



Report

on the

**International
Delaware K-20
Education Capacity Study**

August 2004

PREPARED BY THE

Institute for Public Administration • College of Human Services, Education & Public Policy • University of Delaware

IN COLLABORATION WITH THE

Delaware Department of Education AND THE International Council of Delaware

AND FUNDED BY

The Longview Foundation

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Delaware K-20
International Education Capacity
Study**

August 2004

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This study was funded in 2003 by a \$10,000 grant from the Longview Foundation for Education in World Affairs and International Understanding. Founded in 1966 by William L. Breese (1909-2000), the Foundation's stated mission is to help elementary and secondary students, teachers and teacher educators in the United States develop the knowledge, attitudes, values and skills for responsible citizenship in a complex, interdependent world. The authors express their gratitude to the Foundation and particularly to Program Director Betsy Devlin-Foltz for her encouragement and guidance during the course of this study. The Foundation's work is further discussed on their web site at fdncenter.org/grantmaker/longview.

The Longview grant program was conceived and implemented in collaboration with the Asia Society, New York (www.asiasociety.org). The Asia Society is dedicated to fostering understanding of Asia and communication between Americans and the peoples of Asia and the Pacific. A national nonprofit, nonpartisan educational organization, the Society provides a forum for building awareness of the more than thirty countries broadly defined as the Asia-Pacific region—the area from Japan to Iran, and from Central Asia to New Zealand, Australia and the Pacific Islands.

The Asia Society's educational mission also includes international studies, which was a key impetus for two important national meetings convened in 2002 and 2003—the States Institutes on International Education in the Schools. Held in Washington, D.C., the States Institutes brought together educators and policy-makers from more than twenty states engaged in international studies expansion and reform. The state of Delaware was privileged to bring delegations to the Institutes, and to participate in the formation of a national initiative to strengthen international education in each of our states. It is in concert with this national initiative that Delaware is raising awareness and establishing a network to engage in meaningful discourse on how to promote international education in our K-20 environment. The authors express their gratitude to Asia Society leaders Vivien Stewart, Michael Levine, Mary Ryan-Taras, the skilled and dedicated Asia Society staff, and many others for their courage and vision of a world of greater knowledge and understanding.

The authors wish to express their gratitude to Lisa Moreland, Institute for Public Administration, for assistance with the editing of this report and Mark Deshon, Institute for Public Administration, for the cover photoillustration and the layout and design of the publication itself.

I. Executive Summary

A working group from the University of Delaware's Institute for Public Administration, the Delaware Department of Education, and the International Council of Delaware conducted this study of international education (IE) in Delaware during 2003 and 2004, funded by a grant from the Longview Foundation. Information was collected through a K-12 survey and focus group, along with reports submitted by institutions of higher education. The key findings and recommendations are described below:

Findings

Finding 1: Slightly over half (55%) of the schools reported that IE programs in Delaware's schools are largely a response to major world events or the particular interests of teachers as opposed to being a part of the schools' overall missions.

Finding 2: Slightly over half (54%) of the schools reported that IE is infused across the curriculum when it is taught.

Finding 3: IE is offered to all students in 80 percent of Delaware's schools. The data suggests, however, that less than half of Delaware's students are actually exposed to meaningful and sustained international education.

Finding 4: While over half of the schools report that there are incentives for teachers to pursue professional development opportunities in IE, over half of the schools also noted that students do not get academic credit for IE offerings.

Finding 5: While most schools (48%) report that state standards have had no impact on IE, over one-third of them (35%) suggest that the standards have encouraged greater attention to IE.



Finding 6: Fifty-eight percent of the schools report that state testing has had no impact on IE.

Finding 7: Two-thirds of the schools report that resources for teaching IE in Delaware schools appear to be either inadequate or nonexistent.

Recommendations

1. Create a Delaware commission on International Education.
 2. Include international education in teacher education programs in institutions of higher education.
 3. Identify and create awareness of opportunities within existing standards to advance the goals of IE.
 4. Develop a recommended statewide curriculum that infuses IE across the curriculum and the “extra” curriculum.
 5. Conduct a curriculum audit featuring an IE inventory analysis at the school and district levels.
 6. Create an online clearinghouse to showcase best practices and model curricular units that shed light on how to implement IE in the classroom.
 7. Re-evaluate and expand world language offerings in Pre K-12 schools.
 8. Expand and publicize IE professional development opportunities especially through cluster offerings so that credit and salary increments are available to teachers.
 9. Identify and/or develop meaningful IE resources, especially ones that are aligned with the Delaware standards and provide training in their uses.
 10. Create incentives for students at every grade level to internationalize their educations.
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II. Introduction

Just as the launching of Sputnik prompted Americans of an earlier generation to evaluate how effectively their schools were meeting the global challenges of the twentieth century, the attacks that occurred on September 11, 2001, have prompted the present generation to evaluate how effectively its schools are preparing students to deal with the global challenges of the 21st Century. While both stunning and infuriating, 9/11 was also an awakening—an awakening to the dangers of ignorance, oversight, and inattentiveness.

In November of 2002, the first States Institute on International Education convened in Washington, D.C. The States Institute brought together delegations from 22 states including Delaware to address a significant problem in American education: the “limited knowledge” of students in the United States “about the world outside our borders.” After three days of workshops and plenary discussion, each of the 22 state delegations pieced together an action plan geared toward strengthening international education. This study and report are one result of that action plan.

First, it is important to define our focus area; what is international education (IE)? In the classroom, IE is teaching and learning about other world regions through culture and language, economics, geography, history, mathematics, and science. International education, therefore, is not a separate discipline, like physics, but is instead a perspective that informs every discipline. International education also encompasses study abroad, academic and professional exchanges, and collaborations on every level.

As we began the Delaware K-20 International Education Study, we knew anecdotally that educators and students in our state were involved in a variety of IE programs. Several are described later in this report. However, the larger aim of this study has been to understand whether international skills and perspectives are included systematically in the educational environment. We wanted to understand barriers encountered by educators and identify (and



ultimately disseminate) successful models and practices.

The present effort to strengthen IE in Delaware began with three lines of inquiry that are examined in this report and that might serve as the foundation from which improvements might be made. First, what is the status of IE in Delaware? Secondly, to what extent are the IE programs in Delaware's schools preparing students for global citizenship? Finally, what is the capacity for improvements in IE in Delaware?

This report is presented in seven sections. Following this Introduction, Sections II and III provide context for the report and build a case for the importance of international education. The methodology used to gather data is described in Section IV, while the findings, conclusions, and recommendations are explored in Sections V and VI. The last section contains Appendices to the Report.

III. The Importance of International Education

Peace and prosperity in the 21st Century depend on increasing the capacity of people to think and work on a global and intercultural basis.

—The Institute of International Education



For the United States to thrive in the 21st Century, we need to prepare global citizens of the future. Although the U.S. has long benefited from enormous natural and human resources, geographic autonomy, and economic and military strength, we can see that peace and prosperity cannot be guaranteed by these features

alone. In Delaware and around the country, we need to examine how to produce better informed, more engaged, and more internationally competent citizens in our communities. Such engagement comes through education.

Fundamentally, international education is important because what happens elsewhere in the world affects us here. Consider the local impact of these global issues: changing oil prices; damage to the environment and global warming; interdependent economies; SARS, West Nile virus and other health concerns; and security issues around terrorism. International education provides the information, perspective and decision-making tools needed in an increasingly interdependent world.

The Global Knowledge Economy

We are part of a complex and competitive global economy. For the first time, the U.S. is experiencing outsourcing of technology jobs to other countries which can now compete not only on the basis of wage rates but in providing highly educated workers. At the same time, we have

seen a downturn in the numbers of international students, often the best of the brightest, applying for study in the U.S. These students, who have numbered some 30 percent of the graduate student population in our country, helped us to be innovators in the 20th Century. Today, other countries compete successfully (and as a matter of national policy) for these bright minds to fuel their own economies, recognizing the importance of an internationalized educational setting.

A Lack of Key Skills

We are engaged globally, but have yet to focus our national will effectively in meeting our international education needs. The difficulty this nation faced in meeting its national security language needs in the aftermath of September 11 exposed this lack of focus. Foreign language study has been flat for a decade, even as our needs grow.¹ Moreover, the programming approaches and the choice of languages being offered in our K-12 schools do not yet reflect either research data or 21st Century needs. Although research has demonstrated the benefits of learning a second language at a young age,² the majority of our schools continue to offer foreign language study only at the secondary level. While Asia, the Middle East, and Latin America have increasingly become the center stage of world affairs and economic activities, most of our schools continue to offer European languages but not Arabic, Chinese, Korean, Japanese, or the Spanish of Latin American countries. The New York Times recently reported that among 1.8 million college graduates in 2003, the United States produced only 22 students with degrees in Arabic.³

Many people are also familiar with the test results of U.S. young adults, who fared poorly compared to their counterparts in other countries in identifying countries and major oceans on a world map. The National Geographic–Roper 2002 Global Geographic Literacy Survey polled more than 3,000 18- to 24-year-olds in Canada, France, Germany, Great Britain, Italy, Japan, Mexico, Sweden, and the United States. Swedish respondents scored highest; U.S. respondents scored second to last.⁴ Roughly 85 percent of young Americans could not find Afghanistan, Iraq, or Israel on a map, according to the study, and nearly 30 percent of those surveyed could not find the Pacific Ocean, the world’s largest body of water.

How Can a Stronger International Focus Benefit Delaware?

International Best Practices

These national trends involving our international skills are daunting. Fortunately, states can begin to take steps to reverse them and, at the same time, focus on local goals and needs. One opportunity that exists is the chance to learn from other countries. For example, Delaware educators have worked hard to develop content standards and a state testing program. How do other countries implement standards and testing? In some countries, students excel at mathematics. How is the subject taught to achieve this excellence? In countries where foreign language teaching begins in elementary school, years of experience and success could inform similar programs here. Having an international perspective on educational practice will have concrete benefits locally.

In Delaware, a current example of learning from the work of our international counterparts is in the area of science, and specifically in the study of avian influenza, a virus that is devastating not only to infected birds, but which can shut down a region’s poultry industry. Researchers in Kalmar, Sweden have also been studying avian influenza, and have discovered a possible link between migrating wild birds and outbreaks of disease. Today, scientists from Delaware are collaborating with those Swedish scientists to better understand the virus, and ultimately, assist farmers in our region.



Delaware’s International Economy

International education can play a vital role in sustaining and improving Delaware’s economic health. Annually, Delaware exports roughly \$2 billion worth of goods and services to 175 nations on six continents. Delaware’s international links are also important in statewide employment. Approximately 80 foreign firms such as AstraZeneca have operations in Delaware and nearly 11 percent of Delaware’s workforce is involved in jobs related to international trade.⁵

Clearly, the vitality of Delaware’s economy depends significantly on its ability to develop, maintain and grow its international capacity, and to develop a workforce able to meet international challenges. To gauge where we are in developing such a workforce from an international education perspective, we might begin with Delaware’s major international trading partners. The table below illustrates Delaware’s top fifteen export destinations and annual export levels in dollars for 2001, 2002 and 2003:⁶

Delaware’s Top 15 Export Destinations – Annual Export Levels in U.S. Dollars

| Rank | Country | 2001 | 2002 | 2003 |
|-------------|--------------------|-------------|-------------|-------------|
| 1 | Canada | 642,121,169 | 594,558,967 | 532,981,869 |
| 2 | Mexico | 317,473,112 | 319,974,070 | 254,317,048 |
| 3 | Germany | 137,781,002 | 121,529,977 | 149,091,509 |
| 4 | United Kingdom | 105,539,528 | 213,880,177 | 105,802,293 |
| 5 | Japan | 105,099,576 | 102,708,932 | 103,709,458 |
| 6 | China (Taiwan) | 58,818,256 | 69,790,591 | 78,381,047 |
| 7 | China (Mainland) | 31,146,872 | 56,812,903 | 76,382,306 |
| 8 | Netherlands | 39,821,041 | 44,031,728 | 59,845,651 |
| 9 | Belgium | 61,152,723 | 52,854,103 | 58,006,384 |
| 10 | Switzerland | 14,860,705 | 21,060,574 | 47,453,784 |
| 11 | Singapore | 26,228,028 | 35,441,609 | 43,476,310 |
| 12 | Korea, Republic of | 31,651,130 | 33,060,092 | 38,544,336 |
| 13 | Hong Kong | 23,787,537 | 31,397,810 | 30,351,701 |
| 14 | France | 21,700,506 | 19,063,941 | 29,934,298 |
| 15 | Colombia | 21,486,879 | 17,402,033 | 23,620,725 |

Suppose we view this data in terms of languages spoken by Delaware's international trade partners. For countries with multiple official languages, the language ranked first by the U.S. Department of State, reflecting number of speakers, is represented here. Export data is averaged over the three-year period, 2001-2003:

Languages of Delaware's Top 15 Export Destinations

| <i>Rank</i> | <i>Language</i> | <i>Delaware's Average Annual Exports</i> |
|-------------|------------------|--|
| 1 | English | \$741M |
| 2 | Spanish | \$316M |
| 3 | German | \$162M |
| 4 | Mandarin Chinese | \$143M |
| 5 | Dutch | \$104M |
| 6 | Japanese | \$103M |
| 7 | Korean | \$ 34M |
| 8 | Cantonese | \$ 28M |
| 9 | French | \$ 23M |

More than \$1 billion, or half of Delaware's exports, go to countries represented by just the top four "export languages." Of the four foreign export languages, Spanish is by far the most frequently taught in Delaware's schools. Study of German, Delaware's third-ranked "export language" is on the decline; in fact, many schools do not offer German at all. Mandarin Chinese ranks fourth. Though trade with two Mandarin-speaking countries is on the increase,⁷ Mandarin is not taught in any Delaware public school. This comparison of languages taught versus export destinations is just a simple method of illustrating an important dialogue that must take place in Delaware. We need to bring together Delaware's internationally-oriented business community and the education community to help define the skill set needed for a workforce to be internationally successful.

International education is important because we are globally engaged in educating our children, in fueling our economies, in solving common problems and in pursuing a path to peace and prosperity in the 21st Century. Delaware can only benefit by strengthening its international capacity.

¹ Austin, April. "Where are the Chinese-speakers of the future?," Christian Science Monitor, February 10, 2004.

² Pufahl, I., Rhodes, N. C., Christian, D. 2000. Foreign Language Teaching: What the United States Can Learn from Other Countries. ERIC Clearinghouse on Languages and Linguistics, Center for Applied Linguistics, Washington, D.C.

³ Freedman, Samuel G., On Education: After Sputnik, It Was Russian; After 9/11, Should It Be Arabic? The New York Times, June 16, 2004.

⁴ National Geographic-Roper Survey. 2002. www.nationalgeographic.com/geosurvey

⁵ International trade data provided by the Delaware Economic Development Office.

⁶ Delaware export data provided by the Delaware Economic Development Office.

⁷ Exports to Taiwan and the People's Republic of China totaled more than \$154 million in 2003, up from \$89 million in 2001.

IV. Study Methodology

Research Participants and Subjects

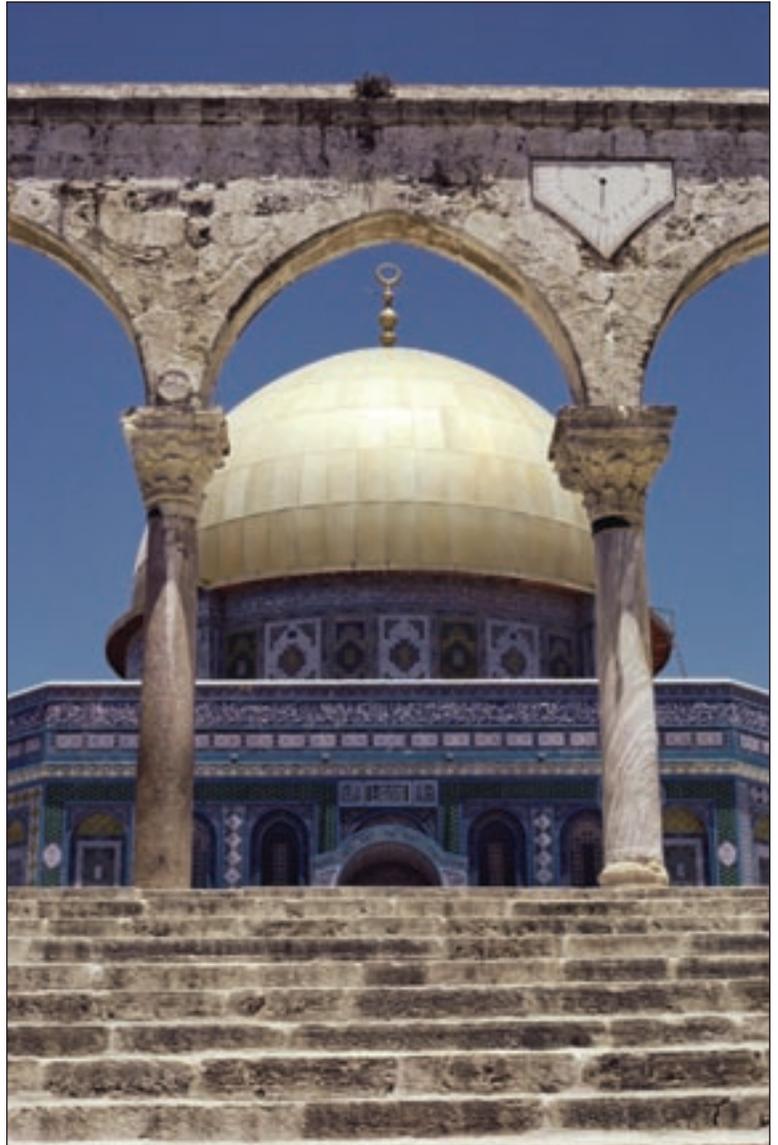
K-12 Survey

From September 2003 to January 2004, 215 schools in Delaware were invited to participate in the K-12 portion of the Delaware International Education Capacity Study. The demographics included 157 public schools and 58 non-public schools. Non-public schools were identified as Catholic, religious, charter, and independent schools. Public schools were represented from each of the 19 school districts in Delaware. Participants were educators in Delaware. At the secondary level, department chairs were encouraged to solicit input from colleagues before filling out the survey. At the primary level, principals were asked to designate a well-informed contact person who would solicit broad feedback from the school's staff before completing the survey.

Three attempts were made to obtain feedback. The initial mailing targeted social studies (SS) and world languages (WL) department chairs as well as elementary level contact persons. The first round of mailings yielded 72 responses from the social studies group and 40 responses from the world language group. A follow up survey (FUP) aimed at targets that did not respond to the first rounds of mailings yielded 28 additional responses. Thus, 140 total responses were received.

K-12 Focus Group

After reviewing responses to the survey, a focus group of K-12 social studies and foreign language teachers was convened on June 1, 2004, to clarify responses to several of the survey items. The group of five K-12 educators volunteered to participate in response to an invitation distributed to social studies and world languages teachers by email through subject-area listservers.



Higher Education Survey

The K-20 Capacity Study included three institutions of higher education: Delaware State University, Delaware Technical & Community College, and the University of Delaware. A separate questionnaire, designed to facilitate a “self report” was used for the higher education component, included as Appendix C to this report. One individual identified as a leader with international education responsibilities was asked to respond. All survey instruments mentioned above are included in the Appendices.

Research Tools and Methods

K-12 Survey

A 12-question survey was the primary research tool (see Appendix A). The survey packet contained a cover letter addressed to the principal or department chair, Frequently Asked Questions (FAQ) about the survey use and international education, the survey itself, and a pre-addressed, stamped envelope. The cover letter called to the attention of the principal and department chair the nature of the study and the proposed date of the published report, and described the intent to ensure confidentiality of respondents. The FAQ sheet responded to the definition of international education and how the survey data would be used. The actual survey was presented on two stapled sheets.

The mailing list was organized in a table. The table was identified as either a social studies or world languages response sheet and listed the name of the school, school district, IE survey code, and the assigned school code. The IE survey code also distinguished the school classification (i.e., high school, middle school, or elementary school). For example, a social studies public high school would be documented as SSPHS. The assigned school codes were three-digit numbers ranging from 001-215. A graduate research assistant arranged the survey codes. The purpose of the coding was to monitor the surveys as they returned. It was necessary to track the surveys so a follow-up survey was not sent to schools that responded to the initial mailing. As a result, the follow up survey consisted of less than 215 surveys.

In order to fully document the correspondence, a login sheet was created. The login sheet made it possible to track the schools to which the letter had been sent, whether the surveys had been returned, and the dates of receipt. This login was used to determine follow-up targets.

The most sophisticated research tool used was the Statistical Package for the Social Sciences or SPSS. SPSS is a data management and analysis product produced by SPSS, Inc. in Chicago, Illinois. Among its features are modules for statistical data analysis, including descriptive statistics such as plots, frequencies, charts, and lists, as well as sophisticated inferential and multivariate statistical procedures like analysis of variance (ANOVA), factor analysis, cluster analysis, and categorical data analysis. SPSS is particularly well suited to survey research (www.utexas.edu/cc/stat/software/spss). For our particular survey, SPSS was used to report frequencies and create data charts.

K-12 Focus Group

As survey responses were collected and analyzed, three of the twelve survey questions were selected for further discussion and clarification.

Higher Education Survey

The Higher Education Survey was distributed to each of the three selected respondents by email. Respondents were permitted to respond selectively to questions, in order to discuss features of each of the three distinctively different institutions.

Data Collection and Analysis

K-12 Survey

The control mechanism for the survey study was the 2003-2004 Delaware Educational Directory. It is available at www.doe.state.de.us/EduDir/EduDirStart.asp. Public and charter schools in Delaware were selected to be included in the study. Major non-public schools were selected between independent, parochial, and other religious schools.

Three separate databases were constructed in SPSS. One database was maintained for the social studies results, the world languages results, and the follow-up results, respectively. Each contained prompts for the individual essay questions. Additionally, the database was used to input information such as the school code, the level of the school (e.g, secondary or primary), and the type of school (e.g., public, Catholic). It was practical to use SPSS because it uncovers the descriptive statistics of a study. Descriptive statistics were essential in describing the basic features of the data in our study. Ultimately, SPSS was functional because it summarized the replies from the sample of respondents.

K-12 Focus Group

A one-hour structured discussion was audio taped, and the tape was later transcribed for analysis. The study team made clear the intent to maintain the anonymity of focus group members' identities.

Higher Education Survey

Each of the three reports is provided as it was submitted and has not been edited for content.

Limitations of the Survey

The data generated from the survey is specific to the characteristics of a sample group of schools in Delaware that responded to the survey. The subsequent focus group discussion involved a small group of five Delaware educators. The interpretations are sensitive only to the representativeness provided by the sample that responded.

The decision to target social studies and world languages departments at the secondary level

was based on the general understanding that international education often falls within the purview of these two curricular areas. The intent was to generate data from those who would have the greatest knowledge about international education programs within their schools. While the survey targets were asked explicitly to solicit feedback from school staffs, it is uncertain whether this took place.

V. Findings and Discussion: Part A (Delaware K-12 Reports)

International Education in Delaware K-12 Schools

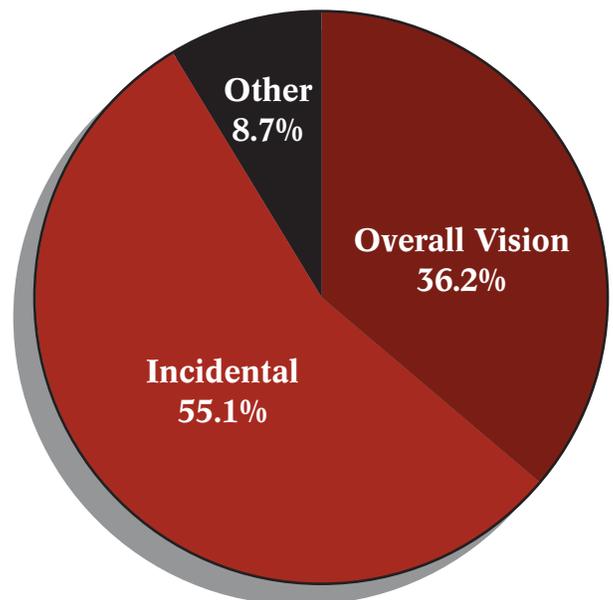
Finding 1

Slightly over half (55%) of the schools reported that international education (IE) programs in Delaware’s schools are largely a response to major world events or the particular interests of teachers as opposed to being a part of the schools’ overall missions.



The survey offered respondents the opportunity to describe their international education programs under the heading of one of three categories—part of the school’s overall mission, incidental to unfolding world events or teacher interests, or “other” with space provided for explanation.

While the good news is that just over one-third of the respondents reported that international education is part of their school’s overall vision, the most noteworthy finding drawn from this portion of the survey is that more than half of both primary (58%) and secondary (51%) schools view international education as dependent upon responses to major world events or the particular interests of some members of school staffs. As a response from one school explained, IE in many schools occurs “at the whim of the teacher.” Given the importance of international education to the economy and security of a nation steeped in a history of pluralism and immigration while currently positioned as the world’s sole super-power, this finding invites a thoughtful



Which of the following best describes your IE program?

reconsideration of the missions of many schools in Delaware.

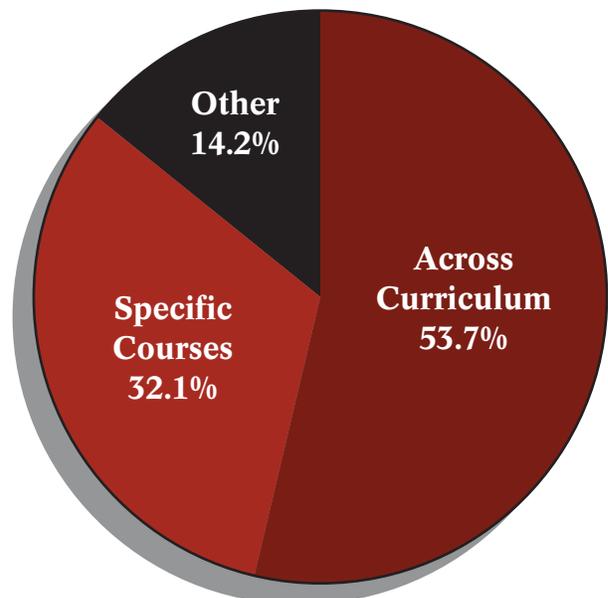
In 8.6 percent of the cases, respondents took the opportunity to elaborate on the nature of their schools' international education programs through comments entered into the "other" category. In the majority of the responses falling into this class, social studies, and more specifically world history, is reported to be the most common area of studies in which international education is reported to occur. Geography was also listed. Subject areas mentioned in other sections of the survey included foreign languages, science, and literature.

The linkage of international education to particular subjects lends further support to the majority view that international education is not part of most schools' overall missions. More troubling perhaps is the fact that world history is typically offered as a course or part of a course (e.g., Geography) only two or three times in the scope and sequences of most school systems in Delaware – in sixth grade and again in one or two courses in high school. If one synthesizes the data and assumes that the reporting is reliable, a planned and consistent focus on international education is absent from most of the years a K-12 student sits in a Delaware school.

Finding 2

Slightly over half (54%) of the schools reported that international education is infused across the curriculum.

One of the fundamental aspects of K-12 international education in Delaware that this inquiry set out to characterize was how international education is taught in Delaware's schools. As is the case with virtually any area to be studied, a number of approaches are available to schools when they consider how to teach international education. Whereas some schools opt for an infusion approach whereby IE is viewed as a perspective that penetrates most, if not all, areas of study, other schools might choose to teach international education through one or more focused courses. Such an approach might be described as a "separate discipline" approach. A third alternative involves exposing students to international education via special programs such as model United Nations or international galas that are "extracurricular" in nature.



Which of the following best describes how international education is taught at your school?

In asking the question, "which of the following best describes how international education is taught at your school," respondents had three descriptive options from which to choose: infused, taught through specific courses, or "other" with an opportunity to explain.

The data generated by this study reveals that schools in Delaware appear to avail themselves of all three approaches. The most common approach reported, however, is the infusion approach. Whereas 54 percent of the respondents noted that IE is infused, only 32 percent reported that it is taught through specific course offerings. Another 14 percent used the “other” option to explain their schools’ approaches, many of whom described special programs.

One interesting aspect of this finding is that while most schools report that international education in Delaware schools occurs “incidentally” (discussed earlier), they also report that international education is infused across the curriculum. Despite an initial appearance of being at odds, two considerations suggest that this need not be the case. First, when major world events do erupt, it is conceivable that teachers across grades and subjects seize “teachable moments” that play on the minds of students and beg to be explored. Second, one should recall that most elementary classrooms are self-contained and staffed by educators who teach “all” of the subjects and who are disposed toward an integrative approach. The data provides evidence of an elementary school influence on this particular finding as 70 percent of the respondents who reported that IE is infused represented elementary schools. Consequently, it is not illogical for schools to be reporting that international education is largely incidental but that it tends to be infused when it is taught.

Those who checked the “other” option and explained their schools’ approaches to teaching international education reinforced the previously discussed finding that IE is often taught incidentally but also offered additional insights into the ways that IE is or is not taught in Delaware’s classrooms. Most of the “other” responses were accompanied by lists of courses or instructional times during which IE enters classrooms. The most commonly cited were foreign languages and social studies. Others included literature, science, journal writing, current events, and multicultural lessons.

A few comments in the “other” category, however, drew attention to the perceived absence of international education at certain grade levels. While one respondent noted generally that IE is “not part of the curriculum at all grade levels,” two others drew specific attention to both a void and a possible misconception in some elementary schools. One response noted, “No such [IE] program exists in our K-4 school.” More surprising, however, was an assertion that “This survey is not appropriate for an elementary school.”

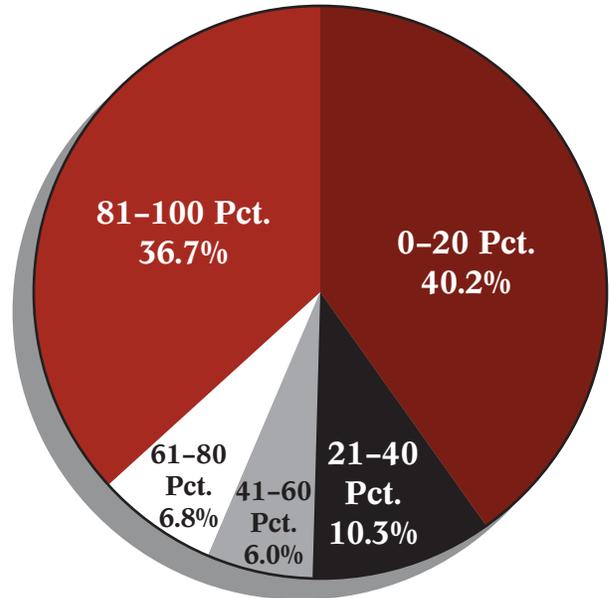
Finding 3

International education is offered to all students in 80 percent of Delaware’s schools. The data suggests, however, that less than half of Delaware’s students are actually exposed to meaningful and sustained international education.

Two questions posed in the survey were designed to flesh out information about the percentage of students to whom IE was offered (Prompt 3) and the percentage of students who were actually exposed to meaningful and sustained international education (Prompt 12).

In Prompt 3, respondents were asked whether their schools offered international education to

all students, to particular groups, or “other.” The data suggests that 4 out of 5 students sitting in Delaware classrooms are offered instruction in international education. While this is a very encouraging finding, one must keep in mind that the remaining one-fifth to whom IE is reportedly not being offered represents 20 percent of the K-12 population, or approximately 22,000 students. What is not clear from the data is whether international education eludes the same, or large numbers of the same, cohort from K-12 or whether all K-12 students receive intermittent exposure to IE as they progress through their school years.



Overall, approximately what percentage of the students at your school are exposed to meaningful and sustained international education?

Although Prompt 12 was designed to uncover the approximate percentages of students exposed to meaningful and sustained international education, hindsight suggests that it may have been useful to break this piece of the survey into two sections: one that probed approximate numbers of students exposed to any IE, and one that probed the approximate numbers exposed to meaningful and sustained IE. Since Prompt 3 asks about the percentages to whom IE is offered, it would have been valuable to uncover what percentage actually takes advantage of the offering.

Nevertheless, the data collected still offers important insights into the nature and breadth of international education in Delaware’s K-12 classrooms. Although, as schools reported, international education is offered to 80 percent of the students in Delaware’s schools, less than half of the students experience IE in a manner that is either sustained or meaningful. Comments scattered throughout the survey characterized the intermittent nature of many IE “programs.” In varying sections, school IE programs are described as limited to what occurs during “clubs,” at an “annual multicultural day,” or when “teachers choose to do it.” More frequently, however, respondents pointed to other grades as bearing responsibility for teaching IE.

In light of the data reviewed thus far, the intermittent and incidental nature of international education in Delaware may be detracting from the desire for it to be meaningful.

Finding 4

While over half of the schools report that there are incentives for teachers to pursue professional development opportunities in international education, over half of the schools also noted that students do not get academic credit for international education offerings.

Among the variables that impact the chances for broad exposure and improvements in the quality of IE are incentives for teachers to enhance their content knowledge and pedagogical

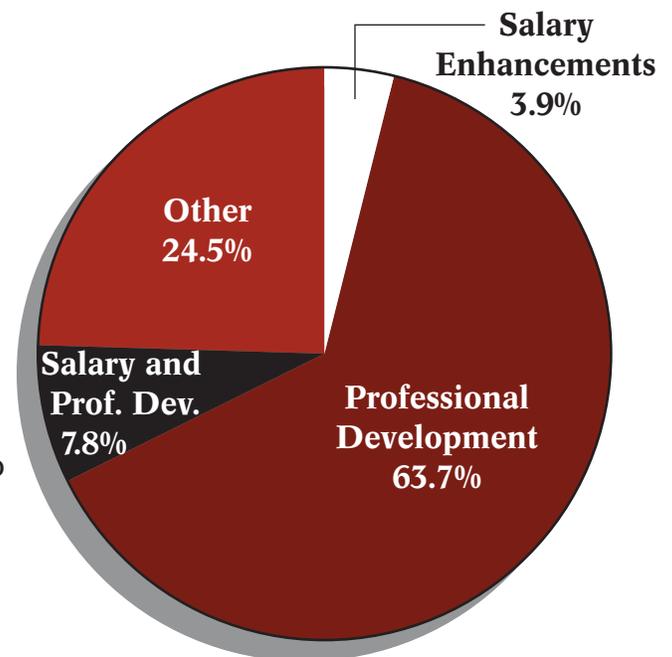
skills through professional development and for students to pursue IE offerings. Data generated by this survey shows that while most schools in Delaware report that incentives for teachers to pursue professional development opportunities are available, most schools also noted that they do not offer academic credit as incentives for students take IE offerings.

Overall, 55 percent of the respondents clearly indicated that their schools offer incentives for teachers to pursue professional development opportunities in IE. By far, professional development credits are the most common form of incentive as 72 percent of those who reported the availability of such incentives specifically identified opportunities for credits. Only 14 percent indicated that salary increments were available.

Noting that the state has created opportunities for teachers to obtain both credits and salary increments for their professional development, it is puzzling why relatively few respondents acknowledged this situation. The fact that the public schools operate under different credit and salary systems than non-public schools offers a partial explanation. However, other variables may be at work. First, the question asked about incentives “at your school.” Some may have interpreted this question narrowly as a probe into incentives offered by their individual schools. Alternatively, the tendency to overlook statewide incentives may have been due to a lack of awareness (two written comments indicated such ignorance) or to uncertainty as the state transitions to its new professional development plan.

Eighteen percent of the respondents checked the “other” response option and chose to describe voids in, or distinctive features of, their schools’ incentive programs. Most (37%) of the descriptions accompanying those who checked “other” indicated that their schools offer no incentives to pursue professional development related to international education. Those who described the distinctive features of their schools’ incentives offered a range of variations that included reimbursements, grants, Extra Pay for Extra Responsibilities (EPER) if the professional development occurred after school, and pay raises offered to those who completed professional development clusters. The second most common description (22%) entered into the “other” category was “N/A.” The information intended to be conveyed by an “N/A” response remains unclear.

A number of respondents left unchecked (i.e., blank) the three options that were offered as response choices. This “no response” cohort amounted to a significant 28 percent of the total sample. It is unclear whether these non-responses indicated an absence of incentives, a lack



Which of the following incentives are offered to teachers at your school to engage them in professional development activities related to international education?

of awareness, fatigue, or other intents.

Although most schools also report that they do not offer academic credit as incentives for students to take IE offerings, this situation is most prevalent in primary schools. Of those who reported no credit offerings for students, 80 percent came from elementary school whereas a majority of secondary schools (62%) indicated that academic credit is offered.

The differences in responses between elementary and secondary schools regarding the existence of academic credit may well be attributable to the differences in the distinct cultures of the two levels. Whereas the concept of academic “credit” is a fixed and readily recognized characteristic of high school programs, it dissipates as one moves to the lower grade levels. Note, for example, the Delaware Department of Education’s regulations for Instructional Programs. In the area of social studies instruction, Section 4.2 states that “All public school students in each grade K-8 shall be enrolled in a social studies program.” Meanwhile, Section 4.3 states “All public school students in grades 9-12 shall complete the *credits* [3–emphasis added] in social studies necessary to graduate from high school.” Whether it involves social studies, world languages, or any other field of study, the concept of credit is embedded within the culture of Delaware’s high schools. The same is not true of its elementary schools.

Finding 5

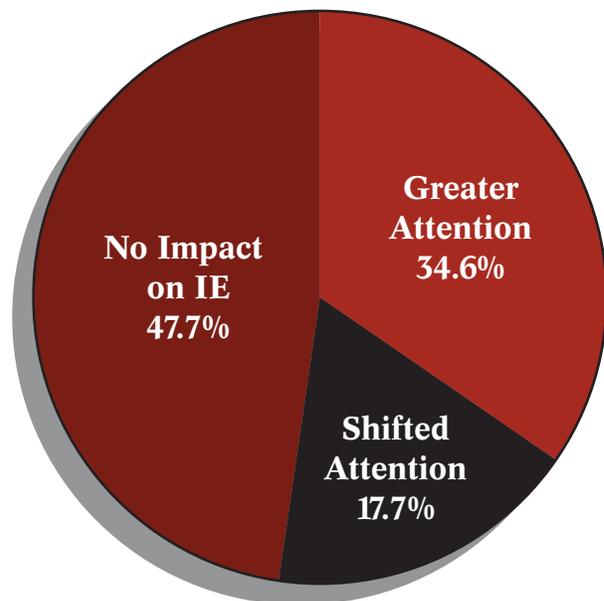
While most schools (48%) report that state standards have had no impact on international education, over one-third of them (35%) suggest that the standards have encouraged greater attention to international education.

In 1990, the Ad Hoc Committee’s *Report on the Status of International Education in Delaware* described “patterns” of ignorance in the area of international education from elementary “through the highest levels of American education.”

In that report, the committee drew attention to three initiatives just underway that they believed held out “great promise” for reversing those “patterns” of ignorance. One of them was Delaware’s budding educational reform initiative that involved the creation of statewide standards for social studies education.

Next year marks the tenth anniversary of the adoption of Delaware’s social studies standards. Since their adoption, testing and accountability programs have been instituted to ensure the implementation of those standards. Standards for world languages went into effect in 1997.

In light of the hopes held out by the 1990 Ad Hoc Committee via the adoption of statewide social studies standards, the finding that only



Which of the following best describes the impact of the state standards on international education at your school?

one-third of the schools report that the standards have encouraged greater attention to international education may be cause for some disappointment. Yet, the news that one-third of the schools report that the standards have encouraged greater attention to IE indicates welcomed progress. Still, despite this positive impact, the vast majority still reports that the standards have had either no impact or have shifted attention away from international education.

The perception in a majority of schools that the standards have had no impact on international education may be attributable to a number of variables but one stands out clearly from the data. In an attempt to get a comprehensive picture of international education in Delaware, this survey reached out to private, parochial, and independent schools whose curricula are not bound to the standards in the manner that the public schools are. Consequently, if the non-public schools are not using the standards for guidance in curriculum development on a voluntary basis, and the data suggests that is happening on a limited basis, reports of no impact are to be expected. Whereas 38 percent of the public schools reported that the standards have had no impact on IE, 75 percent of the non-public schools did.

Responses from the public schools indicate disagreement regarding the impact of the standards. While public schools (40%) report most frequently that the standards have encouraged greater attention to IE, a nearly equal number (38%) report that they have had no impact. The smallest percentage (22%) of public school respondents asserted that the standards have actually shifted attention away.

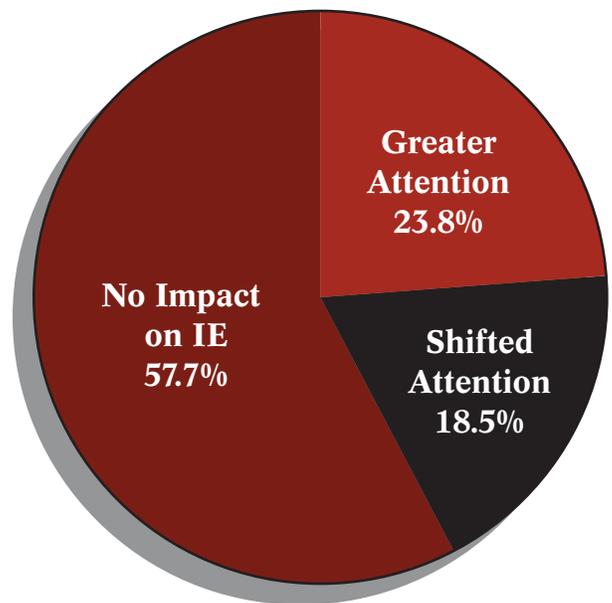
Finding 6

Fifty-eight percent of the schools report that state testing has had no impact on international education.

As was the case with the standards, when asked to describe the impact of state testing on IE, most schools in Delaware report that state testing has had no impact. What is noticeably different is the percentage of schools reporting no impact. While 48 percent of the schools indicate that the standards have had no impact, 58 percent report that state testing has had no impact.

To a great extent this difference was influenced by the responses from non-public schools that are not subject to state testing and therefore unanimous in their reporting of no impact.

As proved to be the case with the standards, the data once again shows disagreement among public schools regarding the impact of state testing on IE. While the percentage (23%) of



Which of the following best describes the impact of state testing on international education at your school?

public schools reporting that state testing has shifted attention away is nearly identical (22%) to those reporting that the standards have shifted attention away, more public schools (44%) are reporting that state testing has had no impact. When asked about the impact of the standards, the most common response from public schools was that they encouraged greater attention to IE. With state testing, however, the most common response from public schools was that it has had no impact on IE.

Finding 7

Two-thirds of the schools report that resources for teaching international education in Delaware schools appear to be either inadequate or nonexistent.

Next to the reporting that 80 percent of the students in Delaware's school are offered instruction in international education, the most conclusive finding generated from this investigation involves the reported dearth of international education resources. Overall, two-thirds of the schools responding to this survey report that international education resources are either inadequate (51%) or nonexistent (15%). It should be noted, however, that scarcity of resources was not viewed as a problem among the independent, charter, or non-Catholic religious schools that participated in the survey—a cohort that comprised just under 10 percent of the total sample.

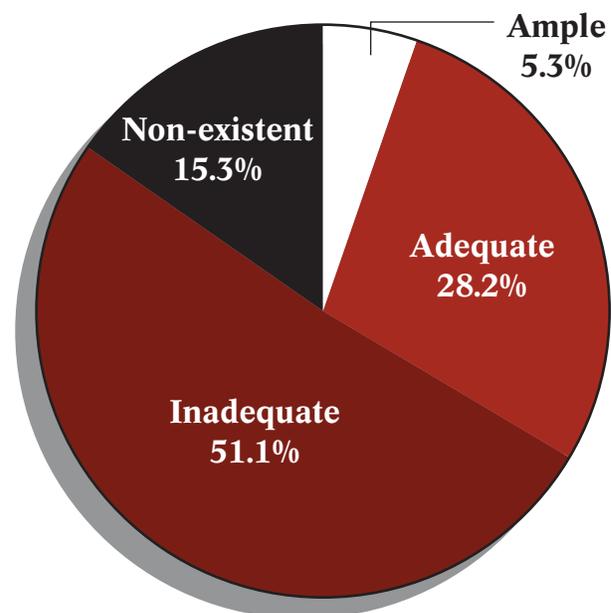
The importance of viewing this finding in the broader context revealed by this investigation should be underscored. This survey has uncovered a number of reasons why international education is being slighted. Most schools do not view IE as part of their overall missions.

Moreover, the incentives are insufficient for students to pursue—or for schools to require—instruction in the area of IE. Now one discovers that efforts to provide meaningful and sustained instruction in international education are stymied by a lack of resources.

While this investigation finds that resources are inadequate or even nonexistent for most, the question that remains is why the resources are not available to the extent that would allow teachers to teach IE effectively.

Summary of Findings

Overall, one finds that the status of international education in Delaware appears to be improving but still lacks the quality required by a state whose interests are linked so



Which of the following best describes the availability of resources to provide international education in your school?

significantly to its interactions with the global community. Despite respectable increases in the attention paid to the study of those who live beyond the borders of the United States, schools continue to report that the majority of students sitting in Delaware classrooms are not exposed to the kind of education that is needed to ensure peaceful and prosperous coexistence in the twenty-first century. Rather than being consciously embedded in our schools' curricula, global studies typically hinge upon incidental factors such as sensational news events that lend themselves to teachable moments or exceptional teachers whose training or interests lead to deviations from the norm.

While the vast majority of students have opportunities to pursue offerings related to international education at the K-12 level, most students are not exposed to instruction that is both meaningful and sustained. And, although a number of schools do involve students in activities that nurture deep international understanding, such activities are relatively rare and involve a minority of students. The data also reveals reasons for this deficiency. Schools lack models, teachers and students lack incentives, and the resources needed to teach IE effectively are largely unknown to educators, inadequate, or non-existent.

Still, the capacity of Delaware's schools to make improvements in K-12 international education is both significant and reasonable. Opportunities for improvement exist along many fronts including curriculum revision and development, resource identification and development, professional development, and the expansion of curricular and extracurricular offerings and incentives.

Focus Group Discussion

This analysis of the June 1, 2004, focus group meeting provides excerpts and a discussion of points raised by the group of five K-12 educators. Text in italics was taken from a written transcription of the audiotaped meeting.

Question 1. Is international education part of your school's vision?

Before answering this question, the participating teachers of the focus group collaborated to define what international education (IE) means to them and their schools. They defined IE in terms of its content and focus. The following excerpts are drawn from the comments of participants:

Excerpt 1.1: Definitions of IE

- a. *Teaching about other countries in the world and their relationships to each other.*
 - b. *Knowing other world languages.*
 - c. *Including culture, the standard of living, GDP, literacy rate, and those characteristics that go into deciding whether a country is developed or developing.*
 - d. *Government.*
-

- e. *Kinda need two definitions. Need a definition of international which addresses what culture is in other countries, and we have the population now that is in a lot of cases, especially with the Asian culture which is second-generation, and Spanish—which is what international culture is within our country.*

It is important to note that the focus group did not limit their definition of IE to knowledge about other countries. As one participant emphasized, IE is also relevant to the diversity issues that we face within our own borders. In this sense, it is important for schools to include IE in their visions because IE will help the schools to prepare citizens for the local and global communities.

According to the participants, IE is part of the schools' visions, although it is not being clearly spelled out or as strongly advocated as it should be. This acknowledgement confirms Finding 1 in which 55 percent of the schools reported that IE is more event- and teacher-driven than required through the schools' mission. The focus group participants also noted that the DDOE must take the lead in making IE part of its mission statement. The school districts and schools could, in turn, include IE in their mission statements. Excerpt 1.2 explains this point well:

Excerpt 1.2: “IE wouldn’t be taught if it wasn’t a vision of our district.”

I don’t know that that’s what the question is asking now. Is it a vision? And I do believe that because that whole school year is being dedicated to that particular topic, that it’s not something that is not important – it is very important because something else could be substituted for that. So I feel like at least what can be accomplished in that time period is more than what they could get if it wasn’t a vision of our district.

Question 2. Do state standards and testing have any impact on your teaching of IE?

The answers provided by the focus group participants portrayed a complex picture about the relationships among standards, assessment, curriculum, and No Child Left Behind (NCLB). In brief, the participants felt that they were constrained by available time, the scope and sequence of district curriculum, the scarcity of both resources and collaboration, and the increasing demands coming from meeting the requirements of state and federal testing, particularly the regulations of NCLB. Their discussions partially explained why approximately half of the responding schools indicated that the standards exerted no impact on IE in their schools, because they were paying most attention to teaching the curriculum that would be assessed by high stakes testing. The following salient points summarize the major concerns of the participants:

- Districts have the option to incorporate the standards, policy, and practice by providing support and creating an enabling and favorable environment.
 - Districts and schools should consider building a pipeline of challenging and motivating
-

courses that will allow students to follow a curricular pathway that offers capstone experiences. There should be a series of courses leading to Advanced Placement courses in World Languages, World History, Art History, and World Cultures, to name a few examples. Currently some of the curricular design is not the most conducive one for preparing students for a global world. Students are not exposed to IE early enough, nor do they find relevance in the courses. Excerpt 2.1 illustrates these ideas vividly:

Excerpt 2.1: “An example of IE in our schools”

Well, we don't do a very good job developmentally with students. They are getting to middle school and getting to high school, but they are not coming with the range of information and knowledge with regard to other cultures. We don't do a very good job because curriculum doesn't dictate that we do very much of that. The only exposure I think our K-4 students get to any type of other culture is what they do or might find out because of like exploration on what they read in one of the language arts books. If you take a language arts anthology a lot of the social studies attributed to the younger grades is what is taught through language arts via anthology, and anthology is not a complete book, not a complete trade book. It is a piece of it, so even if a student gets a piece of information with regard to another culture via that anthology, it is still jaded at best, because you don't see it within the content of the entire book or the circumstances, etc. So kids are coming in with very little information with regard to cultures, why cultures exist, why people have migrated or immigrated into the United States, and by the time they get to the 6th, 7th, and 8th grade in middle school years, their focus has become internalized. The focus is on themselves at that point, so they're not interested in other cultures. They are interested in their own personal problems, so we kinda create that situation by not exposing kids at an earlier age.

Also, the kids see it from an historic perspective, and because it is history and something far, far back, it doesn't pertain to them. Like, they don't have a sense, like I don't know, ancient Rome or Greece or Mesopotamia, they see it as something old, and something that doesn't pertain to them and something that is not important. They learn it in the microcosm of that moment and then it is gone, and they don't see that these things have developed into something here and now. There is none of that, I think.

In our school, if what we can say is that is there time allotted for international education, it would be in the 7th grade for the most part. We're a 6th, 7th, and 8th grade school. They have strictly geography classes; that is what social studies is in 7th grade – geography – and I do believe that it is expected within the curriculum and teacher expertise, that international education is part of what they better be doing. Is that what you mean?

But how much can you address something in the 7th grade? I think that's the

problem; we work within our school year and also you dedicate a grade level, whether it be 6th or 7th, and you say we're going to address all cultures within that frame work. It's not possible to address all cultures.

- Several teachers felt that standards have helped them focus more on IE. Pedagogically the standards have also enabled them to become better teachers. The participants noted that the standards have forced teachers to go deeper into the curriculum. That is, not only are teachers required to teach the content, but also to teach students how to engage in critical thinking and solving problems. See Excerpt 2.2 below:

Excerpt 2.2: “How the standards impact my teaching”

I would just want to comment on how the standards impact my teaching. I am going to use geography standard 3 – cultural patterns. When I used to teach culture before the standards, we'd make the list of cultural characteristics that everybody was familiar with, clothing and food, etc. And that was years ago, you know, and we'd look at that, and then we'd look at countries, and how they would plug in what fit from that country into that set of characteristics. But now when I look at that, we do that, but these kids I think need to know what different countries look like in that respect.

Cultural patterns?

Yeah. But now when you look at cultural patterns, how are these being diffused in other parts of the world, and we're looking at a far higher level of thinking due to the standards. We still have to plug in the content, but when you look at the standards as taking it to that next step, as far as critical thinking, that is the impact that it has had on me in my classroom, and thank God they came out when they did because it made me a far better teacher to be able to take factual information and build it into a far more in-depth curriculum.

It just took it to that next level. It took me out of the textbook. If you never get to certain countries, they still know how to go about dissecting it. You know you give them the tools they need because you are never going to teach them everything they need to know.

And when you give them the skills to be able to do that in the areas that you go into, then it enables them to independently look at things that aren't covered.

- Being veteran teachers and curricular specialists, the participants noted a gap in teacher education programs in institutions of higher education. Excerpt 2.3 makes this point succinctly:

Excerpt 2.3: “We don't nurture that.”

We don't nurture that—to help diversify our classroom, nor I think do we do enough at the college level to help our students to learn more about the culture. I teach Methods at the University, and I have students in my Methods of Social Studies class who may be taking two history or social studies classes or whatever, and they are very, very narrow in their view because of their other courses that they are taking. They come to that because it's been perceived over the years that social studies is boring and has always been a textbook-based situation. I've had kids that always say, "Oh gosh, I like social studies this year."

Question 3. Is the level of resources for IE adequate? Are there any obstacles around resources?

The focus group identified a number of professional skills and several types of resources that are required: (a) being assertive and proactive in getting a supportive administration and environment; (b) time; (c) mentoring and collaboration among colleagues; (d) professional interactions; (e) meaningful professional development; (f) teaching materials and curricular units and training on how to identify and use them; (g) a realistic workload and expectations; (h) international students and faculty at the institutions of higher education; (i) inside and outside funding; (j) collaborating with the business community; and (k) using technology in the classroom. Participants may have different perspectives on these issues, but all of them agreed that resources are not necessarily available in their immediate environment. Nonetheless, all these factors are essential in order for good teaching to take place. The following excerpts illustrated these points:

Excerpt 3.1: "Be assertive and proactive in getting a supportive administration and environment."

You are a practiced artisan in teaching this curriculum in this context. I don't think most people will have the breadth or the depth of knowledge or experience that you have. They are handed a curriculum and I think they're lucky to barely make it thru that curriculum. And this is no feather in my cap, and this is not what I mean, but I'm willing to travel two hours to find out what the rest of the state is doing. Not because I am any saint, but you just can't let it be in just that little package—you've got to take some initiative somewhere.

They can get them (resources) if they want them. MBNA is a very, very generous donor, and if you want these things, you can get them. I just get bored waiting. I want what I want, and I'm going to have it, and I'll find a way to get it. You've gotta have it.

Excerpt 3.2: "Show administrators how IE supports student learning."

The other thing I thought of is when you are looking at administrators, you have to look at a very limited scope. In order to sell international education, you may have

to consider showing them how international studies will help the kids do better on the state test, where they play into the various standards, particularly in the English language arts courses. That we could do also with economics of course. So if you show them where it plays in, then they'll listen but otherwise they've got to focus on that. That has to be the way they look; they don't have any choice.

Excerpt 3.3: “Barriers—Lack of time, heavy workload and unrealistic expectations”

I think another problem with any administration when they're coming out with something new (and they're going to see this as new—international education), we're talking about not just the administration; we're talking about the individual teacher. First you've got the fact that you are entering a classroom and you've got six classes and you've got 36 kids in each class. And then you've got the standards. The standards maybe don't meet the textbook you have, but you really need a textbook because you've got six classes and 150 kids and all the parents and all the stuff that goes with it. And then on top of it, we've got the state testing and the state testing takes out two and a half weeks or something like that. We're writing prompts for that and that takes away from this time of year and you have to focus on that. You have to drop everything. You have to get the English language prompt and the math prompt. And then, there is No Child Left Behind. And we've got jump through the hoops, and we've gotta help the ESL kids, and we've gotta be on this task force and that task force. The pressures on educators today are so much worse than when I began teaching.

Excerpt 3.4: “Mentoring and collaboration among colleagues”

In our district, the 7th grade teachers all plan together, so we're all doing the same thing, and we add to each other's, and that's just been since I've been there—for 13 or 14 years. We have two middle schools. The other middle school comes over and plans, and when we hire new teachers, we say “are you willing to do your plans with the group.” But now, I am going to be gone, so I don't know if it will go on or not.

But I think common planning. Like when I heard (participant name) say “we do common planning,” and you have an experienced teacher that's sitting there saying “this is the resource I use and this is how I use it.” So a new teacher would be exposed to all of that wealth of information.

Excerpt 3.5: “Professional interactions”

It is interesting (a lot of what you said) because I agree with everybody, obviously, but it seems to be a piece that is missing is those of us that have been in this a long time think about the way that I became the teacher that I've become. And the way it happened with me was I was on the foreign languages commission, so we were the ones that put together the standards for Delaware. It wasn't that I was on the commission—it was working with the teachers; it was rubbing heads with other great

brains that gives you this incredible glow (collaboration). And the other thing was attending conferences, professional conferences, and listening to the national experts and grabbing their handouts, getting their books, talking with them, and e-mailing them. Those are the things we are doing less and less of because of economics (money), you know. We've gotta focus on the English standards and math standards, and therefore you are not going to be going to a conference. Like the October conference, I guarantee you, they're going to say we have to focus on this and this, and you can't go there. (Eventually, I'll probably get my way and get to go.) But that's lacking, but it's really collaborating with others, especially for the young ones, collaborating with the people that have been in it for a long time, that's missing.

I was elementary trained, but my minor I took all social studies courses, and my master's degree, I took liberal studies which focused on a wide variety of social studies type courses. So I took as much as I could take, and then all the workshops and in-services that I could get hold, became part of NCGE and National Council of Social Studies and Geographic Alliance. Align yourself with the people who can help you.

Excerpt 3.6: “Meaningful professional development”

We've had language experts over in the high school, and one of the middle school principals wouldn't allow the language teachers to go over and collaborate with all those other language teachers and sit and talk about the kind of things that you said—what is the school going to do about it. Right there is when they could have gotten a vehicle to do some of the things we are talking about. It really rests with what DDOE is doing and that is the clusters, because you are bringing back energetic teachers from all over the state to a think-tank situation where they are sharing, etc. And that's seed money because these people go back into the schools and talk in terms of what the benefit of the cluster was, and then maybe you can get the next one, and that is how the thing grows. Hopefully, the cluster group would also grow with them. But I think the cluster's really a situation where they are interested in that it is very, very broad, but as the clusters develop or as they evolve, the focus of the clusters can get more specific, so that we can then have a cluster of clusters that get us to a specific point. But I think that the cluster is a great vehicle for getting the thing rolling. The geography institute is great vehicle, but again, very limited to geography. The geography institute or the alliance can only reach out to 25 new people per year.

Clusters are the new professional development component that the state is promoting instead of in-service credit. You now need to take clusters or college credits to get salary advances. They are pretty intensive.

Excerpt 3.7: “Materials, curricular units and training”

But the critical thing, (participant name), is not people who have experience. Those are the small minority of teachers. The problem is when you expand international

education is making the teachers who haven't had those experiences know what they can have or what they do need as resources. The bigger problem is not that the teachers don't have the resources – the bigger problem is (and you touched on it) when there is money left in the budget afterwards, you go after it. But you are an aggressive teacher. You go after it because you have an idea of what you want. The problem is that the majority of the teachers who don't know what they want have to be exposed to what is available and how to use the materials if we're really going to broaden our educational basis. That is where we break down. Then what kind of materials do we need for international? That needs to be addressed.

Excerpt 3.8: “International students and faculty at the institutions of higher education”

We should go to the source. I think we should go to the higher learning institutes in the state and promote with them in developing programs, particularly within their educational program in which international and multicultural education has to be incorporated as a prerequisite to getting an educational degree. One of the critical issues is that all new things based on our comfort level and a lot of new teachers shy away from social studies and international education because it is out of their comfort level because they haven't been exposed to it. Somewhere we have to create at least a seam or at least some type of a comfort level so they are reaching out or trying something. If we don't do that and give them some kind of a safety net, it isn't going to happen. So let's get back to basics – let's get back to the colleges and get these kids coming out with more of a wider breadth of information.

The universities and colleges too should let teachers know what they can do for them, like I know there is an international student club and I've used it a few times.

Excerpt 3.9: “Establishing a clearinghouse for guest speakers, experts, and resources”

I find that one of the most meaningful things I do is have guest speakers come to my classroom, but I have to really search high and low, pull people, and call people, and there is no central place that I can go and say “Do you have students currently who are French speaking who would be willing to come to my school?”

Excerpt 3.10: “Collaborating with the business community”

If this is a state that thrives on money from the MBNAs and DuPonts, they need to be coming back to education and saying “This is what my business citizen of tomorrow needs to look like, and it isn't the person who is coming out with just English language arts skills can they can do math because the math can get done by a calculator or computer. What we need to do is to develop personalities that can interface in a global situation.” And we're not creating that product in our schools today because our focus in education is different than our focus in business. Communication (the connection) is not being made.

Excerpt 3.11: “But neither of you mentioned your technology.”

I use it all the time; I guess that was just a given. We use them all the time. It is an integral part of what we can do. I thought we were just talking about textbooks. I am very excited about what we were able to do this year. But again, it was the Alliance offered me that opportunity. It gave me the comfort level that I needed to be able to adjust lessons using the computer. That’s where I got my digital camera, my scanner, because I wouldn’t get that kind of stuff through school.

You can get free computers from the state. The Delaware Center for Educational Technology takes them, refurbishes them, puts them in your classrooms, and services them, but it depends on your district philosophy and if they let you use them.

Summary of Focus Group Discussion

The discussion of the focus group contributed to the survey study in two important ways: it offered the research group rich data on which to conduct more in-depth analysis of the survey findings and provided numerous perspectives to better understand teachers’ realities.

From the discussion and the excerpts cited above, teachers’ definitions of international education are influenced by academic discipline and area of responsibility. That is why an elementary teacher would view IE as infused across the curriculum, while a high school social studies teacher may define it as related to government, economics, geography, and history. A foreign language teacher may define it as knowledge and skills about other cultures and languages. Thus it is apparent that a clear and comprehensive definition and vision for IE is urgently needed so that all teachers are able to pursue a common goal. Otherwise, and as suggested by Findings 1, 2, and 3, international education will remain at the discretion of some teachers or be driven mainly by international events, meaning that most students will not receive a sustained education that is internationally oriented.

Similarly, because IE is not explicitly addressed in the state curriculum or testing, it is not considered a priority by administrators or districts in terms of curriculum design or accountability planning. This fact partially explains the reason why about half of the responding schools felt that the state standards or testing had no impact on IE (Findings 5 and 6). The discussion of the focus group, however, showed that teachers also felt that standards have enabled them to teach students how to become critical thinkers and problem solvers, in addition to memorizing factual information. One of the challenges that the stakeholders in Delaware face will be to better align state standards, testing, curriculum, students’ need and goals, and IE.

The focus group participants also made it clear that teachers needed to be reminded of where to look for resources (including technological tools), and to be aware of opportunities and incentives for engaging in rigorous professional development in IE (Findings 4 and 7). The participants stressed the importance of becoming proactive in seeking resources, and to

remain involved in graduate level courses, professional conferences, and statewide initiatives for training, interaction, and collaboration.

The message really driven home by the participating teachers in this focus group is the fact that they are dedicated professionals who view making a difference in someone's life as their mission. Indeed, teachers are a state's best hope and most valuable resource—one that must be continuously invested in and nurtured.

The Delaware Department of Education Report

Formulating a New Paradigm of Education for Global Delawareans

In Delaware, a new paradigm of education for global citizens is beginning to take shape. In the K-12 sector, the Delaware Department of Education (DDOE) has been acting as the leader, in collaboration with institutions of higher education, teacher organizations, the economic and political sectors of the state, and agencies outside the state, to undertake various state-wide educational initiatives. DDOE recognizes the importance of taking a systemic approach in order to build a broad-based infrastructure in which all sectors in Delaware will be involved. While many best practices are being piloted and established and teachers are receiving high quality professional development, DDOE will simultaneously collaborate with all constituents to formulate policies to promote International Education. In this way, as policies are formulated, they will be implemented in every classroom and every school.

In order to invite all stakeholders to work together, DDOE has proposed a working definition of *Global Delawareans* as the theme of international education that aims at producing “students who understand that the world is interconnected and interdependent. In such a world, local and global issues often influence and are influenced by one another, which also have personal, community, societal, and global implications on language and culture, the environment, power relations, peace and prosperity.” The following four guiding principles are the major tenets underlying this working definition:

Guiding Principles of the New Paradigm:

1. Education is empowering: All Delaware students are expected to achieve high standards in academic subjects and build a broad and balanced worldview, which will prepare them to function successfully in a rapidly changing global society.
2. Diversity means inclusion and humanity: There are rich linguistic and cultural resources existing in the diverse population in the state of Delaware. It is imperative that we teach our students to value one another's heritage and background, while ensuring that all students integrate in American society.

We take an inclusive and humanistic view of *diversity*. We recognize the importance for

individuals and groups to highlight their uniqueness or distinctive characteristics on the one hand; we also recognize the urgency for people of different race, ethnicity, gender, class, disability, language, or culture to search for commonalities and share experiences.

3. Education is democratic: In this new paradigm, we call for the participation of all citizens, incorporating different voices in the public discourse about education and our society. While we realize top-down support is essential, grass-roots efforts from individuals, communities, and various sectors in the society are equally important.
4. Bi(multi)lingualism, bi(multi)literacy, and cross-cultural communicative competence are not luxuries but necessities: Following the rapid development of globalization and the Internet, all future workers of America need to have a certain degree of competence in another language and another culture. Along with literacy in the English language, math, science, technology, and social studies, proficiency and literacy in another language and understanding of other world cultures are part of the “basic skills” that global citizens must possess.

Educational Goals:

1. Closing students’ achievement gaps: This includes closing the gaps (a) among various groups along race, ethnicity, gender, disability, and class lines; (b) in the curriculum and practices of various subject areas, such as Arts, Science, Social Studies, and World Languages. For example, courses about other areas outside Europe, and more languages that are strategically vital to U.S. security and economy such as Arabic, Chinese, Japanese, Korean, and Russian must be offered and strengthened in our schools.
 2. Closing teachers’ knowledge gaps: We need to re-examine the programming of all educational levels for teachers, including pre- and in-service teacher training, teacher education and professional development. There is a huge gap between these programs and the demands arising from globalization. Teachers must be equipped with not only new knowledge about the world but also constantly update what they already know. Above all, they need to acquire this knowledge base from a critical sociocultural perspective that examines the interrelationship of geography, history, economy, politics, language, culture, and identity in order to achieve a deep understanding of world affairs and perspectives.
 3. Closing the gaps among various sectors of society: We aim at building a coalition that will bring in (1) teacher organizations and institutions of higher education in order to improve the curriculum of teacher and student educational programs in Delaware; (2) government and political leaders who will effect policy and funding opportunities; (3) business and industry leaders who will provide economic resources and funding support; (4) educators who will generate professional growth and enthusiasm; and (5) individuals and communities who will offer linguistic and cultural resources as well as personal involvement in education. Their input and feedback on education will also be taken into account in designing and implementing programs.
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4. Taking innovative programmatic approaches: DDOE will collaborate with educational institutions and other agencies to offer high quality education and professional development to students and teachers alike. Furthermore, DDOE plans to obtain additional funding in order to provide Delaware educators the resources and opportunities to study abroad.

Some International Education Initiatives in Delaware:

1. ***2004-05 Delaware Education Leaders' Seminars on International Education***

This project is funded through generous grants from the Asia Society, International Council of Delaware, and Delaware Department of Education. It aims at providing a series of professional development seminars to educational leaders in Delaware so that a common framework on the importance and the implementation of promoting international education in Delaware schools will be developed and undertaken. The conference proceedings will provide the foundation for a DDOE white paper recommending the initial steps toward a state policy on international education.

2. ***Developing Recommended Statewide Curriculum for All Content Areas***

One of the major initiatives that DDOE is undertaking during the 2004-07 school years is the development of a recommended statewide curriculum for all content areas. Each discipline has to go through a stringent standards review process and identify the gaps between the standards, the classroom reality, and the guiding principles mentioned above. As such, international education will become one of the overarching standards that will be infused into all subject areas. The proceedings from the *Delaware Education Leaders' Seminars on International Education* will serve as the base of the international education standards.

3. ***Professional Development Clusters related to IE***

In order to ensure teachers continue to engage in rigorous professional development and enhance accountability, Delaware legislators passed a bill in 2000: *Professional Development and Educator Accountability Act*. One of the significant changes was the offering of "clusters." By definition, a cluster is a focused group of pre-approved professional development experiences leading to new knowledge and skills. It can be a combination of formal graduate courses, action research, study groups and independent projects, but the content must be based on research and best practices. The outcomes of each professional development cluster should exhibit the improved knowledge and skills. There are three types of clusters that are available to teachers, 2-, 4-, and 6-percent clusters that are tied to 90, 180, or 270 hours of specified professional development activities. The percentage refers to the amount of salary increase on the state portion for the next five years, once a teacher has successfully fulfilled all the requirements in a cluster in which he/she chooses to participate. The clusters are managed by the Delaware Professional Standards Board, and more information may be obtained at www.doe.state.de.us/ProfStandardsBoard. Two clusters are specifically designed for improving teachers' knowledge and skills in international education:

a. *Rethinking and Researching Asia Cluster*

Under the management of the University of Pittsburgh, DDOE joined the partnership of the National Consortium for Teaching Asia (NCTA) to offer this cluster. Professors in the East Asian Studies program of the University of Delaware have collaborated with DDOE to provide seminars to participants. Through this project, DDOE offers intensive professional development to teachers of all instructional levels and disciplines, particularly in social studies, world languages, and visual and performing arts.

b. *Bringing the World to Delaware Classrooms Cluster*

This International Education technology Cluster (IE Tech Cluster) is a collaboration between the Asia Society, ICD, DDOE, and the International Education and Resource Network (iEARN), a non-profit global telecommunication network made up of over 4000 schools in nearly 100 countries for teachers and students in K-12. Participants take one nine-week iEARN online course and engage in two international curricular projects of their choice in creative and language arts, humanities & social studies, or science, environment, math and technology. The IE Cluster runs from September through June of the following year.

Both clusters serve 25 teachers per cohort. To date, 75 teachers have completed these intensive year-long clusters. They have created numerous “success stories” throughout the state and have aroused the interest of many fellow teachers. Both clusters have waiting lists each time they are offered.

4. *Delaware Teacher Study Abroad Scholarships*

Since 2000, DDOE has been offering study abroad scholarships to Delaware teachers. For example, under a three-year Federal Foreign Language Assistance Program, Delaware Capacity Initiatives, more than 45 teachers have benefited from this scholarship program. In the 2003-04 academic year, several teachers are awarded scholarships to attend international conferences in Ireland, Mexico, Jordan, and Slovakia. Numerous teachers have also participated in the Fulbright Memorial Fund and the regular Fulbright programs to travel or study abroad.

5. *Delaware Multicultural Education Events*

The Delaware Multicultural Education Council, a community-based coalition of 15 ethnic groups in the state of Delaware, has been partnering with DDOE since 1999. Its goal is to provide students in K-12 schools the opportunity to interact with Delawareans who have cultural ties to the rest of the world. Additionally, it brings together cultural agencies such as Grand Opera House in Wilmington, the Swartz Center in Dover, and the Historical Society of Delaware to offer facilities and workshops; and multinational corporations such as DuPont and MBNA, and NGOs such as the International Council of Delaware to offer funding support. The event grew quickly from serving 600 students in the first year to 3,000 students in the third year. DDOE also collaborates with the cultures to develop student Study Guides in order to maximize students’ gains through their participation in the events. Many schools also offer their own International Festival or Fair to celebrate the

diversity within the school and boost students' international interests and knowledge.

6. *Delaware-Miyagi Education Exchange Program*

This exchange program has been in existence since 1996, expanding from one local school district to a statewide program. Each year, the program enables a group of Delaware students and teachers to participate in an official two-week reciprocal cultural homestay exchange program with Delaware's sister state of Miyagi Prefecture, Japan. Each group consists of ten students and two teachers (five boys, five girls, one male teacher, and one female teacher), who are selected from throughout the state. The exchange begins with the Japanese group coming in March, and the Delaware group visiting Miyagi, Japan, in July. Traveling and immersion experiences have elevated participants' understanding of and appreciation for another culture to a higher level.

7. *Delaware Local Exchange Programs*

There are many other local programs that allow for student and teacher exchanges. For example, Brandywine School District has a High School German Exchange Program, Capital School District has a Middle School Japanese Exchange Program, Colonial School District has a French Exchange Program, and Sussex Central School District has a Middle School German Program. Furthermore, over the years, DDOE has received numerous international educator groups from many parts of the world.

8. *Civitas*

This International Civic Education Exchange Program is a cooperative project of civic education organizations in the United States and emerging and established democracies throughout the world. The Civitas Exchange Program, which began in 1995, is administered by the Center for Civic Education in cooperation with the U.S. Department of Education and the U.S. Department of State. The Civitas Program provides leaders in civic education with opportunities to learn from and assist each other in improving education for democracy in their nations. Representatives from Delaware, in partnership with Maryland and Oregon, are working with educators in Croatia to develop model lesson plans on various aspects of civic education. These educators have been traveling to Croatia and the partner states, respectively, to work with their colleagues and present these lessons in classrooms. The lessons are shared with the participants in other exchange programs.

The contact people for the programs are:

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V. Findings and Discussion: Part B (Delaware International Education Reports)

Higher Education in Delaware

DELAWARE STATE UNIVERSITY

| | |
|--|--|
| <i>Name of institution:</i> | Delaware State University |
| <i>Address:</i> | 1200 North Dupont Highway Dover, Delaware 19904 |
| <i>Website:</i> | cars.desu.edu/faculty/jgraham |
| <i>International education contact person:</i> | Dr. John L. Graham Assistant Vice President for International Affairs 1200 North Dupont Highway Dover, Delaware 19904 (302) 857-6421 |
| <i>Total student population:</i> | 3,462 |
| <i>Undergraduate population:</i> | 3,251 |
| <i>Graduate population:</i> | 211 |
| <i>International students:</i> | International undergraduate students (151)—5% International graduate students (17)—9.2% |

a. What is your institutional mission? Is international education specifically included in the mission? In what ways do your institution's international education activities serve your institution's mission?

Delaware State University will be a diverse, selective, teaching, research and service university in the land-grant tradition, serving the people of the state of Delaware and the region. It will:

- Excel in the education of undergraduates in the Liberal Arts and in the professional, technical and scientific development of the workforce.
- Attain a significant educational presence in all three Delaware counties, emphasizing also services for adult learners and providing for the re-certification needs of professionals.
- Provide an important engine for research and economic development in Delaware, especially in Kent and Sussex counties.
- Offer an array of master's and doctoral programs in areas of importance to the social and economic development of Delaware. Through those programs graduate leaders in areas such as Education, the Natural, Social and Health-related Sciences and professions,

Agriculture, Social Work, Aviation and Business.

- Develop a community of scholars with talent and expertise that will garner regional and national recognition.
- Enhance competition in intercollegiate athletics at the NCAA division 1 level, with an increasing emphasis on the participation of female student-athletes.
- Develop the Arts as an integral part of the University's programs and cultivate relationships in the Arts across the state and region.
- Continue to build a culture of global awareness through internationally focused teaching and learning activities and by cultivating collaborative relationships with international programs, higher education institutions and global communities.

President Allen L. Sessoms has affirmed in the mission and vision statement of the University that international education will continue to be an integral part of the teaching, research and learning that occurs on and beyond the campus. This necessary and ideal perspective is embraced by students, faculty and staff who recognize the competitiveness of today's job market for globally competent employees as well as the value that curriculum infused with internationally focused courses and salient concepts will have on their overall academic and professional development.

There is great congruency between the international education activities and the mission of Delaware State University. Recognizing that international education is a precondition to survival in higher education, exchange programs are streamlined to not only afford international students an opportunity to study at Delaware State University for a semester or for an academic year, but also for Delaware State University students to study abroad for the respective length of time. Student exchange and Study abroad programs are systemically encouraged with the idea that it is a vital part of students' learning experience in their respective academic degree programs at Delaware State University and beyond the United States borders. Additionally, faculty who wish to engage in internationally focused activities through teaching, research, service and outreach initiatives are equally encouraged and supported through various professional development programs. Faculty members are also able to present sanctioned international education activities as part of their tenure and promotion portfolios.

b. Outline the key areas of international education activity at your school. Discuss any potential areas that could be expanded, or any barriers to growth that might be addressed. In this section, please also discuss foreign language education in your institution. Overall, do you see any important trends in participation in international education in your institution?

The key areas of international education at Delaware State University include a wide range of initiatives across several academic disciplines in the humanities, arts, foreign languages, social and political sciences, business, economics and management, agriculture and natural resources, mathematics, physical, chemical, and the biological sciences. Each of the latter

areas offers and supports internationally focused curricula, study abroad programs, student and faculty exchange initiatives, and meritorious international professional development opportunities for faculty and staff. Examples include:

- Student and Faculty Exchange Programs
- Study Abroad Programs
- Fulbright Scholar in Residence Program
- Internationally focused Continuing Education Program
- Short- and long-term Scholars Program (SEVIS)
- Foreign Language Club
- Volunteers for Overseas Cooperative Assistance (VOCA)
- Semester at Sea Program
- International Students' Week
- International Student Association
- Caribbean Club
- Spring Break international education excursions

Delaware State University is in the process of formalizing and streamlining the operations of international affairs. The idea is to develop an international education policy that involves students, faculty, the administrators and staff where appropriate.

c. What international education admissions prerequisites and graduation requirements exist at your institution (e.g., world history, international economics, foreign languages)?

The following courses are required for all applicants—including international students—to attend Delaware State University:

- 4 Units of English—Grammar/Composition and Literature
- 3 Units of Mathematics—two courses in Algebra and a Course in Geometry
- 2 Units of History and/or Social Studies—American Civilization or African American History
- 3 Units of Science Courses with a Laboratory
- 4 Units of Electives including Foreign Language or Computer Science courses

Undergraduate students can expect to complete at least 120-125 credit hours in their respective academic disciplines in order to meet the course requirements for graduation. Graduate students pursuing M.S., M.A. MSW, Med and MBA program degrees can expect to complete 30-36 credits plus any other departmental requirements recommended as necessary by the profession. All Delaware State University students must complete a minimum of 6 credit hours of foreign language.

The University will consider international students whose transcripts are cleared by the Office of Admissions and who have achieved satisfactory scores of the TOFEL Examination. Students desiring to enter the University should have official copies of their transcript(s) forwarded to the Admissions Office early in the year proceeding the semester in which they

desire to enter. Currently, international students are responsible for their financial obligations.

d. Do you have a sense, even anecdotally, of how well prepared incoming undergraduates are, in terms of an understanding of global history, international current events, or the impact of global events on their lives, locally?

This is an area where Delaware State University has made some tangible accomplishments. However, to advance the thinking and pragmatism, the institution must carry out the following perspectives when new students arrive on campus:

- Incorporate international learning into the general education curriculum
- Infuse the disciplines with international perspectives
- Use comparative educational approaches
- Encourage students to take area studies courses on various world regions and geographic, historic, political, and economic systems
- Involve students and faculty in internships, research projects, and other opportunities and internationally oriented businesses and agencies at home and abroad

The institution must be in position to provide the impetus and opportunity needed for the systematic learning that must occur in this reality. As academic requirements evolve, the institution will likely attract even more well-prepared and comprehensive learners.

e. Describe any efforts underway to include K-12 in your institution's international education work. Both pre-service and in-service teacher development would be relevant, as would outreach activity directly involving K-12 students. Discuss, as relevant, successful programs that might serve as models, and barriers or challenges in this area.

The academic leadership in the College of Education is responsive to enhancing the (K-12) Curriculum. However, in an effort to do this, all those involved must appreciate the challenge that internationalizing the K-12 Curriculum is essentially the heart of an internationally engaged institution at any level. The idea in this respect is not to adjust the curriculum, but to transform it into a curriculum that is interdisciplinary, integrative and built on the recognition that knowledge is culture based. Internationalization requires new pedagogies and ways of learning, e.g., experiential, service and collaborative learning. Delaware State University is embracing these rather complex, but principled concepts to ensure that we are not only advocating for "society ready graduates," but are actually preparing them.

An example of Delaware State University's engagement with K-12 involves a pending grant from the U.S. Department of Agriculture, (USDA) to support a study abroad program in Namibia. In this new 2005-2008 program, Delaware K-12 teachers will be included as participants, along with university students from Delaware State University and the University of Delaware. By including Delaware teachers in federally-funded programs, universities can provide teachers with structured and sophisticated international experiences which can then become a part of the K-12 classroom experience for students. This is one model that

institutions of higher education should consider to help internationalize our K-12 environment.

f. Finally, what recommendations would you make to strengthen international education in Delaware, either in higher education, or in K-12?

A key recommendation is to closely examine the general education curriculum at all relevant levels and acknowledge or ask the following:

1. Assist the institution with articulating learning outcomes for general education.
2. Determine how the curriculum enables students to achieve learning outcomes?
3. Are courses with an international focus required?
4. Does the general education curriculum include learning about non-Western cultures?
5. What do faculty members know about how colleagues in other countries approach the discipline?

There are other perspectives in this regard, but these mentioned can represent those critically important to addressing the challenge.

UNIVERSITY OF DELAWARE

| | |
|--|---|
| <i>Name of institution:</i> | University of Delaware |
| <i>Address:</i> | Center for International Studies 186 S. College Avenue, Newark, DE 19716 |
| <i>Website:</i> | international.udel.edu/default.htm |
| <i>International education contact person:</i> | Lesa G. Griffiths, Ph.D. Director, Center for International Studies University of Delaware 186 S. College Avenue, Newark, DE 19716 Ph: 302-831-2852, Email: lesa@udel.edu |
| <i>Total student population:</i> | 21,121 (16,428 undergraduate, 3,301 graduate, 1,392 professional and continuing studies) |
| <i>Undergraduate population:</i> | 16,428 (15,331 full-time, 1,097 part-time) |
| <i>Graduate population:</i> | 3,301 (2,394 full-time, 907 part-time) |
| <i>International students:</i> | 975 international students representing 4.61% of UD's total student population (159 undergraduate students representing 1% of UD's undergraduate population; 816 graduate students representing 34.1% of UD's full-time graduate population) |

a. What is your institutional mission? Is international education specifically included in the mission? In what ways do your institution’s international education activities serve your institution’s mission?

The Center’s mission is to enhance the international dimensions of teaching, research, and service at the University by encouraging and supporting the active participation of University faculty and students in the process of integrating international and global themes into their individual and collaborative scholarship. The Center actively implements its mission by promoting interdisciplinary international teaching, research, and curriculum development through its study abroad programs.

b. Outline the key areas of international education activity at your school. Discuss any potential areas that could be expanded, or any barriers to growth that might be addressed. In this section, please also discuss foreign language education in your institution. Overall, do you see any important trends in participation in international education in your institution? In your discussion of item b., please provide a “bullet list” of international education activities—you might include study abroad, international research and consulting, collaborations between scholars. You should also feel free to highlight unique or innovative programs that are of interest, though perhaps not the mainstay of activity.

International Research Awards

Established in 2002/2003, the International Research Awards (IRAs) are given annually as part of the University-wide America and the Global Agenda initiative. This project is designed to enhance opportunities for faculty and students to better understand the global challenges facing our society. IRAs are intended to support international, interdisciplinary research by UD faculty, and to serve as seed money for substantive research undertakings that will lead to applications for larger, externally funded support. So far, 14 faculty projects have been funded in 11 countries.

Discovery Abroad Research Expeditions

Discovery Abroad Research Expeditions, also initiated in 2002/2003, are designed to expand opportunities for faculty to involve undergraduate students in inquiry-based learning in an international setting. The two-week expeditions may include international data collection and fieldwork, and other discovery-learning experiences for faculty and undergraduate students working together. So, far 18 students and seven faculty have participated in six expeditions to six different countries.

International Visiting Scholar Awards

In this, the third new program for 2002/2003, faculty may receive funding to support a campus visit by an international scholar. While on campus, the scholar is engaged in activities promoting interaction with students, professional colleagues, and the wider community. To date, 17 international scholars from 17 countries have visited UD under the auspices of this program.

International Travel Awards

The competitive International Travel Award (ITA) program provides assistance to faculty for

participation in a conference outside the United States within the participant's professional field. Faculty with little or no international experience are given preference. In a typical year, 30 faculty are awarded ITAs.

Dedicated CFIS Staff Time

A full-time CFIS staff member serves as a contact to those faculty receiving support for international travel or research. In addition, the primary assignment of four full-time CFIS professional coordinators is to work with individual study abroad faculty directors on all aspects of their programs. This support includes everything from assistance with writing a sound budget to advice on student recruitment and acceptance decisions. Coordinators also serve as emergency contacts while the groups are abroad. No matter what their problem or question, faculty can be assured that they can always contact a staff member who is intimately acquainted with all the details of their program.

Extensive Online Resources

Whether faculty are considering applying for an international travel award, proposing a study abroad program, or if their program has already been approved, they will find many of their questions answered in the “faculty” section of the CFIS website (international.udel.edu/faculty.html). This site provides much more than a traditional printed handbook for study abroad directors. In addition to the usual budget do’s and don’ts and recruitment tips, faculty will find a downloadable budget form and sample budget, a model presentation for their interest meetings, and a sample program itinerary. Faculty need only adapt these templates to their own specific programs—a much less daunting task than creating documents from scratch. Those interested in other international initiatives will find sample institutional agreements, guidelines for applying for awards, and more.

Online Forms

In order to create further conveniences for faculty, CFIS provides several online forms, enabling a significant amount of international business to be accomplished electronically. The most unique of these forms is the study abroad program proposal form. Faculty may begin working on their proposal, then save the form as a draft that can be viewed by a CFIS staff member for feedback. When the form is finally submitted, it is electronically routed to the faculty member’s chairperson and dean and ultimately to the Director of the Center, saving the faculty member the inconvenience of having to walk all over campus to collect signatures. As each individual approves (or rejects) the proposal, the faculty member is automatically notified via e-mail.

In addition to the proposal form, faculty directors submit an online travel form to make their group’s flight request, and a gift form to order items of UD memorabilia to give to their hosts abroad. Finally, faculty may use online forms to reserve classroom space at a UD facility abroad, order theater and concert tickets for their groups, and book excursion buses.

Online Applications

The University of Delaware abandoned traditional paper applications for study abroad programs and requires students to apply online. Student data is stored in a CFIS database

maintained by a full-time technical staff member. From the database, faculty directors can create a variety of reports listing, for example, the names and phone numbers of all applicants, or the housing preferences of all students accepted into their program. One report lists all student e-mail addresses and automatically puts these in the “to” field of an e-mail, allowing faculty to effortlessly write to all of their students at once.

Faculty Development Workshops

Each semester CFIS offers workshops for faculty interested in developing new study abroad programs. Workshops are conducted by a CFIS staff member and a diverse panel of faculty who lead existing programs.

Faculty Fellows Program

In cooperation with The Office of Undergraduate Studies and the university’s general education initiatives, CFIS sponsored a Faculty Fellows Program in which 15 faculty were selected to participate in a full-day workshop on internationalizing the curriculum. The Fellows have committed to creating a new course that is global in nature, or revising/updating an existing course to enhance global content.

The Global Agenda

The Global Agenda international affairs speaker series has attracted hundreds of UD students and members of the Delaware community for intellectual discovery around a single theme. The series annually brings to the campus at least seven internationally prominent practitioners in global politics and media during the spring semester. This interdisciplinary class melds political science, international relations, communication, journalism and honors students in an environment of intimate conversation with the speakers. The course includes private dinners and receptions, which make the guest speakers accessible to undergraduates for a wide range of discussion. Global Agenda has addressed the following themes:

- “Understanding International Terrorism”
- “Spies, Lies & Sneaky Guys: Espionage and Intelligence”
- “Enemies List: Not Always What They Seem”

America and the Global Community Speaker Series

The university expanded the scope of the Global Agenda concept in 2002 by adding major speaker events in the fall semester, under the title “America and the Global Community.” Programs in these combined series have routinely attracted media attention in Delaware; the C-SPAN television network has broadcast one program nationally. Community members and students who take part regularly express their appreciation in writing.

International Grant Support

The Center for International Studies provides staff support for writing and administering grants associated with international teaching and research.

c. What international education admissions prerequisites and graduation requirements

exist at your institution (e.g., world history, international economics, foreign languages)?

The University expects all applicants to have completed strong college preparatory course work at an accredited secondary school or certified home school program, including at least 16 credits of post-eighth-grade course work in:

| <i>Subject</i> | <i>Years Required</i> | <i>Years Recommended</i> |
|-------------------------|-----------------------|--------------------------|
| English | 4 | 4 |
| Mathematics | 2 | 4 |
| Science | 3 + 1 of lab | 3 + 1 of lab |
| History/Social Sciences | 2 + 1* | 4 |
| Foreign Languages | 2 of same | 4 of same |
| Academic Electives | 2 units | 4-5 |

**two years of history (one of world history) and one year of social studies required*

The General Education initiative at the University has several goals including that every graduate develop an international perspective in order to live and work effectively in an increasingly global society. Although many majors have a foreign language requirement, there is not a university-wide requirement for foreign language. Each graduate is required to take three credits in an approved course or courses stressing multicultural, ethnic, and/or gender related content. The purpose of the multicultural requirement is to provide students with some awareness of and sensitivity to cultural pluralism-an increasing necessity for educated persons in a diverse world.

d. Do you have a sense, even anecdotally, of how well-prepared incoming undergraduates are, in terms of an understanding of global history, international current events, or the impact of global events on their lives, locally?

While we have no specific data on the topics identified above, the University of Delaware seeks academically ambitious and creative applicants from a variety of cultural and ethnic backgrounds and geographic regions. One of the most significant factors in the makeup of the incoming freshman class of 2007 is that 15 percent are minority students. UD ranks fourth in the nation in its graduation rate (64 percent) for African-American students among flagship state universities. This year, UD had 22,000 applications for 3,200 positions in the 2003 freshman class, and had more nonresident applications than any other public university in America, regardless of size. UD is the institution of choice for academically talented undergraduate applicants in the mid-Atlantic region and the result is an improvement in the academic qualification of incoming students. Given the academic credentials of the admitted students, we feel they are prepared as well as any of the top college-bound high schools students in the U.S.

e. Describe any efforts underway to include K-12 in your institution's international education work. Both pre-service and in-service teacher development would be relevant, as would outreach activity directly involving K-12 students. Discuss, as relevant, successful programs that might serve as models, and barriers or challenges in this area.

The Center for International Studies has occasionally supported efforts for small programs for K-12. However we are not aware of any larger efforts on behalf of the University. Those efforts would most likely be located in the School of Education.

f. Finally, what recommendations would you make to strengthen international education in Delaware, either in higher education, or in K-12?

The formation of the Center for International Studies with the associated development of many new programs and expansion of current programs (as outlined above) is clearly an important step in strengthening international education on campus. In terms of K-12, the Center's mission is focused on the faculty and students at UD. Efforts in the School of Education which affect K-12 have not been (up to this point) associated with CFIS. (The Center is currently only two years old.) One way to strengthen international education in Delaware for K-12 may be for CFIS and the School of Education to work more closely on an existing program, or work together to take advantage of the resources and expertise of both units to design one of more programs which address international education for K-12.

DELAWARE TECHNICAL & COMMUNITY COLLEGE

Delaware Technical & Community College is the only public two year, post-secondary institution in Delaware. It has four locations throughout the State of Delaware, and offers two-year degree programs as well as short-term diplomas and certificates. During the academic year 2002-03, Delaware Tech served 41,406 different individuals. Over 18,000 students registered for credit courses. The college also provides specialized training for Delaware employees, local and state government and for the local communities.

The College's Mission Statement:

Delaware Technical & Community College is a statewide, multi-campus community college committed to providing open-admission post-secondary education. The College offers comprehensive educational opportunities including career, general, developmental, and transfer education, lifelong learning, and workforce training. The College is committed to the advancement of teaching and technology, student development, and community service.

The College believes in the practical value of higher education as a means of economic and personal advancement. The College promotes diversity and multi-cultural and global awareness. The College respects and cares for students as individuals and maintains a friendly and open institution which welcomes all students and supports their aspirations for a better life.

Many of the Delaware Tech students return to pursue their educational aspirations long after they leave high school. The average age of the current student is 28 years.

As with many other community colleges, Delaware Tech responds to the educational needs of the local communities. Through state-of-the-art programs, students can enter a profession or be retrained for a new one.

The College is proud of its diverse student body and workforce. By providing open access to all, minorities and immigrants are able to enter higher education in a nurturing, friendly environment. Entry criteria to specific degree programs are determined by departments, in consultation with advisory committee recommendations for each. Students are required to complete a diagnostic examination prior to placement in a program. Foreign students need to complete an ESL program offered at the College or achieve a 550 score on the TOEFEL examination.

The programs offered at Delaware Tech represent a mosaic of instructional methodologies and points of view. Student success is the main goal of the College.

Since its beginning, Delaware Tech has offered language training and cultural awareness to foreign born students. The ESL programs that started at the Wilmington Campus as a response to the community needs, has now been transferred to the Owens and Terry Campuses in the south and central Delaware because of demographic changes due to a large increase of Hispanic residents in those communities. Delaware Tech currently has over 700 students whose first language is not English.

The faculty and staff have responded by ensuring that these students are provided with the proper resources and programs they need.

One of these initiatives has been the President's Excellence in Teaching award. This honor given to faculty selected among their peers is supported by Delaware Tech's administration. Selected recipients of this award have been participating in formal short-term study tours abroad. These programs are sponsored by the Community College for International Development, Inc. (CCID); a group of about 150 two-year colleges in the U.S., Canada and abroad. Delaware Tech has been associated with CCID for over 30 years and holds a leadership position in this organization.

Faculty who participate in these programs are often adjusting their courses to introduce multi-cultural concepts. Moreover, this core of international veterans constitutes the basics for Delaware Tech International Program.

Based on successful industry-based programs offered to Delaware employers, Delaware Tech has completed a number of specialized programs to foreign governments and other organizations.

Currently, Delaware Tech has secured funding by the U.S. Agency for International

Development (USAID) to assist a Bulgarian NGO to develop the first of its kind environmental training center in Sofia, Bulgaria. This project involves Delawareans and Bulgarians to work in close cooperation to achieve this goal.

In addition, Delaware Tech has been working with Turkish two-year technical colleges to assist them in program development and faculty training. Over 150 Turkish educators have visited or studied at DTCC. Faculty Exchange programs between Delaware and Turkey are currently underway with plans to secure funds for a formal three-year faculty enhancement project.

Through projects such as the ones mentioned above, Delaware Tech believes that some specialized student exchange program will materialize. These programs will be short duration and will have a specific emphasis or application to academic departments or programs. Whereas, in the past, community colleges were viewed as training providers for the local population, globalization has prompted virtually all two-year colleges to have a larger view of people, languages and culture. Even though most two-year colleges including Delaware Tech do not have specific course requirements for graduation in the field of international topics, many of the courses in humanities and social science do expose two-year students to these.

Few community colleges including Delaware Tech actively recruit foreign students. These institutions, however, encourage those who apply to enroll in programs of their choice. The college believes that foreign students enrich the academic community and support their efforts for success.

Delaware Tech does not assess incoming American students for knowledge of international topics or global history. The knowledge and understanding by students on these topics will be greatly determined by the programs they completed at their high schools.

Delaware Tech supports the concept of global education and international cooperation. It believes that well informed citizens are best prepared to function in an increasingly interdependent society.

The International Council of Delaware

The International Council of Delaware (ICD) is an informational and advisory group dedicated to building Delaware's international capacity through international education, arts, culture and tourism programs that benefit the state.

The examples presented here were assisted by the Council's Small Grants Program, which helps catalyze new international efforts. ICD works closely with higher education, the Delaware Department of Education, individual schools and community groups. Funded through the Delaware General Assembly, ICD works in cooperation with the Delaware Economic Development Office.

International education can be challenging to define, as it spans teaching and learning about other world regions through geography, history, economics, science, culture and language. Therefore it is useful to provide examples of international education in action. The examples below demonstrate the cross-disciplinary nature of international education already in place in Delaware in 2004.

International education is:

Study Abroad

Delaware State University, in Dover, has launched a study abroad program in Namibia, where students can examine developing country issues firsthand, through contacts with urban and rural Namibians, as well as with the U.S. representatives posted there. By studying agricultural practices, food security measures, and the role of international assistance programs, students gain critical insights into ways that Namibians achieve economic security.



Delaware State University students pictured here with Namibian hosts and Dr. John Graham, Assistant Vice President for International Affairs at the University (center, l.).

Using Information Technology

Delaware K-12 students in fifteen classrooms across the state have just completed joint study projects with partner classrooms across the globe, connected through the Internet. In one example, students mapped global weather patterns by exchanging data with other students in the international network. In a global knowledge economy, using technology to work in productive teams is a critical competency. In Delaware, every classroom is wired for Internet access, which could facilitate expansion of this pilot program by the Delaware Department of Education.

Environmental Protection

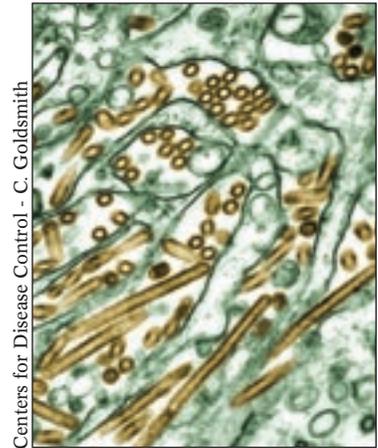
Protecting the environment is an international responsibility, and in this area Delaware Technical & Community College continues to provide an international model for technical education. The College is now engaged in a \$300,000 U.S. Agency for International Development (USAID) project in Bulgaria to establish wastewater treatment training based on the Del Tech curriculum. This project now has the potential to expand to Turkey.

Language

In Laurel, Delaware, the Spanish-speaking population is growing, and teachers and administrators have realized the need to communicate more effectively with students and parents. In fall 2004, Laurel School District launches Spanish for Educators for 30 teachers and administrators. The Spanish language course will emphasize the communicative tasks needed in a school setting.

Life Sciences

Scientific research has long been an international enterprise. Recently, research discussions have begun between life scientists at the University of Kalmar (Sweden) and the University of Delaware. Anticipated areas of collaborative research include avian influenza, biomaterials, and cancer-related biology research. A return visit by UD scientists is being planned for late summer 2004, when the group is expected to begin writing a proposal to the National Science Foundation to support a three-year pilot collaboration. Joint research projects not only will strengthen Delaware's international life science network, but will also provide valuable international scientific experiences for Delaware students.



Centers for Disease Control - C. Goldsmith

Avian influenza virus

More Than a Textbook

At Southern Delaware School for the Arts, social studies teacher John Sypherd creatively combines teaching international geography, history and economics with music. In this case, his seventh and eighth grade classes studying the Caribbean receive instruction on steel drums by a teacher from Trinidad, West Indies. They have formed a student steel drum band and are performing throughout the Delmarva area in spring and summer of 2004.

Infusing International Perspectives in New Areas

At the University of Delaware, faculty are in the second year of developing a portfolio of courses with expanded international content that will form the core of the Global Citizenship Certificate Program. When the process is completed in 2005, students will be able to take a series of linked courses, with international content, in disciplinary areas such as Nursing, Animal and Food Sciences, and Hotel and Restaurant Management.

Buenos Aires: A Tale of Two Cities

When economic crisis hit Argentina, many Argentineans lost everything they had worked for—savings, jobs, and hopes. “A Tale of Two Cities” featured photography and poetry that captured both the city’s gleaming shopping malls and children begging on the street. ICD supported this traveling exhibit in Delaware for display at the Latin American Community Center in Wilmington. Organized by the Latin American Studies Program at the University of Delaware, the Community Center location provided access to the local Latino community during March 2004, and was a featured stop on the “Art on the Town” loop in Wilmington.

For more information on ICD programs, contact Jeanette Miller (miller@icdelaware.net).

VI. Recommendations

1. *Create a Delaware commission on international education (IE).*

The findings emanating from this report suggest the need for a task force that will coordinate IE efforts statewide. This commission on international education should consist of leaders from the Pre K-12 and higher education, government, business and industry, and the communities. The commission will provide the forum and opportunities for in-depth discourse that will formulate policy on international education. Furthermore, the commission will assume oversight and coordinating roles to ensure the efforts from all sectors are complementary to one another to achieve the maximum benefit.



2. *Enhance K-20 collaboration and articulation of IE efforts.*

This report revealed that, although DDOE and the institutions of higher education have done tremendous work in promoting IE in their own organizations, there is no evidence of a common vision that guides their individual efforts and plans. Furthermore, considering that teachers hold the key to unlocking students' curiosity and learning about international affairs and perspectives, it is critical that all pre-service and in-service teachers are well versed in IE. The DDOE and the institutions of higher education must begin a dialogue to identify needs and strategies to include an IE component in teacher education and professional development.

3. *Identify and create awareness of opportunities within existing standards to advance the goals of IE.*

This study revealed that the impact of the Delaware standards on IE has not been as extensive as was anticipated when the reform movement began. While the creation of a new set of standards for IE might generate more excitement, such a proposal is likely to be viewed as unrealistic and unwelcome in an environment in which the demands on teachers are already viewed by many as overwhelming. Adding another set of standards, therefore, may be counterproductive.

An alternative strategy involves conducting a detailed analysis of existing standards to identify "IE points" (i.e., areas within the standards through which IE might be delivered). A document highlighting these "points" should be published along with ideas for how they might be used to teach IE. Such a document will serve as a starting point for much needed training in ways to infuse IE across the curriculum.

4. ***Develop a recommended statewide curriculum that infuses IE across the curriculum and the “extra” curriculum.***

As schools go about the task of evaluating their programs, every effort must be made to insure that IE is infused throughout the curricula as broadly as possible. International education is frequently pigeon holed and deferred to a few subject areas. And, as has been pointed out, it occurs largely in an incidental manner. The result, as schools have reported, is that approximately half of Delaware’s students are not exposed to meaningful and sustained IE. Hence, it is recommended that the DDOE take the lead to develop a recommended statewide curriculum in all subject matters that infuse IE across the curriculum and the “extra” curriculum. Such curricula would serve as models for schools and school districts to develop their own.

An infusion approach to IE has several notable advantages. First, it helps to ensure that students’ exposure will be sustained. Secondly, it exposes students to the rich diversity of life beyond our borders in a manner that mirrors reality and introduces them to a wealth of new ideas that may improve our own quality of life. Thirdly, the infusion approach helps solve education’s perennial struggle with time. A common and legitimate complaint among teachers is that they are frequently asked to teach more within an instructional time frame that usually remains unchanged. Through the infusion approach, IE can be inserted into the existing curricula without requiring extensions of instructional time. This can be accomplished through a wide range of adjustments involving the selection of both visual and written texts that are used to present information; the selection of contexts in which students are asked to solve problems; the selection of decorations that adorn classroom walls; the decisions regarding field trips; the content and language of morning and afternoon announcements; the selection of guest speakers; the choices of extracurricular activities that are offered; and through a host of other activities that do not require expansions of school schedules. Opportunities to explore the lives of people outside of the United States exist within every subject area. Ignoring any area robs students of opportunities to learn, to grow, and to advance. Whether it is derived through the sciences or the humanities, the knowledge acquired from studying the lives, cultures, accomplishments, contributions, and actions of the vast majority of people who live outside our borders places us in a better position to improve our relations as well as our quality of life.

5. ***Conduct a curriculum audit featuring an IE inventory analysis at the school and district levels.***

For an IE program to be sustained and meaningful, it must be written explicitly into the mission statements and curricula of schools. Mission statements define the purposes of schools, one of which ought to be nurturing an understanding of those with whom we share this planet. As proud as we are in our accomplishments, the American people make up less than five percent of the world’s population. Our happiness, security, economic well-being and survival depend largely on how we interact and communicate with the other 95%.

In addition, this report recommends each school and school district conduct their IE inventory analysis to find out what is already in place and what could be further implemented or strengthened. As discussed earlier, this study suggests that the teaching of

international education in Delaware is largely incidental to schools’ missions; that is, it depends far too much on either outbreaks of major world events or the interests of particular teachers. Schools, therefore, must be encouraged to conduct curriculum audits that will reveal the degree to which IE is embedded into their mission statements and curriculum documents. Curriculum gaps need to be identified and filled so that IE occurs in a sustained and meaningful manner.

6. Create an online clearinghouse to showcase best practices and model curricular units that shed light on how to implement IE in the classroom.

Efforts to bring about change can be quickly thwarted if careful attention is not given to the perception held by many educators that it is unreasonable to ask schools to do something without offering them a clear picture of what it is that they are being asked to do. On any given day, one is likely to observe elements of international education. This investigation has uncovered a number of innovative programs about which Delawareans ought to take great pride. Overall, however, reporting suggests that IE has not infiltrated instructional programs in ways that are meaningful and sustained.

The recommended commission could assume the lead in identifying or creating a real or virtual clearinghouse that showcases best practices throughout the state, with model curricular units that provide guidance in the design of a quality IE curriculum or program.

7. Re-evaluate and expand the world language offerings at Pre K-12 schools.

While this report advocates the infusion of IE into all subject matters and does not favor any particular content area, it calls attention to world languages (WL) education in the state. As a result of not being included in the state and federal testing programs, the WL programs have been marginalized in the Pre K-12 curriculum. Furthermore, the current offerings of European languages follow the traditional model, which do not reflect the demographic or economic needs of the state. The following table shows the mismatch of our economic, demographic, and WL education:

| <i>Ranking of Trading Partners in Terms of the Language Spoken</i> | <i>Demographic Ranking in Terms of Language Other than English</i> | <i>Ranking of World Language Enrollment</i> |
|--|--|---|
| 1. English | \$741 M | Not a Foreign Language |
| 2. Spanish | \$316 M | 1 |
| 3. German | \$162 M | 3 |
| 4. Chinese (M*) | \$143 M | 0 |
| 5. Dutch | \$104 M | 0 |
| 6. Japanese | \$103 M | 10 |
| 7. Korean | \$34 M | 7 |
| 8. Cantonese | \$28 M | 3 |
| 9. French | \$23 M | 2 |

*If Mandarin and Cantonese are combined, Chinese languages rank third in Delaware, with export volume of \$171M.

The data in this table clearly show that Spanish is the second largest trading language next to English, the language being spoken by the largest number of Delawareans who identify their home language as other than English, and it is the language being studied by the largest number of students in Delaware schools. The data on German and French are fairly consistent as well, with German ranking No. 3 in trade, No. 4 in demographics, and No. 3 in WL programs and French ranking No. 9 in trade, No. 2 in both demographics and WL programs.

However, in terms of Asian languages, the picture shows a severe gap in trade, demographic data, and WL offerings. Although Chinese, Japanese, and Korean are among the languages of Delaware's top-nine trading partners and the number of their speakers who reside in Delaware is significant, there are hardly any schools in Delaware that offer these languages in a meaningful and consistent way. The recommended commission should address this serious gap in our capacity for international education.

8. *Expand and publicize IE professional development opportunities especially through cluster offerings so that credit and salary increments are available to teachers.*

Only 14 percent of the respondents to the K-12 portion of this study were able to identify opportunities for teachers to earn salary increments via professional development in the area of international education. Opportunities to move up the salary scale through in-service credit ended in June 2004, and Delaware is transitioning to a new skills and knowledge professional development plan. In this new system, opportunities for teachers to earn salary increases will be limited primarily to professional development "cluster" programs or matriculated degree programs. As a result, there will be an increased need to offer clusters as well as degree programs, and to make their availability known to teachers around the state. Currently, there are only two clusters linked to international education that have been approved, all of which feature limited enrollment (See DDOE report, item 3).

Improvements in education are dependent significantly on professional development, and the likelihood of drawing teachers to voluntary professional development opportunities increases as incentives become more attractive. One additional idea to consider involves the development of an in-service cluster culminating in an IE certificate modeled on the University of Delaware's Global Citizenship Certificate (UDGCC) explained in the University of Delaware and ICD reports within this document.

The expansion of professional development opportunities need not rely exclusively on new programs. A relevant outcome of this investigation has been the confirmation that there are quality IE programs in place throughout the state. Respondents listed numerous programs that are up and running in Delaware's schools such as international travel, world language galas, NEH seminars, Fulbright exchanges, studies abroad, model United Nations, International Baccalaureate, sister schools, and the International Student Convention. The problem is that many of these programs, which might serve as the springboards for meaningful and sustained international education programs, remain diamonds hidden in the rough. Sponsors of quality existing programs must be offered incentives to share

information about the programs and offer training for others to emulate. The numerous conferences that take place during the statewide in-service day in October provide the perfect forum through which publicity, training, and dissemination can occur.

9. ***Identify and/or develop meaningful IE resources, especially the ones that are aligned with the Delaware standards, and provide training in their uses.***

Along with professional development, a common concern expressed by teachers is that they are asked to teach information such as that associated with IE and the standards but are lacking the resources with which to do the job. This investigation has shown that over half of the schools lack the resources to teach IE. Despite the challenges, the problem of scarce resources must be addressed if there is to be any chance of preparing students effectively for the opportunities and challenges of the twenty-first century.

While few schools limit their instruction exclusively to the standards, the reality is that most students are in classrooms where the standards exert a powerful influence on what gets taught. Consequently, careful attention must be paid to identifying resources that are aligned with those facets of IE deemed most important and with the standards themselves.

It is insufficient, however, to simply make resources available to schools. Training in the use of those resources will be required if they are to be used in an effective manner. Experience with professional development has shown that teachers are far more likely not only to use resources, but also to use them more effectively, if training and guided practice is offered as part of resource delivery. Additionally, the notion that time is a resource cannot be overemphasized. Common planning time has also been suggested by the focus group as an essential element in sharing practices and resources. Finally, Delaware's institutions of higher education are a rich resource for Delaware K-12 international education; more collaboration between K-12 and higher education is essential.

10. ***Create incentives for students at every level to internationalize their education.***

This investigation exposed a dearth of incentives for students to seek out and pursue international education. The Department of Education is encouraged to create an international education "pathway" through which K-12 students can progress. Such a pathway would involve the identification and development of prescribed courses of study or programs that immerse students in sustained and meaningful IE. Students completing the program successfully would then earn distinguished "Global Citizenship" certificates modeled on those offered to University of Delaware students. When these students enter the workforce or higher education, they will continue to develop and draw upon their international knowledge, skills, and competence.

VII. Conclusion

The Delaware K-20 International Education Capacity Study consisted of two major components: a K-12 focus area and a higher education and non-governmental organization area. The former included a school survey on international education, a focus group discussion, and a report from the Delaware Department of Education. The latter includes self-reports from Delaware State University, the University

of Delaware, Delaware Technical & Community College, and the International Council of Delaware. The impetus and funding sources of this project have been explained and discussed, as have been the design, data collection and analysis, limitations of the study, and findings.

This project represents Delaware's first systemic effort in obtaining empirical data to uncover the status of international education in the state. The research team wishes to express its gratitude to the funding agencies, participants and respondents to the inquiries, and many national and local leaders, researchers and consultants who have played a role in guiding this project. Most important is the hope that this report serves as a point of departure that will help position international education as an integral part of education for *all* Delaware students.



Appendix A. Delaware K-12 International Education Survey

Directions: Please place a check next to the response that best describes the international education program at your school. Feel free to check “other” and explain your response.

1. Which of the following best describes your school’s international education program?
 it is part of the schools overall common vision
 it is largely incidental, i.e., dependent upon the interests of particular teachers or what is happening in the world at a given moment in time (or typically taught when major world events develop).
 other (please explain): _____
 2. Which of the following best describes how international education is taught at your school?
 international education content is infused across the curriculum
 international education content is taught through specific course offerings
 other (please explain): _____
 3. For whom is international education offered at your school?
 all students
 particular groups of students (please identify): _____
 other (please explain): _____
 4. Do students receive academic credit for the international education offerings at your school?
 yes
 no
 5. Which of the following best describes the impact of the state standards on international education at your school?
 they have encouraged greater attention to international education
 they have shifted attention away from international education
 they have had no impact on our international education program
 6. Which of the following best describes the impact of state testing on international education at your school?
 it has encouraged greater attention to international education
 it has shifted attention away from international education
 it has had no impact on our international education program
 7. In which of the following is your school involved?
-

- international exchange programs for students
- international exchange programs for teachers
- international travel programs for students
- international travel programs for teachers
- study abroad programs
- foreign language gala
- iEARN

Please identify particular programs in which your school is involved:

8. In which of the following academic competitions related to international education is your school involved?

- model United Nations
- geography bee
- WorldQuest
- other (please identify) _____
- none

9. Which of the following role(s) do members of your school community play in international education at your school?

- they serve as guest speakers on topics related to international education
- they help to raise funds for international education projects/resources
- they serve as advisors on curriculum committees
- they serve as advisors for international education extracurricular activities
- they serve as translators
- other (please describe) _____

10. Which of the following incentives are offered to teachers at your school to engage them in professional development activities related to international education?

- salary enhancements
- professional development credits (e.g., in-service, recertification)
- other (please describe) _____

11. Which of the following best describes the availability of resources to provide international education in your school?

- ample adequate inadequate nonexistent

12. Overall, approximately what percentage of the students at your school are exposed to meaningful and sustained international education?

_____%

*Question added to surveys sent to world language targets.

Is instruction in foreign languages offered at you school? If so, which languages and at which grade level(s). _____

Appendix B. Focus Group Questions

1. Is international education part of your school's overall common vision?
Is international content "infused" into the curriculum, or is it the result of the interests of a particular teacher, or a response to specific current events?
 - Who is responsible for international education at your school?
 - How does IE manifest itself in your school?
2. Do state standards and state testing affect your decisions to include international content in your teaching? Have state standards and testing shifted attention to/away from international education?

Would explicit standards about IE be helpful? If so, what kinds of things would be included?

3. Do you think teachers have the resources they need to include international content in their teaching? Are there incentives for professional development in international education? Does your school have some level of resources to provide international content in the classroom?

What do teachers need in order to include more international content in the classroom?

Appendix C. Higher Education Survey

To: International Education Director

From: Jeanette Miller, International Council of Delaware

Subject: Delaware K-20 International Education Study – Higher Education Section

Date: February 2004

Overview: In spring 2003, the Longview Foundation provided Delaware with a \$10,000 grant to conduct a study and produce a report on K-20 international education in the state. A working group that includes the Delaware Department of Education, The Institute of Public Administration and the International Council of Delaware (ICD) are implementing the project. The final report on K-20 international education will be distributed in 2004 to Delaware's legislators, educators, and members of the community. A version will also be posted on the ICD website.

A survey of K-12 teachers was conducted in the fall and winter of 2003/2004, and data from more than 100 responding schools are now being analyzed.

The report will also include a section describing the international aspects of higher education in Delaware, with a four- to five-page description for each institution. I'm requesting help from each of you in preparing a section on your institution for the report.

Here are the categories/topics I think we could address. I welcome your suggestions for ways to make your report accessible to a general audience. Because each institution of higher education has its own specific mission, you may have more, or less, to discuss in a particular category. The purpose of the piece, as I see it, is to provide the readers with:

- a. A sense of the scope of international education statewide in institutions of higher education, as well as to provide a sense of the countries and regions where Delaware faculty have expertise.
 - b. An understanding of your institution's mission, and where international education might fit within that mission.
 - c. An overview of international education activity at your school, including growth trends or any barriers to growth that might be addressed. This overview can address undergraduate, graduate, K-12 or faculty-focused work.
-

I devised the attached form and questions in order to have a consistent format. If you think we should include any additional topics, please let me know. You can reach me by phone at (302) 831-3434; or by email at *miller@icdelaware.net* . Thanks for your input and insight on this important project.

Delaware K-20 International Education Study

Sponsor: The Longview Foundation

International Higher Education:

Name of institution:

Address:

Website:

International education contact person, name, address, e-mail, telephone:

Total student population:

Undergraduate population:

Graduate population:

Percentage international students-provide breakdown of undergraduates, graduates, ESL, other:

Please discuss in 4-5 pages:

a. What is your institutional mission? Is international education specifically included in the mission? In what ways do your institution's international education activities serve your institution's mission?

b. Outline the key areas of international education activity at your school. Discuss any potential areas that could be expanded, or any barriers to growth that might be addressed. In this section, please also discuss foreign language education in your institution. Overall, do you see any important trends in participation in international education in your institution?

In your discussion of item b. please provide a "bullet list" of international education activities—you might include study abroad, international research and consulting, collaborations among scholars. You should also feel free to highlight unique or innovative programs that are of interest, though perhaps not the mainstay of activity.

c. What international education admissions prerequisites and graduation requirements exist at your institution (e.g., world history, international economics, foreign languages)?

- d. Do you have a sense, even anecdotally, of how well prepared incoming undergraduates are, in terms of an understanding of global history, international current events, or the impact of global events on their lives, locally?
- e. Describe any efforts underway to include K-12 in your institution's international education work. Both pre-service and in-service teacher development would be relevant, as would outreach activity directly involving K-12 students. Discuss, as relevant, successful programs that might serve as models, and barriers or challenges in this area.
- f. Finally, what recommendations would you make to strengthen international education in Delaware, either in higher education, or in K-12?
-

Appendix D. Resources and Contact Information

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 (New York, NY, www.askasia.org, www.asiasource.org).

Center for Teaching International Relations (CTIR)

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. 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. (Please see also the "Professional Organizations" websites.)

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" websites.)

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 is in Illinois and in the Chicago area. It offers conferences, workshops, classroom resources and lesson plans, and organizes study tours and teacher exchange programs.

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.

International Council of Delaware (ICD)

ICD works to build Delaware's international capacity by supporting international education, arts, culture and tourism in Delaware. Information on the ICD small-grants program, funding-sources CD, and links to international education resources online are listed on their website (www.icdelaware.net).

International Education Week

International Education Week (IEW) is a joint venture of the U.S. Department of Education and the U.S. Department of State. It highlights the importance of preparing Americans for a global environment and the benefits of attracting future leaders from abroad to study, learn and exchange experiences with Americans in our country. Participation in IEW is encouraged by any individuals and organizations interested in international education and exchange, including schools, colleges and universities, local and state agencies, embassies, international organizations, businesses, associations and community organizations. Contact: (202) 401-0430.

National Consortium for Teaching About Asia (NCTA)

This is a multi-year 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 U.C. 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 U.S. 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. Source: Education Commission of the States (www.ecs.org/clearinghouse/39/79/3979.htm).

United Nations Association of the United States (212-907-1300)

The United Nations Association of the United States of America (UNA-USA) is a not-for-profit, nonpartisan organization that supports the work of the United Nations and encourages active civic participation in the most important social and economic issues facing the world today. As the nation's largest grassroots foreign policy organization and the leading center of policy research on the U.N. and global issues, UNA-USA offers Americans the opportunity to connect with issues confronted by the U.N.— from global health and human rights to the spread of democracy, equitable development and international justice. Through its work, UNA-USA educates Americans about the work of the United Nations through programs such as Global Forum and Model United Nations (www.unausa.org).

United Nations Cyberschoolbus

The United Nations Cyberschoolbus was created in 1996 as the online education component of the Global Teaching and Learning Project, whose mission is to promote education about international issues and the United Nations. The Global Teaching and Learning Project produces high quality teaching materials and activities designed for educational use (at primary, intermediate and secondary school levels) and for training teachers. The vision of this Project is to provide exceptional educational resources (both online and in print) to students growing up in a world undergoing increased globalization (www.un.org/Pubs/CyberSchoolBus).



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