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Examining the State of International Education in Secondary School in Indiana

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Introduction

In recent years, more attention has been paid to international education in schools in the United States (Ravitch, 2002). Education professionals, business leaders, and politicians realize that schools and school leaders must identify multiple opportunities for students to interact with and experience an increasingly global society. However, there is little consensus on what constitutes effective international education or how this should be undertaken.

One of the barriers is the lack of empirical research on international education within the public schools (Smith, 2002). A second barrier involves the growing number of federal and state assessment requirements that have narrowed, rather than expanded the curriculum. Recognizing these two barriers, the steering committee for Indiana Leadership for International Education sought to examine the current status of international education in Indiana schools. The leadership team partnered with the Center for Urban and Multicultural Education (CUME) at the Indiana University School of Education at Indiana University-Purdue University Indianapolis (IUPUI) in order to respond to this query. CUME designed a study that focused on secondary education as an initial area of inquiry. This study, therefore, seeks to provide a baseline understanding of international education in Indiana secondary schools. The overarching questions that guided this study included:

- What are the internationalization trends nationally and in other states within the K-12 sector?
- What is the current state of perceptions, capacity, and resource allocation of international education in secondary schools in Indiana?
- To what extent does principal leadership impact international education initiatives and visions in secondary schools in Indiana?
- What barriers prevent schools from developing strong international education programs?
- What are some existing best practices in Indiana secondary schools?

It is intended that the results of the study will inform policy decisions regarding (a) international education in K-12, (b) teacher preparation programs, and (c) potential avenues for resource allocation here in Indiana. Additionally, as the comparative state analysis reveals, Indiana can join a handful of other states which have undertaken substantial work in international education reform. Indiana is poised to become a leader in conducting research on policy, practice, and methods of delivery of international education.

In this Report

CUME designed a comprehensive study that included four interrelated components: a literature analysis of the international education movement with special attention to the trends in other states, an analysis of statewide enrollment and curricular offerings in world language courses (using 2006 data), a survey of secondary school principals' perceptions of international education in their schools, and an interview and observation component of schools responding to the survey. We will detail the results of each of these sections as well as outline the methodologies employed. We will conclude with recommendations for policy and program change, as well as point to areas of future research. In order to contextualize the results of this

study, we begin this technical report with an examination of K-12 internationalization as a growing national and state movement.

International Education in the United States

Education about other parts of the world emerged in the United States after the acquisition of overseas colonies and the bitter experience of World War I. The Cold War defined international education policy until the 1970's, although arguably the "Russian Threat" had the largest impact on federal-level policy until the collapse of the Soviet Union¹. In the 1970s, environmental and human rights issues grew in importance, and federal funds were made available to include such topics in K-12 education (Sutton and Hutton 2001, p. 1). Economic globalization and new security threats in the post-Soviet and post-9/11 world have likewise served as impetus for a recent interest in K-12 internationalization broadly.

Currently, the international education movement in the United States is based upon the belief that as national boundaries become more fluid and processes of globalization become more dominant, United States students need to be prepared in different ways to function and succeed in society. The common idea behind international education movements in the United States is that despite America's status as an economic, military, and cultural superpower, United States students lack an understanding of the world that is necessary for them to maintain a vital leadership role in the 21st Century. Much of this need is articulated by business and military leaders who recognize the dramatic shift in the skills young people are now required to obtain. As a result, they are pushing for United States schools to be "*modernized with great urgency to prepare students to compete in the global economy, exercise responsible citizenship, to secure our homeland, and improve international relations*" (Asia Society, 2008). However, the global competencies that United States high school graduates need to cultivate to be successful in this new environment is up for debate. There is broad consensus among the business community that the new skill set will need to go beyond the nation's current focus on the basics and generate growing emphasis on math, science, and technology skills. The Asia Society (2008) contends that while these basic skills are necessary, to be successful global citizens, workers, and leaders in this new age, students will need:

- **Knowledge** of other world regions, cultures, and global/international issues
- **Skills** in communicating in languages other than English, working in cross-cultural environments, and using information from different sources around the world
- **Values** of respect for other cultures and of civic engagement

¹ One of the hallmarks of Cold War era international education is the emphasis, by the federal government on the development of Area Studies experts through university training. The oversight of the role of K-12 in this process hampered these efforts. However, they also set a tone for viewing university-level and K-12 level education policy issues as separate. This has only recently become recognized and certainly should not set the standard for current reform efforts.

Impetus for Current Reform Movement

According to two General Accountability Office (GAO) reports, several United States federal agencies, including the Department of State and the Federal Bureau of Investigations (FBI), are suffering from shortages of specialists in less commonly taught languages (LCTs) such as Arabic and Chinese. Released in 2002 and 2003, the reports found that this lack of qualified employees is detrimental to the agencies' productivity, and threatens their ability to adequately engage in diplomacy and receive information vital to the nation's defense (General Accountability Office, 2002 and 2003). Though the agencies being studied utilized "in-house" strategies, including pay incentives for language training, their efforts were not sufficient in eliminating shortages (General Accountability Office, 2002).

In a similar vein, an insufficient supply of people in the workforce who possess effective intercultural communication skills and knowledge of foreign cultures also plagues United States commerce. Due to market globalization, more and more companies are relying upon their employees' ability to conduct business internationally. The inability for enough workers to meet these needs will be detrimental at individual and market levels. Stanley Roth, Vice President for Asia/International Relations of the Boeing Company, echoes this fact. He states, "*The failure to teach languages, the failure to teach history and comparative cultures is becoming a major liability*" (Esposito, 2004, p. 9). In addition, the United States market, to some extent, relies on the human capital of foreign students in fields of scientific and technological research (Bain & Cummings, 2005). This demand is not adequately filled by United States nationals thereby expanding the labor pool into international territory. If the supply of workers with international knowledge and communication techniques fails to meet necessary demand, United States corporations will discover themselves in a less competitive position in relation to their foreign counterparts.

In a study conducted by the American Council on Education (ACE) in 2000, 90% of the 1,006 people sampled (aged 16 and over) believed that an understanding of international issues would be vital to their children's careers. A companion study that sampled 500 college-bound high school seniors found that 88% of those surveyed believed that international education would provide them with a competitive edge in the workplace (Hayward & Siaya, 2000). While it is necessary to recognize the study's selectivity bias, particularly as it concerns the survey for college-bound students, it does illuminate the fact that many United States citizens are aware of globalization and its domestic implications.

In addition to the lack of workers in key areas, much of the current debate surrounding the need for the United States educational system to internationalize stems from international comparison. Underlying the necessity for comparison is the idea that competition in the workforce no longer operates at a national, but international level, and as a result, the "*educational abilities of a nation's workforce will significantly impact its ability to remain economically strong. The students of today and tomorrow must be able to read and write well; they must have strong skills and knowledge of math and science. If they do not, the future well-being of the United States is in jeopardy*" (Asia Society, 2008).

International standardized tests and surveys, such as the Programme for International Student Assessments (PISA), are often used as a basis for comparison between nations to rank and assess the basic competencies of its students. The results of the 2006 PISA, for example, revealed that 15-year-old students in the United States continue to perform in the areas of science and mathematics at levels which indicate that a significant percentage of students are unprepared for the global economy. The United States ranked 25th among the 30 member countries of the Organization of Economic Development (OECD) in mathematics, a decline from the 2003 test in which the US ranked 23rd of 29. The United States also ranked 21st of 30 in science this year, dropping from 19th in 2003. This places 15-year-olds in the United States below the OECD member country average in both subjects, primarily because other countries, including Croatia, Estonia, and Azerbaijan are moving higher. As the enrollment analysis points out later in this technical report, similar deficiencies in foreign language knowledge exist when comparing United States enrollment to the enrollment figures of other industrialized democracies. Likewise, the 1999 International Association for the Evaluation of Educational Achievement (IEA) comparative survey on civic education also revealed 14-year-old United States students scored lower overall than students from a wide variety of countries, including several recently consolidated democracies such as Poland and Cyprus (Torney-Purta, J., Lehmann, R., Oswald, H., & Schulz, W., 2001). Given these results, it becomes clear that it is important to consider reform not only in traditional curricular areas or in the areas of science and math which currently garner significant attention, but also the core cultural competencies necessary for United States students to emerge as global citizens both economically and culturally. In response to this, the Asia Society, together with the Longview Foundation, has begun supporting national and state-level initiatives aimed at bringing about such broad-level reform². The next section of this report outlines general trends observed in these state-level initiatives.

State-level Initiatives Compared

As education in the United States is under the purview of the states, an understanding of how international education is promoted in schools across the US necessitates an understanding of various initiatives undertaken by its states. These initiatives follow two main paths: legislative and programmatic. Action at the state level was initiated by The States Institute on International Education in the Schools, an annual conference held from 2002-2005. This conference brought together high-level delegates from two dozen states as well as national leaders in policy,

² In response to the perceived loss of American competitiveness, seven national organizations co-hosted two briefings, one at the National Press Club in Washington, D.C. and one at the Asia Society in New York on December 4 and 5, 2007 to present the 2006 PISA findings and discuss its implications. Key players at the two briefings included: Bob Wise, president, Alliance for Excellent Education; Vivien Stewart, vice president, education, Asia Society; Susan Traiman, director, education and workforce policy, Business Roundtable; Gaston Caperton, president, College Board; Gene Wilhoit, executive director, Council of Chief State School Officers; Roy Romer, chairman, ED in 2008; and Ray Scheppach, executive director, National Governors Association. The briefings focused on what other countries are doing to improve their systems and rankings compared to the inactivity within the US, and the lessons the United States can learn from higher-performing countries. The Asia Society, in collaboration with the Longview Foundation, remains active supporters of national and state-level initiatives on internationalization in the K-12 arena.

business, education, and philanthropy to address the perceived gap between the growing economic and strategic importance of Asia and other world regions to the United States and United States students' limited knowledge about the world outside their borders.

Either stemming from, or with direct support from members of this conference, the states of Arizona, Connecticut, Florida, Kentucky, Massachusetts, Michigan, Minnesota, New Jersey, New Mexico, North Carolina, Ohio, Utah, Washington, West Virginia, Wisconsin and Wyoming have enacted significant legislation concerning international education and the K-12 school system. Many of these states, as well as Delaware, Kansas, Oklahoma, and Vermont have conducted state reports on international education, convened statewide summits or meetings on international education, and/or have instituted statewide programs that address the formal inclusion of international education in K-12 schools. Appendix A provides a summary of each of these states' major initiatives.

Several significant trends emerge when examining each of the state's initiatives (presented in Appendix A). First, there is a clear emphasis on the expansion of Chinese language programs and partnerships with both China and Taiwan. In some cases, such as that in Connecticut, this broadly includes an emphasis on increasing the availability of and enrollment in less commonly taught languages. However, the major focus by far is on the Chinese language with very little, if any, emphasis on improving *existing* language programs and creating *balance* between breadth and depth in foreign language education. This becomes important in interpreting the results of the empirical study conducted here in Indiana where CUME concludes that there is a serious deficiency in the depth of study in foreign language for secondary students in Indiana.

Second, while most states purport to have the active engagement of four major stakeholder groups—government, public education, higher education, and business—there is little evidence that these partnerships are ongoing. Rather, these relationships seem limited to the planning and execution of public events such as the series of Summits on international education (which have been sponsored by the Asia Society and Longview Foundation around the country). This is particularly true in terms of the commitment of funds both for continued research and assessment and the development of program changes. While the amount of funding pledged to the various state initiatives varies widely (from \$50,000 pilot projects to large-scale reform efforts which pledge several million dollars over a time period), almost all of the funding comes exclusively from legislative or other government sources.

Likewise, the involvement of higher education seems, for the most part, limited to advisory roles.³ This, coupled with the overall lack of lasting business partnerships discussed above, is concerning when taking into consideration what is known from the study of successful internationalization at the university level. While studies on K-12 international education are lacking, numerous quantitative and qualitative researchers have produced studies that focus on the economic and social impacts of study abroad and foreign students in the United States at the higher education level. In particular, we found, in reviewing a number of articles (Mills et al., 1994; Eith et al., 1999; Engberg et al., 2002; Strategic Task Force, 2003) that collaboration

³ One exception to this may be Arizona, which just recently unveiled plans for the creation of pilot K-12 international schools in key parts of the state. Each of the pilot schools will be tied specifically to a state university in its region.

between higher education, businesses, and individuals is always present when lasting reform is achieved. Further, as this study reveals, several school principals expressed the idea that in order to have parental and community buy-in about international education, they needed to be educated about it themselves. Colleges and universities were listed as an important source for this information (Ortloff & Smith, 2008, p. 8). Community-based approaches to enhancing global education efforts are also vital in reaching people outside of the university.

In its simplest form, the community-based approach to global studies makes a single assumption: that the linkages between local individuals, groups, and organizations, and their counterparts outside the United States can be used as the basis for learning about, teaching about, and participating in world affairs (Woyach & Remy, 1982, p. 177).

Gilliom, Remy, & Woyach (1980) also express the important role that the local community plays in instituting global education in pre-collegiate instruction. Given the strong initial support from both higher education and business, as evidenced by participation in the International Education Summit in February 2008, Indiana seems poised to create a model. This has the potential to involve the intellectual, financial, and social buy-in of government, K-12 education, higher education, and business. The recommendations at the end of this technical report capitalize on this potential.

The use of awards and other means of recognition have developed into a relatively common trend between all states actively engaged in some sort of internationalization project. This has been spurred on particularly by the creation of the Goldman Sachs award which nationally recognizes states and programs that are exemplary in international education. A summary of the major awards offered at the state or national level can be found in Appendix B. There is not enough data about these awards yet to determine if they are actually encouraging innovation in the area of K-12 internationalization, but it may be an area that Indiana should continue to monitor.

Finally, it bears mention that only one state, Connecticut, has at this point dedicated significant resources to the development of measurable student outcomes in international education. This remains a highly under-researched area and consideration of this is also reflected in the recommendations section.

Empirical Analysis

In the following sections, we will detail the results from a three-part empirical study of international education in Indiana secondary schools. We first present the results of the enrollment analysis for foreign language education in Indiana. We then turn to the results of the survey analysis and the site visits by highlighting relevant themes from these data sources. Because there was significant overlap between the quantitative and qualitative analyses, we present these findings congruently by reporting the survey results and then providing contextual examples from the school site visits. We then conclude with additional findings from the school site visits before turning to the recommendations section.

Foreign Language Enrollment Analysis (2006-2007)

In order to understand the current state of international education in Indiana, it is important to understand from a curricular perspective the current state of affairs. Ideally, international education should be interwoven into all aspects of the curriculum, a task that is currently being promoted by the Indiana Department of Education (IDOE). However, this remains an item difficult to measure, particularly because it is a current initiative. Foreign language⁴ is widely viewed as the centerpiece of internationalization efforts, mainly because it allows systematic exposure to the language and culture of countries and regions over time. Further, the development of a high quality language program, which provides both breadth and depth to students, is considered a key aspect in the delivery of a high quality international education program. Therefore, our initial inquiry focused on student enrollment in world languages and the number and levels of these languages offered by the schools. To this end, we analyzed a large sample of school enrollment figures (N = 249 secondary schools) using Indiana's annual enrollment report data for the 2006-2007 school year⁵. The sample was selected based on the 296 schools that the Indiana Department of Education identifies as exclusively serving grades 9–12. Of these schools, 249 had reported enrollment data to the IDOE for the 2006–2007 academic year. Total enrollment across these 249 schools was 274,060 students. Several key findings emerged at this stage of data analysis. Most critically, enrollment and availability of world language (breadth and depth) is related to the size of the school. Schools with a larger number of students enrolled offered more world languages and at higher levels than smaller schools. In Indiana, 44% of students are enrolled in a world language. This is comparable to the national average of 42.5% as reported by the 2000 United States Census. However, when compared with other industrialized countries, Indiana student enrollment in world language is substantially lower. Indeed, in most European countries, including Germany, France, and Spain, world language education begins in the primary grades. In Europe, on average, over 50% of *primary grade* students learn a world language. This percentage is rising steadily.

Generally, a second world language is added in middle school, and typically, students continue both languages (and sometimes a third) through high school (Eurydice, 2007). In secondary schools, the majority of countries in Europe boast over 90% enrollment in a first world language and over 50% enrollment in a second world language. Further, these statistics reflect both vocationally tracked students and students attending university preparatory schools. Learning multiple foreign languages, in fact, is a stated goal of the European Union (EU)—for all citizens. In the White Paper on education and training, *Teaching and Learning: Towards a learning society*, published in 1995 by the European Commission, an objective was set that all EU citizens should be proficient in three European languages—their mother tongue plus two other “community languages.” As the White Paper states,

⁴ We recognize that social studies, in particular, also has an important role to play in serving as a curricular leader in internationalization, however recent reforms requiring students to complete one course with a global focus make enrollment analysis difficult for this year.

⁵ Since the collection and analysis of these data, 2007-2008 data have become available and show some improvement in terms of overall enrollment—due in part to increased standards at the state-level and on the part of universities. Nonetheless, the overall trends in terms of enrollment and breadth and depth of languages offered remain similar.

In order to make for proficiency in three Community languages, it is desirable for foreign language learning to start at pre-school level. It seems essential for such teaching to be placed on a systematic footing in primary education, with the learning of a second Community foreign language starting in secondary school. It could even be argued that secondary school pupils should study certain subjects in the first foreign language learned, as is the case in the European schools. Upon completing initial training everyone should be proficient in two Community foreign languages (p. 47).

This is in contrast to the general practice in the United States of encouraging world language enrollment primarily for students with university aspirations. As in the United States, the majority of languages learned in Europe are European, with English, German and French being the most common, but Russian is also well-represented and Japanese is gaining ground in some areas. In Asia, English is by far the most commonly taught language. In Taiwan, English instruction is mandatory from grade 3 and in Japan from grade 7. In both cases, world language instruction is mandatory throughout compulsory schooling and is a part of the graduation examination process.

Breadth of Languages

In regards to breadth of languages offered, schools in the sample tended to offer a limited number of languages which tended to be either Spanish or French. On average, Indiana secondary schools offered 2.6 languages, with 116 (46.59%) offering two languages and 62 offering three (See Table 1). Virtually all schools (n = 247) offered Spanish (99.27%). Only 125 schools in the sample offered German (Germany ranks second as a source for foreign investment in Indiana) and 37 schools in the sample offered Japanese (Japan ranks first as a source for foreign investment in Indiana). Chinese language programs have been growing, both at the elementary and secondary levels, however, in this sample only seven schools offered Chinese. Five schools offered Russian (See Table 2), and only one offered Arabic.

Table 1

Number of world languages offered

| Number of Foreign Languages Offered | Number of Schools |
|-------------------------------------|-------------------|
| One | 19 (7.63%) |
| Two | 116 (46.59%) |
| Three | 62 (24.90%) |
| Four | 34 (13.65%) |
| Five | 16 (6.43%) |
| Six | 2 (0.80%) |
| Total | 249 (100%) |

Table 2

Number and percentage of schools offering various world language courses

| Language | Number of Schools |
|----------|-------------------|
| Spanish | 247 (99.20%) |
| French | 197 (79.12%) |
| German | 125 (50.20%) |
| Latin | 47 (18.88%) |
| Japanese | 37 (14.86%) |
| Chinese | 7 (2.81%) |
| Russian | 5 (2.01%) |

Depth of World Language Instruction

In terms of depth of world language instruction, Indiana also has potential for growth. Recent changes in college admissions and graduation requirements have resulted in more students studying a language for at least two years. However, if students want to continue beyond two years, offerings are limited especially in languages other than Spanish and French. For example, even in Spanish, the language most commonly offered, only 68.27% of the schools offered four or more levels; only 10.84% of the schools in the sample offered advanced placement in Spanish (See Table 3). Less than 25% of the schools offered four or more levels of German with 4% providing an advanced placement class. Interviews with principals revealed that rural regions face recruitment problems, particularly in world languages.

Constraints for Smaller Schools

One principal in a small rural district in western Indiana commented,

I would love to start another language here, maybe German or French, but I would have to find a teacher licensed in another area in which we have an opening before I could even think of it. That is not that common and then usually it means they [the teacher] have to relocate. Most of our teachers are from this area.

By virtue of their smaller student bodies and fewer dedicated positions for full-time language instruction, smaller schools are unlikely to offer multiple languages and may have to concentrate on increasing the depth of and enrollment in their existing language programs instead of or before offering additional languages. In fact, this practice is recommended by the American Council on the Teaching of Foreign Languages (ACTFL) as a means of increasing international competencies in smaller school districts. ACTFL also reports that cutting an existing language program in favor of a new language generally results in lower overall enrollment in world languages.

Table 3

Percentage of schools offering multiple levels of languages

| Language | Percentage of Schools that Offer 3 or more Levels | Percentage of Schools that Offer 4 or more Levels | Percentage of Schools that Offer 5 or more Levels | Percentage of Schools that Offer Advanced Placement |
|----------|---|---|---|---|
| Spanish | 95.58% | 68.27% | 13.25% | 10.84% |
| French | 70.28% | 44.58% | 8.43% | 3.61% |
| German | 42.97% | 23.69% | 4.02% | 4.02% |
| Latin | 15.26% | 8.03% | 1.20% | .80% |
| Japanese | 13.25% | 7.63% | .80% | |
| Chinese | 1.20% | .80% | | |
| Russian | .80% | .40% | | |

Although not a major point of consideration for this study, elementary world language programs are increasing but remain small in number. Research indicates that beginning a world language in elementary school not only allows for increased enrollment and fluency, but also makes acquisition of more than one language possible during compulsory schooling. Recent policy changes, which allow world language teachers to be licensed to teach kindergarten through twelfth grade rather than only grades five through twelve, are critical to accelerating this trend. However, as these data indicate, it is clear that enrollment in world languages is primed for growth in Indiana.

Principal Survey and School Characteristics

With input from the Kelley School of Business and the Asia Society, CUME developed a survey that asked secondary school principals to report about international education activities in their schools (See Appendix E). Principals responding to the survey were geographically representative of Indiana and hailed from urban, rural, and suburban schools from all regions of the state. The data show that issues of leadership and faculty capacity, as well as fiscal and time constraints affect the extent to which schools emphasize international education.

The first subscale of the survey elicits information about the principals’ personal experiences and perceptions of international education, as well as their understanding of their teachers’ international experiences. Sample questions include “Have you lived outside the United States?” and “How many of your non-world language teachers speak a language other than English?” The second section focuses on current programming related to international education including questions about the number and locations of study for exchange students and the types of extra and co-curricular activities related to international education (e.g. pen pals, distance education, language clubs, and international clubs). The final section of the survey looks at the continuum of supports and barriers to international education in their school and community. For example, principals reported on constraints, to include, for example, school policies on teacher exchanges, technology support, funding allocation, community support, and staffing issues.

School Leadership and Leadership Capacity

Educational research shows us that principal leadership is critical in terms of human capital and fiscal resource allocation, particularly in non-mandated areas or innovative school reform initiatives. Therefore, the first part of the survey measured principals' perceptions about, and personal experiences with, international education. Encouragingly, many of the principals reported personal experiences with international education. For example, 60% have some knowledge of a language other than English with Spanish (28.57%) and French (19.64%) representing the greatest percentages. However, less than 10% rated their proficiency as intermediate or above. Fifteen percent reported having lived outside the United States for a period greater than four weeks. Principal perception of the importance of international education to students' overall academic success varied widely. Slightly less than 50% felt that becoming proficient in a world language was important for their students, and only 37.5% believed that revising existing curricula to increase emphasis on international education was somewhat important. Finally, only 11% of the respondents had participated in professional development on an international education topic in the last two years. Given these data, it seems that there is a good basis on which to create professional development targeting school leadership. Even with a commitment from leadership, principals cite lack of resources and lack of time as critical barriers to increasing attention on international education (See Table 4).

Our analysis of survey data and interviews with principals and teachers support the current academic literature on the importance of school leaders in spurring educational reform and curricular changes within their school. This literature also indicates that the background and previous experiences of the school leader greatly determine the course of action that will be taken in their school. Our survey data indicate that very few teachers and principals have had significant international experiences. For example, 60% of survey respondents (mostly principals) do not have a valid passport, and 40% of the respondents have not travelled outside of United States within the last ten years. Furthermore, 85% of respondents have not lived outside the United States for more than four weeks.

In addition to experience, literature shows that when school leaders themselves possess the capacities necessary for a particular area of reform, it is better supported and implemented. Our survey data show that most of the school leaders who participated do not possess foreign language skills: 40% have no knowledge of any language other than English and 38% of respondents indicated that they knew only a few simple phrases in a language other than their own. Compiling these statistics reveals that approximately 78% of principals surveyed across Indiana know no more than a few phrases in a foreign language. While individual language proficiency on the part of a school leader might be a good indicator of whether international education initiatives are successfully undertaken by a particular school, an explicit understanding of and exposure to state defined goals regarding international education is also necessary. This understanding is cultivated in a variety of ways, including in-service workshops conducted by districts, states, or educational organizations; professional development seminars focused on international education; and local and statewide conferences with the purpose of increasing visibility and understanding of international education. Our survey findings show that this type of capacity building is almost completely absent from the experiences of the respondents—63%

of respondents have not participated in an in-service about international education, 65% have not participated in a conference/other professional development on international education, and 85% of respondents report that their school does not participate in any sort of technology to facilitate international education (e.g. pen-pals, video-conferencing, web-based work, etc).

Table 4

Barriers and Support for International Education

| Survey Item | Extreme Barrier | Moderate Barrier | Moderate Support | Extreme Support | M (SD) |
|------------------------------------|-----------------|------------------|------------------|-----------------|------------|
| External funding | 50.00% | 37.50% | 10.71% | 1.79% | 1.64 (.75) |
| Internal financial resources | 39.29% | 39.29% | 21.43% | 0% | 1.82 (.77) |
| Time to incorporate into curricula | 39.29% | 37.50% | 23.21% | 0% | 1.84 (.78) |
| Availability of technology | 10.71% | 14.29% | 46.43% | 28.57% | 2.93 (.93) |

International Education as an Add-on

In our survey, given four scales of “not important, somewhat important, important, and very important,” school administrators were asked to rate the importance of international education related activities. In rating foreign language classes and elective courses with international focus, administrators’ response is skewed around the choice of “important.” For the rest of the items, including engaging in e-learning with teachers or students from other countries, traveling abroad as a school study trip, international club or foreign language club, revising existing curricula to increase emphasis on international education, and having teachers from abroad, the administrators’ rating are all skewed around the choice of “somewhat important.” In particular, 16.4% of the respondents considered it “not important” to revise existing curricula to increase emphasis on international education. The majority of the schools do not offer international education activities such as model United Nation and International Pen-pals. Furthermore, in the past two years, over 65% of the schools failed to offer any sponsored international exchange trips and around 60% of them did not host any foreign exchange students. In brief, international education is not viewed by school administrators as a necessary component of secondary education in Indiana, rather as some elective add-on which is only somewhat important or even not important at all.

This is especially the case in lower secondary schools. An assistant principal in a middle school in central west Indiana stressed that her school’s major task was to prepare students with basic knowledge for high school. International education is only one of the components of such preparation and, in her opinion, this manifests solely in foreign language and social studies classes. She does not consider other activities beyond these two as necessary and practical for middle schools, because

I think comparatively I saw more aspects of international education from the high school compared to the middle school. They just have more electives, more chances, more

choices, different types of foreign language. Those types of things for kids to choose from than they do at the middle school.

While this idea of not having time for international education was particularly pronounced in middle schools, it emerges as relevant even in schools where principals and teachers expressed a commitment to internationalization. This is demonstrated in the following quote:

I think here we have actually done a lot, we have a really successful foreign language program, our music program travels internationally and this is all with the kids who are not just the professors' kids. But no one really asks me about this stuff at the end of the year. Sure it might get some attention when our band travels or when we host an exchange student, but it is AYP that gets published in the newspaper and its test scores that my bosses are asking about.

As our recommendations will indicate, there is a need to help school leaders and teachers find ways to recognize international education as an integral part of the educational mission of the school.

Participation in Extra and Co-curricular International Education Activities

Considered the hallmark of international education activities, extracurricular activities such as faculty and student exchanges have changed in the past few years. First, security concerns have made international travel more challenging for school corporations and unsettling for parents. Second, the use of technology has expanded the ways in which interactions between groups of people can take place. Participation in exchange opportunities, both virtual and face-to-face remain low in Indiana.

Approximately 70% of the respondents reported that there were no school sponsored exchange trips in the previous two academic years. Likewise, over 50% reported that no exchange students had been hosted by their school in the last two academic years. Mirroring the findings reported on world language enrollment, the majority of school sponsored exchange experiences were in Western Europe. During the qualitative portion of this study, CUME researchers asked principals why exchange programs were not a more common practice in their school. Although many principals discussed faculty time as a serious barrier, several principals also cited lack of parental support for or interest in international exchange. One principal at a rural school, with a growing population of Indian and Chinese students, commented: *“Are you kidding? There is no way I could get the parents here to go for something like an exchange trip. It just isn't even on the radar as something important here.”*

The use of technology to facilitate international educational experiences within the schools participating in the study was low. Only a quarter of the schools reported that students used web-based work on international projects or used international news outlets available online. However, availability of technology was not a significant problem, as only 10% of the principals reported technology as an extreme barrier to implementation of international education. This finding was supported by interview data.

Many teachers and principals reiterated that teacher time and instructional emphasis were real barriers to integrating technology for international education activities. However, several principals also hypothesized that expertise may be a barrier to using technology for international education. *“It is maybe not that we don’t have the technology or even that we don’t know how to use it, I am just not sure most of my teachers, or me for that matter, are that familiar with how and what might be useful activities for internationalization.”* Finally, the most common international education activity, by far, was sponsorship of world language clubs with 65% of the school leaders indicating that their school had one or more active world language clubs. However, it must be noted that given the low enrollment in foreign language overall and, in particular, the lack of foreign language in middle school, there are serious constraints to expanding on this success.

Faculty Capacity

One question which is important to ask is whether Indiana teachers are prepared to take on the challenges of embedding international education within and across disciplines and in extracurricular activities. The data, at this point, reveal that teachers have not had opportunities for international experiences as a component of professional development. Fewer than 20% of teachers participated in teacher exchange or school (accompanying students) exchange programs, and only 30% of the teachers participated in professional development trainings or in-services related to international education. Schools, generally, did not offer incentives for participation in international education opportunities. This trend is confirmed by qualitative data. Principals explained that existing policies are often a barrier to participation, but also that there is not widespread teacher interest in such topics. As one principal from a large school corporation in northern Indiana explains,

Well we have Mrs.[X], that is sort of her thing so she has really gone out and found stuff to do, applied for [external] grants and stuff. But that is on her own time, in the summer. We cannot just grant her leave, unless it is accompanying students—which I have encouraged her to try to organize. But otherwise, it is not a big part of the conversation for teachers, they are not asking for it or anything.

This interest is likely also affected by teachers’ own international experiences. The survey shows that relatively few non-world language teachers report speaking a language other than English. About three-quarters of schools reported that three or fewer teachers (excluding foreign language teachers) had any proficiency in a language other than English, and 32% reported that none of their teachers spoke a language other than English. In our interviews, teachers pointed out that proficiency in a world language was not a requirement for teacher certification (although it currently is a requirement for admission at most Indiana post-secondary institutions) as represented by this quote, *“I had a year or two of Spanish in high school, but nothing since then. I really never needed it. It might be useful now though.”*

Faculty Capacity—Additional Findings

As was noted in the preliminary findings report, most teachers in Indiana have not had the opportunity to learn about or receive professional development training that would provide them

with the tools necessary to implement international education initiatives in their classrooms and schools. This finding is particularly important to understand because as many of the interview respondents express, it is often a single teacher or a small number of teachers who establish and coordinate the international education activities that do occur. One interviewee explained that while international education is only a component for the school, it is a focus for some teachers. This distinction is indicative of the important role that some faculty play as “*champions*” (utilizing one respondent’s vocabulary) for international education initiatives. For example, at one high school in central Indiana, a teacher recalls how the school was able to participate in an exchange program with a school in Russia due to a State Department grant. However, prior to the exchange of students, she had the opportunity to travel to Russia. It is clear that the experience helped provide her with the enthusiasm, motivation, and tools needed to diligently work to make sure that as many students as possible were impacted by the program. Her belief in the project was evidently contagious because she explains that she was able to “*pull other people into it.*”

The teacher herself echoes the idea that you need to have teachers or administrators in the school who strongly advocate for international experiences. She says,

I do think that when you are working with kids it does take a person or some persons who are driving forces. You have to have a leader who has the passion for it. Otherwise, they aren't going to have their imaginations captured. I've been fortunate, I have 2 other sponsors; they have experience. They are other persons in the school who really carry this banner.

While she is definitely the exception among teachers in Indiana—considering that according to the survey 68.9% of teachers in 2006-2007 and 73.8% of teachers in 2005-2006 had not travelled abroad—she is adamant about the vital role that it plays. She makes the direct connection of such international exposure for students to their eventual career paths. She explains that based on her own research, many of the students who travelled to Russia are pursuing international career paths. From her analysis of the impact of such experiences, she concludes,

They have had an experience that opened their eyes to the world and while I think what happens is that they generalize. They had an experience with Russia but they begin to see that this generalizes to other cultures and other people from all over the world. I don't need to be afraid. I don't need to be put off. I just accept that it's done a little differently. Let's see how. Let's learn. They become a global citizen and that's exactly what happens. I think even just a little exposure like that has a long-term benefit.

As a small community of people dedicated to international education, the teachers about whom she speaks represent how teacher capacity and agency can directly affect students’ perspectives and life trajectories.

Teachers also play an important role in internationalizing the school through international or culture clubs. The survey reported that 63.9% of the schools had such clubs. This is a large portion of the sampled schools, especially in light of the fact that other international aspects are less represented—for example, 31.1% of those surveyed noted that they had no teachers, outside of the foreign language teachers, who knew a second language. These teachers, who sponsor

international clubs, may be an indispensable resource for increasing international awareness and understanding. One principal who was interviewed described a humanitarian program established at his school that was in collaboration with a nearby university's Agricultural Department. Focusing on issues related to water access throughout the world, the program provided students with the opportunity to assess international issues that, as the interviewee noted, *"Americans are not tuned-in to."*

The survey found that 45.9% of respondents felt that faculty interest was a moderate barrier to implementing international education initiatives. Considering that the findings have shown that one or several teachers can make a strong impact on internationalization of secondary schools, the aforementioned statistic begs attention. In order for teachers to become interested in international education, especially considering the numerous other demands on their time, there needs to be a focus on increasing their capacity. Professional development and travel abroad, among other opportunities need to be provided in order to encourage them to champion the implementation of internationally focused activities. The survey data also shows that there is very little leadership in international education.

Fifty-nine percent of the schools do not have anyone designated to work on international education. Eighteen percent of the schools have principals or assistant principals to work on international education. Twenty-three percent of them assign this task to social studies teachers, foreign language teachers, or volunteers. Yet, principals' strong leadership often times can make crucial differences. Principals' support is essential for teachers to participate in professional development programs. In those schools with high international activities and with high emphasis on international education, the principals oftentimes serve as a "champion." For example, as the high school teacher from central west Indiana who had successfully conducted an exchange program with Russia said,

Another part of the success has been the support from our principal. You have to have in any school support from the administration to accomplish most anything. Our principal is marvelous because his operating philosophy is if it's good for kids I will support it and I will leave you to work out the details... That kind of support has been really important.

Lack of Professional Development Infrastructure

While lack of faculty capacity is certainly affected by leadership capacity, the overall professional development infrastructure for international education remains a serious factor in the current (and future) state of faculty capacity in international education. It is widely agreed that changes will not take place in schools without the active involvement and leadership of teachers. Teachers cannot teach what they do not know. Therefore, to meet the challenge of strengthening international education in the schools, teachers need opportunities, incentives, and resources as they prepare for careers in education and as they work day-to-day with students.

Lack of Capacity Building for Pre-service Teachers—A National Picture

The lack of capacity building for teachers in the training of international education is an unfortunate reality across states. Prospective teachers at both the elementary and secondary

levels are not trained to be prepared to meet the need for international knowledge and skills. Most prospective teachers take very few courses on foreign languages and international issues and have very low participation rates (less than 5%) in study-abroad programs (Institute of International Education, 2004; Schneider, 2003). This is partly because the current teacher certification requirements do not include components of international education. Furthermore, there is a nation-wide shortage of qualified foreign language teachers especially in lesser-taught languages such as Arabic and Chinese. Over three decades, from 1970 to 2000, the number of Bachelor's degrees in foreign languages fell by 26% (from 20,536 to 15,146), while Master's Degrees declined by 46% (from 5,217 to 2,801). It is the same situation with area studies programs, especially Asian Studies programs and Middle Eastern Studies programs. In 2000-2001, only 73 Bachelor's degrees were awarded in Middle Eastern Studies, and 693 in Asian Studies. Even fewer Master's Degrees were awarded in other programs: 87 in Middle Eastern Studies and 271 in Asian Studies (NCES, 2002). As a result higher education, especially colleges of education, as the primary source of trained teachers, does not provide graduates with enough knowledge or experience necessary to help them incorporate international components in their K-12 classrooms. As will be indicated in our recommendations, there is a serious need for research on the current status of internationalization of teacher education in Indiana in order to more effectively coordinate reform.

Lack of Capacity Building for In-service Teachers—A National Picture

Lack of capacity building is not only limited to pre-service teachers. In-service teachers must lead the way in reforming the content and delivery of the K-12 curriculum with global perspectives, yet few professional development opportunities are provided to in-service teachers and no mechanism for such professional development is built into the system. A review of major national and regional organizations (see Appendix C) offering resources and support for teacher professional development in international education reveals that most such organizations help teachers with their professional development through the provision of a wealth of information. This information includes guidance on integrating international content into existing standards, support in identifying quality teaching materials, including textbooks, and links to the best education materials available on international education. Some of them also conduct research and publish results to improve policies. Asia Society is one of the major organizations offering such services. Most teachers' professional associations such as the American Council on the Teaching of Foreign Languages (ACTFL) and the National Council for the Social Studies (NCSS) also fall into this category. Some professional organizations such as ACTEL also offer some small scholarships for training and grants for classroom research. Higher education institutions and their international studies programs, especially Title VI centers, often times offer outreach programs for in-service teachers including graduate level training courses, workshops, and seminars. The Center for Teaching International Relations (CTIR) at the University of Denver's Graduate School of International Studies is one such example. A few national organizations such as the National Consortium for Teaching about Asia (NCTA) or the Institute of International Education (IIE) have a number of grants and programs available for individual in-service teachers to apply for to conduct studies or exchange programs with teachers and students in foreign countries.

To summarize, there are a few professional development opportunities provided to expand K-12 educators' global perspectives, however, they really do not focus on capacity building. Most resources available are online, digital materials for classroom activities and curriculum development which sit, waiting for interested teachers to discover for themselves. Some higher education institutions, including institutions in Indiana, offer workshops and seminars, and a few national organizations provide grants for study trips in foreign countries. These programs are mostly individual-based and sporadic. It is up to individual teachers' interests and choosing to find and participate in more professional development with respect to international education. Therefore, the value corporations and, more specifically, principals place in international education becomes crucial to impacting teachers' decisions to pursue such professional development opportunities. There are simply no good models for statewide professional development initiatives. There is, however, great potential for Indiana, particularly with its strong collaboration of higher education, K-12 education, government, and business, to emerge as a leader in this area.

Lack of Professional Development in Quantity and in Quality for In-service Teachers in Indiana

After a review of professional development for in-service teachers at a national scale, now we look at the state of Indiana. Indiana does not stand out in this respect at all. When schools hire teachers, they seldom take candidates' international experience as an important point of consideration. As one assistant principal stated,

A foreign language teacher you would want [international experience]. I think that would probably be a characteristic if a student coming out of college had international study abroad experience. I think that would be a nice asset to have on a resume and maybe something to discuss in an interview but it would not be something specifically that we would look for in order to fill a position.

Many principals shared this opinion. For teachers, international experience might be an add-on, but not a necessity. This partly explains why very little in-service training is offered to promote teachers' professional development in international education. Our survey data reveals that, in the past two school years, less than one third of the teachers participated in in-service training revolving around international education issues. Additionally, less than 20% of the administrators ever completed such training.

Moreover, the topics of in-service training offered to both teachers and administrators focused on international education are very limited. Among all responding schools, only one of them is an international baccalaureate school. Only one school mentioned participation in a Fulbright Teacher Exchange Program and another reported a Chinese partnership. Most schools center their topics for training on world language education and the cultures of other countries. Many respondents count ESL or ENL instruction and multicultural education towards their in-service training on international education. This discloses the problem of an unclear definition of international education, which we will be explicating later in this report. There are very few teachers involved in the Teacher Exchange Program. The majority (over 85%) of the schools answered that they had no teachers that participated in the exchange program for the past two school years.

Nearly universally, the teachers who did participate in exchange programs, applied for these programs of their own initiative, seeking out and finding funding and programs on their own. For example, one English teacher from a high school in central Indiana received a grant from the American Councils for International Education and conducted a three year teacher and students exchange program with a school in Russia. In our interview with her, she commented,

At first I would say my principal was hesitant. Then I got the money and he supported it, but not enthusiastically. Now that we are done and we have multiple teachers and students involved, suddenly it is a feather in the school's cap. That was not the tune originally.

Another social studies teacher from a middle school in southern Indiana went to China for a study trip through the National Consortium for Teaching about Asia, coordinated by the East Asian Studies Center at Indiana University in Bloomington. She points out that school policy can present another roadblock to teacher exchange participation:

Well, the only way I was able to do this was because it was in the summer. I would not have been able to go otherwise because I am not tenured. At least that is what my principal told me. To be honest, I am not sure they would have let me go during the year even if I was tenured. But that is just my opinion. So I purposely started looking for summer projects.

This trend was confirmed by nearly every principal with whom we spoke and by the survey results. The majority of the schools reported that little or no incentive is provided to teachers to engage in international education activities. Seventy-seven percent of the schools do not have professional development credit and 82% of them do not have stipends for teachers conducting international education activities. Seventy-three point eight percent of the schools do not offer paid leave for international education activities. This is particularly the case in lower secondary schools. As pointed out above, compared to high schools, middle schools have less developed programs and face greater constraints with regard to international education. As an assistant principal of a middle school in central Indiana said, *"I wouldn't say it [international education] is a focus. I would say it's a component. That in middle school they get that primarily through their foreign language and their social studies classes."*

As will be discussed further below, teachers such as the ones just quoted stand out for their interest in and passion for international education. They are the ones who actively pursue professional development opportunities in international activities. For example, the high school teacher who went to Russia through the grant also traveled to Africa by herself. The middle school teacher who previously went to China recently obtained another grant for a study trip in Ethiopia. With these professional development opportunities, these teachers have been able to engage their students and, in some cases, a few of their colleagues, in international education activities ranging from making donations to setting up an electricity project in a school in Kenya to exchanging images about school life with students in rural China. But, they remain single teachers who through their own initiative are making international education a priority. Schools in Indiana have been mostly relying on such individual teachers' passion and efforts to work on international education in schools. This is far from enough. There is no mechanism established

within the school system or infrastructure at the state level to encourage more teachers to pursue such professional development activities. As a result, capacity remains highly constrained in terms of international education reaching the majority of Indiana students.

Definitions of International Education

In addition to factors affecting capacity, an overall problem defining and understanding international education emerged in both the survey and qualitative data. As the summary of preliminary findings notes, while there is consensus on the fact that education must provide its students with a variety of skills and competencies to succeed in this increasingly global society, there is little consensus on what constitutes international education or how this should be undertaken. The reasons for this confusion are twofold: on the one hand, definitions of international education vary based upon the interests of the various stakeholders involved, and on the other hand, there has been little empirical research on international education in the public schools to provide insight into what international education looks like (Smith, 2002).

The Indiana initiative on internationalizing the K-12 public schools, like in many other states across the country, emerged out of a cross-sectoral partnership between the state department of education, business leaders, higher education, the Asia Society, and Longview Foundation. While there is broad consensus among these four stakeholders on the importance of international education in producing United States citizens to be competitive in the 21st Century, there is variety within the stakeholders in terms of their vision of how international education efforts are to be undertaken. The Indiana Department of Education, working with the Asia Society, Longview Foundation, and Indiana business leaders has defined international education as a broad portfolio of curricular (foreign language, international business courses, etc.) and extracurricular activities (e.g. foreign exchange students, overseas travel, participation in cultural programs) carried out in the context of a particular school. International education has the purpose of preparing students for citizenship in a global world and participation in an internationally competitive job market.

Despite this well articulated definition of international education at the state level, our survey of and interviews with various schools across Indiana, illuminate a disconnect between schools and major stakeholders on the conceptualization and operationalization of international education. Our interviews with principals and teachers consistently revealed three main points of confusion regarding what constitutes international education. The first common theme found across schools is the idea that international education is *not* something that is embedded into the standards and curriculum and, therefore, is considered an add-on, non-required elective to the curriculum. This perspective of international education as an add-on to curriculum has many implications including the feeling that international education is a luxury and not appropriate for everyone. International education as exclusionary is perpetuated by its equation to exchange programs which are expensive and thus restricted to wealthier students, and its equation with foreign language education. A principal in a central Indiana school responded that *“foreign language education is something appropriate for certain students – not all students can take a foreign language, and sometimes our counselors try to put the wrong type of student in these classes.”* This perspective that international education is reserved for the better-off or academically successful student directly goes against the purpose of instituting international education as

stated by the IDOE above. Furthermore, this perspective views international education as something extra that the schools have to institute. As a result of the severe resource shortage (in terms of money and time) already facing principals and teachers, international education is given low priority status.

A second example of a disconnect between stakeholders and educational practitioners is that across Indiana schools, serving rural and homogenous populations to urban, diverse populations, international education is seen as a form of assimilation for immigrant and English as a New Language (ENL) students. Many teachers and principals reported that international education was an excellent way to teach immigrant students not only English, but about the *“American way of life”* so that they are better able to assimilate into United States society and be successful economic and political participants in the future. Additionally, the use of exchange programs that bring foreign students into Indiana schools was seen as a component of international education – as a *“more real way for Indiana students who may never leave the US to learn about other people and cultures, and come into contact with foreigners.”* The idea of a two-way exchange where there is a simultaneous exchange of experiences and knowledge was never considered a part of international education.

A third common misunderstanding of international education relates to its conflation with multicultural education. Many interviewees used the term multicultural and international education interchangeably and oftentimes inappropriately which indicates confusion on the meaning of both terms. For example, one principal from a rural school in southern Indiana stated that international education was not appropriate for her school because the town and the school are all very white and do not come into contact with people of other races. She felt that gaining parental support for international education initiatives would be very difficult given the perception that there is no need for it. Another teacher stated that he felt that the United States was not ready to focus on international education and learning about other cultures and people because the different races in the United States are still not getting along, and thus focus should be on reducing the black-white divide.

Finally, it should be noted that although higher education has been involved in the leadership committee, this voice has not been well-integrated into crafting a definition of international education. Given higher education’s role in pre-service and in-service education for teachers, this may need to be a more explicit aim.

School Site Visits

The enrollment and survey data paint a less than promising picture of international education in Indiana; however, there are several instances of exemplary practice across a number of schools. The school site visits provide a glimpse of what is possible when leaders and teachers create opportunities for students to engage in international education. The findings show that involving parents in the process, recruiting qualified teachers with an interest in international education, and providing on-going professional development opportunities can help infuse international education into the school culture.

School visits revealed that schools that paid increasing attention to international education, and in particular sponsored exchange programs, had strong parental support. Several principals commented that parental and school board buy-in required educating the community about the importance of international education.

You have to champion at both ends. You have to have a champion. Someone who is championing the cause. That is the key. I was able to draw on champions from Purdue and from here. It took all of us to get [new language programs started] ... We are on it, passionate, vigorous and committed and that has made the school, the parents and school board interested too.

We heard consistently that “one teacher really can make a difference.” It was common that either a single principal or a single teacher had international experiences professionally and/or through their teacher education programs. They were therefore poised to become champions of international education, but they recognized that infusing international education throughout the school would require additional interest and support from other teachers. This can happen simultaneously by working with current teachers and valuing international experience and foreign language knowledge in the hiring process. Nearly every principal said they did not consider it or even ask about it in the process. Most often principals reported that it “never came up in an interview.”

As one principal explained, “I have never asked about it in an interview. It is just not a thing I need to worry about right now. But, if I noticed someone had some overseas experience or maybe spoke Chinese, I would probably think that was good.” Although most principals explained that they did not consider international experience when hiring, there were a few notable exceptions. Each school where the principal considered international experience as a hiring point had robust programs and courses in the international realm. One principal, located near a teacher education institution which requires a study abroad experience, remarked, “These teachers bring with them a knowledge of peoples and worlds that is irreplaceable. Now I seek this out in my candidates, no matter where they went to college or what subject they are teaching.”

Given the importance of faculty investment and community support, it is not surprising that many principals recognized the importance of ample and on-going professional development activities on international education. However, it was often noted that such professional development was unevenly available and difficult to gauge in terms of quality:

It is not uncommon that a teacher will happen to go to a conference and come back fired up about an international idea. This happened just last year with my music teacher, who returned with the great idea of using African instruments and connecting it to unit in social studies on Africa. But I don't know how to identify these.

Summary of Trends

To summarize the major trends we clearly see enrollment in world languages as an area for growth. In addition, international education does not appear to be a priority for principals mainly

because of financial and time barriers. Even exemplary programs talk about these barriers and about the challenges of moving beyond individual leaders. Many schools in which there are more robust programs rely on the goodwill of a single teacher to start and maintain exchange programs, after school clubs, and units on international topics. In this sense, international education is not evenly distributed or supported. There is also a danger that existing programs will not be sustained in the event that the championing individual leaves. Faculty interest in international education is hampered by school policies and by a lack of personal experience with international education. Finally, Indiana stands poised to emerge as a leader in developing a statewide initiative with the buy-in and support of all four key stakeholder groups and with an aim at increasing faculty and leadership capacity throughout the state. In the final section of this technical report, we will develop recommendations that are geared towards making this a reality.

Recommendations

Policy (State-level initiatives)

- *The drafting and passage of state legislation that specifies support for and appropriates funds to the development of a robust international education in Indiana's K-12 schools. Areas to consider:*
 - Support for foreign language curriculum development, with particular emphasis on:
 - Balancing breadth and depth (rather than replacing one language with a new language)
 - Development of K-12 programs whereby students in any given corporation can have access to the same language all the way through their school career
 - Support for statewide professional development network (see below)
 - Support for continued data collection and monitoring of internationalization process (see below)
 - Continued funding of state-level director position for international education
- *State-level curricular reform:*
 - Revision of core competencies to specifically address international education. Consider ways of making international education a testable subject in order to move from the perspective of international education as an add-on to an imbedded, integral part of the school mission
 - Requirement of foreign language as a four year graduation requirement

Program-development (collaborative effort of all four stakeholder groups)

- *Continued practice of holding annual state-sponsored conference on international education*
- *Development of statewide incentive program for internationalization, specifically for in-service faculty and leadership capacity development. A general idea for such a program is as follows:*
 - School corporations receive credit, either financially or linked to a measure of success such as AYP, for each teacher who participates in state sponsored professional development, in an exchange program, or in curricular/lesson revision in professional learning community devoted to internationalization.

- School corporation can receive credit for hiring any new teacher (recent graduate with three or fewer years teaching experience or new to the state) who demonstrates expertise in an aspect of international education (e.g. advanced proficiency in a foreign language when not foreign language teacher), significant coursework (more than 9 credits) in international or area studies courses (including coursework in areas such as multicultural education, international education, comparative education, as well as arts and sciences courses), participation in any study abroad activity longer than two weeks, sustained participation in international clubs or activities including volunteer work with international and immigrant populations or organizations. This would also provide a natural incentive for institutes of higher education to provide such experiences for their pre-service teachers, as it will make them more hireable.
- For in-service teachers, a statewide professional development would need to aim at having 80% of the state's teachers attending one of these sessions in the next four years. The series would need to be offered in multiple locations throughout the state and specified for major disciplines and school levels.

In short, the aim of this incentive program is to encourage school corporations to hire and retain teachers *highly qualified in international education*.

- *Creation of Professional Development Network for Teachers. Such a network must include:*
 - Opportunities to expand knowledge and experience of world cultures and languages. Although the exchange opportunities we suggest below are invaluable to this goal, bringing in speakers and the use of technology to facilitate 'virtual' exchange within a professional development network is also important.
 - Access to curricula, materials, and best practices. Teachers need resources and tools that give them practical, efficient ways to infuse international content into existing curricula; they need opportunities to observe and try out best practices.
 - Follow-up to professional development. This could include participation in professional learning communities and mentoring from veteran teachers with strong experiences in teaching international capacity. Given the limited capacity in Indiana, it will be particularly important to develop opportunities for peer learning and mentoring from teachers outside of Indiana and even outside the United States. The use of technology can help facilitate such interactions.
- *Development of extensive short-term exchange opportunities for teachers and administrators.*
 - Exchanges can be less than four weeks in duration, but must be low-cost and open to all teachers. It would be prudent to work with a network of higher education institutions to provide these exchanges in a manner which would provide graduate credit for in-service teachers. Again, by tying this to an overall incentive program

aimed at encouraging school districts to have teachers *highly qualified* in international education, there will be a natural synergy between Schools of Education developing summer opportunities and teachers taking advantage of them.

- *Development of short-terms exchange opportunities, 2-3 weeks duration, for students. We recommend, in partnership with higher education, developing programs with key high needs school corporations (which have more severe capacity and organizational issues), strategically located around the state. The network of exchanges can then be opened to all Indiana schools.*

Research

In continued collaboration, CUME suggests the following areas for continued research. We are open to finding multiple means of securing funding for this work.

- Continued data collection of International Education markers at the secondary level and expansion to the elementary level.
- Data collection and creation of baseline in order to ascertain status of internationalization of teacher education at Indiana institutions of higher education.
- Development of assessment tools for gauging capacity development and student learning. Currently there are not reliable metrics for evaluating student outcomes and research on faculty capacity in international education remains highly limited.

Appendix A

Summary of major initiatives in other states

State Legislative and Programmatic Activity (Information in this section has been compiled from the Asia Society website, www.internationale.org, 2008):

Arizona introduced a bill in February 2007 that proposed grants to start pilot schools of international studies at the K-12 level. In January 2007, Arizona Superintendent Tom Horne announced a plan to pilot schools of international studies, K-12 through a partnership among the Department of Education, all three state universities, the Apollo Group, and the Thunderbird Graduate School. This program requires that students begin learning a new language in kindergarten and a second new language in ninth grade which includes international studies and exchange programs. The goal is to have students' graduate trilingual and be ready for the international business climate of the 21st Century. This initiative proposes grants of \$300,000 each for three K-12 programs, one in southern Arizona, one in central Arizona, and one in northern Arizona. In addition, it proposes additional grants of \$100,000 each for international programs in ten high schools throughout the state.

Connecticut released a House Bill and Public Act in May 2004 which calls for an inventory and investigation of international education programs and goals; guidelines on excellence in international education for wide adoption; and supportive policies for school-to-school and other international exchange opportunities. Following this proposal, a task force developed two draft documents related to international school components for student learning and student attributes for a globalized workplace. Following a state survey on international education and several international leadership conferences, the international committee for superintendents formed a task force to draft international benchmarks for school curriculum and internationally-focused student outcomes. An active partnership has recently been put in place around international education, including the Governor's office, the State Department of Education, the World Affairs Council of Connecticut, the State Legislature, other government offices, and private partners to maximize community support for international education statewide. A consortium of collaborators has also been established to provide curriculum and content assistance in international affairs, world languages, geography, and business/economics to district schools as the implementation process of international standards in schools begins. The State Department of Education (SDE) in Connecticut currently has exchange agreements with four countries (Italy, France, China and India). On-going school-to-school partnerships have been developed with China and France. In 2007, SDE developed a new permit to facilitate licensure for international teachers coming to teach in Connecticut schools under exchange agreements. SDE signed an agreement with India to bring over teachers of mathematics and sciences (and eventually Hindi) to Connecticut schools. Bridgeport has agreed to be the pilot site for 2007-2008. Enrollment in Mandarin in Connecticut public schools has increased from 300 students to 3000 students in two years, largely due to the partnership with China.

Delaware Department of Education and the Delaware International Trade Council have conducted a baseline analysis of K-20 international education across the state. The results of this analysis were released in a report in October 2004: *The Delaware K-20 International Education Capacity Study*. Delaware has also created two professional development clusters, one on Asia

and one on technology and international studies, which are promoting a cadre of teachers ready to support the expansion of international content statewide. The state is working with district and school education leaders to create a statewide international education curriculum. A graduation requirement of two years of a world language was recently passed. The Department of Education held the Delaware Summit on International Education in April 2007. Delaware was the co-recipient of the 2005 Goldman Sachs State Prize for International Education.

Florida is currently proposing legislation that would require the Board of Education to revamp the state's education standards, including increased foreign language requirements.

Idaho State Department of Education implemented revised content learning standards in 2007; standards which include K-12 learning objectives for integrating global perspectives in all social studies courses. Based upon their participation in an Education Mission Abroad, Idaho teachers and administrators have crafted lesson plans for social studies, language arts, health, and humanities linking course content to area studies and international topics and themes. Since 2004, eleven Education Missions have been conducted: three to China, two to Germany, two to the Republic of Ireland and Northern Ireland, one each to the Basque region of Spain, Mexico, and Jordan, and one on dedicated Human Rights issues in the European Union to the Netherlands, Germany and Poland. The Idaho State Board of Education has outlined requirements for all high school seniors to complete a senior project beginning in 2012. A team of teachers has designed a model that will link instruction in three capstone courses (American Government, Economics, and Language Arts) to an international framework from which students could develop their project. The international lesson plans and senior project model are available online at www.idaho-humanrights.org.

Illinois has made concerted efforts to implement a large-scale Chinese Language Program across the city of Chicago. Twenty public schools, including an all African American school on the west side to a nearly all Hispanic school on the south side, to more diverse schools throughout the city, are offering Mandarin. For many of these students, Chinese is their third language after English and Spanish. The program has a long waiting list and has come about through partnerships between political, business, school and community leaders, and the Chinese Ministry of Education, which sends Chinese teachers to Chicago and organizes a summer cultural program for Chicago educators in China.

Kansas Committee for International Education in the Schools (KCIES) is working both at state and grassroots levels. The KCIES initiative began through a statewide survey and focus group research on over 3,000 citizens. A follow-up initiative, *Kansas in the World*, is being used to promote action by professional education organizations throughout the state. KCIES is a collaboration between the Kansas State Department of Education (KSDE), the Governor's Office, the University of Kansas, and other state agencies on the revision of the state social studies standards to include "*Kansas, the United States and the World*." Multiple delegations to China have created partnerships between schools in Kansas and schools in the Henan province. A Confucius Institute was opened at the University of Kansas in May 2006 and the Kansas Task Force on Chinese Language Training released a report in October 2006. The *Kansas Summit on Strategic Languages*, held in December 2006, drew over 100 teachers, business people, media, administrators and policymakers from Kansas, Missouri, and California. Through the efforts of

the KCIES and Task Force on Chinese language, a position for a World Languages consultant was re-established at KSDE this year. A Memorandum of Understanding with Hanban was signed late last year to facilitate the flow of Chinese language teachers to Kansas.

Kentucky passed resolution (SCR 142) during the 2002 General Assembly, urging the Department of Education to promote international study and other activities that promote cultural awareness, mutual understanding, and respect for citizens of other countries. The state funded ten elementary world language and arts grants. High school reform efforts are increasingly oriented towards language learning as a key element to college preparation. In October 2003, the Kentucky Department of Education convened stakeholders from education, business, and government and private agencies for the first statewide *International Education Summit*. Massachusetts recently passed legislation in the House and Senate to establish an international education advisory committee

Massachusetts Initiative for International Studies (MIIS) is a coalition of leaders in business, policy, and education, established in 2005. The MIIS is focused on bringing a global perspective into Massachusetts schools. The MIIS began by convening a conference, "*Massachusetts: Education for a Global Economy*," which was attended by over 300 leaders in education, business, and public affairs. Attendees examined the case for international studies within the broader context of national priorities and Massachusetts' education reform. Ongoing statewide conferences, regional meetings, and the preparation of a report entitled, *Global Education: Massachusetts' Next Challenge*, have helped propel interest in global education. Recently, the Massachusetts legislature passed legislation focusing on the importance of international knowledge and skills to provide direction and incentives to school districts and educators. A fourth conference, "*Teachers Leading the Way: Global Education for the 21st Century*," was in April 2007, with a focus of concentrating on teachers and infusing state education standards with global content. MIIS also offers professional development courses and summer institutes for teachers in the state. In collaboration with AIG World Source, an annual awards program was established to recognize school districts and teachers for progress in developing an international focus in its schools. Massachusetts Commissioner of Education, David Driscoll has declared November 13-20 as International Education Week, citing "*Global education is an important component of students' education.*" The announcement was accompanied by a paper stating the case for urgency in global education, global studies professional development opportunities and a menu of International Education Week activities.

Michigan's Governor, John Engler, signed Executive Order 2002-4 which created the Michigan Commission on Asia in the Schools within the Department of History, Arts, and Libraries in 2002. The Commission released a report in 2002 which called for an increased focus on Asian studies to better prepare Michigan students. In 2004, the Michigan State Board of Education issued a position statement supporting international education. In 2006, the Michigan legislature approved new high school graduation requirements designed for the 21st Century student. Included in these requirements are two credits of a world language. In March, 2007, Michigan State University hosted a conference, "*Preparing Our Students for a Place in the World: Internationalizing Michigan Education*," co-sponsored by the Education Alliance of Michigan and Michigan Department of Education. An example of an initiative in Michigan is the new

online Chinese class created by the Michigan State University Confucius Institute which is offered through the Michigan Virtual University.

Minnesota is still in early stages regarding international education, but has garnered much support at the legislative level. It has passed legislation in both the House and Senate to increase world language academic standards. Specifically, Governor Pawlenty passed legislation to develop and provide school districts with Mandarin Chinese language programs with an allocation of \$250,000. A taskforce of more than 100 business leaders and Chinese language and education experts was convened to develop and provide school districts with common curriculum, materials, and classroom assessments for Mandarin Chinese. A released report detailed the taskforce recommendations, and the governor requested \$500,000 to expand the Chinese language programs across the state. Organized by the state government, two delegations of education leaders traveled to China to develop partnerships for student and teacher exchanges, discuss possible joint degree programs, and increase international awareness. The University of Minnesota's China Center has also negotiated with the Chinese government to open a Confucius Institute. In his 2007 State of the State address, Governor Pawlenty announced a World-Class Students initiative, which requires students in grades 7-12 to take four years of a world language and strengthen teacher training in math, science, and world languages. This Legislation is currently being debated.

Nebraska has developed standards in K-12 foreign language and extensive curriculum frameworks based on the national standards. The Department of Education, in conjunction with the Commissioner and Governor, is working to convene a state summit on international education.

New Jersey passed a resolution in March 2005 in the General Assembly that *“encourages students, teachers, administrators, and educational policy makers to promote and participate in international education activities that enhance civic education, advance cultural/cross-cultural awareness, lead to communicative competence in world languages, further literacy/multi-literacy, and promote mutual understanding and respect for citizens of other countries”* (New Jersey Assembly Resolution, 2005). Further, New Jersey K-8 students are required to study a world language and New Jersey high school students must complete at least one year of study in world history and cultures and are required to demonstrate world language competency for graduation. The DOE in collaboration with CLASS hosted a sold-out, half-day workshop for New Jersey district administrators entitled, *Fostering the New Jersey/China Connection: Creating Chinese Language Programs in Our Schools*.

New Mexico has passed Senate Bill 1012 to appropriate \$50,000 for a multistate collaborative to advance international education. The Department of Education held an International Education Summit in 2004 to assess existing international activities, and highlight the opportunities and challenges facing New Mexico in implementing international education initiatives. From the summit, a plan to integrate international content into various education reform initiatives, including the creation of professional development institutes, development of school and district curriculum, and teacher training/preparation. High school reform efforts, including the proposal for a Virtual High School, include components of international education by way of the inclusion of world languages.

New York State was one of the first states in the nation to require a two year “global studies” requirement. The Department of Education is undergoing a process of revising all of the state standards with the goal of integrating international education where appropriate.

North Carolina has long been involved in the internationalization of K-12 schools, as evidenced by being awarded the 2003 Goldman Sachs Prize for International Education in the State Category. The North Carolina in the World Initiative, based at the University of North Carolina's Center for International Understanding along with the Governor's office, is coordinating four leadership teams to develop action strategies to improve and expand international education across the state. Its main initiatives touch upon the areas of school-to-school linkages, higher education-school partnerships, teacher knowledge, and world languages. Two recent reports were released in North Carolina: *Preparing North Carolina Teachers for an Interconnected World* and *Creating Internationally Competitive Schools*. Both of these reports address the issues of creating a more globally aware cadre of teachers to increase their capacity in preparing students to interact with the world community, and making US schools more internationally competitive. North Carolina passed a Bill in 2007 to appropriate funds to establish a project to expose school superintendents to educational practices in other countries that could be successfully replicated in North Carolina schools. The project also attempts to build connections between school systems in North Carolina and school systems in other countries – school partnerships with China and Mexico have been established. This bill was built upon a \$200,000 appropriation in 2005 to the Center for International Understanding that was passed to increase student knowledge and skills about the world.

Ohio has proposed Core legislation which approves new high school graduation standards that include two credits of a foreign language. The Foreign Language Advisory Council just completed Passport to the Future: Ohio's Plan for World Languages which contains recommendations for the future of language instruction in the state. Work is continuing on the federal Foreign Language Assistance Program grant for development and pilot testing of a new K-4 curriculum in Chinese. In December 2007, more than 200 people attended the second annual Chinese language symposium sponsored by the Chinese Language Flagship Program at The Ohio State University and the Ohio Department of Education. Additionally, the state board of education has made education in the global economy one of the seven priorities that will guide their work this year. The state superintendent's International Education Advisory Committee (IEAC) held a successful International Summit on Education in April, 2007.

Oklahoma's strategic plan, *Preparing Oklahoma for Global Competitiveness in the 21st Century*, was published in 2000. Since then, Oklahoma Associations Supporting International Studies (OASIS), the organization taking the lead on international education initiatives, has compiled international resources and teaching materials on a website and, in conjunction with the Governor's economic development task force, funded fourteen regional university forums to discuss the needs for international education. A report entitled, *Oklahoma's International Inventory*, was released in 2003, and more recently, The Governor's International Education Conference was held in February, 2007. Further, OASIS has implemented a professional development institute for teacher leaders who will spread best practices in international studies through regional workshops, and organized a youth leadership conference around the theme of

globalization. The state has also developed school-to-school partnerships with schools in the Sichuan province of China.

Pennsylvania Department of Education has formed an International Education Advisory Council, launched an International Education website (portal) and convened a statewide International Education Forum, starting in 2005. These efforts have initiated a state report focused on the need for international education and ways in which Pennsylvanians can successfully compete in the 21st Century. Other collaborative efforts in the state include the Advisory Commission on Asian American Affairs and the Governor’s Advisory Commission on Latino American Affairs.

Rhode Island has convened a working group on international education and has launched a series of professional development workshops and a website of resources. Two Rhode Island International Education Leadership Roundtables have been held for education, business community leaders, and government members. Currently focus has turned towards developing a report on civics education. The Department of Education and Board of Regents are undergoing a review of state education standards with the goal of integrating international education within it.

South Carolina’s Department of Education convened a statewide summit, involving leaders from every district in the state. South Carolina is currently completing a review of state standards that are connected to international education. The State Department of Education has signed a memorandum of understanding with the embassies of Spain, China and India. Following a trip by a delegation of state education leaders to China in 2002, the South Carolina Public Broadcasting System produced a 30-minute video to promote awareness of China's presence in the state.

Utah is proposing legislation which would establish a critical languages program and pilot.

Vermont’s Governor's Council on International Education was convened to assess the status of international education in Vermont schools, identify the best practices in international education, and make policy recommendations on international education to the Legislature, the State Board of Education, the State Department of Education, and other organizations. Public opinion, teacher preparation and school data were collected in a statewide report and released in the fall of 2004. Vermont is also creating a state awards program to recognize excellence in international education, modeled after the national Goldman Sachs Foundation Prizes for Excellence in International Education. In December 2005 a summit on international education was attended by over 70 Vermont policymakers. Currently the state is undergoing a review of world language requirements for grades 7-8 after the State Board of Education declared that primary students learning a world language and achieving “novice middle proficiency” by the end of eighth grade is a primary goal.

Virginia Department of Education hosted their first International Education Summit in May 2006. A follow-up report was conducted and presented to the State Board of Education. Social studies standards are currently under review and the Department is examining ways to infuse them with international education.

Washington State Coalition for International Education has been able to continuously build support through its Web-site, list-servs, and P-20 International Education Summits. The two summits, held in 2003 and 2004, attracted hundreds of people from K-12, higher education, businesses, and the community at large. In January of 2007, a third summit, Expanding Chinese Language Capacity in Washington State, launched a Chinese Language Core Team to organize professional development and policy support to accelerate the development of Chinese language programs around the state. Members of the International Education Coalition collaborated with the Office of the Superintendent of Public Instruction and the Washington Association for Language Teaching to carry out a statewide World Languages Survey in spring 2004. These groups are working with the University of Washington to convert the survey into a continuously updated online database showing which languages are taught in Washington schools. In December 2005, State Superintendent Terry Bergson endorsed standards for foreign language learning. Several bills to expand language learning and to help coordinate international education are pending in the state legislature. Annually, a scholarship is provided to the Teacher of the Year to expand his/her international experience. A partnership with International Education and Resource Network (iEARN) resulted in the development of a workshop for teachers, which was presented at four regional conferences in the state, in addition to the creation of downloadable “starter kits” as a resource for teachers. Finally, Washington has proposed a bill which would establish a full-time staff position at the Office of Superintendent of Public Instruction to serve as world languages supervisor. It delineates ten duties to be fulfilled by the position, and proposes funding pilot projects at the elementary and middle school levels, including a dual language enrichment program in a major Asian language. Additionally, Washington has proposed a bill that would establish a pilot program of Spanish and Chinese language instruction.

West Virginia Governor's Commission on International Education released its report, *“Preparing a Citizenry for the Global Age,”* in March 2004. The report documents the necessity for international education in the state, as well as details on current programs and models. It concludes with strategic recommendations to improve public awareness of and use of technology in international education, world language study, and institutional partnerships K-16. West Virginia has also established a Governor's Summer Institute and administers the Cyrus Vance Award for International Education. Furthermore, the West Virginia Higher Education Policy Commission (HEPC) through the Consortium for Internationalizing Higher Education (CIHE) will provide competitive grant awards, up to \$15,000 for one-year, for the implementation of sustainable programs that seek to internationalize majors, core curricula, and foreign language programs within public higher education institutions. These curricular changes are required to contribute to international student enrollment or sending West Virginia students abroad.

Wisconsin's curriculum planning guide for integrating international content into state standards for all subjects has created considerable momentum from which the State Superintendent has created a 25 member statewide international education council to focus on a K-16 approach to internationalizing the schools. In regards to advisory, the council has developed four regional leadership alliances made up of education practitioners from across the state to act as advisors. 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. Currently work is being done to infuse all curricula with international knowledge and skills. A Statewide International Education Summit was held on

January 27, 2005. Wisconsin was the recipient of the 2004 Goldman Sachs Prize for International Education in the State Category.

Wyoming Legislature passed a law in 1999 requiring that every child in grades K-2 have the opportunity to learn another language. The Legislature reinforced this mandate by appropriating \$5 million in 2004 to fund the development of a K-6 language program to be piloted in 50 Wyoming elementary schools for five years. The pilot program began in September 2004 and will continue through June 2009.

Appendix B

Summary of major awards provided for excellence in international education

The Goldman Sachs Foundation Prizes for Excellence in International Education is an award administered jointly by the Asia Society and the Goldman Sachs Foundation to identify and recognize the most promising and successful examples of international education in the United States. It is given on an annual basis and awards are given across five categories: five High School Youth Prizes of \$10,000 each; one Elementary/Middle School Prize of \$25,000; one High School Prize of \$25,000; one Media/Technology Prize to a United States based public or private not-for-profit of \$25,000 and one District/State prize of \$25,000.

The Kansas in the World Award for Excellence in International Education, established in 2006, is oriented towards the promotion of international knowledge and skills in Kansas schools and communities. This program will award two prizes of \$1,000 each year, one to an elementary/middle school and one to a high school that show a commitment to increasing international learning across the curriculum. Any elementary/middle or high school in Kansas is eligible to apply.

The Massachusetts Initiative for International Studies (MIIS) World Source Award for Excellence in International Education was established in 2004. This award is presented to the school district that has made the most progress in developing an international focus in its schools as a result of plans made at the MIIS Conference.

The State of West Virginia Cyrus Vance Award, established in 2001, is a program named in honor of the life and career of Cyrus Vance and recognizes exemplary practices in international education at the K-12 and postsecondary levels. This award is administered and was created by the Office of the Secretary of Education and the Arts

The Vermont Awards for Excellence in International Education was established in 2004. This award is comprised of two prizes of \$1,000 each, one for an educator and one for an organization.

The Washington State Teacher of the Year International Education Scholarship was established in 2005 to increase the visibility of international education in the state by linking it to successful teaching.

Appendix C

A list of Major Organizations for Teacher Professional Development in International Education

(From Education Commission of the States website, 2008, <http://ecs.org/clearinghouse/39/79/3979.htm>)

The American Forum for Global Education – This organization helps schools internationalize curriculum, provides professional development opportunities for educators and administrators, develops classroom resources, publishes reports on issues in international education, and organizes study tours and exchange programs for educators and students (New York, NY, 212.624.1300).

Asia Society – This site provides a wealth of information, including classroom-tested, multidisciplinary lesson plans, background essays and bibliographies, downloadable maps, timelines, photos and art, e-mail and art exchange, multimedia events, news and up-to-date information from Asia, guidance on integrating Asian content into existing standards, support in identifying quality teaching materials, including textbooks, and links to the best education materials available on Asia.

Center for Teaching International Relations (CTIR)– The CTIR at the University of Denver's Graduate School of International Studies provides curricular materials for a variety of subject areas including art, the environment and language arts, programs for middle and high school students, and graduate-level in service courses for K-12 educators in a variety of areas within international studies. The CTIR also houses and operates the International Studies Schools Association, which includes members from more than 25 magnet, charter, public and private schools across the United States.

Choices for the 21st Century Education Project – This project at Brown University's Watson Institute for International Studies strives to strengthen the American public's involvement in international issues. It offers a series of curricular materials that address current and historical international issues and provides workshops for teachers at the secondary level. (*Please see also the "Professional Organizations" Web sites.*)

Education for Global Involvement (EGI) – Educators and community leaders concerned about the quality of international and multicultural education in elementary and secondary schools established this nonprofit organization in 1988. EGI works across the country and overseas, though the focus of its efforts, are in Illinois and in the Chicago area. It offers conferences, workshops, classroom resources and lesson plans, and organizes study tours and teacher exchange programs. [List of links](#)

iEARN: International Education and Resource Network - This nonprofit organization is made up of over 4,000 schools in nearly 100 countries. iEARN connects classrooms across the globe to work together on either structured online projects in a variety of subject areas, including math, science and language arts, or to create and facilitate projects to fit particular classroom and

curriculum needs. Classrooms also have the option of joining a [Learning Circle](#), which are highly interactive, project-based partnerships among a small number of schools located throughout the world. Every project concludes with a product or exhibition showing what students have learned through the collaboration.

[National Consortium for Teaching About Asia](#) (NCTA) – This is a multiyear initiative to encourage and facilitate teaching and learning about Asia in world history, geography, social studies and literature courses. Begun in October 1998, with support from The Freeman Foundation, this program is a collaboration of East Asian Studies programs at five institutions – Columbia University, the Five College Center for East Asian Studies at Smith College, East Asian Studies Center at Indiana University, Program for Teaching East Asia at the University of Colorado-Boulder and the East Asian Resource Center at the University of Washington. NCTA established teacher professional development seminars and courses in 30 states, and coordinates teacher and student foreign exchange programs, as well as school-to-school technology links.

[Office of Resources for International and Area Centers](#) (ORIAS) – This is a joint program of the [Title VI Area Centers](#) at University of California-Berkeley. The office is dedicated to providing scholarly resources and supporting professional development for K-12 teachers addressing international studies. Programs include free workshops on international studies and world history topics, tuition scholarships for professional development, a lending library for educators, web-based resources and curriculum material, and a visiting scholar program for teachers doing independent research.

[Primary Source](#) – This nonprofit center for the interdisciplinary study of history and the humanities aims to strengthen teacher knowledge of United States and world history, particularly Chinese, African, and Colonial and 19th Century American history. The program works with universities and master teachers to provide graduate courses, seminars and study-tours for K-12 teachers and administrators, and curriculum development support and materials for school districts.

[Stanford Program on International and Cross-Cultural Education](#) (SPICE) – This program supports efforts to internationalize elementary and secondary school curricula by linking the research and teaching at Stanford University to the schools through the production of high-quality multidisciplinary curriculum materials on international and cross-cultural topics. Housed in the Institute for International Studies at Stanford University, SPICE has produced over 100 supplementary curriculum units on Africa, Asia and the Pacific, Europe, Latin America, the global environment and international political economy.

[Global Ed](#) – An interdisciplinary project with the University of Connecticut Political Science and Educational Psychology Departments, Global Ed is an internet-based international studies program for middle and high school social studies classes. Global Ed employs the ICONS international studies simulation methodology, which is based on the concept that simulation promotes an active learning process, providing students with incremental, cooperative tasks to perform, and prompting students to develop their own interpretations of events and to share their perceptions of problems, and possible policy responses, with peers.

Appendix D

Professional Organizations Contributing to International Education

(From Education Commission of the States website, 2008
<http://ecs.org/clearinghouse/39/78/3978.htm>)

[American Council on Education](#) (ACE): The International Initiatives Program – ACE recognizes that international perspectives are critical to solving contemporary problems and developing a competitive workforce. This program’s goals are to expand United States academic leaders’ awareness of international issues and enhance their capacity to provide leadership in internationalizing their institutions, help shape public policy by serving as an advocate for international education and development with the federal government and other decision makers, including policymakers, and form partnerships with associations and institutions in other countries to promote collaboration, equity and quality.

[American Council on the Teaching of Foreign Languages](#) (ACTFL) – ACTFL is the only national organization dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 7,000 foreign language educators and administrators from elementary through graduate education, as well as government and industry. They offer teacher workshops, conduct research and publish reports on foreign-language instruction. ACTFL also is the developer of the proficiency test used worldwide to assess student ability in foreign language.

[Center for Applied Linguistics](#) (CAL) – CAL is a private, nonprofit organization that conducts a tremendous amount of work in areas related to foreign-language education and foreign-language testing. Established in 1959, CAL heads research projects, develops tests and curricula, oversees networks of teachers, administrators, researchers and parents, provides teacher professional development in foreign-language instruction and operates the [ERIC Clearinghouse on Languages and Linguistics](#).

[Council of Chief State School Officers](#) (CCSSO): [International Education](#) – In 1985, CCSSO drafted a position paper and recommendations for action in international education. These documents were reprinted in 1991 through a grant from the Longview Foundation. The Council continues its efforts to carry out the recommendations of the position paper and awards a biennial recognition to the state determined by a national panel of experts to be best working toward the international education goals set out in the position paper. CCSSO also coordinates professional exchanges between the organization and the Society of Education Officers of England, Wales and Northern Ireland and the Association of Prefectural Boards of Education Superintendents of Japan.

[Institute of International Education](#) (IIE) – IIE is proud of its position as the world's most experienced global higher education and professional exchange agency. It administers the Fulbright Program, an international exchange program for teachers and scholars, and initiates projects that help students and scholars worldwide, including testing and advising, scholarships, information on opportunities for international study and emergency financial assistance.

[NAFSA: Association of International Educators](#) – This association promotes the exchange of students and scholars to and from the United States, sets and upholds standards of good practice,

and provides professional education and training that strengthen institutional programs and services related to international educational exchange. NAFSA provides a forum for discussion of issues and a network for sharing information as it seeks to increase awareness of and support for international education in higher education, government and the community.

[National Council for Geographic Education](#) (NCGE) – NCGE seeks to draw attention to the significance of geography education and support K-12 and postsecondary geography educators through networking opportunities, professional development, and the development and dissemination of curricula and research.

[National Council for History Education](#) – This council was created in 1990 "as the successor organization to the Bradley Commission on History in Schools." It offers K-12 and postsecondary educator information on professional development activities, classroom resources, links of interest, as well as networking opportunities and a voice to advocate for the inclusion of both United States and world history instruction in the curriculum, and sound preparation and development for history educators.

[National Council of State Supervisors of Foreign Languages](#) (NCSSFL) – This is an organization of education agency personnel from all states of the United States, with responsibility for state-level foreign-language education. NCSSFL's purpose shall be to increase the effectiveness of state education agency personnel involved in foreign-language education by acting as an information service for state programs, experimental studies and latest developments, cooperating with other organizations in improving foreign language instruction at all levels, promoting foreign-language study, developing position papers on foreign-language education issues, and providing leadership for the development and maintenance of foreign-language education throughout the country.

[National Foreign Language Center](#) – The Center has served as the nation's principal institutional resource for strategic planning and drafting of language policy. Its action agenda consists of developing a comprehensive understanding of language and the cross-cultural communication challenges on globalized institutions, organizations and enterprises, providing programming to clients in public, private and nonprofit sectors, consultancies and studies.

[socialstudies.org](#) – The National Council for the Social Studies counts among its 25,000+ members K-12 and postsecondary social studies educators, as well as social studies supervisors and curriculum designers both in the United States and abroad. It advocates for the social studies in the curriculum and provides curricula and classroom resources, professional development and networking opportunities on all areas of the social studies, which include history, geography, economics, political science, sociology, psychology, anthropology and law-related education.

Appendix E

International Education in Indiana Online Survey

The plan for this survey has been approved by the Institutional Research Board of Indiana University. If you choose to answer the questions on this survey, your responses will remain anonymous and you will not be identified as an individual in any findings that are shared publicly. You will receive a group reminder, but that will go to everyone since your email address will not be attached to any responses. If you understand and agree to these terms, please select the consent box before proceeding.

- I Consent
- I Do Not Consent

What is your definition of International Education?

Enter your School Corporation and name.

School Corporation _____
 School Name _____

Select the number of current licensed full time teachers in your school.

- 1-50
- 51-100
- 101-150
- 151-200
- 201-250

Select your current role in the school.

- Principal
- Assistant Principal
- Other Administrator
- Teacher
- Other

Select “yes” or “no” to the questions listed below.

| | Yes | No |
|---|-----------------------|-----------------------|
| Do you currently possess a valid USA Passport? | <input type="radio"/> | <input type="radio"/> |
| Have you traveled outside of the USA within the past 10 years? | <input type="radio"/> | <input type="radio"/> |
| Have you lived outside of the USA for a period greater than four weeks? | <input type="radio"/> | <input type="radio"/> |
| Have you participated in in-service around IE issues? | <input type="radio"/> | <input type="radio"/> |
| Have you participated in conferences around IE issues? | <input type="radio"/> | <input type="radio"/> |

Your Foreign Language Knowledge

Enter languages other than English that you know and then select the corresponding literacy level from the levels listed: None, Beginner: Basic simple phrases and words, Intermediate:

Simple conversations and responding to questions, Proficient: General conversations and simple reading and writing, Advanced: Communicating comfortably, Expert: Fluent. (If none, Enter the response “none” for each section)

| | Language | Literacy Level |
|-------------|----------|----------------|
| Language 1: | _____ | _____ |
| Language 2: | _____ | _____ |

Enter your major(s) in college.

Rate the importance of each activity to your students’ education. (Not at All Important (NI), Somewhat Important (SI), Important (I), to Very Important (VI))

| | NI | SI | I | VI |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Becoming proficient in a foreign language. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engaging in e-learning with teachers from another country. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Engaging in e-learning with students from another country. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Traveling abroad as part of a school sponsored trip. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Taking an elective with an international focus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Revising existing curricula to increase emphasis on IE. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in foreign language clubs. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participating in clubs with a cultural group focus. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Being taught by a teacher who is not a native of the USA. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Does your school offer any of the following programs?

| | Yes | No |
|---|-----------------------|-----------------------|
| Culture/Foreign Language Clubs | <input type="radio"/> | <input type="radio"/> |
| International Pen-pals | <input type="radio"/> | <input type="radio"/> |
| Model United Nations | <input type="radio"/> | <input type="radio"/> |
| Amnesty International | <input type="radio"/> | <input type="radio"/> |
| International Business Club | <input type="radio"/> | <input type="radio"/> |
| Participation in International Sporting Event | <input type="radio"/> | <input type="radio"/> |
| Sister School/Organization Club | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) _____ | | |

School Sponsored International Exchange Trips

Indicate the total number of students who participated in school sponsored international exchange trips for the last two school years. (If none, enter “0”)

| | |
|-----------|----------------------|
| 2006-2007 | Total Students _____ |
| 2005-2006 | Total Students _____ |

Indicate the top two regional destinations for the school sponsored international exchange trips (corresponding with the previous question) for the last two school years. (If none, enter “none”)

| | | |
|-----------|--------------------------|--------------------------|
| 2006-2007 | Region Visited (1) _____ | Region Visited (2) _____ |
|-----------|--------------------------|--------------------------|

2005-2006 Region Visited (1) _____ Region Visited (2) _____

School Hosted Foreign Exchange

Indicate the number of exchange students hosted by your school for the last two school years. (If none, enter “0”)

2006-2007 Total Students _____
 2005-2006 Total Students _____

Indicate the top three regions of the exchange students’ origin (corresponding with the previous question) for the last two school years. (If none, enter “none”)

2006-2007 Region of Origin (1) _____
 Region of Origin (2) _____
 Region of Origin (3) _____
 2005-2006 Region of Origin (1) _____
 Region of Origin (2) _____
 Region of Origin (3) _____

International Exchange Program through an Independent Program Agency (e.g. Rotary Youth Exchange, American Field Service, Youth for Understanding)

Indicate the total number of students who participated in international exchange program through and independent program agency for the last two school years. (If none, enter “0”)

2006-2007 Total Students _____
 2005-2006 Total Students _____

Indicate the top three region(s) that students who participated in international exchange programs through an independent program agency (corresponding with the previous question) lived during the exchange year for the last two school years. (If none, enter “none”)

| | Region Lived In (1) | Region Lived In (2) | Region Lived In (3) |
|-----------|---------------------|---------------------|---------------------|
| 2006-2007 | _____ | _____ | _____ |
| 2005-2006 | _____ | _____ | _____ |

Does your school use the listed technology to facilitate international learning?

| | Yes | No |
|---|-----------------------|-----------------------|
| Electronic pen-pals with others outside the USA (Including instant messaging, chat rooms and email as media) | <input type="radio"/> | <input type="radio"/> |
| Video conferencing with teachers abroad | <input type="radio"/> | <input type="radio"/> |
| Video conferencing with students abroad | <input type="radio"/> | <input type="radio"/> |
| Web-based work on an international project | <input type="radio"/> | <input type="radio"/> |
| International new outlets | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) _____ | | |

Rate the extent to which each of the following is an influence on International Education in your school. (Extreme Barrier (EB), Moderate Barrier (MB), Moderate Support (MS), to Extreme Support (ES))

| | EB | MB | MS | ES |
|--|-----------------------|-----------------------|-----------------------|-----------------------|
| Availability of technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of an international partner | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Faculty interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Internal financial resources | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Time to incorporate into curricula | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Quality of technology | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| External funding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Global security concerns | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Parental interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student interest | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

Teacher Exchange Program

Indicate the total number of teachers who participated in the Teacher Exchange Program for the past two school years. (If none, enter “0”)

2006-2007 Total Teachers _____
 2005-2006 Total Teachers _____

Indicate the top two region(s) that teachers visited (corresponding with the previous question) for the past two school years. (If none, enter “none”)

| | Region Visited (1) | Region Visited (2) |
|-----------|--------------------|--------------------|
| 2006-2007 | _____ | _____ |
| 2005-2006 | _____ | _____ |

Teachers Proficient in another Language

EXCLUDING teachers who are certified to teach a foreign language, how many of your teachers are proficient (general conversations and simple reading and writing) or higher in a language other than English? (If none, enter “0”)

Number of Teachers _____

In-Service Training Focused on International Studies/Issues/Programs

Indicate the total number of teachers and administrators who have completed in-service training focused on international studies/issues/programs in the past two school years. (If none, enter “0”)

| | 2006-2007 | 2005-2006 |
|--------------------------|-----------|-----------|
| Number of Teachers | _____ | _____ |
| Number of Administrators | _____ | _____ |

List the topics of in-service training offered in your school that focused on IE. (If none, enter “none”)

In-Service Topics for Teachers _____

In-Service Topics for Administrators _____

Select whether or not the incentive is provided to teachers to engage in International Education activities.

| | Yes | No |
|---------------------------------|-----------------------|-----------------------|
| Professional Development Credit | <input type="radio"/> | <input type="radio"/> |
| Stipend | <input type="radio"/> | <input type="radio"/> |
| Paid Leave | <input type="radio"/> | <input type="radio"/> |
| None | <input type="radio"/> | <input type="radio"/> |
| Other (please specify) _____ | | |

To what extent do you feel businesses should be involved in promoting IE in Indiana schools?

- Not at All Involved
- Somewhat Involved
- Involved
- Very Involved

To what extent should the Indiana Department of Education be involved in promoting IE in Indiana schools?

- Not at All Involved
- Somewhat Involved
- Involved
- Very Involved

Person Designated to Work on International Education

Indicate the role of the person designated to work on International Education in your school. (If no one, enter “no one”)

Role in the school of person designated for IE _____

List any partnerships your school has with the business community in Indiana. (If none, enter “none”)

Provide any additional information you feel will benefit this study and/or IE in Indiana.

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