



Putting the World into World-Class Education: State Innovations and Opportunities



Preface

Across the country, business, education, and political leaders are grappling with the question of how to produce workers and citizens who can remain competitive in a world that is shrinking before our eyes. Today's students will be working in a global marketplace and living in a globalized society. In order to succeed and become leaders in this new world, they must acquire a far different set of knowledge, skills, and perspectives than previous generations. They must be able to compete—but also to cooperate with international peers.

As the realization that we need to better prepare our students for these new global realities sets in, states have been working individually and collectively on initiatives to integrate international knowledge and skills into schools. This paper provides examples of state-led innovations to promote international education. It is not intended to be comprehensive but illustrative—drawing from the work of the 25 states that have participated in the States Network on International Education in the Schools. States have sought to raise awareness, identify resources and leaders, and begin to put in place new policies and programs to promote international knowledge and skills. Activities include task forces, statewide summits, reports, surveys, policy statements and legislation, integration of international content into state standards and high school redesign, expansion of world languages, internationalization of teacher preparation and professional development, international benchmarking initiatives, and innovative uses of technology and exchanges. While these activities hold real promise, all states must build on the important progress chronicled here in a more systematic way. This paper is just a beginning; in the future we would like to include policies and programs from all 50 states.

States are realizing that they must give all their citizens the tools to succeed and provide leadership in the new global environment. Some states are already making strides in this area—but these efforts need to be expanded and brought to scale. The stakes involved in meeting these challenges could hardly be higher.

Gene Wilhoit

Executive Director
Council of Chief State School Officers

Vivien Stewart

Vice President, Education
Asia Society

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www.AsiaSociety.org/Education and www.CCSSO.org



Introduction: The Global Imperative

Across the United States, states are grappling with the question of how to produce workers who can be competitive in the 21st century global economy. A converging set of powerful economic, technological, demographic, and national security developments requires a citizenry and workforce that are far more internationally knowledgeable, competent, and adept in world languages and cultures—able both to compete and to collaborate internationally. Education is at the core of our response to globalization.

What are the Challenges that Require a Citizenry with International Knowledge and Skills?

Global Economy: Today, goods and services move seamlessly across borders. Already, one in five U.S. jobs is tied to international trade¹ and the economies of China, India, and Japan, which represented 18 percent of the world’s gross domestic product (GDP) in 2004, are expected to represent 50 percent of the world’s GDP within 30 years.² The majority of future growth for small, medium, and large businesses is overseas. According to the Committee for Economic Development, a non-profit organization of more than 200 business leaders and university presidents, “to compete successfully in the global marketplace, both U.S.-based multinational corporations as well as small businesses, increasingly need employees with knowledge of foreign languages and cultures to market products to customers around the globe and to work effectively with foreign employees and partners in other countries.”³

Security and Global Citizenship: Today the world is interconnected as never before. Every major issue faced by the United States has an international dimension—from environmental degradation and global warming, to pandemic diseases, to energy and water shortages, to terrorism and weapons proliferation. The effects of poverty, injustice, and lack of education elsewhere spill across borders. What we do affects others and the actions of others affect us. The only way to solve today’s challenges will be through international collaboration among governments and organizations of all kinds. U.S. graduates will need language and cross-cultural communication skills to be effective problem-solvers in today’s global context. U.S. citizens will also increasingly vote and act on issues requiring greater knowledge of the world.

Cultural Diversity within the United States: Not only will U.S. citizens need to work with citizens of other countries, but increasingly interact and work with people from vastly different backgrounds and cultures within their own communities. From 1993–2003, the population of minority students enrolled in U.S. public schools increased from 34 percent to 41 percent. The public school systems of California, Hawaii, Texas, and Washington D.C. enroll more than 60 percent minority populations, while the minority enrollments in Arizona, Louisiana, Maryland, Mississippi, and New Mexico, all exceed 50 percent.⁴ Even small towns in the South are experiencing increased diversity with new populations from Asia and Latin America.

The Growing Global Talent Pool: In this increasingly interconnected world, there is a growing global talent pool. Organisation for Economic Co-operation and Development (OECD) international comparisons have shown that the United States is 21st in the world in high school graduation rates and 23rd in student math performance. Asia Society and National Geographic Society surveys have also shown that compared with their peers in other industrialized countries, U.S. high school students lag behind their peers in knowledge of other countries and cultures.⁵ And while learning a second language is standard in other industrial countries, only 50 percent of U.S. high school students study any foreign language.⁶

Our students are clearly at risk of being unprepared for the demands and opportunities of the global economy. This is especially true for disadvantaged youth for whom American schools have historically fallen short. For low-income and minority students, closing the basic skills gap is an essential step, but real equality of opportunity will require all students to become college ready and globally competent.⁷ As education systems rapidly expand and improve in many parts of the world, we must engage all of our talent pool. Transforming our schools into learning communities for the 21st century requires policies and practices to ensure that we not only produce more high school graduates, but that those graduates are globally competent citizens, ready to take their place in the world community.

“Every major problem we face—from economic growth and the environment to public health, reducing poverty and improving homeland security—will require greater international knowledge and collaboration than ever before. States need a plan to maintain a competitive edge and prepare innovative, internationally competent young people for a new economy.”

– JAMES B. HUNT, JR., FORMER GOVERNOR OF NORTH CAROLINA, 1977–1985, 1993–2001

“In our global economy, American students, workers, and businesses face new and fierce competition from around the world. We live in a changing world, with changing technology, changing culture, and changing economies. [As a result, U.S. citizens need] to better understand language, culture, and foster relationships; and of course a big part of that is having an educational system that is aware of those trends. We need to prepare our educational curriculum.”

– TIM PAWLENTY, GOVERNOR OF MINNESOTA

“In today’s global economy, foreign language skills have become vital to our children’s future as members of the workforce and to our nation’s future success in the world. It’s time for business leaders and concerned community members to sound a new clarion call that will wake up policymakers and educators to the importance of teaching foreign languages to our children.”

– JOHN J. CASTELLANI, PRESIDENT, BUSINESS ROUNDTABLE

The Need for Global Competence

The accelerating forces of globalization and interdependence have produced a whole new world that make it imperative that our students receive a world-class education that includes global knowledge and skills. Global competence has become a core competence for the 21st century. While definitions of “global competence” and “international/global education” vary, it is generally agreed to include:

- *knowledge* of other world regions, cultures, economies, and international issues;
- *skills* to communicate in languages other than English, to work in cross-cultural teams, and to assess information from different sources around the world; and
- *values* of respect for other cultures and of civic engagement.

International or global education includes teaching and learning about other world regions through arts and culture, language, economics, geography, history, mathematics, and science. It is not a separate discipline, but is a perspective that informs and modernizes every discipline. International education also encompasses study abroad, academic and professional exchanges, and collaborations on every level.⁸



Challenges and Innovations in States

In 2006, the Council of Chief State School Officers released its *Global Education Policy Statement*,⁹

which states, “the Council articulates the belief that students will be best poised to achieve their full potential and contribute most to society when they have complete access to a system of education that recognizes and incorporates best practices from around the globe, teaches skills and knowledge necessary for success in the 21st century, and utilizes high-quality and rigorous curricula, including instruction in world languages and cultures.” This paper charts the progress and innovations in states over the last few years and makes recommendations for next steps.

States are critical to creating internationally competitive education systems that will support dynamic economies. They increasingly understand the need for an internationally competent workforce. States are no longer competing with the state next door—they are competing with countries around the world for trade, foreign direct investment, and job creation. States are also major investors in human capital. Although most education is delivered at the local level, states have the ultimate responsibility for assuring that children receive an adequate education. Through elementary and secondary education—and state colleges, universities, and technical schools—states are funding a significant percentage of this investment. States also offer major capital support for educational institutions and life-long learning environments, and often have jurisdiction over rights of way for broadband and other technology investments.

To help develop internationally competitive schools, Asia Society and the Longview Foundation have been working with more than 25 states through the States Network on International Education in the Schools. This network serves to assist states in building capacity in global and international education. Activities such as establishing a statewide council build visibility, create partnerships, and help set an action agenda for state efforts. Holding statewide summits brings business, community, and education leaders together in a collaborative approach to focus on student needs and new approaches. Over the last few years, states have pursued these and other avenues to prepare their students for the new global environment. Examples of state activities can be seen in the box on the following page.

States Network on International Education Key Activities and Initiatives

State Task Forces/Councils

Arizona
Connecticut
Delaware
Indiana
Kansas
Massachusetts
Michigan
Minnesota (Chinese)
Nebraska
New Jersey
New Mexico
North Carolina
Ohio
Oklahoma
Pennsylvania
Vermont
Washington
West Virginia
Wisconsin

State Summits

Connecticut (2004)
Delaware (2006)
Indiana (2008)
Kansas (2006, 2007)
Kentucky (2003)
Massachusetts (2003, 2004, 2005, 2007)
Michigan (2007)
Nebraska (2008)
New Jersey (2004)
New Mexico (2004, 2006)
North Carolina (2005)
Ohio (2007)
Oklahoma (2007)
Pennsylvania (2006)
Rhode Island (2003, 2004)
South Carolina (2004)
Vermont (2004, 2005)
Virginia (2006)
Washington (2003, 2004, 2006)
Wisconsin (2005)

State Reports

Delaware K–20 International Education Capacity Study (2004)
State of International Education in Indiana (2008)
Kansas Task Force on Chinese Language report (2006)
Kentucky International Education Summit Report (2004)
Massachusetts: Education and the Global Economy (2004)
Global Education: Massachusetts' Next Challenge (2005)
Michigan Commission on Asia in the Schools (2002)
Minnesota Chinese Language Programs Curriculum Development Project (2007)
Status of K-12 World Language Education in Minnesota (2008)
International Education Connects New Jersey To the World (2004)
North Carolina in the World: A Plan to Increase Student Knowledge and Skills About the World (2005)
Preparing North Carolina Teachers for an Interconnected World (2006)
Creating Internationally Competitive Schools (North Carolina, 2006)
Passport to the Future: Ohio's Plan for World Languages (2008)
Oklahoma's International Inventory (2003)
Pennsylvania's International Education Report (2008)

International Education Benefits Vermont's Children (2004)

Preparing a Citizenry for the Global Age (West Virginia, 2004)

International Education Recommendations: Global Literacy for Wisconsin (2006)

State Departments of Education with International Education Coordinators

Delaware
Indiana
Kentucky
New Jersey
Ohio
Washington
Wisconsin

State Legislation/Policy (Introduced or Passed) on International Education and World Languages

Arizona (2007)
Connecticut (2004)
Florida (2007)
Kentucky (2002)
Maryland (2008)
Massachusetts (2006)
Michigan (2006)
Minnesota (2006, 2007)
New Jersey (2005)
New Mexico (2005)
New York (2008)
North Carolina (2005)
Ohio (2006)
Utah (2007)
Washington (2008)
West Virginia (2003)
Wisconsin (2002)
Wyoming (1999)



State Actions to Promote Global Knowledge and Skills

The examples that follow illustrate policy and programmatic activities that states across the country are undertaking to increase the international knowledge and skills of their students. They are drawn primarily from states that are members of the States Network and should not be considered comprehensive for the entire United States. States are:

Integrating International Content into State Standards and Assessments

Many states have begun their efforts to improve international education by taking a hard look at their statewide curriculum standards and then taking steps to build more global content into them. For example:

- In **Delaware** a complete review of state standards including the infusion of international education requirements has been completed. The state is working with district and school education leaders to create a statewide international education curriculum tied to the standards.
- In 2007, the **Idaho** State Department of Education added a focus on international education in the state's K-12 content standards by broadening the standards for geography and history. In addition, a new standard for Global Perspectives integrates a focus on global connections, cultures, or issues in all social studies courses grades K-12.
- In **Indiana**, social studies standards have been revised across all grade levels and all high school students must successfully complete World History & Civilizations or Geography & History of the World as part of Indiana's Core 40 graduation requirements. Indiana requires three to four years of world language study for students to earn the state's Core 40 with Academic Honors diploma.
- In **Massachusetts**, legislation focusing on the importance of international knowledge and skills was passed by the legislature to provide direction and incentives to school districts and educators. A Global Education Advisory Council was formed to advise the State Board of Education on matters relating to the curriculum, instruction, and assessment of global studies in Massachusetts K-12 public schools.
- The **New Jersey** Department of Education launched the *2009 Core Curriculum Content Standards Revision Project*. Revised standards in the nine content areas will be aligned with the knowledge and skills required for postsecondary education and the workplace and will integrate 21st century knowledge, skills, themes, and global perspectives. The emphasis is on the development of competencies needed in real world situations in an interconnected world. The new standards will be accompanied by materials that support the integration of international/global knowledge and skills and a professional development plan for teachers and school leaders.
- The **New York** State Education Department is reviewing its State Learning Standards, beginning with the standards for English Language Arts (ELA) and English as a

Second Language (ESL). One of the working principles of the standards review is to “Infuse cultural aspects of literacy throughout all the content areas as appropriate.”

- **Rhode Island** recently revised state education standards, integrating international education. Resources for teachers are now being collected to assist in the implementation.
- In **Virginia**, social studies standards were reviewed in 2007 and a strand on global issues in the local community was added.
- The **Wisconsin** *Planning Curriculum in International Education*, a curriculum planning guide published by the State Department of Public Instruction, includes examples of how to integrate international content across the curriculum in ways that meet Wisconsin’s standards.
- **West Virginia** has developed 21st Century Content Standards and Objectives to assure students are prepared with the skills needed for success in the global economy. New assessments are being developed to align to the 21st century content, rigor, and context.

What are the Elements of a Globally Oriented School?

Globally oriented schools:

- *Create a global vision and culture* by revising their mission statements and graduate profiles and creating a school culture that supports internationally focused teaching and learning
- *Develop an internationally oriented faculty* by recruiting teachers with international interests and encouraging teachers to take advantage of the many professional development and study/travel opportunities offered through universities and international organizations
- *Integrate international content into all curriculum areas*, bringing a global dimension to science and language arts as well as social studies and languages
- *Emphasize the learning of world languages*, including less commonly taught languages like Chinese and Arabic
- *Expand student experiences* through internationally oriented service learning, internships, and partnerships/exchanges with schools in other countries
- *Harness technology* to tap global information sources, create international collaborations, and offer international courses and languages online, especially to underserved communities

From Asia Society's *Going Global: Preparing Our Students for an Interconnected World*. (2008)
Available: AsiaSociety.org/Education

Redesigning High Schools

As states are redesigning high schools, some are revising graduation requirements to include global skills. Others are developing internationally themed high schools to serve as models for how to produce students who are college-ready and globally competent and as sources of professional development.

- School districts in **New York, California, Texas, Colorado, and North Carolina**, with support from Asia Society and Bill & Melinda Gates Foundation, are creating internationally themed secondary schools to produce students who are college-ready and globally competent, demonstrate the added value of global competencies, and improve achievement and increase graduation rates.
 - The **Arizona** Department of Education, all three state universities, and the Thunderbird School of Global Management are working together to create pilot schools of international studies in Arizona. The goal is for students to begin learning a new world language
- in kindergarten, a second language in sixth grade, and a third language in ninth grade. The schools will also include international content throughout the curriculum as well as exchange programs.
- **New York** requires a course (typically two years) and state assessment in Global History and Geography to graduate with a Regents diploma.
 - **Pennsylvania** is redesigning secondary education by integrating technology-related professional development to change teaching practices. It is also offering dual enrollment programs through which high school students can take college-level world language and content classes.
 - **Texas** has added an international dimension to its statewide STEM (science, technology, engineering, and math) schools initiative which includes the integration of world knowledge across the curriculum and the introduction of international benchmarks to compare school progress.

Expanding World Languages

English is a commercial lingua franca in many parts of the world, but English alone is no longer sufficient for global professionals who must compete and collaborate in a global economic environment. The need for Americans who can communicate in a second language and operate within another cultural frame of reference is evident in a range of fields including science, agriculture, law enforcement, health care, business, and engineering. National security concerns have also prompted an increased focus on the need for proficient speakers of a wider range of world languages than American schools have traditionally offered. Finally, learning another language is increasingly recognized as an important vehicle for learning about other cultures and enhancing cross-cultural communication, an increasingly valued skill.

Many states have realized the increasing importance of language learning and have revised their graduation requirements to expand world language expectations. A number of states have gone beyond this and also assessed their statewide language needs and developed roadmaps for building their language capacity, using new approaches to promote proficiency. Bringing K-12 and higher education together to produce highly proficient graduates, drawing on heritage communities to expand the supply of language teachers, changing teacher certification, starting languages in elementary schools, and using technology to reach underserved classrooms are important emerging strategies.

- There has been a 200 percent increase in the number of schools teaching Chinese between 2005 and 2008. Chinese language programs are now offered in 44 states with sizeable numbers of programs in **California, Connecticut, Florida, Illinois, Kentucky, Minnesota, North Carolina, Ohio, Oklahoma,** and **Virginia.**^{10,11}
- **Maryland** recently established the *Task Force on the Preservation of Heritage Language Skills in Maryland*, which includes government, business, community, and education officials. The task force will compile data and recommend actions and programs to advance and preserve heritage languages. The June 2008 Maryland Middle School Task Force Report, *The Critical Middle: A Reason for Hope*, recommends sequential world language classes for all Maryland students beginning in grade 6.
- **Minnesota** passed legislation to develop Mandarin Chinese language programs. A taskforce of more than 100 business leaders, Chinese language, and education experts was convened to develop and provide school districts with common curriculum, materials, and classroom assessments. Task Force recommendations were released in the form of a report. In 2008, the legislature appropriated \$500,000 in grant money for five K-12 world language program startups or expansions.
- **New Jersey** has partnered with Rutgers University to rapidly expand the production of Chinese language teachers by creating a Chinese language teacher preparation program that allows proficient heritage speakers of Chinese to test out of Chinese language courses, while receiving strong pedagogy training.
- The **New York** State Education Department organized an emerging and critical need languages symposium in New York City focusing on the teaching and learning of Arabic, Chinese, Japanese, Korean, and Russian. The symposium will produce an action plan for future initiatives, including an increase in all language programs statewide.
- A partnership between the **Ohio** State Department of Education and The Ohio State University created a June 2007 Ohio Language Summit. The resulting publication, *Ohio Languages Roadmap for the 21st Century*, presents a vision for the development of a multi-lingual workforce through opportunities for language learning combined with job-related technical and academic skills. The State Legislature also created a Foreign Language Advisory Council, which, in December 2007, released a foreign language plan for students enrolled in pre-school through university. *Passport to the Future: Ohio's Plan for World Languages* contains recommendations for the future of language instruction in the state. Work is also continuing on a federal Foreign Language Assistance Program grant to Ohio to pilot a new K-4 curriculum in Chinese.
- **Utah** and **Oregon** are two states where K-12 and higher education are working together with the goal of producing highly proficient graduates who can function in a professional context in another language. **Utah** has introduced legislation to expand language programs in Chinese and Arabic, including online components, and is developing a state roadmap for world languages. **Oregon** initiated the nation's first K-16 Foreign Languages Flagship initiative, supported by the U.S. Department of Defense.
- Members of the **Washington** International Education Coalition collaborated with the Office of Superintendent of Public Instruction to carry out a statewide World Languages Survey. That survey has now expanded into the "Mapping and Enhancing

Language Learning” project at the University of Washington, which is continuing to research and map the distribution of languages taught in K-12 schools across the state.

- The **Wisconsin** Department of Public Instruction developed model academic standards for world languages in 1998 and published its *Planning Curriculum for Learning World Languages* in 2002. The Department is engaged in multiple efforts to promote proficiency in languages including plans to expand elementary language programs, heritage language credit projects, and support for tribal language programming. A Federal Language Program Assistance grant is supporting the development of Chinese and Arabic language programs through pre-service teacher education and district program development.
- In January 2008, the **West Virginia** State Board of Education approved the 21st Century World Languages Strategic Plan that outlines specific strategies and objectives designed to enhance world language education throughout the state. Specific areas for focus include targeting younger learners; exploring technology for delivery of instruction; and documenting proficiency through appropriate assessment.
- The **Wyoming** legislature passed a law requiring that every child in grades K-8 have the opportunity to learn another language. It then appropriated \$5 million in 2004 to fund the development of a K-6 language program to be piloted in fifty Wyoming elementary schools for five years.
- **California** funds the California International Studies Project, the only statewide K-12 program dedicated to developing teacher competency in international studies, world history, and geography. Open to teachers in low-performing schools and districts in seven regions throughout the state, it assists more than 2,200 teachers each year. The project sites conduct institutes and workshops, and organize support systems to upgrade teachers’ instructional skills and deepen their knowledge in all school subjects that have international content.
- In **Delaware**, two professional development clusters have been formed using innovative distance learning techniques to prepare teachers in international topics, one focuses on Asia and the other on technology and international studies.
- **Indiana** University’s School of Education offers the “Learning through Experience,” Overseas Student Teaching project. The university has established partnerships with schools and education officials in 13 countries, allowing candidates to learn about education, culture, and life outside the United States at a formative phase of their training and includes time teaching abroad. A number of Indiana public and private universities and colleges offer international curriculum workshops for in-service teachers.
- **Michigan** State University’s education majors are required to take a Social Foundations of Education course with global perspectives and resources infused. The University has also launched a new Global Educators Program for prospective teachers interested in bringing deeper global knowledge and perspectives to their teaching practice. It will include globally oriented professional education courses, extra-curricular activities, and international experiences.

Internationalizing Teacher Preparation and Professional Development

Teacher preparation and certification programs have not traditionally focused on preparing teachers to teach about the world. Many universities, especially those with federally funded Title VI centers, do offer professional development activities to increase the international knowledge of practicing teachers. Schools of education around the country are beginning to recognize the need to internationalize their programs. And teachers that are already in the classroom can benefit from many state supported professional development activities.¹²

- The **Arizona** Department of Education is providing professional development seminars to principals and teachers in Arizona’s K-12 schools. These seminars are designed to provide the necessary curriculum content and pedagogical skills to teach in international schools.
- The University of **Vermont** Asian Studies Outreach program has run a statewide program for more than 10 years that introduces the study of Asia to Vermont schools. Three hundred schools, or 50 percent of Vermont schools, are now offering content about Asia on a regular basis.

- **West Virginia** launched a series of eight statewide Teacher Forums that informed teachers about the relevance of 21st Century skills such as “Global Awareness” to their classrooms.
- **Wisconsin** created a professional development initiative to help teachers integrate international content in all major subject areas. The Department of Public Instruction has hosted several professional development workshops to connect standards in 11 subject areas to global activities, and has identified and honored model programs and teachers statewide. The University of Wisconsin–Madison, requires all pre-service teachers to take a 3-credit Global Perspectives requirement with courses drawn from departments throughout the university. An optional 21-credit Certificate of Global Studies is available to students who are interested in focusing more intensely on global education.

Using International Benchmarking

States are now realizing that they are no longer competing just with their neighboring states, but with countries around the world. Increasingly, they will need to benchmark themselves against human resources policies in other countries—these are the educational levels and skills that students will need to succeed. Just as business leaders benchmark their companies against the best in the world, so too state education leaders need to study where U.S. schools stand in relation to the rapidly expanding educational systems of other countries. In addition, the exchange of ideas about best practices in, for example, math/science, languages, and teacher recruitment and professional development not only heighten appreciation of the strengths of U.S. education, but also expand the range of ideas about how to improve areas of weakness.

- **Council of Chief State School Officers (CCSSO)** has engaged in international sharing of best practices in Singapore, India, and China with Asia Society and will be doing so with Finland. CCSSO is also working with the National Governors Association and Achieve, Inc. to explore how to benchmark state standards against the best performing nations in the world.
- **North Carolina** has led many delegations of key stakeholders—policymakers, business leaders, and educators—on study tours to key trading partners including India, China, and Mexico and to countries like Singapore, England, and the Netherlands, that demonstrate best practices in education. These

have resulted in education-related Memoranda of Understanding (MOU) to create sister school partnerships and allow for world language teachers from those countries to teach in North Carolina. These delegations have also raised awareness about the need for international knowledge and skills and produced publications on best practices.

- **Ohio** was the first state to participate in a study comparing its education system to international benchmarks. The work was conducted by McKinsey & Co. on behalf of Achieve, Inc., with funding from the Bill & Melinda Gates Foundation. It considered standards and assessments, school leadership, professional development, funding, and accountability in order to provide a blueprint for conceptualizing this international benchmarking process. **New York** is now undertaking a similar study.
- The **West Virginia** State Board of Education is reviewing the statistical linking of state performance to NAEP and TIMSS (Trends in International Mathematics and Science Study) as a tool to continue to measure West Virginia performance against international benchmarks. The state is investigating the possibility of conducting PISA assessment with a small sample of West Virginia 15-year-olds to further benchmark student performance against international indicators.
- In **Wisconsin**, international professional development teacher seminars have been conducted with partner regions in Germany, France, and Japan on an ongoing basis since 1990.

Harnessing Technology

The world is advancing at record speeds and so is the technology that is accessible to students nationwide and worldwide. Technology is a great asset in internationalizing education. It allows students to overcome geographic barriers, to communicate and collaborate with their peers around the world, to publish and share work, even to talk to one another in real time. Some states have harnessed their technology investments to expand the availability of international courses online and encourage schools to create virtual relationships with schools in other parts of the world.

- The **Delaware, New Jersey, Ohio, and Washington** Departments of Education have worked with iEARN to provide professional development to teachers on conducting online project work with schools in other countries. Professional development is focused on the technical, collaborative, and orga-

nizational skills required to participate in a global and internet-based learning environment.

- **Florida, Michigan, North Carolina, and Kentucky** are among the states using online courses to expand opportunities for students to learn international content.
 - One of the largest providers of online courses is the **Florida** Virtual High School, through which students can take classes like World Cultures, World Geography, Global Studies, and World History.
 - In **Indiana**, distance learning courses in Mandarin for elementary grades are being developed through a Foreign Language Assistance Program grant to the Indiana Academy for Science, Mathematics, and Humanities at Ball State University.
 - In **Kentucky**, a Memorandum of Understanding with the Chinese Ministry of Education was signed in the fall of 2005, resulting in a visiting Chinese teacher who created a virtual Chinese language course.
 - The **Michigan** Virtual High School enables students to take classes taught by certified teachers that students would not otherwise have access to. The Mandarin courses now reach over 1,000 students.
 - The **North Carolina** Virtual Public School offers many AP courses including Comparative Government and Politics and Art History.

Encouraging International Exchange and Partnerships

There are a wide range of international exchange programs in which administrators, teachers, and students can participate individually in order to increase their own international knowledge. In addition, many states have also taken “stakeholder” groups of business, education, and community leaders to other countries and developed trade, cultural, and educational ties simultaneously. This creates a key group who understand the economic and educational importance of promoting global skills. Many states have signed Memoranda of Understanding with countries around the world and used these international relationships to promote international education and world languages in their schools.

- **Connecticut** has focused on building a relationship with Shandong province in China, establishing over 85 sister-school relationships. Ongoing activities include teacher, principal, and student exchange trips, professional development, and creating curriculum materials for teachers on East Asia.
- The **North Carolina** state government has led many delegations of policymakers, business leaders, and educators on trips to key trading partners including India, China, and Mexico. These have resulted in education-related MOUs being signed to create sister school partnerships and allow for world language teachers from those countries to teach in North Carolina. These trips have also helped spread awareness about the need for international knowledge and skills.
- **Virginia** state education officials and the business community have organized a delegation of school district superintendents to visit schools in India in the fall of 2008 with a goal of establishing education and business partnerships.
- **Wisconsin** has signed cooperative agreements with other countries including Japan, Germany, Thailand, and France for school-to-school partnerships with an estimated 100 districts throughout the state. In addition, more than fifty districts have participated in teacher exchange programs.



Recommendations

The states highlighted here have been creating innovations to promote international knowledge and skills in their states and we applaud these efforts.

This work has not been easily undertaken in a climate of increased standardized testing on basic skills and few resources for these broader global issues. A 2007 report by the National Academy of Sciences states, “The pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry.”¹³ There is a growing understanding among many states of the global imperative and the need for change. However, this work must now move from pockets of innovation to systemic change. Chief state school officers must take the lead in their states. Each state should take stock of their current efforts and create a framework for systemic change beginning in the elementary grades and extending through high school. The framework should include:

Redefining High School Graduation Requirements to Include Global Knowledge and Skills

Every state should include global competence in their overall recasting and modernizing of high school graduation requirements. Requirements should include world languages and assessment of international knowledge and skills across the curriculum — science, English language arts, visual and performing arts, as well as world history, geography, and international economics. As they redesign middle and high schools to address issues of equity, excellence, and global competence, states should consider creating internationally themed schools to act as models and professional development centers.

International Benchmarking of State Standards

What cognitive skills are needed for success in the global economy? Across the globe, countries are increasing their high school and college graduation rates, increasing their achievement in math and science, and expanding students’ global knowledge and skills. There is a global market for talent and states need to benchmark themselves against human resource policies in other countries. Multi-national companies operating in our states, whether domestic or foreign-owned, source talent internationally, and U.S. graduates compete with graduates of other countries who are multi-lingual, experienced in working with other cultures, as well as proficient in science, technology, engineering, and math. Chief state school officers need to learn about education practices in other high-performing countries and use the best of what has been observed to help us grow and compete. They should consider ways to benchmark their students’ performance against other countries. Statewide assessments should be reviewed to include global content, and the analytical and higher order thinking skills that students will need to face the challenges of a changing world.

Making World Languages a Core Part of the Curriculum from Grades 3-12

States need to create a long-term plan to expand their capacity in world languages and build on effective approaches including starting early and creating longer sequences of study; using immersion-like experiences; focusing on proficiency rather than seat time; and harnessing technology (e.g. online language courses). High-quality alternate certification routes should be created to speed up the production of language teachers from heritage communities and enable the development of programs in less commonly taught languages, such as Chinese and Arabic.

Increasing the Capacity of Educators to Teach the World

Teachers who are being prepared for the schools of the future need greater knowledge of the world. States need to work through their teacher certification mechanisms and with their institutions of higher education (which are themselves becoming more global) to internationalize teacher preparation programs. Internationalization of teacher preparation can occur through better linkages between arts and science faculty with colleges of education, expansion of study and teaching abroad opportunities for prospective teachers, and through adding international content to required education courses.

Professional development programs for current teachers should also be reexamined through the lens of global knowledge and skills and updated accordingly. States can use their P-16 Councils to create P-16 Partnerships for International Teaching Excellence to link universities' international experts with schools of education and districts and offer high-quality professional development, including study abroad and online courses for practicing teachers. Local World Affairs Councils, cultural institutions, district export councils, and corporations with global connections are also good resources for states.

Using Technology to Expand Global Opportunities

The 21st century is both global and digital and state and local technology resources are a great asset in internationalizing education. State technology offices should encourage the use of information sources from around the world, help teachers engage in international classroom-to-classroom collaborations, expand opportunities for students to take internationally-oriented courses and world languages online, and promote student-created international projects on the web.

One of the great strengths of the United States is its adaptability. Just as schools adapted from the agricultural to the industrial age, so too do they need to adapt to the global age. The speed of change around the world creates urgency for action at every level. Andreas Schleicher of the Organisation for Economic Co-operation and Development wrote: "The world is indifferent to tradition and past reputations, unforgiving of frailty and ignorant of custom or practice. Success will go to those countries that are swift to adapt, slow to complain, and open to change."¹⁴ Increasing the number of globally competent graduates ready to compete and contribute to the world they will enter five or ten years from now is a large task. The cost of "putting the world into world-class education" will be considerable; however the cost of not doing so will be infinitely greater. We can no longer ignore the global imperative and must create a new blueprint for education in order to adapt and be successful in our changed world.

"The pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry."

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Endnotes

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