

INTRODUCTION

The Governor's Council on International Education is pleased to present this report to Governor James Douglas and the people of Vermont.

In February 2004, Governor Douglas appointed a group of educators, higher education personnel, business representatives, and political leaders to this Council, and asked us to assess the status of international education in Vermont, identify best practices, and make policy recommendations. With appointment of this Council, Vermont joins a national campaign for international studies that has involved more than twenty states.

The Council has studied the overall conditions of education in Vermont and in the country, reviewed existing programs in international education and international exchange in Vermont schools, and considered all elements that would affect international education at the state, supervisory union, school, and classroom levels.

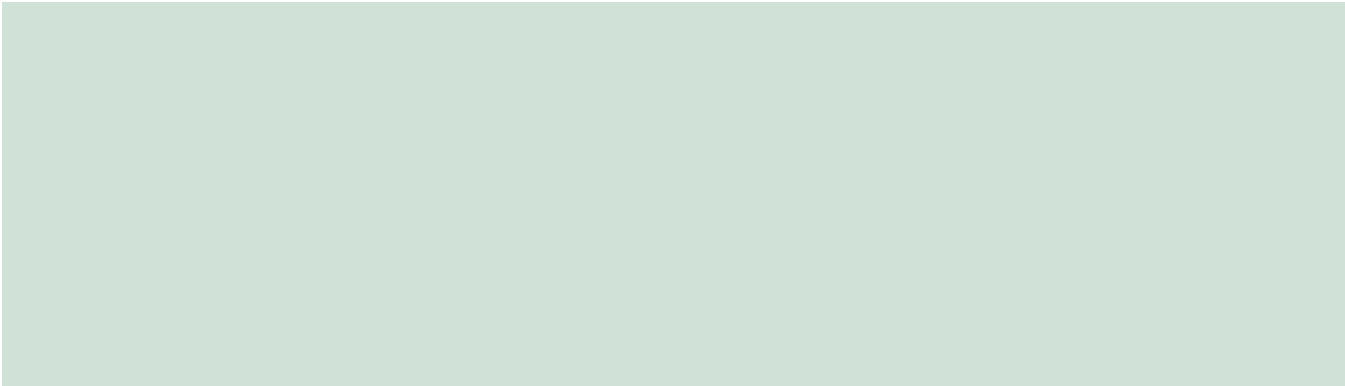
It is clear that technological advancement, economic development, and social change have brought about a new Vermont. Traditional, isolated households, farms, and communities are giving way to increasing interdependence and interaction among people. These changes require a new type of citizen. More and more, Vermonters find themselves

living alongside of, and doing business with, those from other countries and cultures. The coming generations of Vermonters need to learn how to work cooperatively with people from other countries who may have a cultural background far different from their own.

To address this need, the Council has tried to answer these questions: What are ideal conditions for Vermont children to learn about other countries and other cultures? What are the current conditions in schools now? What policies and approaches should be adopted and implemented to enable every Vermont child to study international education effectively?

The Council conducted research in a number of schools to collect information from teachers and educators, and organized focus group meetings throughout the state for the general public to address these same issues. The data collected from both the research and focus group meetings have been analyzed, compiled, and included in this report. To a large extent, this report reflects educators' and the general public's opinions on the actions we need to take to improve international education in Vermont schools.

The Council fully recognizes the achievements in this area made by Vermont educators. Due to their efforts, Vermont is in the nation's



forefront in its attention to international education, particularly in the wealth of connections Vermont students and teachers have made with programs in and about Asia. These accomplishments can provide the foundation for further integration of international studies into the existing school curriculum.

We hope that all Vermonters will find in this report steps they can take as we all work together to enable the children of our state to become responsible, competent, and cooperative citizens of our state, our country, and our world.

THE IMPORTANCE OF INTERNATIONAL EDUCATION IN VERMONT

Americans are becoming increasingly aware of the world beyond the nation's borders. Each year, more business people travel abroad. Many work overseas for extended periods of time. Tourists travel to places once considered remote and exotic. All Americans are directly affected by world events. The future for today's youth is closely tied to the larger world and will demand much of them.

A Global, Interconnected World. It is a truism that the world has become a smaller, more interconnected place. People can reach almost any part of the globe within hours and communicate instantly by telephone, e-mail, and the Internet. Local economies are now inextricably intertwined with those of countries on the other side of the world; no longer can any community, state, or nation thrive unless it takes into account the broader world of international politics, industry, and commerce.

Today's Vermont youth are maturing into a world in which they will inevitably interact in social contexts and workplaces with individuals who have vastly different life experiences. Schools must provide students with the knowledge and backgrounds of differing groups and the skills and attitudes to inquire and learn about the differences they encounter. Only in so doing will today's youth succeed tomorrow.

Although we live in a global society,

individuals with the knowledge, attitudes, and abilities to function in this society are rare. Advances in transportation and technology make it ever easier to communicate with individuals and groups distant from one's place. Yet little has been accomplished to help young people adapt to this new world.

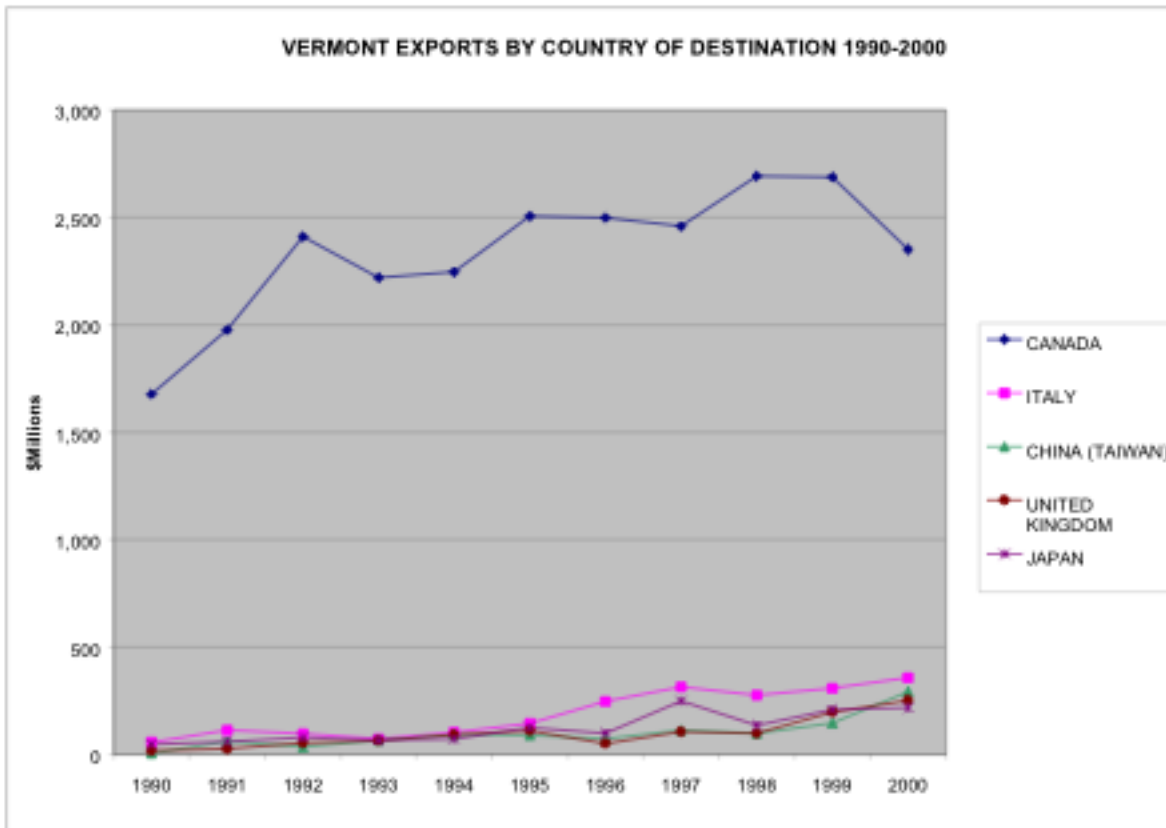
Vermont's youth must be educated to live effectively in a world that has seen dramatic rises in the influence, economic power, and democratic practices in Asian and Eastern European nations, nations comprising the majority of the world's population. Many of today's Vermont youth will take their place in businesses, services, and industries that are global in their reach. The boys and girls leaving the 8th grade in 2004 could find themselves fifteen years from now in Beijing heading up the Vermont office for agricultural exchange, or in Helsinki holding a diplomatic post, or working on an import-export committee in Montpelier, or serving in the military in Africa.

A Society with Multiple Cultures. The ethnic makeup of the nation's population is rapidly changing in large and small communities throughout much of the United States. Projections indicate that by the middle of the 21st century, the groups that now comprise the minority population, taken together, will be the majority with Whites becoming the minority. Much of the growth results from immigra-

tion from Asia, Latin America, and Eastern Europe. Even states like Vermont, Maine, and New Hampshire with their largely White majority populations are experiencing subtle demographic changes. The nation, in the 2000 census, was 75.1% White, Vermont was 96.8% White; the nation was 12.3% Black and Vermont was 0.5%; the nation was 3.6% Asian, Vermont was 0.9%. However, ten years

previously in 1990, Vermont's population was .003% Black and .004% Asian. Change, small though it may be, is occurring.

Vermont's Changing Economy. Vermont's economy is intimately tied to the growth of the global economy. For example, in 2003 Vermont exports to Taiwan exceeded \$400 million, up from \$315 million in 2002. Trade between the United States and China is con-



Source: Vermont Exports 2000. (2000). Massachusetts Institute for Social and Economic Research, University of Massachusetts Amherst. A Project of the Council of State Governments/ Eastern Regional Conference Eastern Trade Council.

stantly on the rise. In 1997, the US exported \$12.8 billion in goods while in 2002 it exported \$28.4 billion; in 1997 the US imported \$65.8 billion in goods and in 2003 it imported \$163.3 billion in goods. While the discrepancy between exports and imports is huge, thus contributing heavily to the US trade deficit, the figures indicate the magnitude of economic activity between the two countries.

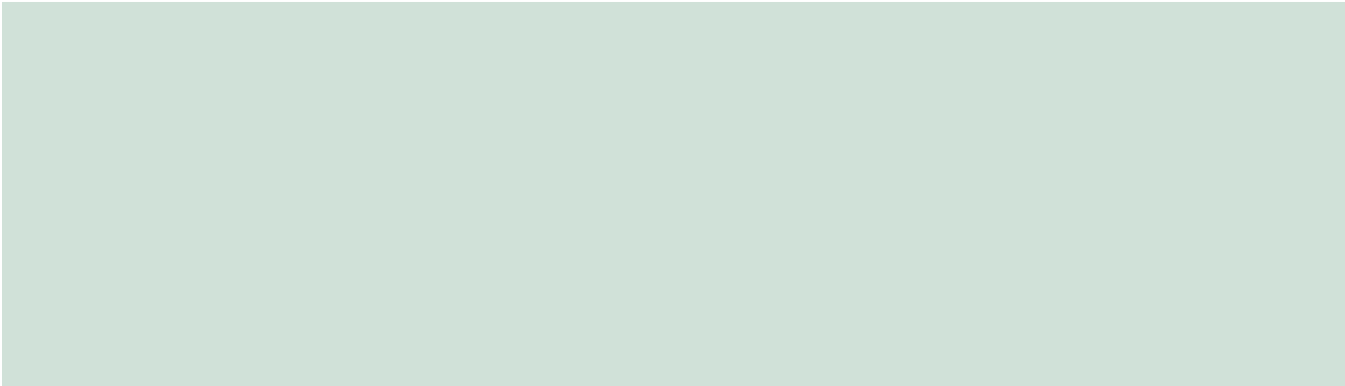
The level of economic activity has powerful implications for Vermont's economy. Among the exports from Vermont are included small tools, environmental technology equipment, food products like Green Mountain coffee, and technology from IBM. This level of activity and its expected continued growth underscore the need for a highly trained and well-educated workforce.

Preparing Vermont Students for the Future. What do we want current students and the thousands of others who will follow them to know and be able to do, and why? Ignorance about foreign countries, their peoples and cultures is dangerous. Simple matters such as when to sit and when to stand, how to greet strangers, how and what to eat become communicative barriers when errors occur in such basic protocol. On a grander level, the four last decades that have included wars in Asia and Africa have shown huge gaps in knowledge about the beliefs and practices of other nations. Both our military and our politicians have shown a lamentable lack of knowledge

about the people with whom they engage. For most Americans, the knowledge gap may be even larger. Much of the responsibility for educating young people about interacting with those from other cultures and nations belongs to the schools. Sources of knowledge and understanding lie in studies in international education.

Knowledge, understanding, and experience are important in teaching youth about other cultures and nations. For example, teachers can spend much time and energy in teaching students about China and in building their knowledge base. But they must also help themselves and their students to recognize that the attitudes they take toward learning about a new culture must continue to be part of their approach as they encounter individuals from many different nations and cultures. Schools and teachers must inculcate in students the attitudes of inquiry and tolerance about the new and different. Whenever possible, students should travel abroad to acquire experiential knowledge of another culture.

For some, the emerging global society makes it easier to stress the commonalities of the human condition around the world. For others, it makes it possible to understand better the differences in people around the world. Studies in international education should enable students to understand and act upon both these conditions.



International education should teach that there are commonalities among most peoples of the world, such as the needs for food and shelter, feelings about family, concerns about survival. It should also stress that differences exist in beliefs about possible deities, about what is beautiful and what is ugly, about death, about marriage. These understandings will only enrich the experiences of today's youth as they emerge into their adult lives.

Vermonters have a long history of wanting strong education for their children. The story of education in Vermont is writ large with narratives of intense citizen involvement in

education. The accomplishments of Vermont's young in academic progress and success are evident.

The 21st century world poses new, vital problems for education in Vermont that go beyond the important mastery of literacy and numeracy skills. Education must prepare students to be citizens of the world, citizens knowledgeable about other nations and cultures and capable of working with individuals and groups from these nations and cultures, knowledgeable and capable because of effective instruction in geography, history, economics, culture, arts, and language of other cultures.

CURRENT CONDITIONS OF INTERNATIONAL EDUCATION IN VERMONT

What are the current conditions of international education in Vermont today? In some ways, Vermont is far ahead of other parts of the country in the opportunities it provides for students to study about and visit other countries, particularly Asian countries. In other ways, however, Vermont is like most of the United States. It lacks a well-articulated set of policies, sufficient resources, and a comprehensive curriculum to assure that all Vermont students become knowledgeable about world cultures.

Current Programs on International Education in Vermont. Vermont has had an unusually rich number of programs that have provided opportunities for administrators, teachers, and students to visit China and other Asian countries, due in large part to funding from the Freeman Foundation and the efforts of the Asian Studies Outreach Program (ASOP), an outreach program sponsored by the University of Vermont. As a result of those efforts, several school districts have developed rich curricula focusing on international education with special emphasis on Asia. There are school-based coordinators to support international education development in schools. ASOP conducts conferences and meetings to disseminate knowledge and information. These efforts are described in some detail in the next section of this report, *Highlights of International Education Programs in Vermont Schools*.

Foreign Language Study. Extended commercial, cultural, and political activities between countries argue for the need for more bilingual workers, individuals who can move easily in conversation from one language to another. Students in other countries are often required to study English, starting early in elementary school years. Early foreign language study is rare in the United States. Some elementary schools offer foreign language, but almost none require foreign language as part of the curriculum. Thus while Americans are struck by the numbers of people from other countries who speak English fluently, foreign visitors are struck with how few people in the United States speak a language other than English.

If Vermont's youth are to grow into successful workers in the global economy, they must become informed and sensitive to the cultures and traditions of other nations. There is near universal agreement among scholars that the best way to become knowledgeable about the culture and mores of a country is through knowledge of its language. The present prospects for Vermonters acquiring that skill are dim indeed.

Nationally, only 14.6% of students in grades 7 and 8 study any foreign language; 43.8% in grades 9 through 12; and 33.8% in grades 7 through 12. Vermont's percentages are better but still not very powerful: 29.9% in

Table 1
Modern Language Association Data on Foreign Language Enrollments in US Higher Education Institutions, 1998 and 2002

Table 1a
 Fall 1998 and 2002 Foreign Language Enrollments in United States Institutions of Higher Education (Languages in Descending Order of 2002 Totals)

Language	1998	2002	Percentage Change
Spanish	656,590	746,267	13.7
French	199,064	201,979	1.5
German	89,020	91,100	2.3
Italian	49,287	63,899	29.6
American Sign Language	11,420	60,781	432.2
Japanese	43,141	52,238	21.1
Chinese	28,456	34,153	20.0
Latin	26,145	29,841	14.1
Russian	23,791	23,921	0.5
Ancient Greek	16,402	20,376	24.2
Biblical Hebrew	9,099	14,183	55.9
Arabic	5,505	10,584	92.3
Modern Hebrew	6,734	8,619	28.0
Portuguese	6,926	8,385	21.1
Korean	4,479	5,211	16.3
Other languages	17,771	25,716	44.7
Total	1,193,830	1,397,253	17.0

Source: Modern Language Association. (2002). *Foreign Language Enrollments in United States Institutions of Higher Education, Fall 2002*. Available on-line: <http://www.mla.org>.

grades 7 and 8; 56.1% in grades 9 through 12; and 47.3% in grades 7 through 12. Neither the percentages at the national nor the Vermont level suggest that students are achieving mastery. (Draper & Hicks, 2002) In Fall 2000, 19 states reported that the number of students taking a foreign language in grades k-6 dropped from 6.4% in 1994 to 5% in 2000. (*ECS Policy Brief, International Education, 2001*).

Reports of foreign language at the university level are somewhat more encouraging. A 2002 survey conducted by the Modern Language Association (MLA) found that “more students are studying foreign languages than ever before and that the variety of languages being taught is greater than ever before.” (Modern Language Association, available online at www.mla.org) The MLA reports that in 2002 over 760,000 students were studying Spanish and over 200,000 were studying French. Only slightly more than 52,000 were studying Japanese and slightly more than 34,000 were studying Chinese. One can only speculate at this point as to the numbers who became fluent in either language. These data suggest that as a nation we are far from reaching the communication levels necessary for genuine communication between cultures.

International Education and Vermont Teacher Education. Teachers possessing sound knowledge are requisite for effective

instruction in international education. Although international education is relevant to all academic disciplines, the subjects in which it is most likely to occur are language arts/English and social studies/history. We examined teacher certification requirements for several states and found no requirements for specific studies in Asian, African, Middle Eastern or South American history, culture, or the arts except in highly specialized academic majors. It is rare that any state certification requirements include mandatory course work in specific areas of world history or literature for initial certification. Requirements are often in vague, more general terms. For example, the Vermont Department of Education in remarking on the historical knowledge necessary for certification in history states, “History — multiple perspectives in significant eras, developments, and turning points in ancient and modern history; causes and effects in human society; forces of historical and cultural continuity and change.” (Vermont Department of Education, *Licensing Endorsements*, p. A-84) The English requirement includes the statement that English teachers should know and understand “A wide variety of quality, age-appropriate literature and non-print media . . . across genres, eras, cultures, and subcultures.” Certification for elementary school teachers requires World and American history courses.

In 2002, the Education Commission of the States recommended that preservice teacher education requirements include coursework in foreign languages, geography, and writing for all teachers, whether elementary or secondary, and in all subject specializations. The Commission also recommended that states establish geography subject-area endorsements at all k-12 levels and elementary-level foreign language endorsements (Downey, September, 2002).

The present likelihood that those in teacher preparation programs in colleges and universities will have specific instruction in international education is remote, given the current certification requirements. Thus, barring changes, the cadre of teachers currently being prepared will come to the schools unprepared to provide much in the way of international education.

Many current teachers in Vermont schools are providing instruction in international education. When the researchers asked teachers how they acquired the knowledge necessary to provide this instruction, they generally responded that they had acquired it through workshops, individualized reading and study, and travel. Only the two administrators who had majored in international studies as undergraduates had any specific undergraduate preparation. Although the administrators were

not teaching any classes, their background may have helped them be supportive of teacher growth in international studies.

Vermont educators are similar to their counterparts in Michigan where “incentives to teach about Asia rest solely on the individual teachers and their interests in the subject area . . . Upon leaving the university, many teachers indicated that their professional training did not require or encourage the inclusion of Asian-related courses.” (*Report and Recommendations of the Michigan Commission on Asia in the Schools*, 2002, p. 20)

Vermont could move to the forefront of states providing superior teacher preparation by requiring all prospective teachers in social studies/history to have some preparation in international studies. The National Board for Professional Teaching Standards (NBPTS) believes that proficiency in Asian studies is necessary for effective social studies instruction. NBPTS recommends knowledge only of civilizations in Asia prior to 1000 BC. The Asia Society 2001 report *Asia in the Schools* includes the specific recommendation to “Institute a world history requirement for teacher certification and licensing and make teacher certification tests more reflective of world history by including the history of Asia and other parts of the world not just the US and Europe.” (p. 58)

Yet, however much initial teacher preparation may change to reflect a broader knowledge base of the wider world than current graduates possess, the net result in the schools will be limited because of the relatively small number of new teachers in the system each year. The larger teacher education issues rest with the current population of teachers, at least half of whom will be in the schools for the next decade. The recommendations section of this report contains some specific steps that may effect change in the current situation.

It is not only curriculum change that will help teacher education students become more proficient in international education. Teacher education students are among the undergraduates least likely to travel abroad while in school. Changes in student teaching or intern teaching assignments whereby prospective teachers could obtain credit by fulfilling the requirements overseas could facilitate their knowledge and expand their experiential base.

There are numerous organizations, groups, and individuals whose work can provide useful suggestions and insights that might help Vermont in its continuing efforts to improve in International Education. One such group is the American Forum for Global Education with its mission ‘to educate United States citizens for responsible participation in our communities, our nation and our interdependent world.’”

One of its Occasional Papers is a *Global Education Checklist*, a self-assessment tool to determine how successful state and local efforts are. The following sample items show how useful this checklist could be for Vermont.

- Are students studying a global issue in depth over a long period of time?
- Do students know and understand how cultures are affected by geography and history?
- Do students know how to examine the common and diverse cultural points of other cultures?
- Does your state have a policy of promoting global literacy among the teacher training institutions that you certify, i.e., learning about other cultures and languages, world history and geography, global connections and global issues?

The preceding are but four of the more than one hundred checklist items that provide the opportunity for a thorough assessment of current conditions and future needs. The entire checklist can be accessed on-line at <http://www.globaled.org/guidelines>.

HIGHLIGHTS OF INTERNATIONAL EDUCATION PROGRAMS IN VERMONT SCHOOLS

Vermont has many outstanding and innovative efforts promoting international education, particularly focusing on Asian countries and cultures. This section highlights a few of those efforts.

Asian Studies Outreach Program

The Asian Studies Outreach Program (ASOP) is a nonprofit organization promoting teaching and learning about Asia in Vermont schools. With funding from the Freeman Foundation and the US-Japan Foundation and sponsored by the University of Vermont, ASOP provides comprehensive services and programs for teachers, school administrators, and students.

ASOP endeavors to introduce Asia into all Vermont schools, public and private, kindergarten through twelfth grade. The statewide program is based on partnerships between ASOP and Vermont schools, the State Department of Education, various Vermont professional groups, and other states.

ASOP is a rich curricular and materials resource for the state. Teachers and schools may make free use of a vast collection of materials and curriculum guides housed at the ASOP offices at the University of Vermont.

Since 1994 ASOP, with the support of the foundations, has sponsored the overseas travel of 633 Vermonters, including 415 teachers and

151 administrators. The vast majority has traveled to China for periods ranging from one to three weeks. Upon return from their travels, the educators attempt to implement various curricular changes promoting the study of Asia in their schools.

Examples of Effective International Education in Vermont Schools

Some Vermont schools have developed effective programs in international education. Between October 2003 and March 2004, the researchers visited 21 educational institutions and interviewed 56 educators. Descriptions of several programs and individuals follow.

Team Teaching about Asia. At Colchester Middle School, social studies teachers Bill Rich and Brad Blanchette are team teaching courses in which international education is the major emphasis. The teachers have developed a number of excellent curricular approaches, much of which is available in printed materials as well as on line (<http://www.vitalearn.org/cms/teams/>). These teachers exemplify cooperative instruction. They rewrote their curriculum to emphasize the Far East. In so doing, they have demonstrated how curricula change can occur by integrating international content into the existing curriculum.

Teaching Through the Arts. The program at Whitingham Middle-Senior High School

with its strong emphasis on the arts provides students with varied ways of looking at the world and themselves. The cooperative relations among faculty colleagues help to promote broader understanding of different cultures. Their district-wide efforts at curricular reform offer the opportunity for significant change and inclusion of wider concerns about the world. Their use of technology to involve students in preplanning for their trips to China is outstanding.

Lisa Brooks, Art Teacher at Whitingham High School, is a world traveler who makes maximum use of her travels and incorporates many artifacts in her classroom. In spring 2004, she taught a course for those preparing to go to China later in the spring. She and her colleagues have developed a powerful Web site detailing the work of the program and documenting the spring trip (<http://www.aacexchange.org>). Students prepared presentations of materials for the Web site and developed a time line of history to compare with that developed by Chinese students on their visit. Lisa's work embodies the power of art to teach about various cultures. Her room is replete with many reminders of her various travels to many countries, with student work illustrating aspects of different cultures, and artifacts of many cultures. Lisa's approach is illustrative of the principles stated in the Frameworks Report: "One way to make these lessons even more powerful is to use visuals

that 'connect the dots' — not just maps of countries, but globes that show weather patterns across geographic areas, a series of art works that treat a single theme like home or family." (Bales, p. 14)

Program Sharing, Strong Curriculum, and Community Outreach. Tom Conner, social studies teacher and Coordinator for Journey East at Leland and Grey School, and Steven John, Middle School Principal, have extensive travel experience and strong commitment to International studies (<http://www.wcsu.k12.vt.us/~lguhs/je/>). The Journey East program is known throughout the state. Students visit several schools annually and give a presentation that effectively illustrates the development in the arts and cultural appreciation that the school has promoted. Tom, a veteran teacher who has had two terms of service at the school, became enamored with China after his first trip several years ago and returned with a commitment to promote cooperation between Chinese and Vermont schools.

Leland and Grey's East-West Studies program links attainment of traditional academic skills such as well-organized writing and comprehending a wide range of text and materials. Program standards stress the understanding of varied political systems, religious traditions and philosophies, and diverse communities. Success in the program provides students with a cultural perspective enabling

them to encounter new cultures and traditions. Hence, they can become effective student ambassadors in their foreign travels and forays into Vermont schools.

Leland and Grey School has clearly worked to have community involvement in the various aspects of International studies/Asian studies at the school. Tom runs a film program to which community members are invited. Students give presentations after their return from a month-long stay in China. There is also commitment to other communities evident in the travels and presentations of Journey East students during the school year.

Foreign Language Study. Some schools in Vermont offer excellent foreign language programs. For example, Brattleboro Union High School (BUHS) offers students a range of courses and opportunities to acquire foreign language proficiency and cultural knowledge. BUHS provides six courses in German, French, and Spanish as well as four in Latin. BUHS language courses were among the first in the country organized according to the American Council for Teaching of Foreign Languages proficiency standards.

In all BUHS language courses, students actively speak and listen, read and write, and use realistic materials from the Internet, films, and music. Vocabulary and structure mastery are taught as necessities for communication, not as discrete matters. Many native speakers,

both local residents and visitors from abroad, visit BUHS language courses. Furthermore, BUHS offers opportunities for students to experience the culture of the language they are studying. For example, home stays in Germany and Costa Rica are available every two years; students studying French can spend time in Quebec or participate in a student exchange program with Geneva, Switzerland.

Small School Success. A very small school, the Canaan School has a rich cadre of teachers and administrators who have traveled to the Far East. School administrators have been to China and are extraordinarily enthusiastic about their experiences and offer strong evidence of support for others to travel as well. Eugene Reid, the industrial arts teacher, has been to Japan where he studied the characteristics of Japanese construction. Tom Mays, the technical coordinator, has a vast collection of Internet materials on China in particular and the world in general (http://www.canaanschools.org/Staff/topic_C.htm#Top). His expertise needs a wider audience. The school is an excellent example of how small need not mean restrictive. The Canaan School is remarkable for its commitment to faculty and student involvement in international education.

Teacher Exchanges. Several Vermont schools have participated in exchange programs. For example, the Black River High

School (Ludlow, Vermont) – Collège Breárt (Macon, France) Student Exchange, now completing its seventh year, has involved more than 500 Vermonters and Maconnais — students, families, and community members. The exchange is the creation of Sylvie Barbou Bouchacourt, an English teacher at Collège Breárt, and Bill Reed, French teacher at BRHS, and grew out of a Fulbright Teacher Exchange year in 1995-1996, when Barbou Bouchacourt and Reed exchanged homes and teaching assignments.

Each year a group from one town visits the other, staying with families, attending classes, and going on local outings. The French take the Vermonters to historical places, bowling, and swimming. The French, when they visit, go skiing, hot tubbing, and travel to Boston. Each stay ends with a huge pot luck supper.

Almost without exception, the Ludlow students have never previously traveled abroad; many have not been to Boston, and the majority have never been in an airplane. It is a remarkable experience for a rural Vermont teenager to discover himself or herself inserted in a foreign culture at the family level. To prepare for the exchange, students on both sides of the Atlantic e-mail each other (in the other's language); read the local paper on-line; make books entitled "My Life" (Ma Vie), filled with details, photos and "realia" and bound in art class; and raise enough money make the journey affordable to all.

Administrative Leadership. Carol Pickett, principal of Castleton Elementary School is deeply committed to international education. While principal in her previous school, she went to China but prior to going insisted that a couple of teachers and a board member go as well. Now she is principal of a school where she is the only one who has traveled abroad to Asia. She has used her travel to enrich the school and to inspire teachers for future travel. While recognizing the difficulties in getting young teachers to take the plunge, she is determined to have things happen. The school is rich in possibilities for international education. Carol has placed many pictures and artifacts of her travels on display on the 3rd floor. In Fall 2003, she co-taught with a 3rd grade teacher and exposed the students to her China materials. She taught students to count in Chinese from 1 to 10. They made maps, did some cooking, viewed the movie *Big Bird Goes to China*. In one hallway of the school there is a map of the Middle East on one wall on which students keep track of where individuals from the area are serving in Iraq and Kuwait.

Sally Newton, Principal, Windham Elementary School, became interested in China because of yearlong visits from Asian teachers to the schools. She participated in a 3-week visit in 2002 and cited importance of being with a good group of supportive people. She

had done units on China in the classroom before she visited China, an illustration of her commitment to International studies/Asian studies. In China she focused on minorities and teaches about minorities in China to dispel the common notion that all Chinese are alike; she tries to show how environment affects culture, food, language, clothing, abacus, music, dancing. Sally's students did a relief map of China including rivers, mountains, the Great Wall, and panda habitats. She taught students about Chinese numbers and had them write them.

Individual Teachers. Not all the outstanding teachers have traveled abroad. Casey Deane, a Whitingham High School social studies teacher, is a powerful example of a teacher who has not been abroad but who assiduously stresses international education. He invites teachers from abroad into his class, builds on what the teachers who go abroad bring back, is involved in district-wide curriculum development in social studies stressing international education, and is generally assiduous in seeking knowledge and new understandings for himself. His first preparation was that of an elementary teacher and he taught elementary schools students before teaching secondary school students. He displays a rich understanding of how to present complex material to students at various levels of intellectual development, a characteristic

perhaps accounted for by his elementary experience that taught him much about human development.

International Teacher Exchanges. Several Vermont school districts have benefitted from the talents and perspectives of teachers from other countries who work in Vermont schools as visiting teachers. For example, Wang Yali, a teacher from China, was a visiting teacher at Otter Valley High School. During the spring 2004 semester, she taught seven middle schoolers language lessons in Chinese. The students learned a number of words and phrases in Chinese and discussed many aspects of daily Chinese life. Her rapport with the students was superb.

Wang Yali would appear to be an ideal candidate for a teacher exchange. Deeply interested in learning about American culture and education, she took advantage of every opportunity to learn and grow. She had excellent experiences with host teachers. Her English is excellent. She indicated a great sensitivity to understanding herself and the students at Otter Valley. One day, she shared two poems with them, one by an American poet and one by a Chinese poet. Both dealt with homesickness.

The preceding are examples of the excellent practitioners and practices. There are many others that further demonstrate how change is occurring in what students are learning.

COUNCIL RECOMMENDATIONS

Vermont schools are well positioned to advance the place of international education, since many schools and numerous teachers offer a variety of opportunities for students to learn about different cultures and peoples. However, while the situation is good, much remains to be done.

The Council has reviewed the overall condition of education in Vermont as well as the data collected from focus group meetings and interviews with educators. After discussion and review, the Council recommends the following actions to be taken by Vermont educators, school districts, higher education institutions, political and business leaders, government agencies, professional organizations, community members, and all Vermont people to further promote international education in the state of Vermont.

For its recommendations, the Council defines international education as the study of geography, history, economics, culture, arts, and languages of other world regions, and the integration of the above content areas with the existing curriculum offerings.

In the following recommendations, the Council calls for actions by Vermont educators, school districts, higher education institutions, political and business leaders, government agencies, professional organizations, community members, and all Vermont people in finding the best possible ways and means to enable the younger generation of the state to understand the world in which we live.

Curriculum Development and Enhancement

The Council believes that the knowledge, skills, and dispositions of international education are essential elements of an effective education and that the goals of international education are consistent with the Vermont Framework and can be addressed within the Framework's goals and expectations. To be effective, international education must be infused into all levels of the curriculum. The Council also believes knowledge of Non-Native Languages and cultures is essential to the study of international education and that all Vermont students should have access to the study of Non-Native languages and cultures throughout their schooling.

To accomplish these outcomes, the Council recommends the following actions:

- The **State Department of Education** should support the infusion of international education into all aspects of the curriculum by assuring its inclusion in future revisions of the Vermont Frameworks and Grade Level Expectations documents. As the Vermont Framework is revised, the SDE should ensure that people knowledgeable about international education participate in the process.
- The **State Department of Education** should encourage schools to include international education in their Action Plans.
- The **State Department of Education** should develop a long-range plan to help schools meet the requirements in the Vermont Standards and Grade Level Expectations for Non-Native languages.
- The **State Department of Education** should encourage and support instruction in Non-Native languages and cultures at all levels of schooling and provide state support for program development, including pilot programs for Non-Native languages in elementary schools.
- **Local School Districts** should collaborate with one another to share limited resources available for the teaching of Non-Native languages.
- **Local School Districts** should review all of their curricula to assure that international education is infused in all areas of study and describe their approaches to international education in their annual Action Plans.
- **Local School Districts** should enhance the study of world geography at all levels of the curriculum.

Initial Teacher Preparation and Licensure

The Council believes the initial preparation of teachers should include in-depth study of international education issues and topics, including the study of Non-Native languages. State policies and procedures for initial teacher licensure should increase the number of teachers well-educated in Non-Native languages and cultures and facilitate the licensure of qualified nontraditional teachers.

To accomplish this outcome, the Council recommends the following actions:

- The **State Department of Education** should streamline the process for reviewing transcripts from foreign higher education institutions and coordinate the review process with visa requirements to better enable foreign-born, native speakers to teach in Vermont schools.
- **Higher Education Institutions** should ensure that all students graduating from their teacher education programs have coursework or experiential knowledge of other cultures.
- **Higher Education Institutions** should review their teacher education programs to assess the extent to which the programs address the Vermont Standards and Grade Level Expectations relative to international education. Where programs fall short of the expectations, the institutions should revise the programs.
- **Higher Education Institutions** should develop relationships and exchange networks with other institutions of higher education that offer endorsements in less frequently taught languages, such as Chinese, Arabic, and Russian.
- **Local School Districts**, in cooperation with **Higher Education Institutions**, should identify teachers committed to and knowledgeable about international education to serve as cooperating teachers and mentors for first-year teachers and student teachers.
- **Local School Districts** should develop partnerships and other creative arrangements such as shared faculty or Internet-based programs to offer Non-Native language in elementary schools.
- **Vermont Standards Board for Professional Educators** should establish a process for teacher candidates to receive credit for student teaching in other countries.

Professional Development

The Council believes that the current cadre of teachers must continually increase their content and experiential knowledge of international education and develop the instructional skills to enable students to acquire knowledge and understanding of the world and its diversity.

To accomplish these outcomes, the Council recommends the following actions:

- The **State Department of Education, Local School Districts, Professional Education Associations, and Higher Education Institutions** should individually and collaboratively sponsor professional meetings and workshops that promote increased knowledge and curriculum development related to international education.
- The **State Department of Education** should grant professional development credit for overseas travel as part of current teachers' professional development.
- The **State Department of Education** should promote the distribution of materials from such professional organizations as the Vermont Geographical Alliance, the American Forum for Global Education, and the Modern Language Association.
- **Local School Districts** should encourage teachers to participate in courses, workshops, and travel to enhance their knowledge of international education as part of their ongoing professional development.
- **Local School Districts** should capitalize on the experiences of their educators who travel abroad by developing opportunities for them to communicate their experiences with students, other faculty, and the community.
- **Higher Education Institutions** and **Local School Districts** should collaborate to identify and make more effective use of higher education resources such as faculty with expertise in international studies, visiting foreign students and scholars, and special programs.

- **Higher Education Institutions** should identify existing scholarships and sponsor, support, and disseminate additional research on how other nations teach students about the world.

Enhancement through Technology

The Council believes that technology is a unique opportunity for Vermont schools to provide rich opportunities for students to learn about the world and interact with students around the world. Vermont policies and practices at the state and local level should maximize the possibilities for sharing of practices, knowledge, and methodologies through the use and support of existing and developing technology in the schools.

To accomplish these outcomes, the Council recommends the following actions:

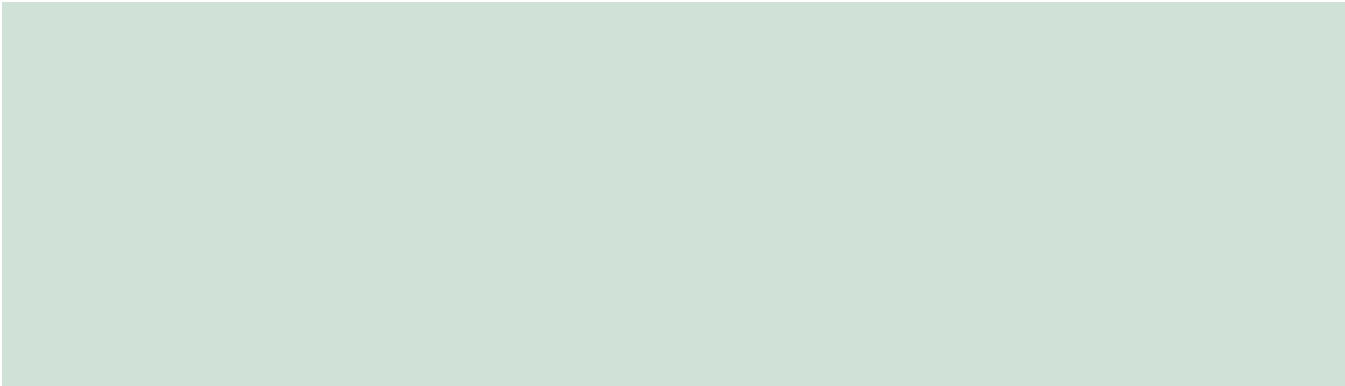
- The **State Department of Education** should disseminate information about Web sites related to international education, particularly those developed by Vermont schools.
- The **State Department of Education** and **Local School Districts** in cooperation with the University of Vermont and the Asian Studies Outreach Program (ASOP) should establish a web site for teachers, students, and administrators to communicate about international education knowledge, teaching strategies and practices, experiential opportunities, and methodologies.
- **Local School Districts** should ensure that all technology in the schools is in excellent condition so that educators and students can participate in virtual coursework through the Interactive Learning Network and take advantage of other Internet learning experiences.
- **Local School Districts** should document accomplishments in international education through local Web sites, newspapers and other media, and presentations to professional groups and community organizations.

State Leadership and Community Support

The Council believes the active support and involvement of political, business, and community leaders is critical to success in international education. These leaders can promote broader citizen support and help marshal the necessary resources for international education to be successful in all Vermont schools.

To accomplish this outcome, the Council recommends the following actions:

- The **State Department of Education** should establish a working committee to assess progress in the development of international education in all Vermont schools; **Local School Districts** should establish committees to assess progress in their schools.
- **Political, Business, and Community Leaders** should publicly state the importance of international education in Vermont schools and its effect on Vermont life.
- **Political, Business, and Community Leaders** and **Local School Districts** should develop a speakers' bureau so that local school districts can take advantage of the experiences of the many individuals who travel overseas, conduct international business, and sponsor international visitors.
- **Local School Districts** should take advantage of all opportunities to promote international education that business and professional organizations might provide.
- **Local School Districts** should invite political, business, and community leaders to participate in overseas travel, international education workshops, conferences, and instructional opportunities.
- **Local School Districts** should build community support for curriculum change and enhancement related to international education.
- **Local School Districts** should sponsor meetings of individuals from the diverse ethnic groups in the community to incorporate their knowledge, experience, and perspectives into the curriculum.



The world is rapidly changing. A global village is taking shape as the people in many other countries are moving toward economic development and maintenance of peace. As community members of this village, our students must know what is happening in their neighbors' homes, how their neighbors express themselves, what their neighbors can do to improve life quality, and why their neighbors do things in certain ways. Our students need this knowledge and understanding in order to survive and succeed in the global village.

International education must be on the agenda of schools, businesses, government agencies, and communities, for the future of our children, and for the prosperity of our state.

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APPENDIX A

BIOGRAPHIES OF THE MEMBERS OF THE COUNCIL ON INTERNATIONAL EDUCATION

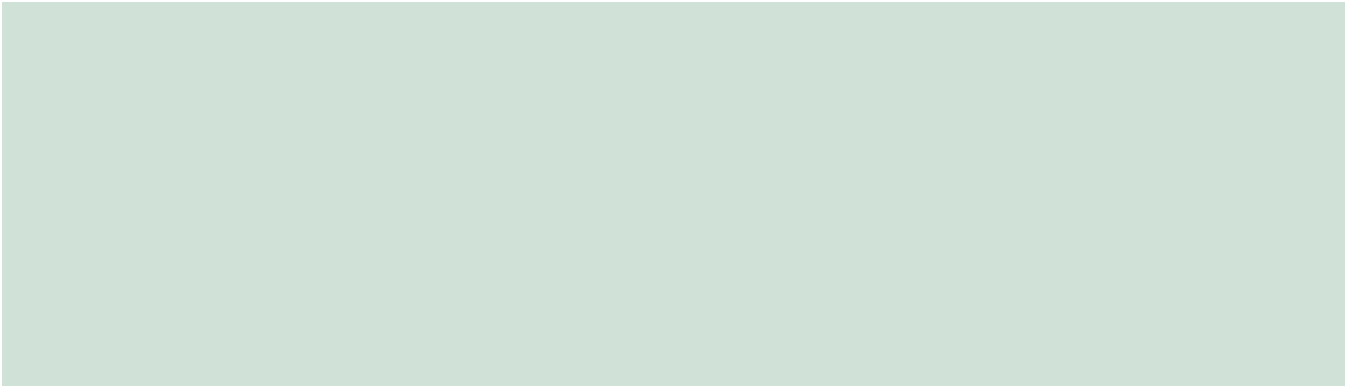
Council Members

Lisa Cox (Council Chair), Vice Chair of the Vermont State Board of Education; Chair of Brattleboro Town School Board; has taught classical languages and literature at The Putney School, Boston University, and Bard College; has presented and published numerous articles on Greek and Latin poetry; and has served as member of National Association of State Boards of Education study group that produced “The Complete Curriculum: Ensuring a Place for the Arts and Foreign Languages in America’s Schools.”

Juefei Wang (Council Executive Director), Director of the Asian Studies Outreach Program, the University of Vermont; assisted in initiating and managing the China Project in Vermont in the 1980s; initiated and designed the Vermont State-wide Program for Asian Studies in Schools in 1997; managed the State-wide Program from its beginning; designed and managed various in-state and overseas programs for educators and students to study Asian cultures; and raised funds to support teaching about Asia in Vermont schools from the Freeman Foundation, the US-Japan Foundation and other sources.

Carolyn Whitney Branagan, Representative of Franklin-1 district in the Vermont State Legislature, Clerk of the House Education Committee, and Co-chair of the Vermont Legislative Women’s Caucus; graduated from the University of Vermont; was teacher and elementary school principal; served on the Georgia School Board for 10 years, seven as chairperson; was Georgia town moderator; has served as Chair and member of the Board of Trustees for the Vermont Maple Festival Committee, treasurer of Martha’s Kitchen (Franklin County’s only free soup kitchen), and is a current member of the Franklin County Home Health Association Board; serves as chairperson of the Franklin County Republican Party.

Maggie Cassidy, Teacher of Foreign Language, Brattleboro Union High School (BUHS); has taught French for 32 years, organized the 25-year-old BUHS Swiss Exchange, and supervised



many teacher interns; has worked as the Associate Director of the Teacher Knowledge Project at the School for International Training for five years to train mentor teachers and facilitators of teacher inquiry groups in Vermont, San Francisco, and Madison, Wisconsin.

Sharon Corologos, Teacher of Richmond Elementary School; participated in the U.S.-Japan Foundation Study Tour of the Five College Center for East Asian Studies; created a handbook on teaching Japanese culture to Vermont schoolchildren; teaches students about Asian culture; has taught students who have danced, sung, or exhibited at the statewide Japan-America Society's Matsuri event; co-led a teacher-parent Asian theme book club; has mentored Asian teachers in their yearlong visits in Vermont; has attended and presented at Asian culture workshops and assisted as co-leader for ASOP's Institute in Japan for Vermont teachers; led the Institute in Japan in 2004; involved her students in a Web page and e-mail project with a school in Tottori, Japan.

James Cramer, President of World Learning and The School for International Training in Brattleboro, Vermont; serves on the American Council of Education's International Education Committee; conducted teaching and held administrative responsibilities in educational institutions in Japan and East Asia for a decade, and taught in Germany, Italy and Turkey with the University of Maryland University College; and is the UMUC's founder and director of its Institute for Global Management.

Brian E. Dubie, Lieutenant Governor, State of Vermont (2003-present); served on Essex Junction School Board, 1995 – 2000 and as Chair 1996 – 2000, and as School District Moderator since 2000; appointed to chair Governor's Homeland Security Advisory Council, February 2003; appointed as Governor's liaison for International Relations, has launched multi-lateral partnerships with Canada and the Province of Quebec, with Shanghai, Hong Kong and Taiwan, and with Cuba; launched the Vermont-based Green Valley initiative to develop, teach and market cutting-edge answers to the world's environmental challenges; serves on the Executive Boards of the American Aerospace States Association, the National Lieutenant Governors' Association, the

Green Mountain Chapter of the Boy Scouts of America, the Governor's Council on International Education and Vermont State Board of National Forests; and is recipient of New England/Canada Business Council's Annual Leadership Award.

Dan French, Superintendent, Essex North Supervisory Union, former Korean Linguist with the US Army, and former Principal of Canaan Schools for 7 years; participated in the 2000 Sino-American Seminar for Educational Leaders sponsored by ASOP held in Hohhot, Inner Mongolia, organized distance learning opportunities for students and community members to study Asian languages, secured grant funding to send students and 20% of the schools' staff to travel and study in Asia, and hosted visiting Chinese teachers for yearlong celebration of Chinese culture.

Renny Harrigan, Associate Academic Dean, Castleton State College; taught for 10 years in Wisconsin; initiated an intensive Japanese and Chinese language program as part of an Asian studies major and introduced intensive language teaching in several other foreign languages at Wheaton College (MA); and served first as Director of faculty Development and then as the Director of International Programs at Lesley University in Cambridge, MA until summer 2003.

Peter Herman, Management Consultant, member of the Union 36/Waits River Valley School Board, chairs of the Orange East Supervisory Union Board, Second Vice President of the Vermont School Boards Association and senior consultant at Arthur D. Little Inc., from 1984-2000; specialized in consulting for educational institutions; served as advisor to the House Appropriations Committee of the Vermont Legislature, 1978-1982 and Director of Operations, Vermont Department of Budget and Management, 1977-78.

Brian Nelligan, Chair of the Social Studies Department, Essex High School, and Director of the Governor's Institute on Asian Cultures (GIAC) in Vermont and Director of GIAC in China; assisted in designing of both GIAC programs; visited China many times; and participated in the Vermont team at the States Institute for International Education for 2002 and 2003.

E. Lauck Parke, Vice President, the University of Vermont and Professor of Business Management; conducted consultation work in involving issues of leadership, organizational development and management of strategic organizational change in organizations such as Aquatec Environmental Testing, the Colchester School System, Howard Mental Health Services, IBM, the Mount Mansfield Co., and the Visiting Nurses Association; taught "Management and Machiavelli" addressing issues of power and conflict in organizational life; won the University's highest award for excellence in teaching and nominated for the Carnegie Foundation Outstanding Faculty Award in 1995; and served on the School of Business design team for integrating the study of ethics into the undergraduate curriculum and attended the prestigious Arthur Anderson program on teaching business ethics to college students.

Curtis Picard, Vice President of International Trade/EXPO for the Vermont Chamber of Commerce; administers the Vermont Chamber's International Trade program with Taiwan, China, and Switzerland; promotes business development in Vermont, coordinating the annual Vermont Business and Industry Exposition (EXPO); has owned and operated Back Roads Enterprises of Vermont, a special event and marketing firm, that helped coordinate events such as the New York City and Boston Marathons, the Vermont Symphony Orchestra, First Night Burlington and the Vermont Mozart Festival; and worked as Merchandise Director for the New York City Marathon and New York Runners Club, the world's largest running organization.

Greg Scieszka, Jr., Superintendent of Bennington-Rutland Supervisory Union; worked in the Peace Corps in Southern Africa for two years and helped organize and develop school libraries and health education programs; studied in Japan as a Fulbright Memorial Award recipient in 1997; visited China twice and Japan once through programs sponsored by UVM Asian Studies Outreach Program between 1999 and 2002; and served as the Director for the Sino-American Seminar on Education sponsored by UVM Asian Studies Outreach Program in 2004.

Council Staff

Edward R. Ducharme, Professor of Education Emeritus, University of Vermont and retired Ellis Levitt Distinguished Professor of Education, Drake University; taught high school English for seven years and taught at the university level for 32 years at Trinity College, University of Vermont, and Drake University; co-edited the *Journal of Teacher Education* from 1993 to 1999; was first University of Vermont professor to teach at Beijing Normal University in summer 1988; visited China as part of People to People; authored *The Lives of Teacher Educators* and over 40 articles; and authored and co-authored several collections of writings on teacher education.

Mary K. Ducharme, Professor of Education (retired), Drake University; held academic and administrative positions at University of Nebraska-Lincoln; visited Russia, Iceland, Brazil, England, Norway as Kellogg National Fellow 1997-1990; visited China in 1992 as part of People to People; taught elementary school for several years and taught at university level for 20 years; authored or co-authored numerous articles on education; served as site visitor for the U.S. Department of Education's Secondary School Recognition Program; served as co-editor of the *Journal of Teacher Education* from 1993 to 1999.

Misako Goto, Assistant of the Council; Program Assistant of the Asian Studies Outreach Program, the University of Vermont; worked as an intern in Vermont schools through the International Internship Program of Japan in 1998-1999; and introduced Japan and Japanese culture to K-12 students in various Vermont schools during the internship and since then.

APPENDIX B

THE RESEARCH PROCESS

The Vermont Council on International Education authorized a three-pronged research process to gather data about the status of international education in Vermont and inform the council's deliberations and policy recommendations.

Document Analysis. The project researchers reviewed national, state, and local data on US and Vermont demographics and reports on Vermont's economic development and the impact of international trade. They reviewed Vermont Department of Education guidelines for teacher certification, curriculum standards, and ongoing professional development as they relate to international education. They also reviewed current literature on the status of international education nationwide.

On-site School Visits. The researchers conducted on-site visits to 21 Vermont school districts to gather firsthand information about international education policies and practices in Vermont schools. They interviewed 56 teachers, administrators, and students, gathered sample curriculum materials, and observed classrooms.

Focus Groups. A series of focus groups was held in four areas of Vermont. Each focus group included a cross-section of citizens, parents, students, and community leaders identified by a local education contact person. An external consultant and a Council member structured the format of the focus groups and designed the questions, then trained students from the local communities to facilitate the sessions and record the data. The focus group data were compiled and sent to the project researchers for analysis. A summary of the focus group sessions can be found in Appendix D.

The results compiled from the document analysis, on-site visits, and the focus groups have informed the Council's deliberations and policy recommendations and have been incorporated into this report.

APPENDIX C

SUMMARIES OF THE FOCUS GROUPS

Focus Group Responses

Focus group members were asked to consider several questions related to international education in Vermont. Participants discussed the questions in small groups, generated a list of ideas and comments, then reported back to the larger group. After all the focus groups were completed, the researchers consolidated the focus group remarks into several themes and incorporated many of the ideas generated in the focus groups into the report. The following materials provide examples of the questions asked and the themes and issues from the focus groups.

Question 1: What are the major reasons for increasing international education in Vermont?

The following three themes emerged from their responses:

Theme 1 — Global Interconnectedness

recognize economic, political, technological interconnectedness; the world is shrinking gain perspectives on histories and cultures around the world.

Theme 2 — Tolerance and Respect

Increasing tolerance and acceptance of diversity (religion, politics, art values, food, folkways, etc.); Understanding the changes in culture over time; To build cultural understanding; We live in a world of many cultures — Vermont should expand on these world cultures; think beyond the borders of Vermont.

Theme 3 — Expanded Student Competence

To make students productive citizens; prepare students for careers around the world; learn to make decisions based on a world view.

Question 2: What should be included in all students' programs of study?

The following three themes emerged from their responses:

Theme 1 — Cultural Understanding

Be able to identify with people of other cultures, valuing similarities and differences; Understand one's own culture, family, community, and other families; Knowledge and respect for other religions and cultures

Theme 2 — Foreign Languages

Proficiency in a foreign language at the end of 12 years; Begin teaching of second language earlier; Provide support for the study of foreign languages in the elementary grades; Connect the study of foreign language and learning about cultures.

Theme 3 — Increased Knowledge in the Social Sciences

Knowledge of world culture and geography, international economics; knowledge of the world's great thinkers; understanding of global economic connections, dependencies and environmental awareness; encourage existing programs to be more diverse. Study more about the entire world; integrate geography and world history themes with other countries.

APPENDIX D: RECOGNITIONS

The Governor’s Council on International Education wishes to recognize the following people for their contributions to the completion of the report, *International Education Benefits Vermont Children*:

The teachers and school administrators who participated in research interviews sponsored by the Council;

Mr. William Williams, Mrs. Debby King, Mr. Duncan McCutchan, and Michiko Oishi who assisted in the Council’s work with their information and expertise;

The community members who participated in the focus group meetings sponsored by the Council and held in Brattleboro, Manchester, Rutland, and St. Albans;

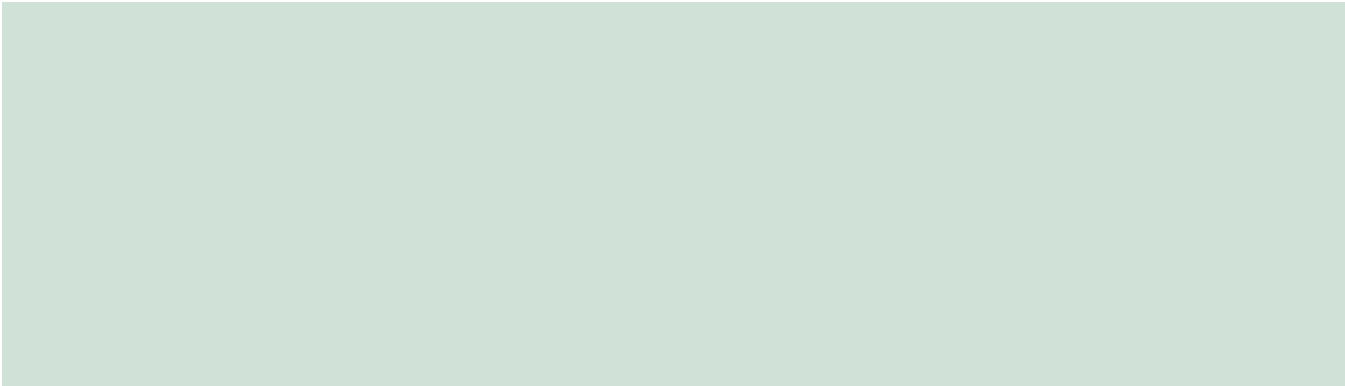
Dr. Kenneth Hood who designed focus group meeting procedures and facilitated those meetings;

Dr. Brian Nelligan who facilitated focus group meetings;

Community members and high school students who provided assistance in facilitation of the focus group meetings;

Mr. Thomas Yahn, Mr. Robert Camisa, Dr. Gregory Scieszka, and Ms. Colleen Arzberger, who organized focus group meetings on various locations; and

Many educators and community members who provided encouragement, input and information for the Council.



Notes