales as a thematic center, connect ACTFL standards and 21st-century skills to thematic teaching, demonstrate pre-reading and post-reading listening activities that exemplify best practices in World Language education, present sources and resources for stories and accompanying visuals, address ways of tailoring language to meet the proficiency needs of students

at different language levels, and present specific activities and assessments from a sample story-centered thematic unit.

Making Meaningful Connections on the Road

Truman

✦ STUDENT TRAVEL

- Kevin Gillion, Academy for Global Studies
- Ryan Kerr, Academy for Global Studies

While many of us probably took school trips to Washington, DC, or Gettysburg for the sole purpose of getting picturesque photographs of important monuments, experiential learning has come to be recognized as a fundamental method of creating enduring understanding for students. In this breakout session we will discuss how the Academy for Global Studies at Austin High School has used student travel as an opportunity to create meaningful learning experiences for students. We will use our trips to Heifer International, Costa Rica, and Washington, D.C., during which we take entire grade levels (140 students at a time) as springboards for discussion. We will also discuss methods for integrating key elements of the ISSN design matrix into destination curriculum planning.

Sí Se Puede: Defying the Odds at Vaughn International Studies Academy (VISA)

Adams

✦ DEVELOPING A COLLEGE-GOING CULTURE

- Stan Leandro, Vaughn International Studies Academy
- Brent Wozniak, Vaughn International Studies Academy

According to the California State Department, only 59 percent of Latinos graduated from public schools statewide last year. The Los Angeles Unified School District reported a dropout rate of 34 percent for Latinos. In 2007-08, one of VISA's neighboring high schools reported a dropout rate of 53 percent for Latinos. Latinos from low-income areas make up just 4 percent of the University of California's population (12 percent total), 11 percent of the Cal State System (22 percent total), 27 percent of the community colleges, and 6 percent in other institutions. Despite these tragic numbers, VISA's graduation rate averages 90 percent, with over 50 percent of the graduates being accepted to four-year universities. The remaining students finish their classes at the local community college. VISA is defying the odds by offering a rigorous standards-based curriculum. At this session, we will share strategies we have implemented to accomplish our mission of graduating college-ready and globally competent students.

How Do We Engage Elementary Students in Interdisciplinary Units of Study?

Wilson

✦ PROJECT-BASED LEARNING

✦ INTERDISCIPLINARY TEACHING & LEARNING

- Jessica Bradley, Ambassador School of Global Education

In project-based learning, students go through an extended process of inquiry in response to a complex question, problem, or challenge. It provides both students and teachers with opportunities to engage with interdisciplinary content in new and invigorating ways. This session is designed to provide elementary teachers with opportunities to hear how project-based learning can engage diverse groups of students. Participants will see how a project is created and gain resources they can use to plan their own projects in the classroom. They will also learn about a phase-based project design and how it provides ample opportunities for reflection and assessment. In addition, participants will engage in a Design Challenge where they will experience how students work collaboratively and creatively to apply learning to complex problems.

Portfolios and Capstones: Not Just a Theory Anymore

Roosevelt

✦ CAPSTONE PROJECTS

✦ GRADUATION PORTFOLIOS

- Joe Canale, CSI High School for International Studies
- Lauren Torres, CSI High School for International Studies
- Lilliana Vendra, CSI High School for International Studies

The College of Staten Island (CSI) High School for International Studies, currently entering its seventh year, has developed a working system of portfolio projects that span ninth through twelfth grades. This process culminates in a senior capstone project. The advisory teacher teams at each grade level developed the projects, which are tiered in rigor and scope as students progress through immersion in the graduate profile. This workshop will highlight some of CSI High School's work in developing the portfolio projects. We will showcase student work, provide attendees with resources in the form of actual project tasks and rubrics, and look at the model of the capstone project for graduating seniors. CSI High School continually seeks to refine our practice and learn from our brother and sister schools in the network, so session participants are invited to offer feedback and suggestions in addition to learning from our work.

8:30 Thursday,
continued

TEDx at Your School: Innovate and Integrate

✦ CONNECTING STUDENTS TO THE WORLD THROUGH TECHNOLOGY

Jefferson

- Juliette LaMontagne, Consultant, ISSN
- Honor Moorman, Consultant, ISSN
- Alisha Stanton, Denver Center for International Studies at Montbello
- Pamela Valentine, International School of the Americas
- Jennifer Zinn, Global Learning Collaborative

How do you invigorate a community with ideas worth spreading? On the TEDx stage, interdisciplinary ideas intersect, inspire, and breathe new life into tired academic routines. Many educators use TED talks in their classrooms. Here's an opportunity to take it to the next level: coach your students to produce an official TEDx event. By empowering students to spread innovative ideas and actions globally, students put real-world global competencies to practice. ISSN students collaborate with one another and broadcast their program to the world. Meet ISSN TED alumni to learn about and brainstorm the TEDx potential at your school. Participants will receive information about TED, a calendar of events and milestones, TED-related activities for students, instructions on how to host an event, as well as anticipated outcomes. Discussion will focus on how TED events fulfill global competency goals as well as how the ISSN can leverage its strength as a network to make a big impact.

10:20 – 11:30

CONCURRENT SESSIONS B

The ISSN Matrix in Action

An Introduction to the Council Process—Meet Me There

✦ ADVISORY

Jackson

- Guillermina Jauregui, International Studies Learning Center
- Andrea Young, International Studies Learning Center

Imagine a time before computers, before television, before phones—when we communicated only by talking with each other face to face. We signaled the beginning of our time together with a song or a statement. We remembered our traditions and discovered our values. We shared our strengths and acknowledged our challenges. We made decisions, explored conflicts, and shared our dreams. We told our stories. Sometimes we passed a talking piece from person to person so the speaker was the center of attention. Finally, we signaled the closing to our time together with a song, a silence, or an acknowledgement of what had been done and what remained. Now imagine this happening in a traditional urban public school setting. This is the Council Process. Meet me there!

Tune In and Turn On: Engaging the Elementary Student in World Learning

Madison

✦ CONNECTING STUDENTS TO THE WORLD THROUGH TECHNOLOGY

- Bridget Hanks, Aveson School of Leaders

Prepare to engage your spirit of inquiry! In this interactive session, educators will review the ways K – 5 students at Aveson School of Leaders in California are using technology to enrich and extend their learning beyond the classroom. This will be a hands-on session that introduces participants to a variety of web-based resources and strategies that expand the collaborative nature of both the students' and teachers' classroom experience. Participants will work together to further develop the scope and quality of these methods and to plan applications for their own classrooms. Issues that arise when using technology in the elementary setting will be addressed. Bring your computer!

The Richness of Folktale Units: A Wealth of Opportunities for World Language Instruction

Monroe

✦ HIGHLY EFFECTIVE WORLD LANGUAGE PROGRAMS

- Lori Langer de Ramirez, ISSN

ⓘ This workshop is continued from the session that began at 8:30 AM.

Student Travel: Designing International Student Travel for Successful Learning (a.k.a. "This is more than a vacation.")

Truman

✦ STUDENT TRAVEL

- Ellie Azghandi, the Global Learning Collaborative
- Jennifer Zinn, the Global Learning Collaborative

In the first two years of the Global Learning Collaborative, we have been able to take more than thirty-five students (mostly free/reduced lunch and first-in-their-family; almost 20 percent of the student body) on international adventures to China and Peru. We hold true to the need for a diverse student group, have developed an application process that is inclusive and supportive, and have designed learning activities and projects that allow the students to earn credit toward graduation through their work. In this session, two traveling facilitators will share some examples of the materials we use, the activities that help make the trips rigorous learning adventures, and the projects that demonstrate the learning that took place. Session participants are invited to share your best practices and give us feedback on the work GLC is doing.

College Wasn't on My Radar Screen Until I Came to this School!

Adams

DEVELOPING A COLLEGE-GOING CULTURE


- Marlene Blocker, Rochester Early College International High School
- Alissa Hauck, Rochester Early College International High School
- Annaliese Wilmarth, Rochester Early College International High School

In this session you will have the opportunity to see first-hand examples of a true college going culture. Rochester Early College International High School opened its doors in September of 2010. Our community consists of eighty-nine ninth-grade scholars and thirteen staff members to support them. We will share the innumerable components put in place to lay the groundwork for a college-ready/college-going culture. The presenters will engage you in an activity of inquiry that will encourage you to reflect upon your own college experience in combination with the advancements of the 21st century, in an effort to blend these ideas and concepts in a way that will promote a greater understanding of what it means for scholars today to be college-ready.

Using Project-Based Learning for Unit Development

Wilson

PROJECT-BASED LEARNING

 This workshop is a double session that continues through 11:30 AM.

- Elizabeth Ozuna, ISSN
- Meredith Wedin, ISSN

Too often we see projects as an afterthought or a reward for a unit well done, but when students are "done" with a unit, they're done. Why add a project as an afterthought? In this hands-on workshop, the facilitators will walk you through a mini project, drawing attention to the essential elements of good project design. As these are highlighted, we will focus on the ways in which these elements can help students discover and achieve outcomes, rather than simply demonstrate them when all is said and done.

Passages, Portfolios, and Senior Presentations: Essential Questions

Roosevelt

- ✦ CAPSTONE PROJECT
- ✦ GRADUATION PORTFOLIOS

- Heidi Hursh, Denver Center for International Studies
- Stephen Parce, Denver Center for International Studies
- Marjorie Larner, ISSN

At DCIS, students have created portfolios and senior presentations since the 1990s, yet we still face many of the same issues and questions we hear are faced at other ISSN schools. In this session we will share lessons from our experience as well as facilitate small group discussions around essential questions about purpose, assessment, content, and process. Participants will receive a packet of materials developed to assist students in organizing and collecting artifacts and preparing final reflective portfolios and presentations. We will show video excerpts from a senior presentation and will assess a sample portfolio using a rubric. Throughout the presentation, we hope to hear from everyone in the room with ideas, stories, and questions about your own experiences developing portfolios and presentations that serve the needs of individual students as well as those of the school community.

ISA Journeys: Edublogs + Students + Parents = Rich Conversations

Jefferson

- ✦ CONNECTING STUDENTS TO THE WORLD THROUGH TECHNOLOGY
- ✦ GRADUATION PORTFOLIOS

- Patsy Quiroz, International School of the Americas
- Laurie Smith, International School of the Americas

The freshmen at ISA caught a break this year! Instead of being asked to compile a portfolio of the year's work during a few weeks in April, they were "tricked" into doing it painlessly and digitally all year long! Take a look at the results of their reflection as we explore their edublogs, aptly titled "ISA Journeys." Although we are continuing to refine the process and align it further with GPS performance outcomes, this new approach produced some exciting results.

11:40 –
12:50 PM

CONCURRENT SESSIONS C
The ISSN Matrix in Action

Strong Advisors, Strong Curriculum, Strong Advisory

Jackson

✦ ADVISORY

- Rachel Dahill-Fuchel, the Global Learning Collaborative
- Allison Fisher, the Global Learning Collaborative

The most consistent part of a student's four-year experience at the Global Learning Collaborative is Advisory. Every day, they come together in this family-like unit to expand on their learning, develop global citizenship skills, continue on their path to college and career, and grow as part of the community. The Asia Society Advisory Framework is a tool developed within the ISSN to support all schools in creating strong and powerful Advisory programs. In this session we will explore the big picture (what is the model? why is Advisory important?) and the details (sample lessons, experience some activities). Two co-advisors will share their experiences and facilitate engaging discussions and a creative brainstorm around how each ISSN school can enhance their Advisory program. We will learn together, work together, and grow together as advisors, facilitators, and colleagues.

Coming Up for Air: Deep Diving with the GPS

Madison

✦ GRADUATE PORTFOLIO SYSTEM (GPS)

- Ellen Devaney, International High School at Sharpstown
- Oscar Le, International High School at Sharpstown
- Amin Vahora, International High School at Sharpstown
- Susan Marion, Denver Center for International Studies
- Stephen Parce, Denver Center for International Studies

Participate in a discussion about what it means to "Deep Dive" with the GPS and Asia Society. We will review student work and discuss the challenges and successes we have faced from the community, faculty, and students while trying to fully implement the Graduate Portfolio System into our classrooms and satisfy our state standards at the same time

The Zen of Making Connections across the Hallway

Monroe

✦ INTERDISCIPLINARY TEACHING AND LEARNING

- Kevin Gillion, Academy for Global Studies
- Ryan Kerr, Academy for Global Studies

While it is clear to the attentive teacher that interdisciplinary curriculum creates significant learning opportunities for students, it can often be difficult to navigate its design within seemingly disparate subject areas while at the same time keeping the focus global. Additionally, meeting the challenge of

11:40 Thursday,
continued

connecting ISSN standards to rigid state standards and high stakes testing requirements can appear overwhelming. In this session, we will be sharing some of the successes of interdisciplinary learning created at the Academy for Global Studies at Austin High School by using features found in the ISSN toolbox, as well as methods of finding interdisciplinary connections in places we might not otherwise have thought to look.

Expanding Your School's Capacity for International Opportunities through Sister School Partnerships

Truman

- ✦ STUDENT TRAVEL
- ✦ PARTNERSHIPS

- Ken Staral, Ogden International School of Chicago
- Anthony Vandarakis, Ogden International School of Chicago

In this session we will offer a practical guide to setting up "Sister School Partnerships," discuss travel opportunities both domestic and abroad, and address common pitfalls when planning trips. Additional topics to be discussed are project collaboration (between sister schools), service learning on trips, student sponsorship, visitors/ hosting, and expanding ISSN collaboration. Consider attending this session if your school wants to begin a meaningful sister school partnership, if you need a blueprint for successful student exchange programs, if you have partnerships but are seeking to network with other likeminded schools (inside ISSN), and/or you want insider travel/booking tips, website resources, and a short list of do's and don'ts.

Internship Programs, Exploration, and Invaluable Lessons Beyond the Classroom

Adams

- ✦ INTERNSHIPS

- Kathy Bieser, International School of the Americas
- Victoria Norton, International School of the Americas

Building global competences does not have to stop when students leave a classroom. Extending global learning through an internship program offers students an opportunity to apply their knowledge to real-world situations and experiences. The International School of the Americas (ISA) has implemented an internship program that not only allows students the opportunity to gain experience in a career field of interest, but also aims to prepare students to be 21st-century global leaders and citizens by utilizing coursework that is designed to help them communicate, collaborate, and reflect. Join us to see how ISA has created this opportunity for students to build global competences as well as lifelong skills and information.

Using Project-Based Learning for Unit Development

Wilson

✦ PROJECT-BASED LEARNING

① This workshop is continued from the session that began at 10:20 AM.

Capstone Projects: How Do We Fit It All In?

Roosevelt

✦ CAPSTONE PROJECTS

- Melissa Jacobs-Thibaut, Houston Academy of International Studies

Participants will walk through the process of finding where a Senior Capstone Project fits into the overall design of their school and federal, district, and local mandates. An outline of the capstone project used at the Houston Academy for International Studies will be provided, in addition to student work samples and student-developed video of lessons learned from their experience.

Experience the “Network Effect” of the ISSN Ning (Social Networking Site)

Jefferson

✦ PROFESSIONAL LEARNING

- Honor Moorman, ISSN

Want to enjoy more benefits of ISSN membership? Connect, communicate, and collaborate with colleagues across the network? Anytime, anywhere? It's all happening on the ISSN Ning! Whether you're new to the Ning or you've been participating since the beginning, this hands-on session will help you make the most of our online ISSN networking space. You'll learn tips and tricks for finding and sharing ideas and information more efficiently and effectively. The more we all participate, the more we all benefit—so join us in this thing called Ning!

12:50 – 1:40

LUNCH

Atrium

① Elementary participants should pick up box lunches and proceed directly to the Regency Room to participate in the PGL Preconference “Ready for the World: Preparing Elementary Students for the Global Age” from 1:00 – 4:00 PM. See PGL Conference Agenda for full session description.

1:40 – 2:50

CONCURRENT SESSIONS D

Networking: Learning from Colleagues by Sharing Lessons from the Field

An essential strength of the ISSN network is derived from practitioners in the field sharing their wisdom and lessons learned. Collaborating in small groups, all participants are invited to share their efforts to provide rigorous, globally focused instruction. Plan to walk away with new strategies and a network of colleagues to support your instructional efforts for next year.

① Bring your lesson/unit ideas, project designs, assessments, resources, and teaching insights to this session.

Secondary Mathematics with David Molina	Monroe
Secondary Science with Tonilee Hanson	Truman
Secondary English/Language Arts with Carol Mendhenhall	Jackson
Secondary History/Social Studies with Tim Kubik	Wilson
Secondary Visual and Performing Arts with Don Proffit	Adams
Secondary World Languages with Lori Langer de Ramirez	Jefferson
School Leaders with Brandon Wiley	Madison

3:00 – 4:00

CONCURRENT SESSIONS

Regional Team Meetings

School teams will have an opportunity to debrief the ISSN Summer Institute and to discuss plans for the upcoming school year with the other teams in their respective region.

Southeast Region

Truman

West Coast Region

Wilson

Central Region

Jackson

New York Region

Monroe

Ohio Region

Adams

Texas Region

Jefferson

Global Connections, Global Learning, Global Advocacy



Partnership for
Global Learning

Annual Conference

July 7 – 9, 2011
Rockville, MD

July 2011

Dear Friends,

Welcome to *Global Connections, Global Learning, Global Advocacy*, the fourth annual conference of the Partnership for Global Learning (PGL). From science and culture to sports and politics, ideas and capital are crossing borders and spanning the world. The globalization of business, the advances in technology, and the acceleration of migration increasingly require the ability to work on a global scale. As a result of this new connectivity, our high school graduates will need to be far more knowledgeable about world regions and global issues, and able to communicate across cultures and languages. This effort touches all aspects of our students' futures, from their roles as global citizens to their contributions in an increasingly global workforce. With momentum in the field growing, the stakes have never been higher.

The Partnership for Global Learning and its annual conference are designed to provide you with resources and strategies to prepare our students to be both college and career ready and globally competent. *Global Connections, Global Learning, Global Advocacy* will focus on models and approaches to design and lead world-class schools and afterschool programs with an emphasis on technology and teacher and student voice. Sessions will provide specific strategies to teach about the world, foster collaborations with international experts on teaching and learning, highlight policy options to promote global competence in a time of opportunity, and create effective networks to support global learning. We are pleased to debut at this conference some of our latest resources including *Educating for Global Competence: Preparing our Youth to Engage the World*, a guidebook that makes the case for a more globally focused K-12 education system and defines the term global competence along with student work examples and includes effective pedagogy educators can utilize to add a global dimension to their classrooms and schools. This work, created in partnership with the Council of Chief State School Officers' EdSteps project, can be accessed online and is complimentary.

On behalf of Asia Society, I welcome you to this year's conference and thank you for all your inspiring contributions to the field. I look forward to our continued collaboration as we work together to prepare students for the global age.

Sincerely,



Anthony Jackson
Vice President, Asia Society

Conference Overview

Thursday, July 7

1:00 – 4:00 PM	PRE-CONFERENCE SESSIONS (pre-registration is required)
6:00 – 9:00	OPENING DINNER Speaker: Andreas Schleicher Learning with the World

Friday, July 8

8:00 – 10:15 AM	BREAKFAST PLENARY Speaker: Heidi Hayes Jacobs Curriculum Development for Global Competence
10:30 – 11:45	CONCURRENT SESSIONS I: Teaching and Learning for Global Competence
11:45 – 1:30 PM	LUNCH PLENARY Speaker: Alan November Technology for Global Competence
1:45 – 3:00	CONCURRENT SESSIONS II: Technology, Innovation and Global Learning
3:15 – 4:30	CONCURRENT SESSIONS III: Building Global Learning Experiences for Students
4:30 – 5:30	Exhibits and Book Signing
5:00 – 6:30	RECEPTION: Hosted by Partnership for Afterschool Education (PASE)
8:00 – 9:30	FILM & DISCUSSION: What American Education Can Learn from Finland Speaker: Bob Compton

Saturday, July 9

8:30 – 9:30 AM	BREAKFAST PLENARY Speaker: John Wilson
9:45 – 11:15	MINI PLENARY SESSIONS: Global Perspectives on Taking Action
11:15 – 11:45	Exhibits and Book Signing
11:45 – 1:00 PM	CLOSING PLENARY: Speaker: Maya Soetoro-Ng Teaching the Interconnectedness of Global Understanding

Pre-Conference Sessions

Pre-conference sessions require advanced registration. Please inquire at registration desk.

Thursday, July 7, 2011

1:00 – 4:00 PM **A Clear Guide on Educating for Global Competence** Twinbrook

- Veronica Boix Mansilla, Principal Investigator, Project Zero, Harvard Graduate School of Education

The challenge is clear: the world we are preparing students for today is fundamentally different from the one of yesterday. Today's societies are marked by new global economic, cultural, technological, and environmental trends that are part of a rapid and uneven wave of globalization. The Council of Chief State School Officers and the Asia Society Partnership for Global Learning have released the definition of global competence along with a comprehensive view of how to make this part of teaching practice and school design. During this session, Veronica Boix Mansilla will share how to use this definition to teach for global competence. She will address such questions as: How can you seamlessly integrate the tenets of global learning into your required units? What are the signifiers in student work that show the progress of a globally competent student?

The Dao of Global Competence: Teaching World Languages and Cultures through Inquiry, Exploration, and Self-Discovery Randolph

- Chris Livaccari, Associate Director, Education and Chinese Language Initiatives, Asia Society

Many educators would agree that the teaching of world languages and cultures is the basis for developing students' global competence. But introducing world languages and cultures should be about much more than just teaching a series of facts and concepts — it should involve a process of comparison, discovery, and self-reflection that sheds light on the students' own traditions and habits of mind. In this workshop, we will explore the traditions of Chinese Daoism and Confucianism as a model for teaching students about other cultural traditions while providing opportunities to discover something meaningful about themselves. Participants will explore a variety of methods to teach about Confucianism and Daoism, while learning how to articulate their own Confucian or Daoist approach to education. Participants will also discover that the philosophers of ancient China had their own notions of “global competence,” and that these ideas can be as powerful today — for both students and educators — as they were two thousand years ago.

Ready for the World: Preparing Elementary Students for the Global Age

Regency

- Shari Albright, Norine R. Murchison Distinguished Professor of Practice and Chair, Department of Education, Trinity University
- Mary Ellen Bafumo, Professor, School of Education, SUNY – New Paltz, NY, and primary author of *Ready for the World: Preparing Elementary Students for the Global Age*

Asia Society's handbook, *Ready for the World: Preparing Elementary Students for the Global Age*, offers elementary practitioners a roadmap for bringing the world into the PK–6 curriculum and school experience. Join the presenters for an interactive session on how to build the structures and curriculum to infuse global elements into the elementary learning experience, and participate in round-table discussion on how to support educators for the teaching demands of the global age. Bring your best global elementary ideas to share as the group learns about innovative practices from across the country. Participants will receive a free copy of the publication.

Expanding the School Day and Year for Global Learning

Montrose

- Carol McElvain, Senior Consultant, American Institutes for Research
- Jaime Stephanidis, Program Associate, American Institutes for Research

In an era of increased accountability and responsibility, many school leaders find that if they expand the boundaries of time, space, and partners for learning, they can better achieve global competence, provide more opportunities and connections for their students, and broaden their stakeholder groups of support. This workshop is geared toward school leaders, and addresses the following questions: How can an expanded learning program help produce globally competent graduates? How can school leaders leverage partnerships with community-based organizations to do so? How do they plan appropriately for implementation? And how do you assess whether you are reaching your goals? Copies of Asia Society's new publication, *Global Competence in Expanded Learning Time: A Guide for School Leaders*, will be provided.

Conference

Thursday, July 7, 2011

6:00 – 9:00 PM

OPENING DINNER

Plaza
Ballroom

Conference Welcome and Opening Remarks

- Tony Jackson, Vice President, Asia Society

Video: Student Voices

Shortie award-winning public service announcement by Andrew Kim, Parkland School District, Allentown, PA

Performance

Natananjali School of Dance Youth Performers

Dinner

Learning with the World: PISA Results and Preparing All Students for a Global Future

- Andreas Schleicher, Head of Indicators and Analysis Division, OECD Directorate for Education

What education lessons can we learn from high-performing nations around the world? While the United States continues to demonstrate pockets of innovation, school practices fail to scale to provide excellence for all. The most recent OECD Programme for International Student Assessment (PISA) results show that American fifteen-year-olds rank fourteenth in reading, seventeenth in science, and twenty-fifth in mathematics among the thirty-four OECD countries tested. Join Dr. Andreas Schleicher, an internationally renowned expert in comparative education, to get behind these numbers. Understand the levers that high-performing and rapidly improving education systems have used to accelerate outcomes for *all* students to prepare them to collaborate and compete in the global future.

Presented by MetLife Foundation

Friday, July 8, 2011

8:00 AM	BREAKFAST	Foyer
8:30 – 10:15	PLENARY SESSION Curriculum Development for Global Competence	Plaza Ballroom
	<ul style="list-style-type: none">Heidi Hayes Jacobs, educator and author of <i>Curriculum 21: Essential Education for a Changing World</i> <p>How can we revise and update curriculum and assessment to prepare our learners for their future? How do we create instructional portals to bring the world into classroom life? How can we employ exciting web 2.0 applications, digital tools, and tablet technologies to engage our learners in developing global competencies? How can we prepare our learners for their future, if as professionals we rely on dated practices? In this provocative and practical keynote, Dr. Jacobs will share her latest approaches in addressing these questions. She will examine specific, easy to implement teaching methods that can replace traditional practices of assessment and skill development. There will be a focus on global interdisciplinary issues such as sustainability, media literacy, geo-economics, and gateway cities. Arts fusion and considerations for globalizing discipline areas will also be addressed. Bring laptops and tablets to engage in this interactive presentation.</p>	
10:30 – 11:45	CONCURRENT SESSIONS I Teaching and Learning for Global Competence	
	1. Working Collaboratively in an Interconnected World: How Districts and Networks Go Global	Roosevelt
	<ul style="list-style-type: none">Brandon Wiley, Director, International Studies School Network (ISSN), Asia Society <p>This session will explore how the concept of global competence can be operationalized in a district or in a network of schools. Hear success stories from the field and best practices from around the United States to learn how schools and districts have focused their mission, culture, curriculum, and assessment systems to promote global learning.</p>	

2. What's Global in the Common Core Standards?

Madison

- Steve Regur, Asia Society Consultant and Founder & Executive Director, Aveson Educational Cooperative, Inc.
- Cheri Quinlan, Coordinator of World Languages, International Education, and Gifted and Talented, New Jersey Department of Education, New Jersey

As teachers begin to adopt the Common Core standards, a new opportunity to discuss global competencies emerges. How do we connect global themes to academic expectations? How do we do more than trade one list of standards for the next? This session will explore practical ways to engage teachers in conversations and methods for connecting global competencies to the process of adopting the Common Core standards. Participants will engage in a hands-on activity to develop globally focused lessons that address the Common Core.

3. Elementary Programs that Teach the World

Wilson

- Shari Albright, Norine R. Murchison Distinguished Professor of Practice and Chair, Department of Education, Trinity University
- Mary Ellen Bafumo, Professor, School of Education, SUNY – New Paltz, NY, and primary author of *Ready for the World: Preparing Students for the Global Age*

What makes an elementary school global and how can global learning foster deeper content and skill development at a school? Join the primary author of the publication *Ready for the World: Preparing Elementary Students for the Global Age* for this engaging session on bringing the world into the elementary classroom. Bring your laptops or tablets for learning centers where you can explore innovative global elementary resources to support student learning.

4. Using Project-Based Learning for Unit Development

Regency

- Meredith Wedin, Director of Leadership Development, ISSN

Too often we see projects as an afterthought or a reward for a unit well done, but projects can be a critical means to introduce students to the material in a relevant and thoughtful way. In this workshop, the facilitator will walk through a globally focused mini project, drawing attention to the essential elements of good project design and how to integrate these into teaching from the start of a unit. As these are highlighted, they will focus on ways in which the elements can help students discover and achieve outcomes, rather than simply demonstrate them when all is said and done.

10:30 Friday,
continued

5. Finding Evidence of Global Competence in Student Work

What should global competence look like by discipline? Join the following hands-on, interactive sessions by organized subject area to explore how to look for evidence of global competence in student work.

Making International Science Real

Truman

- Tonilee Hanson, Science Consultant, ISSN

Math with a Global Lens on the World

Monroe

- David Molina, Math Consultant, ISSN

It's Social Studies, So It's Global, Right?

Jackson

- Tim Kubik, Social Students Consultant, ISSN

Developing Literacy through Global Learning

Lincoln

- Liz Ozuna, Coach, ISSN
- Carol Mendenhall, Director of Coaching, ISSN

Building Global Competence through World Languages

Jefferson

- Chris Livaccari, Associate Director, Education and Chinese Languages Initiatives, Asia Society
- Lori Langer de Ramirez, World Languages Consultant, ISSN

Global Arts – Global Learning

Adams

- Don Proffit, Arts Consultant, ISSN

11:45 –
1:30 PM

LUNCH PLENARY

Light-Speed Technology for the Global Classroom

Plaza
Ballroom

- Alan November, Senior Partner & Founder, November Learning

Education technology is not an option when it comes to preparing our students for global citizenship and leadership. Alan November will address what it takes to make sure educators know how to teach with technology in the classroom, and the impact that it has for the future of our nation in collaborating and competing in an interconnected world.

Presented by Pearson Foundation

1:45 – 3:00

CONCURRENT SESSIONS II

Technology, Innovation and Global Learning

1. Creating a Vision for Connection: How to Use Technology as a Driver for Global Learning Regency

- Alan November, Senior Partner & Founder, November Learning

In the last twenty years, the United States has invested tens of billions of dollars into education technology with very little improvement in learning results. Education is at the bottom of the economy in terms of productivity gains as a result of technology. The key is not more stuff, but redesigning the processes of schooling. In this presentation, Alan will describe how to leverage investments in technology to rethink the design of homework, make use of real-time student feedback, build collegiality, and create more rigorous and motivating assignments.

2. Using a Youth Development Approach to Foster Global Learning through Media and Technology Jackson

- Charmagne Campbell-Patton, Manager, World Savvy Challenge Program, World Savvy
- Yvonne Martinez Brathwaite, Associate Executive Director, Partnership for After School Education (PASE)
- David Donaldson, Director of Education, UNICEF

A variety of global education projects—whether inside or outside of the classroom/school—can benefit from a youth development approach that is designed to address the cognitive as well as social and emotional needs of young people. In this session, participants will learn about youth development outcomes and their deep connection to global competence through several resource and program providers that promote youth-led and technology-rich global learning.

3. Making Classroom Connections Worldwide (Repeated in Concurrent Sessions III) Lincoln

- Ryder Cobean, Program Associate, Civil Society Division, IREX
- Tonya Muro Phillips, Director of Programs, Global Nomads Group

Technology offers an unprecedented opportunity to connect students with others around the world. This session will profile two leaders in this area and demonstrate how they build global competence by connecting students in collaborative learning. Global Nomads Group will share tips and tools around best practices and pedagogy supporting the integration of

videoconferencing into teaching. IREX will demonstrate the power of online collaborative learning projects through the State Department's Global Connections program, which has connected hundreds of U.S. classrooms with classes in Central Asia.

4. Youth to Youth Connections Worldwide (Repeated in Concurrent Sessions III)

Monroe

- Rita Oates, Vice President of Education Markets, ePALS
- Jessie Gorant, Educator, Gifted/Talented Benjamin Franklin Middle School in Teaneck, NJ, and representative, iEARN

Both ePals and iEARN are leaders in connecting students all over the world. This session will provide an overview of iEARN's projects and how they have been successfully and seamlessly integrated into the middle-school curriculum, and allow opportunities to learn about the ePals Global Community of classrooms and projects in 200 countries. Experience resources and learn techniques to integrate this into your classroom.

5. Using Multimedia Primary Sources to Teach about the World

Truman

- Jennifer Hanson, Librarian, Primary Source
- Grace Norman, Managing Editor, Asia Society

When appropriately selected, primary sources can help bring academic course content to life by connecting students with real people and cultures throughout the world and by presenting particular perspectives or points of view. This workshop will demonstrate how thoughtful use of primary sources can promote development and mastery of 21st-century skills—including global awareness, critical thinking, collaboration, and media literacy — while engaging students as historians and ethnographers. Participants will work with select primary sources, including Primary Source World, an online primary source-based curriculum and Asia Society's Homeland Afghanistan website, to examine ways to integrate them into the curriculum, and discuss primary source selection to maximize student learning.

Wilson

6. Blended Learning as the Predominant Paradigm for Teaching and Learning in the World Language Classroom

- Bobby Hobgood, Global Educator and Technology Specialist

Blended learning (using the power of online learning combined with in-person instruction) is an essential learning experience for global citizens in a digital age. The session will explore critical the components, best practices, and potential challenges inherent in the process of designing and implementing effective blended-learning experiences. As an example, we will explore the development and implementation of online language courses for high-school students in Mandarin, Arabic, and Japanese. Participants will leave with a planning guide for

1:45 Friday,
continued

blended learning and free resources for creating a blended-learning environment.

7. Global Collaboration on the Go with Web 2.0

Roosevelt

- Honor Moorman, Consultant, Asia Society

Web 2.0 tools enable students to create and share content on the web, which means they are able to collaborate and communicate globally. Combine the power of Web 2.0 with handheld technology, and students can truly experience what it means to participate in the interconnected world—anywhere, any time. This hands-on session will focus on integrating free Web 2.0 tools and handheld applications in ways that will help globalize student learning across all grade levels and content areas.

8. Game Design and Gaming for Students

Madison

- Barry Joseph, Online Leadership Program Director, Global Kids
- Alan Gershenfeld, Founder and CEO, E-Line Media

Educators have begun to explore ways to use video games—and students' interest in gaming—to help meet the changing learning requirements of this generation. As a reaction to the growing number of teachers using games in their curricula, the presenters will respond to these innovative resources by having examples of how to use gaming in the classroom. Learn more about E-Line Media, publisher of game-based learning products and services that engage, educate, and empower. Also hear from Global Kids, an Online Leadership Program (OLP) where students learn how to communicate and express their views regarding domestic and global issues through online games. Both presenters are taking the lead in helping to prepare youth for lives and careers in the 21st century.

3:15 – 4:30

CONCURRENT SESSIONS III

Building Global Learning Experiences for Students

1. Designing Global Performance-Based Assessment Tasks

Roosevelt

- Marjorie Larner, Coach, ISSN
- Neelam Chowdhary, Executive Director, Professional Development and Curriculum, Asia Society

Performance assessment can be a driver of change in classroom practice. It encourages greater student engagement and choice. This session will share a curriculum template for the creation of performance assessment tasks. In addition, examples of globally focused tasks, and a review of the related learning units that link global and state-mandated skills and content, will be provided.

2. Teacher Exchanges

Madison

- Jennifer Gibson, Chief, Teacher Exchange Branch, U.S. Department of State (moderator)
- Diane Niedzialkowski, Science Teacher, Springbrook High School, Silver Spring, MD (India)
- Jacqueline Stack, Social Studies Teacher, Howell Cheney Technical High School, Manchester, CT (Ukraine)
- Steve Pryzmus, ESL and Spanish Teacher, South Sioux City Senior High, Sioux City, IA (Mexico)

The U.S. Department of State and its partners offer a myriad of exchange programs for teachers and administrators that provide the opportunity for short- and long-term exchanges to open the world to you and your schools. Join this session to learn from a panel of teachers who know firsthand the power of international experiences to internationalize U.S. classrooms.

3. Student Exchange and Travel

Jefferson

- Chris Page, Executive Director, Council on Standards for International Educational Travel (CSIET)
- Matt Nink, Executive Director, Global Youth Leadership

Seeing the world firsthand is one of the best ways for students to become energized and informed, bringing back a passion for international learning to their schools. Two facilitators from the most prominent program and standards organizations that facilitate exchange programs will provide information on available opportunities for students and share some of their experiences on becoming global citizens through travel, whether short-term, semester-long, or yearlong international travel and exchange.

4. Teaching Current World Issues: Using the Study of Genocide to Engage Students in World Issues

Adams

- Evelyn Williams, Teaching Fellow, Choices Program

This interactive session will offer content and strategies for tackling sensitive issues with your students through the use of role-play and deliberation. In addition, other curriculum units and online resources from Brown University's Choices Program will be discussed. All participants will receive a complimentary copy of Choices' *Confronting Genocide* curriculum.

5. Making Classroom Connections Worldwide (Repeated from
Concurrent Sessions II)

Lincoln

- Ryder Cobean, Program Associate, Civil Society Division, IREX
- Tonya Muro Phillips, Director of Programs, Global Nomads Group

Technology offers an unprecedented opportunity to connect students with others around the world. This session will profile two leaders in this area and demonstrate how they build global competence by connecting students in collaborative learning. Global Nomads Group will share tips and tools around best practices and pedagogy supporting the integration of videoconferencing into teaching. IREX will demonstrate the power of online collaborative learning projects through the State Department's Global Connections program, which has connected hundreds of U.S. classrooms with classes in Central Asia.

6. Youth to Youth Connections Worldwide (Repeated from
Concurrent Sessions II)

Monroe

- Rita Oates, Vice President of Education Markets, ePALS
- Diane Midness, Director, Professional Development Workshops, International Education and Resource Network, iEARN USA

Both ePals and iEARN are leaders in connecting students all over the world. This session will provide an overview of several of iEARN's projects and how they have been successfully and seamlessly integrated into the middle-school curriculum, and allow opportunities to learn about the ePals Global Community of classrooms and projects in 200 countries. Experience resources and learn techniques to integrate this into your classroom.

7. Service Learning to Build Global Competence

Jackson

- Coco Killingsworth, Director of Programs, Global Kids
- Andrea Kamins, Associate Director, Development Without Limits

Find out how to ramp up traditional community service and/or fundraising projects into high-quality service learning experiences that are both meaningful and educational for students. This session will introduce a process for globally focused service learning through case study examples that highlight the role of educators as guides and facilitators to the process. In addition, participants will discuss the role that young people can play as leaders in their own learning and in their local and global communities.

8. University Resources to Support K–12 Global Learning

Truman

- Valerie McGinley Marshall, Director of Development and External Programs, Stone Center, Tulane University
- Natalie Arsenault, Outreach Director, Teresa Lozano Long Institute, University of Texas
- Elizabeth Leicester, Associate Director, Asia Institute, UCLA

Title VI National Resource Centers provide content expertise on world areas for educators at all levels. In this session the presenters will provide an overview of National Resource Centers, what kinds of activities and resources an NRC might provide for K–12 educators to support teaching and learning, and examples of programs undertaken by three programs in particular: the UCLA, UT at Austin, and Tulane University.

9. Teaching about the U.N.: Model United Nations as a Tool for Global Learning

Regency

- Joy Roberson, Scott Brogan, Jan Ross Piedad, Rachel Smith, Christa Harrison, Cameron Day, and Charlotte Carpenter, Seniors and Secretariate Members of Model UN–San Antonio, International School of the Americas

In Model UN (MUN), students step into the shoes of ambassadors from U.N. member states to debate current issues on the organization's agenda. Students make speeches, prepare draft resolutions, negotiate with allies and adversaries, resolve conflicts, and navigate the conference rules of procedure—all in the interest of mobilizing "international cooperation" to resolve problems that affect countries all over the world. Join students from Asia Society's ISSN to see how impactful this program is and how you can get your school involved in a MUN program.

10. Create the Conditions to Make Global Learning Happen

Wilson

- Heather Singmaster, Senior Program Officer, Asia Society (moderator)
- Michele Anciaux Aoki, PhD, Program Supervisor, World Languages and Safe Routes to School Office of Superintendent of Public Instruction, Washington
- Jenn Zinn, Principal, Global Learning Collaborative School, New York, NY
- Chang Yu, Principal, Sharpstown International School, Houston, TX

What must be in place to have a successful international education program? Who in the community has to be on board? What partners are key to success? Are there state or district policies that need to be in place? All of these questions will be addressed by experts who have had experiences with each challenge. Be sure to bring your questions as well!

3:15 Friday,
continued

11. Funding Global Learning

Montrose

- Shawn Stelow Griffin, Senior Program Associate, The Finance Project
- Jennifer Gage Holland, Program Manager for Training and Technical Assistance, The Finance Project

Schools implementing a global approach to learning often struggle to find the financial resources to keep their programs afloat. This session will present information on available funding sources and identify strategies that can be used to help access funds to best meet program funding needs. Participants will have structured time and tools available to evaluate current funding sources and will begin to create a plan to enhance and strengthen their funding portfolios.

4:30 – 5:30

Exhibits, Networking, and Book Signing

Foyer

5:00 – 6:30

Reception

Atrium

Hosted by Partnership for Afterschool Education (PASE)

5:45 – 7:45

Dinner (on your own)

8:00 – 9:30

FILM & DISCUSSION

What Can American Education Learn from Finland?

Plaza
Ballroom

View *The Finland Phenomenon* and discuss with director

- Bob Compton, entrepreneur, documentarian, and acclaimed director of *Two Million Minutes*

By almost every measure, Finland has one of the best K–12 school systems in the world. Unfortunately, most Americans too quickly dismiss the extraordinary Finnish achievement as not applicable to America. The habitual criticisms are that Finland is a small country, they have little immigration, they have few poor people, and a homogenous population. These superficial observations miss much of the value in the Finnish school system.

Finland's population and demographics are similar to many individual U.S. states, allowing for comparisons between systems. Additionally, Finland has, over the last thirty years, dealt with the challenge of poverty mainly by using education as a means to overcome this adversity. These similarities make the lessons learned in Finland applicable to the United States at multiple levels—city, state, national, policy, and practice.

So, open your mind, leave your biases at the door, and take a trip to the highest-performing education system on earth. Welcome to...*The Finland Phenomenon!*

Saturday, July 9, 2011

8:30 AM **Breakfast** Plaza Ballroom

9:00 – 9:30 MORNING PLENARY
Framing Remarks

- John Wilson, Executive Director, National Education Association

9:45 – 11:15 MINI PLENARIES
Global Perspectives in Taking Action

1. Teacher Advocacy Worldwide

Regency

Participate and learn as the international teaching community discusses teachers' instrumental roles in causing positive change in education. What are clear messaging points and successful strategies to have teachers' voices heard and acted upon around the world? Barnett Berry, author of *Teaching 2030*, will lead a panel of educators from the U.S., India, Singapore, and Malaysia as they share their stories and discuss how participants can develop their own voices for change.

- Barnett Berry, President, Center for Teaching Quality (moderator)
- Dan Brown, Teacher, Leader, and Author of *The Great Expectations School: A Rookie Year*
- Shaheen Mistri, CEO, Teach for India
- Lok Yim Pheng, Secretary General, National Union of the Teaching Profession, Malaysia
- Mike Thiruman, President, Singapore Teachers' Union

Presented by MetLife Foundation

2. Students' Perspective: Bringing Global Competence to Life

Roosevelt

In making the case for the need to teach and learn for global competence, let students do the talking. This session will make the concept of global competence tangible for the audience and will allow them to have a glimpse of how international education can shape the future of a student. Meet three students and one graduate who will participate on a panel to share their accomplishments and how global competence has helped them to conceptualize and achieve their goals. Bring your ideas and questions to this panel and interactive dialogue that harnesses student voices on global education.

- Connor McLaren, Junior, Washington International School

9:45 Saturday,
continued

- Talia Howard, Senior, International School of the Americas
- Shannon Juarez, Junior, Vaughn International School
- Alysha Huggins, Junior, High School for Global Citizenship
- Judy Estrada, Attorney, US Department of Agriculture, Graduate of Denver Center for International Studies ('99)

3. The Power of Simulations: Student-Led Landmine Simulation

Washington

With simulations, students take roles that are representative of the real world and engage them with authentic decision-making that responds to their assessment of the situation. Be a part of a very impactful landmine simulation to see how students make a difference in their global community. Led by students from the International School of the Americas, this is an exemplary example of how to use simulations to teach for global competence.

- Joy Roberson, Scott Brogan, Jan Ross Piedad, Rachel Smith, Christa Harrison, Cameron Day, and Charlotte Carpenter, Seniors, International School of the Americas

4. Building Mastery of Global Competence

Wilson

This mini plenary will offer an introduction to mastery-based learning as a framework for incorporating global competence into learning, instructional design, and assessment. The session will feature teacher perspectives and student voices from Kathleen Cushman's pioneering work *Fires in the Mind*, which explores the question, "What does it take to get really good at something?" Participants will explore how this framework for building young people's motivation and mastery can be applied to building global competence—in the classroom as well as across the school.

- Honor Moorman, Consultant, Asia Society
- Kim Carter, QED Foundation and Asia Society Consultant

11:15 – 11:45

Exhibits and Book Signings

Foyer

11:45 –
1:00 PM

LUNCH AND CLOSING SPEAKER

Plaza
Ballroom

Introductory Remarks

- Tony Jackson, Vice President for Education, Asia Society

Teaching the Interconnectedness of Global Understanding

- Maya Soetoro-Ng, Professor, University of Hawai'i College of Education

Maya Soetoro-Ng is an expert on multicultural education and global learning. Dr. Soetoro-Ng will speak with the audience about teaching interconnectedness and how children become aware of the concept of being a part of a global community. She will share thoughts behind her newest publication, *Ladder to the Moon*, a children's book that addresses the sensitive topics of loss, conflict, inheritance, service, and building bonds among diverse peoples. She will share strategies for teachers, parents, and community leaders to use in formal and informal educational settings to nourish empathy and multifaceted understandings of history as well as contemporary events. Dr. Soetoro-Ng is a professor of Secondary Social Studies Education at the University of Hawai'i's College of Education and is also the sister of President Barack Obama.

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Most teachers (63%), parents (63%) and executives from Fortune 1000 companies (65%) believe that knowledge of other nations and cultures and international issues is very important or absolutely essential for students to be ready for college and a career.

Source: MetLife Survey of the American Teacher: Preparing Students for College and Careers (www.metlife.com/teachersurvey).



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ASIA SOCIETY PGL STATES INITIATIVE

SINCE 2003, THE LONGVIEW FOUNDATION HAS MADE GRANTS TO SUPPORT STATE COALITIONS OF LEADERS IN EDUCATION, GOVERNMENT, BUSINESS, AND NON-PROFIT ORGANIZATIONS WORKING TO PROMOTE TEACHING ABOUT WORLD REGIONS AND GLOBAL ISSUES IN THEIR STATES.

THE GOALS OF THIS INITIATIVE ARE TO INCREASE TEACHING OF INTERNATIONAL KNOWLEDGE AND SKILLS IN P-12 CLASSROOMS BY STIMULATING STATE POLICY ACTIONS AND PROGRAM INITIATIVES TO ENABLE EXPANDED INVESTMENTS IN INTERNATIONAL EDUCATION AND DEVELOP PROFESSIONAL CAPACITY TO TEACH ABOUT THE WORLD.

IN ADDITION TO FUNDING, LONGVIEW HAS PARTNERED WITH THE ASIA SOCIETY TO CREATE THE STATES NETWORK ON INTERNATIONAL EDUCATION IN THE SCHOOLS THAT BRINGS TOGETHER STATE LEADERS TO SHARE STRATEGIES AND PROMISING POLICY AND PROGRAM INNOVATIONS TO BUILD THE GLOBAL KNOWLEDGE, SKILLS, AND DISPOSITIONS OF YOUNG PEOPLE. THE NETWORK HAS CONTRIBUTED TO SIGNIFICANT RECENT GROWTH IN THE FIELD. AT THIS TIME 32 STATES ARE ACTIVELY INVOLVED IN THE INITIATIVE. FOR MORE INFORMATION ON THE INITIATIVE, INCLUDING CURRENT STATE ACTIVITIES, PLEASE VISIT WWW.LONGVIEWFDN.ORG.



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As the world changes rapidly, our students need to graduate from school college-ready and globally competent, prepared to compete, connect, and cooperate with their generation around the world.

The **Asia Society Partnership for Global Learning** is connecting educators, business leaders, and policymakers to share best practices, build partnerships, and advance policies to ensure that all students are prepared for work and citizenship in the global 21st century.

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- World Languages & School Partnerships
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- National Chinese Language Conference
- Asia Society Partnership for Global Learning Annual Conference

Asia Society Partnership for Global Learning - Membership Programs:

- Membership for individuals and organizations
- “Members First” access to what’s new in the field
- Special discounts on Asia Society Partnership events and services, including annual conferences

For more information about the **Asia Society Partnership for Global Learning**, sign up for our e-newsletters, connect to members, and review our publications and policy papers please visit www.asiasociety.org/pgl

Exhibitors

American Councils for International Education
americancouncils.org

American Red Cross
redcross.org/ehl

CSIET
csiet.org

Global Youth Leadership Institute
gyli.org

Heifer International
heifer.org

iEarn USA
iearn.org

OneWorld Classrooms
oneworldclassrooms.org

Reach the World
reachtheworld.org

Spice, Stanford University
spice.stanford.edu

What Kids Can Do
whatkidscando.org

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Association for Career and
Technical Education

Center for American Progress

Committee for Economic
Development (CED)

Council of Chief State School
Officers (CCSSO)

Education Week

Institute for International
Education

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Learning Forward

McGraw Hill

NAFSA: Association of
International Educators

National Association of
Elementary School
Principals (NAESP)

National Association of
Secondary Principals
(NASSP)

National Commission on
Teaching America's Future
(NCTAF)

National Council of La Raza

National Education
Association (NEA)

National School Boards
Association (NSBA)

Partnership for 21st Century
Skills

Title VI

WNET

World Affairs Council

Notes

A series of horizontal dashed lines for writing notes.

