

International Education



Excellence For All

Every student achieving, everyone accountable.

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Photography by Susie Fitzhugh



Overview

- **Components of International Education**
- **Expansion Plan for the District**
- **Questions and Next Steps**



International Education Components



Academic Excellence

This means...

- meeting or exceeding state, federal content area standards in all academic areas .
- every student at/above standard in more than one language.*
- every student is bilingual.
- every student is on the path to college.
- high expectations and performance across all academic areas.
- students knowledge and skills are transferable to other learning situations – locally, nationally and internationally.
- strength in core academic areas prepares students for participation in local and global society.

*Students enrolled in an immersion program or starting world language in 6th grade.



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Global Perspective

This means...

- all content areas have a global/multiple perspective analysis/understanding embedded in the learning.
- examine global issues, problems and challenges, study human differences and commonalities, analyze economic, technological, social, linguistic and ecological connections between the US and the world.
- learning experiences include the analysis of race, power, and privilege within our communities and throughout the world.
- with an understanding of multiple perspective, students promote equity and justice through service and social change efforts.
- students and teachers recognize, share and honor their contribution to global perspectives through their experiences and the experiences of their families.



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World Languages

This means...

- students gain awareness and appreciation of diverse cultures through the learning of languages.
- students have the opportunity to learn World Languages through dual immersion programs, world language classes, and ongoing language learning experiences in all classrooms.
- all International School Staff incorporate awareness of other languages by infusing multiple languages in classrooms and modeling language learning.
- World Languages will include content instruction through explicit focus on academic language.
- the Dual Language Model is offered in Japanese, Mandarin, and Spanish.
- language learning is based on the national and state standards, including communication, culture, connections, comparisons and communities.
- the goal is advanced level proficiency at the end of high school for students who start in the dual immersion program from Kindergarten – grade 12.



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Technology

This means...

- students have access and ability to demonstrate learning in the areas of world languages, global perspective and academic excellence through cutting edge technology.
- students will learn to use technology in order to communicate, engage, and build relationships with others locally and globally.
- students, as lifelong learners, will develop adaptability and problem solving skills as they use technology.
- technology is used to assist and enhance learning and teaching.



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Partnerships

This means...

- developing authentic partnerships with all stakeholders, including our families, our diverse communities, community-based organizations, higher education, business community, and schools in other countries.
- culturally relevant practices are implemented systemically.



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Innovative Teaching

This means...

- the use of current best practices in instruction and assessment.
- our instructional and assessment systems are clear and purposeful and result in all students achieving.
- staff, as life-long learners, fully participate in the professional development provided to continue to increase their knowledge and skills to achieve the goals of International Education.
- teachers incorporate academic language acquisition strategies and support all learners in a culturally relevant way.
- ongoing staff collaboration focused on instructional planning, analysis of student achievement data and curriculum alignment, PreK -16.



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Cultural Competency

This means...

- our school communities:
 - gain knowledge and understanding of other cultures.
 - understand and value the contributions of all people .
 - adopt multiple perspectives on an issue.
 - gain familiarity and appreciation of cultural difference.
 - nurture and support racial, cultural identity development.
 - understand own racial identity.
 - analysis of power and privilege.
 - take action towards undoing racism and achieving social change.

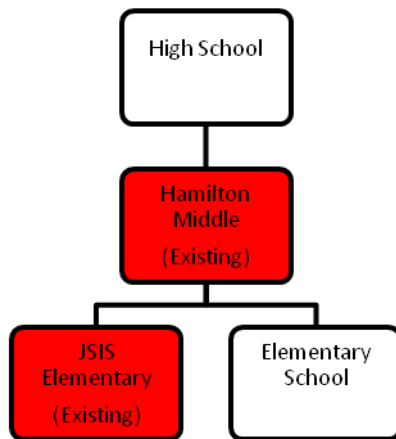


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Expansion Scope

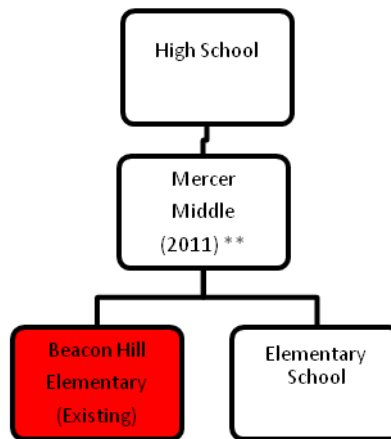
North Seattle

Japanese and Spanish



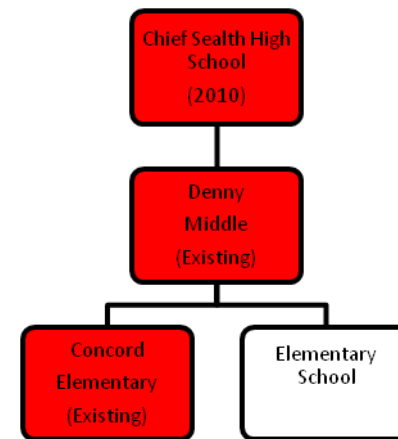
South Seattle

Mandarin and Spanish



West Seattle

Mandarin and Spanish



** Potential Schools scheduled to open after 2010 have been considered, but will not be decided unit 1- 2 year prior to opening.

Potential Schools

- North Seattle
 - ✓ High Schools – Roosevelt, Ballard, Ingraham
 - ✓ Elementary Schools – BF Day, Laurelhurst, McDonald, West Woodland
- South Seattle
 - ✓ High School – Franklin
 - ✓ Middle School - Mercer



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Potential Schools

- ✓ Elementary Schools – Dearborn Park, Hawthorne, Kimball, Maple, Van Asselt
- West Seattle
- ✓ Elementary Schools – Arbor Heights, Highland Park, Roxhill, Sanislo, West Seattle



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Key Considerations

- Funding for Expansion
- International students – ELL/Heritage speakers
- Visionary Leader/Principal
 - Instructional leadership skills
 - Ability to engage stakeholders
 - Passion and knowledge about International Education
- Readiness for change by staff and community
 - Commitment to International Education from staff and community
 - High quality teachers who:
 - Exhibits Innovative/best practice teaching strategies
 - Design and implement curriculum that infuses a global perspective in all content areas
 - Collaborate with colleagues to increase student achievement
 - Engage in lifelong learning through ongoing professional development
 - Demonstrates cultural competence with students, staff and parents



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Development Process

Exploratory Year: \$15,000

- Visit International Schools
- Initial planning
- Research
- Decide if it is a good fit for the school/ community
- Create a staff expectation list to ensure commitment to International Education



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Development Process

Start-up/Planning Year: \$100,000

- Professional Development Plan
- Planning curriculum units – global perspective
- Purchase of materials to support the curriculum
- Library books
- Materials, books, resources in the target language.
- Purchase globes, maps, flags, etc.



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Development Process

Implementation Year: \$75,000

- Implementation for the first year and future planning.
- These funds are needed but have only been available for Chief Sealth International School for the 2010-2011 school year.



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Future Expansion

Ideas to consider:

- Start K-12 pathways in other geographic regions
- Create Elementary Option Schools that would feed into an existing International School pathway (this would require an adjustment the new student assignment plan)



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Helpful Links and Readings:

- Asia Society, <http://asiasociety.org/>
- Bill Hunter, George P. White and Galen C. Godbey, “What Does It Mean to Be Globally Competent?” Journal of Studies in International Education. Oct. 10, 2006
- Met, Myriam. Ed. Critical Issues in Early Second Language Learning, New York: Scott Foresman Addison Wesley, 1998
- OSPI International Education, <http://www.k12.wa.us/InternationalEd/default.aspx>
- International Public Schools in Seattle, Aoki and Ranney, <http://www.newhorizons.org/strategies/multicultural/aoki%202.htm>
- Wallis, Claudia and Sonja Steptoe. “How to Bring our Schools Out of the 20th Century.” Time Magazine. Sunday, Dec. 2006

Questions and Next Steps

