



**Summary of Major Elements:**

The International Education Task Force is making recommendations to the Board of Education based on the data collected from the International Education Survey, the Task Force's own discussions, and the comments from participants at the International Education Summit.

**Superintendent's Recommendation:**

The Superintendent of Public Instruction recommends that the Board of Education receive the report for consideration and dissemination to the public upon request.

**Impact on Resources:**

This activity can be absorbed through existing agency resources at this time. If the agency is required to absorb the additional duties related to this report, other services may be impacted.

**Timetable for Further Review/Action:**

The Department of Education will disseminate the International Education Task Force's recommendations upon request. The Department will develop a Web site to support K-12 educators in their efforts to further integrate international education into the existing *Standards of Learning* curriculum.

Report  
on  
International Education  
in  
Virginia

Presented by  
Virginia's International Education  
Task Force

October 25, 2006

## **International Education Task Force Members**

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# **International Education in Virginia**

## **Introduction**

Citizens of the Commonwealth of Virginia are participants in an economy that reaches far beyond the local communities and the boundaries of Virginia. Learning about the world will help students to understand international events that impact their communities, to vote or engage in public discourse with greater understanding of global issues, and to better appreciate the diverse cultures that make up Virginia's classrooms, communities, and workplaces.

With significant foreign investment present in Virginia, there is a need to increase the amount of the Commonwealth's public K-12 curricula devoted to international education. The infusion of international education into the curriculum is not the sole responsibility of history and social science teachers and foreign language teachers. Developing international perspectives within disciplines such as reading, history, science, mathematics, music, art, foreign language, and career and technical education will provide a broader context for teaching and learning and will stimulate the development of analytical skills. It is critical to develop opportunities and activities for the young people of the Commonwealth inside and outside the traditional classroom instruction that will foster a greater understanding of diverse cultures.

Virginia is committed to preparing its students to succeed in the postsecondary education and to understand the interdependence of countries and cultures in the world.

## **Background Information**

The Virginia Department of Education received a grant in April 2005 from the Asia Society to integrate additional international knowledge and skills into the Commonwealth's high school redesign efforts. In August 2005, a survey was conducted to identify existing foreign language offerings, international education programs, and best practices, the results of which were then disseminated to an 11 member International Education Task Force (See Appendix A.) This task force, representing educators, businesses, parents, and community leaders, convened in November 2005 and again in January 2006 to review the data from the survey and to discuss possible resolutions and recommendations on international education and high school reform. In addition, the task force held a follow-up meeting in May after the International Education Summit.

A full-day International Education Summit with a strand on high school reform was held on May 2, 2006, for approximately 100 key administrators, educators, parents, business leaders, legislators, and Board of Education members to discuss the importance of international education to Virginia. Recommendations included in Appendix B of this report resulted from the group discussions at the International Education Summit as well as the input of the International Education Task Force.

The International Education Task Force reports these recommendations to the Virginia Board of Education along with the resolution in Appendix C that seeks support needed to bring global opportunities to teachers, students, and citizens of the Commonwealth.

## International Education in Virginia’s Classroom Instruction

Virginia has long supported international education. International perspectives are infused into the *Standards of Learning* (SOL) for history and the social sciences, and increased cultural competence is central to the goals and philosophies of foreign language study. The Virginia Board of Education supports international education through the *Regulations Establishing Standards for Accrediting Public Schools in Virginia* (SOA), which set graduation requirements including successful course completion in world history, geography, and other courses.

Students seeking an “Advanced Diploma” must successfully complete three levels of one foreign language or two levels each of two languages, among other requirements. Middle schools are required to offer foreign language courses for high school credit beginning in the eighth grade, and recent revisions to the SOA include the statement that “elementary schools are encouraged to provide instruction in foreign languages.”

Students enrolled in International Baccalaureate (IB) Programs in Virginia pursue IB diploma requirements that infuse international education, the study of world cultures to include literature, music, art, and language, and the development of strong analytical skills while studying world issues. For the “Commonwealth Scholars” diploma program in place in 11 school divisions, students must complete at least two levels of a foreign language, as well as other requirements.

## Expanding International Perspectives in Social Science Instruction

History and Social Science Standards of Learning include international perspectives throughout grades K through 12. Beginning in kindergarten, students are introduced to the concept that other cultures and traditions exist, past and present. Additional projects and online resources include:

- Geography Connects/US History Connects online courses for teachers
- Virginia Indian History and Social Science Web site
- Mali: Ancient Crossroads of Africa Web site
- WorldNet Virginia – A Web Resource for SOL
- Postwar Germany and the Growth of Democracy – A Resource Guide
- Annual participation in the International Space Olympics

## Global Perspectives in Foreign Languages

Expanding global perspectives is central to the study of foreign languages. Of the seven strands in the Standards of Learning for Foreign Languages, four of the strands relate either directly or in part to the development of international perspectives: Cultural Perspectives, Practices, and Products; Making Connections through Language; Cultural and Linguistic Comparisons; and Communication across Communities. Additional opportunities for students to enrich their participation in foreign language programs include activities inside and outside the traditional classroom, some of which are listed below:

- Summer residential Governor’s Foreign Language Academies
  - Three weeks of full immersion in French, German, and Spanish;
  - Three weeks of partial immersion in Japanese, Latin, and Russian;
  - Immersion in both the target language and culture; and
  - Over 6,250 high school students over the past 20 years.

- Virtual Advanced Placement School (VAPS) and Virginia Satellite Education Network (VSEN) available to all divisions, enabling all public school divisions in Virginia to easily expand their course offerings
  - Advanced Placement (AP) Spanish;
  - Levels I-III of Latin and Japanese;
  - Chinese I under development for piloting during the school year of 2006-2007, with plans to develop and add levels II and III in subsequent years; and
  - Arabic I-III, as well as AP Arabic and Chinese, planned for development pending the approval of an AP Incentive grant supporting that initiative.
- *LinguaFolio Virginia*, a language learner self-assessment and portfolio system modeled after the European Language Portfolio. *LinguaFolio Virginia* is a tool where those who are learning or have learned a language at school or outside of school can record and reflect on their language learning and cultural experiences. *LinguaFolio Virginia* includes sections that can be used to reflect on cultural differences and achieve a greater level of cultural competence. It accompanies language learners throughout life and is suitable for documenting language abilities for various uses.

## **Foreign Language Resources and Teacher Professional Development Opportunities**

### Resources

In addition to a variety of resources provided through national organizations and Web sites, the Department of Education provides resources such as:

- Memorandum of Understanding (MOU) among the Ministry of Education and Sciences of Spain, the Visiting International Faculty Program (VIF), and the VDOE.
  - Placement of teachers from Spain through VIF;
  - Professional development opportunities sponsored by the Ministry;
  - The voluntary establishment of *International Spanish Academies* within Virginia public schools; and
  - The possibility of establishing trans-Atlantic electronic connections and student and educator exchanges.
- MOU with the Embassy of China under negotiation. The MOU would be designed to enhance and expand the teaching of Chinese in Virginia's public schools.
- Virginia Department of Education Foreign Language Web site, with instructional resources for teaching English, history, and the social sciences through foreign language, as well as links to outside resources.

### Professional Development

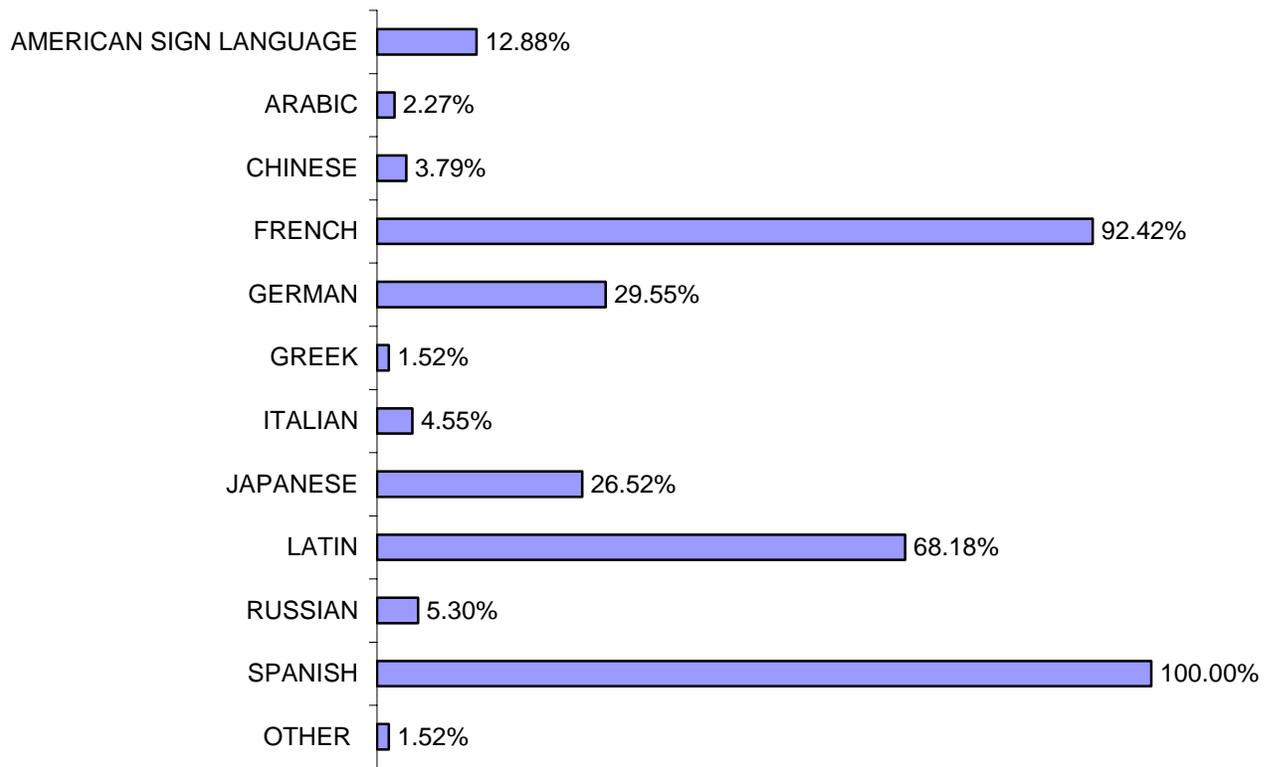
Foreign language teachers must meet the highly qualified teacher criteria under the *No Child Left Behind Act of 2001*. They must also participate in annual professional development activities, which are available at the local, state, and national levels. Professional development activities such as those listed below are a sample of the opportunities available to teachers of the Commonwealth.

- Professional development opportunities
  - Annual Foreign Language Conference sponsored by the Foreign Language Association of Virginia (FLAVA);
  - Immersion weekends for teachers of French, German, Latin, and Spanish in the fall of 2006 sponsored by the VDOE;
  - Two-week summer immersion academies for teachers focusing on current events and incorporation of LinguaFolio into existing curricula offered by Virginia Commonwealth University in collaboration with the VDOE;
  - Opportunities to spend up to one week observing and participating at the Virginia Governor's Foreign Language Academies during the summer; and
  - Membership in and professional development opportunities provided by active chapters of national foreign language associations such as the American Association of Teachers of French, the American Association of Teachers of German, and the American Association of Teachers of Spanish/Portuguese, as well as the Mid-Atlantic Association of Teachers of Japanese and the Classical Association of Virginia.

### **Conclusion**

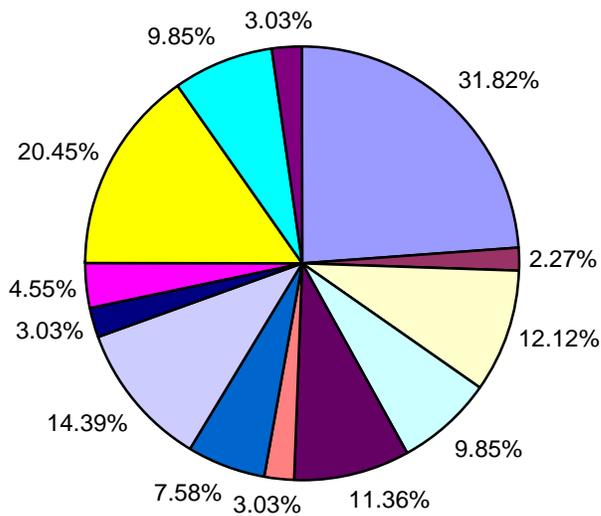
Virginia's International Education Task Force recognizes the importance of international perspectives in public schools and promotes the expansion of international education learning opportunities for all students in grades K through 12. International education promotes knowledge and understanding of other countries through language, history, geography, arts, political and economic systems, and social institutions. Students in the Commonwealth must be able to understand their own connections with the world and how international issues affect their futures. Given the vital importance of high quality international education to the future success of the Commonwealth in an increasingly interdependent world, the Task Force for International Education encourages the schools, businesses and communities to work together in providing further opportunities for the young people, teachers and citizens of the Commonwealth to become globally literate.

**2005 International Education Survey  
Percent of School Divisions Offering Each Foreign Language**



## International Education Survey Fall 2005

**Question 18: Please describe at least one activity or program in your school division that supports international education.  
Percent of times mentioned.**



- Student exchange programs
- Sister city/school partnership
- VIF/other one-way teacher exchange
- Fulbright/other two-way teacher exchange
- Spring/summer student travel
- Summer programs
- International Baccalaureate
- Foreign Language courses
- Social Studies courses
- "Multicultural" "Global" "International"
- Co-/Extra-curricular activities
- Miscellaneous
- None/not sure

## International Education Survey International Baccalaureate Schools in Virginia

### Public School Division

Arlington City Public Schools  
 Bristol City Public Schools  
 Chesapeake City Public Schools  
 Chesterfield County Public Schools  
 Chesterfield County Public Schools  
 Clarke County Public Schools  
 Fairfax County Public Schools  
 Fauquier County Public Schools  
 Hampton City Public Schools  
 Hampton City Public Schools  
 Hanover County Public Schools  
 Hanover County Public Schools  
 Hanover County Public Schools  
 Henrico County Public Schools  
 Henrico County Public Schools  
 Martinsville City Public Schools  
 Newport News City Public Schools  
 Norfolk City Public Schools  
 Prince William County Public Schools  
 Prince William County Public Schools  
 Prince William County Public Schools  
 Roanoke City Public Schools  
  
 Roanoke City Public Schools  
  
 Salem City Public Schools  
 Virginia Beach City Public Schools  
 York County Public Schools

### School Name

Washington-Lee High School  
 Virginia High School  
 Oscar F. Smith High School  
 Meadowbrook High School  
 Midlothian High School  
 Clarke County High School  
 Ellen Glasgow Middle School  
 James W. Robinson, Jr. Secondary School  
 Langston Hughes Middle School  
 Mount Vernon High School  
 Robert E. Lee High School  
 South Lakes High School  
 Thomas A. Edison High School  
 Walt Whitman Middle School  
 George C. Marshall High School  
 J.E.B. Stuart High School  
 George Mason High School  
 Hampton High School  
 Paul D. Burbank Elementary School  
 Atlee High School  
 Lee-Davis High School  
 Patrick Henry High School  
 George H. Moody Middle School  
 Henrico High School  
 Martinsville High School  
 Warwick High School  
 Granby High School  
 Gar-Field Senior High School  
 Mills E. Godwin Middle School  
 Stonewall Jackson High School  
 Fleming High School  
 (Fleming-Ruffner Magnet Center)  
 Ruffner Middle School  
 (Fleming-Ruffner Magnet Center)  
 Salem High School  
 Princess Anne High School  
 York High School

### Independent Schools

Cape Henry Collegiate School  
 Carlisle School  
 Trinity Episcopal School

## Fulbright Teacher and Administrator Exchange in Virginia

Data for 2004-2005 Public School Divisions. (Data for 2005-2006 unavailable)

<i>Public School Division</i>	<i>Country</i>	<i>Type of Exchange</i>
Albemarle County Public Schools Monticello High School	Spain	Teacher
Alexandria City Public Schools Mount Vernon Community School	Uruguay	Administrator, one-way
Arlington City Public Schools Barcroft Elementary	England	Teacher
Fairfax County Public Schools Herndon Middle School	Hungary	Teacher
Prince Edward County Public Schools	Germany	Administrator, one-way
Roanoke County Public Schools Hidden Valley High School	France	Teacher

### Visiting International Faculty in Virginia\*

For the 2005-2006 school year, there are 252 VIF teachers in 36 public school divisions.

<b>Public School Division</b>	<b>Total</b>		
Accomack County Public Schools	2	Newport News City Public Schools	20
Albemarle County Public Schools	3	Portsmouth City Public Schools	8
Alexandria City Public Schools	3	Prince Edward County Public Schools	8
Alleghany County Public Schools	2	Prince William County Public Schools	42
Amelia County Public Schools	1	Rappahannock County Public Schools	2
Arlington County Public Schools	4	Richmond City Public Schools	1
Bath County Public Schools	1	Rockingham County Public Schools	4
Bedford County Public Schools	2	Southampton County Public Schools	2
Campbell County Public Schools	3	Spotsylvania County Public Schools	3
Charles City County Public Schools	1	Stafford County Public Schools	8
Culpeper County Public Schools	3	Suffolk City Public Schools	2
Fredericksburg City Public Schools	1	Virginia Beach City Public Schools	11
Goochland County Public Schools	2	Williamsburg/James Public City Schools	2
Greensville County Public Schools	2	Winchester City Public Schools	9
Hampton City Public Schools	3	York County Public Schools	8
Hanover County Public Schools	2	<b>Total</b>	<b>252</b>
Henrico County Public Schools	8		
Henry County Public Schools	3	Private Organization (Washington, D.C.)*	
Isle of Wight County Public Schools	2	Close Up Foundation	2
Loudoun County Public Schools	73		
Lynchburg City Public Schools	1	<b>Grand Total</b>	<b>254</b>

\*Close Up Foundation included in Virginia statistics by Terri Strange-Boston, VIF Regional Director for Virginia

## **RECOMMENDATIONS**

### **From International Education Summit Participants**

#### **Local Level**

- Develop a campaign to inform teachers, administrators, parents, and school boards about the need for international perspectives in the schools and the importance of second language acquisition.
- Create a local advisory committee to promote international perspectives.
- Develop education and business coalitions to support and promote international programs and activities.
- Develop a course on current global issues for high school students.
- Use existing programs, organizations, and technology to promote international activities in the schools.
- Provide staff development for teachers and administrators to integrate international perspectives in the curriculum.

#### **State Level**

- Develop a pilot program for elementary school language classes.
- Encourage General Assembly to provide additional funds for the summer foreign language immersion programs and include a Governor's Chinese Language Academy.
- Encourage the study of two years of foreign language as a requirement for the Standard Diploma.
- Provide official recognition of foreign language proficiency through certificate, diploma seal or other means.
- Suggest a resolution of support for international education to be issued by the Virginia Board of Education.
- Partner with universities to develop international cultural weekend symposiums for teachers to learn about global issues or specific areas of the world such as China, India, and the Middle East.
- Partner with universities to develop foreign language immersion weekend academies for teachers.
- Provide teacher training on the international perspectives in the core Standards of Learning.
- Develop a Web site on international education to share resources and information.

#### **Business and Community Level**

- Create an urgency among educators, parents, and politicians that demonstrates the necessity for international education.
- Communicate to schools the skills and knowledge needed by high school graduates for success in the 21st century.
- Provide international internships and mentorships for students.
- Fund grants for students and teachers for international language and cultural study programs.
- Participate in career days, international weeks, and cultural programs in schools.
- Encourage the Virginia General Assembly to provide funding for new state and local initiatives in international education.

## RESOLUTION FOR INTERNATIONAL EDUCATION

WHEREAS, international education fosters an understanding of cultural differences and enables students to understand how world affairs affect their lives; and

WHEREAS, international education fosters critical thinking, and problem solving skills through the exploration of complex global issues; and

WHEREAS, international education must include a commitment to the study of multi-year sequences of world languages, to include the introduction of foreign languages in the early elementary grades, with sequences in the same language available optimally through grade 12, to include instruction at the advanced conversational level; and

WHEREAS, international education increases student knowledge of the world's cultures, peoples, and languages, and brings an international perspective into Virginia classrooms;

WHEREAS, the increased interdependency of nations and people require that Virginia's K-12 instructional program reinforce and augment international knowledge; and

WHEREAS, the Commonwealth of Virginia clearly recognizes that today's world is shaped and driven by economic, social, and political interdependence of nations, necessitating a citizenry well informed about international issues and prepared to live in a global society;

NOW, THEREFORE, BE IT RESOLVED that the Task Force on International Education recommends that the Virginia Board of Education enhance and expand the Commonwealth's focus on international education through formal and informal programs and activities in the public schools to ensure that Virginia's young people are prepared for today's global world; and be it

FURTHER RESOLVED, that the Task Force on International Education strongly recommends that the Virginia Board of Education consider encouraging the systemic integration of international education in the public schools, to include:

- the incorporation of international content into all core curriculum areas;
- the creation of multi-year sequences in K-12 instruction in major world languages;
- the addition of an international dimension to teacher preparation, professional development, and school leadership training programs; and
- the expanded use of technology for language learning, online professional development, and connecting Virginia schools and teachers to schools in other parts of the world; and be it

FINALLY RESOLVED, that the Virginia Board of Education recognize the importance of international education and strongly support the infusion of global perspectives into all disciplines and at all grade levels.