2014 REPORT ON THE STATE OF **GLOBAL LEARNING** IN INDIANA SCHOOLS

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GLOBAL Indiana

A CONSORTIUM FOR INTERNATIONAL EXCHANGE

LONGVIEW FOUNDATION

INTRODUCTION

THE INDIANA DEPARTMENT OF EDUCATION'S MISSION IS TO BUILD AN EDUCATION SYSTEM OF EQUITY AND HIGH QUALITY FOCUSED ON STUDENT-CENTERED ACCOUNTABILITY. PREPARING OUR STUDENTS FOR WORK AND CITIZENSHIP IN THE GLOBAL AGE REQUIRES PROVIDING INDIANA STUDENTS WITH KNOWLEDGE OF THE WORLD ECONOMY, UNDERSTANDING OF OTHER CULTURES AND THE ABILITY TO COMMUNICATE AND WORK WITH OTHERS ACROSS NATIONAL AND REGIONAL BOUNDARIES.

The Global Learning and World Languages work on global competencies contributes to the IDOE mission and is part of a national and international collaborative of global education champions.

This report is a step toward building statewide support for international education as a component of a high-quality system, to learn from and with partners in other countries through international exchange, and to increase global competencies.

By 2016, a statewide k-12 coalition will have surveyed and reported on the current state of international education and ensure that all Indiana school communities have access to global learning resources: school-to-school partnerships; exchange opportunities for Indiana students, teachers and administrators; and increased instruction in world languages and global competence.

Global competence is defined as "the capacity and disposition to understand and act on issues of global significance," and is demonstrated by the ability to perform the following: Communicate ideas effectively with diverse audiences, bridging geographic, linguistic, ideological, and cultural barriers; Recognize perspectives, others' and one's own, while articulating and explaining such perspectives thoughtfully and respectfully; Investigate the world beyond one's own immediate environment, framing significant problems and conducting well-crafted and age-appropriate research; and take action to improve global conditions, viewing oneself as a player in the world and participating in the world reflectively (Boix Mansilla and Jackson).

The 2014 Report on Advancing Global Learning in Indiana Schools is part of a statewide project funded by the Longview Foundation for Education in World Affairs and International Understanding. Throughout the summer and fall of 2014, the electronic survey was sent directly to public school superintendents via email, published several times in the IDOE newsletter, "DOE Dialogue," publicized at conferences such as the annual conference of the Indiana Foreign Language Teachers' Association, and more. More than one half of all Indiana's public school districts responded to the corresponding survey. In total, there were 236responses representing 71 counties. Title I schools who responded numbered 118 (50%).

Partners for the Advancing Global Learning Programs in Indiana's Schools project include: the Indiana Department of Education, Indiana Farm Bureau; I.U. Center for the Study of Global Change and Indiana University Title VI Centers; Colleges of Education; Educational Service Centers; and Global Indiana, Inc. In addition to the report, the initiative includes workshops in various regions that provide resources, build professional communities and identify global champions.

MORE THAN ONE HALF OF ALL INDIANA'S PUBLIC SCHOOL DISTRICTS RESPONDED TO THE CORRESPONDING SURVEY

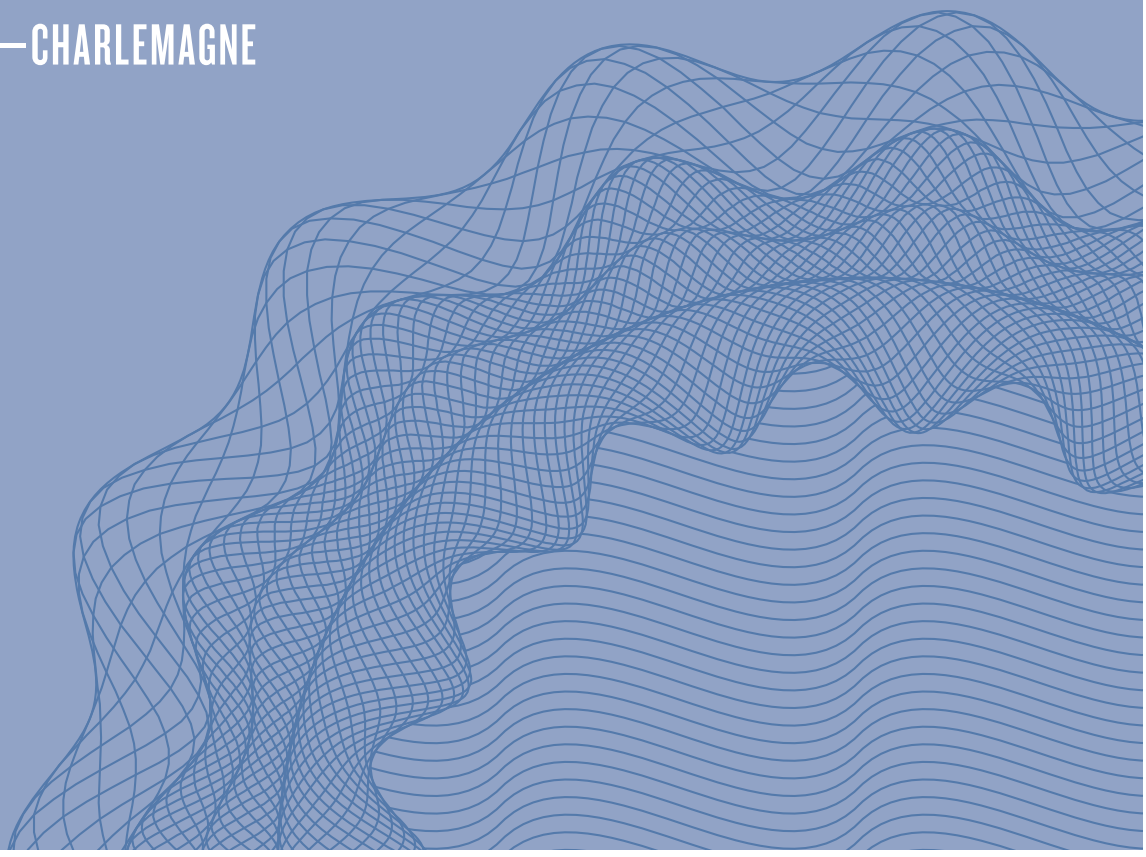
236 RESPONSES

FROM **71** COUNTIES

118 TITLE I SCHOOLS

“TO HAVE ANOTHER LANGUAGE IS TO POSSESS A SECOND SOUL.”

—CHARLEMAGNE



IMPETUS FOR CURRENT REFORM

GLOBAL CITIZENS

For young Americans, there can be little doubt that global competency is key to 21st century education and their subsequent futures. Although citizens of the world's most developed economy and flourishing democracy, students in U.S. high schools and colleges will be mostly selling to and buying from the world and collaborating internationally when they graduate.

Moreover, the exponential advance of China and other nations demands a strategic education response for those concerned with our nation's security. Beyond the traditional concerns of protecting and promoting American well-being, the challenges of our global society include: sustainable development, environmental degradation, disease and hunger, and population growth and movement.

"If young Americans are to take on challenging global leadership roles in the future, they must possess a deep understanding and appreciation for other cultures, geography, history and languages," said Stephanie Bell-Rose, former Goldman Sachs Foundation president, "[f]or today's students, knowledge of the rest of the world is not a luxury; it has become a necessity."[1] Today, political, business and education leaders are grappling to systematically foster global-mindedness in America's students. "The world will demand it of them, we must demand it of our education system," Bell-Rose said.

"To prosper economically and to improve relations with other countries," U.S. Secretary of Education Arne Duncan declared in 2010, "Americans need to read, speak and understand other languages."[2] Unfortunately, according to Duncan, only 18% of Americans report being bilingual, compared to 53% of Europeans, and rising numbers globally.[3]

On a trip to China with their daughters, President and First Lady Barack and Michelle Obama affirmed the importance of global education. Speaking to students at Peking University, Mrs. Obama said, "My husband and I take the time to visit countries like China because we know that today, more than ever before, our lives here in America are connected to the lives of people around the world."[4]

With the click of a button, she said, students can connect with kids on every continent. In 2013, more than 283,000 American high school and college students studied in more than 190 different countries.

Mrs. Obama said it is critically important that young people learn about what's going on not just here in America, but around the world. "Because when it comes to the challenges we face, soon, all of you will be leading the way. You'll be discovering the cures, inventing the technologies, building the businesses, and making the laws that will shape our future

for generations to come. And you'll need to do these things together, working with others around the world – so you'll need to be familiar with cultures, languages, and traditions that are very different from your own."

Additionally, in a 2012 hearing, the Senate Homeland Security subcommittee declared a "national security crisis" due to the lack of Americans fluent in less commonly-studied languages like Farsi, Urdu, Pashtun and Mandarin, which are also strategic languages for U.S. security and economic interests. Finding bilingual recruits, training officers and enlisted personnel is a constant challenge for the U.S. Military.[5]

In short, the federal government deems it essential for United States citizens to become fluent in other languages. "Schools, colleges and universities must include producing bilingual students as a central part of their mission."[6]

NEW NEIGHBORS

The USA is in the middle of a second great wave of immigration, reported USA Today. The first wave came at the turn of the 18th century, a time many Americans associate with the opening of Ellis Island and the ensuing social transformations of the nation. Since 1970, immigrants are more likely to be middle-class and because of transportation and technology, can quickly integrate into a community. Currently, there is a 1 in 5 chance that the next person one meets in America will be of a different race or ethnicity.[7]

School leaders and students observe the change firsthand: For the 2014-2015 school year, non-Hispanic white students are in the minority in public schools.

According to the National Center for Education Statistics, minority students, when combined, will now constitute the majority. Hispanics are one quarter of the minority students, 15 percent are black and 5 percent are Asian and Pacific Islanders. For 2014-2015, non-Hispanic white students are still the largest racial group in U.S. public schools at 49.8 percent. These changes ushered in new realities for schools, ranging from the need for more English language instruction to understanding the heritage and values of incoming families.[8]

It is important to note that the number of Limited English proficient (LEP) students enrolled in Indiana schools in 2013-2014 was 59,170 representing 263 native languages other than English. Spanish was the native language of about 80% of these students. Approximately 63% of Indiana's English learners (ELs) were born in U.S., to families whose native language is other than English and only 37% of these students are actual immigrants to the U.S.[9]

INDIANA'S NEED FOR A GLOBALLY-MINDED WORKFORCE

Indiana's economy in particular is clamoring for students prepared to engage in this global age. At a state level, Indiana's economy is global, demanding higher qualifications and skill sets for employees across all sectors. Indiana has made great strides. Thanks to the efforts of Indiana policy makers and business and community leaders, Indiana is one of the most successful states in the USA in both attracting overseas business and in exporting products internationally.

In the fall of 2014, the U.S. Department of Commerce Export Assistance Center of Indianapolis presented the following statistics on the state of international business in Indiana. Findings included:

$2.3 TRILLION

RECORD-SETTING VALUE OF U.S. GOODS AND SERVICES EXPORTS IN 2013

8,239

COMPANIES EXPORTED FROM INDIANA IN 2012

11.3 MILLION

U.S. JOBS SUPPORTED BY EXPORTS IN 2013, UP 1.6 MILLION SINCE 2009

$34.2 BILLION

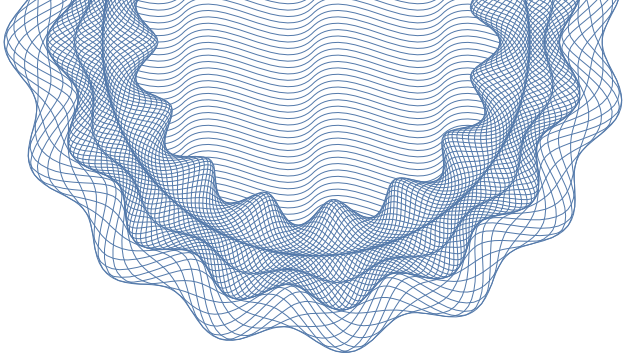
APPROXIMATE TOTAL OF INDIANA EXPORTS IN 2013[10]

166,309

U.S. JOBS SUPPORTED BY GOOD EXPORTS FROM INDIANA IN 2014

13TH

INDIANA'S NATIONAL RANKING IN EXPORTS



THE INDIANAPOLIS CHAMBER OF COMMERCE PARTNERED WITH THE BROOKINGS INSTITUTE AND REPORTED THE FOLLOWING KEY FINDINGS:

INDIANAPOLIS' STRENGTH IN EXPORT INDUSTRIES AND LOGISTICS

- *Top Exporting Industry: Pharmaceuticals*
- *Top exporting destinations: Canada, Mexico, Japan, United Kingdom and Germany*
- *Exponential growth in exports to: Brazil, Russia, India, China (BRIC)*

VITAL ASPECTS TO EXPORT INDUSTRIES

- *Entrepreneurs and long-term relationships drive opportunity*
- *Culture and language create barriers to exporting*
- *Regional branding is key*

BOUNDARIES TO GROWTH AND SUCCESS

- *Company leadership engagement*
- *International relationships*
- *Knowledge of foreign markets and climate*
- *Cultural and language barriers* [11]

FIVE STEPS

THE NATIONAL EDUCATION ASSOCIATION POLICY BRIEF: *GLOBAL COMPETENCE IS A 21ST CENTURY IMPERATIVE* STATES: TO ACHIEVE GLOBAL COMPETENCE, AMERICA'S PUBLIC EDUCATION SYSTEM MUST DEVELOP GOALS THAT PROVIDE EQUAL EDUCATION OPPORTUNITY FOR ALL STUDENTS TO REALIZE THEIR FULL POTENTIAL.

FIVE STEPS ARE PROPOSED:

1. *Align teacher preparation programs with global perspectives.*
2. *Design and support professional development programs with a global focus.*
3. *Find new ways to foster international exchanges.*
4. *Expand the teaching of foreign languages.*
5. *Benchmark educational systems, standards, and community/family support systems against high achieving countries.*

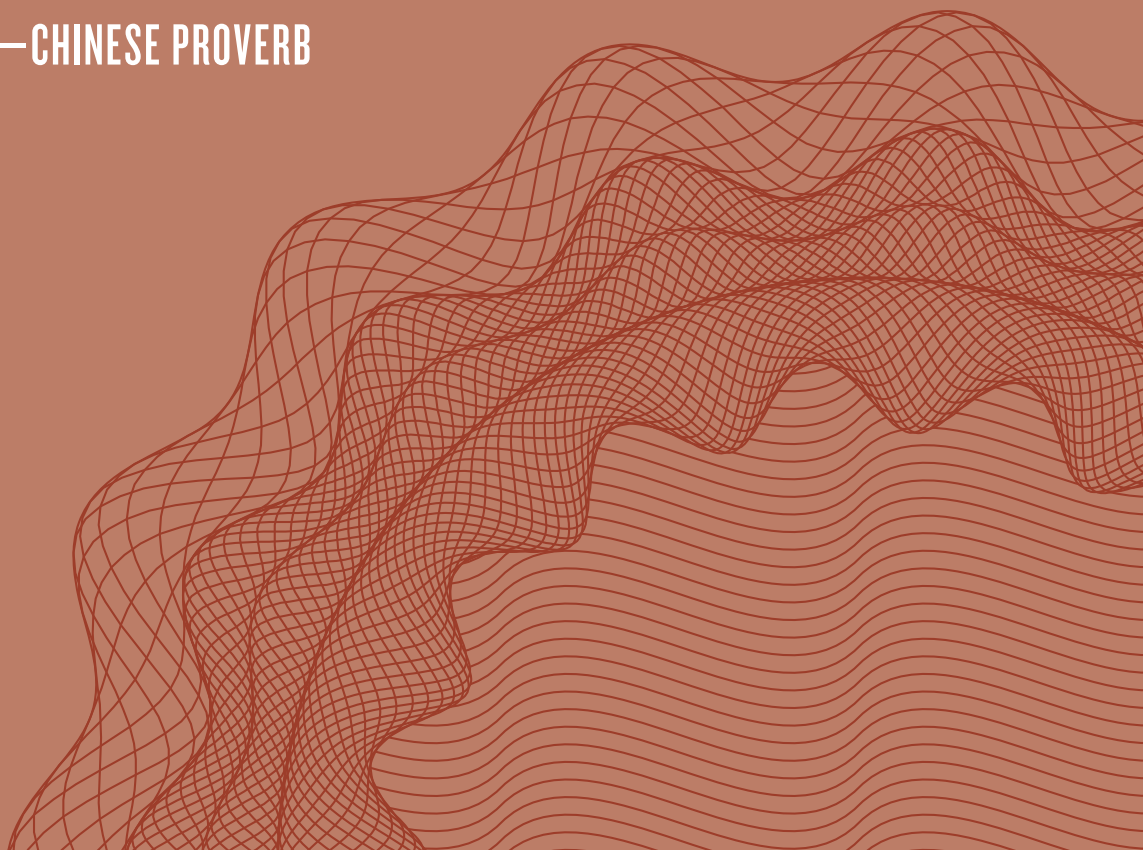
Indeed, the Council of Chief State School Officers says that our students must have "complete access to a system of education that recognizes and incorporates best practices from around the globe, teaches skills and knowledge necessary for success in the 21st century, and utilizes high quality and rigorous curricula, including foreign languages and cultures." [12] Clearly, global competence can not be achieved without concerted efforts to train, recruit,and support globally competent teachers and principals for every classroom and every school.

With the support of the Longview Foundation, the Indiana Department of Education collaborated with the Center for Urban and Multicultural Education at Indiana University-Purdue University at Indianapolis in 2007 to conduct a survey of international education in Indiana secondary schools. The position of Director of International Education was created in 2006 and Indiana joined the States Network of International Education facilitated by the Asia Society Partnership for Global Learning and the Longview Foundation.

The 2007 study sought to provide a baseline understanding of international education in Indiana secondary schools.

“LEARNING IS A TREASURE THAT WILL FOLLOW ITS OWNER EVERYWHERE.”

—CHINESE PROVERB



IN HER OWN WORDS:
AN INTERVIEW WITH GLENDA RITZ, NBCT

INDIANA SUPERINTENDENT OF PUBLIC INSTRUCTION

WHAT IS YOUR GLOBAL STORY?

As a teacher and an educator, I've always built into my curriculum respect for the diversity of people and cultures. In the early 2000s, through the Indiana Department of Education at Crooked Creek Elementary School, I had the opportunity to travel abroad to China and begin global partnerships. I had traveled three different times as a Library Media Specialist, someone who uses technology to start exchanges. We developed very successful student-teacher exchanges. As NBCT, Indiana Superintendent of Public Instruction, I traveled to China with eight different superintendents from around Indiana to begin more partnerships.

Just recently, I've been invited to go to Finland and to a student summit in Davos, Switzerland. I'll be taking that trip in June to experience not only the culture, but, at the student summit, talk about exchanges worldwide and observe the Finnish education system.

Global education is very important. When I arrived at the Department of Education, the global division had been cut, and so I reenergized it and got the word out to the schools that we're offering services in this area.

WHY IS GLOBAL MINDEDNESS IMPORTANT FOR INDIANA?

First and foremost for Indiana, we must build positive relations. Building positive relations describes an openness and a respect for the diversity of all cultures. For students, must have that mindset because we are in a global economy. It is demanded now that you have that well-rounded view of those with whom you work.

WHAT DO YOU HOPE FOR THE FUTURE IN INDIANA'S INTERACTIONS WITH THE WORLD?

There's no turning back! Technology has advanced to the point that it is a very small world. We're now in a global economy, and we should embrace it. We have to keep up with technology. We have to make sure that we're maintaining connections with other places in the world because it will impact the lives of Hoosiers on a regular basis.

WHAT ARE SOME OF THE WAYS THAT INDIANA CAN IMPROVE GLOBAL EDUCATION?

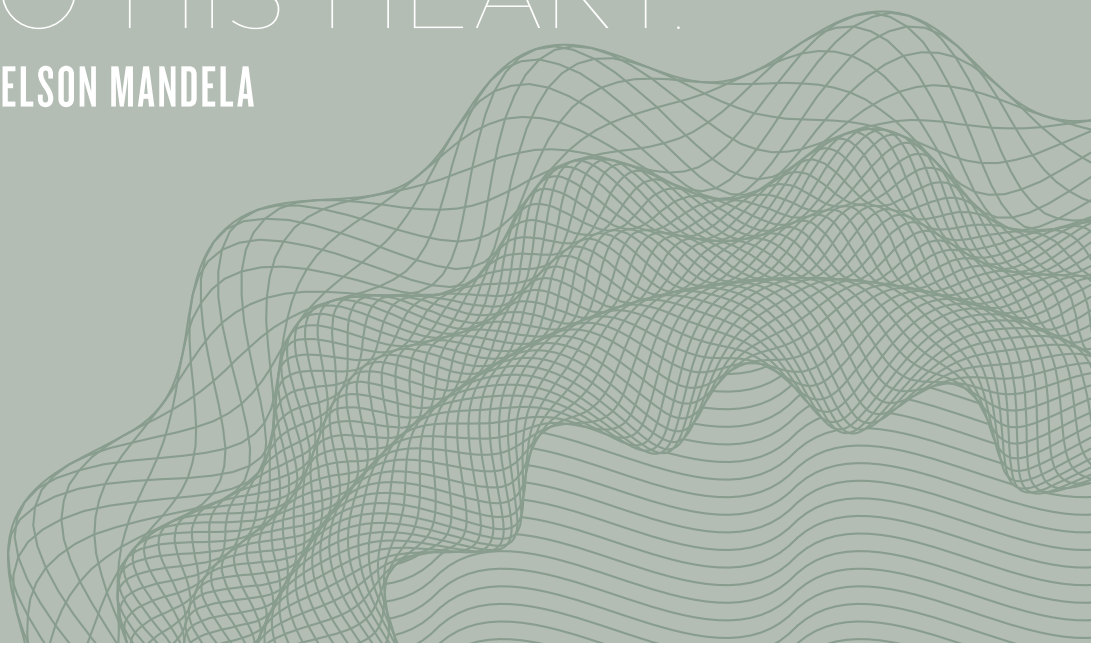
First and foremost, we need to be sure that it is an expected part of our curriculum; that curricular studies include global perspectives in all subject matters.

WHAT ARE SOME OF THE CHALLENGES IN PROVIDING A GLOBAL EDUCATION FOR INDIANA'S STUDENTS?

The biggest barrier is funding. It's also difficult at times to have others embrace the importance of global education. So travel is a big part of that, being global-minded in a great many ways means we have to find a way to travel. Whether it's in person or virtual travel on the internet, we have to expose kids to the life, the culture, and the global awareness that's needed. Making something happen means -- where do we find the funds? And, how do we convince others that global education is here to stay? We need to embrace it and move forward.

“IF YOU TALK TO A MAN IN A LANGUAGE HE UNDERSTANDS, THAT GOES TO HIS HEAD. IF YOU TALK TO HIM IN HIS LANGUAGE, THAT GOES TO HIS HEART.”

—NELSON MANDELA



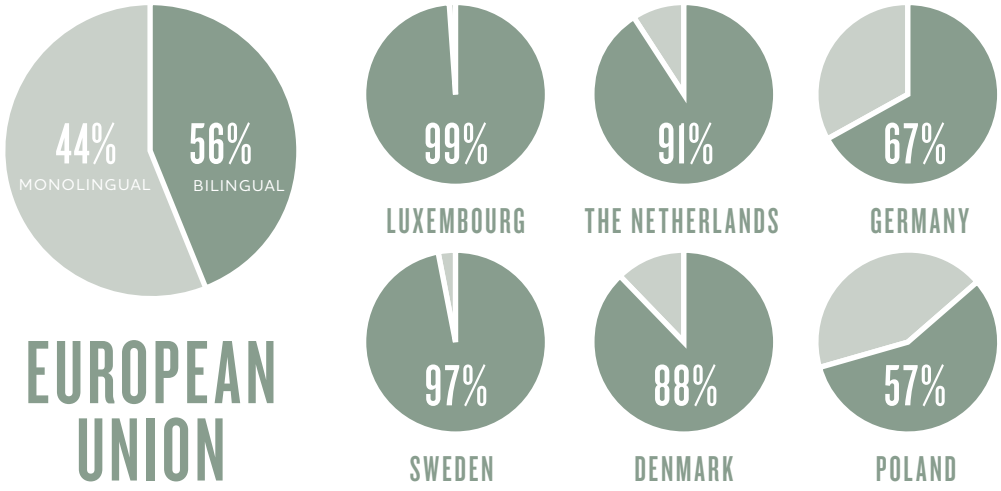
FOREIGN LANGUAGE ENROLLMENT ANALYSIS

FOREIGN LANGUAGE STUDY IS OFTEN CONSIDERED A BEDROCK OF ANY GLOBAL EDUCATION PROGRAM. MOREOVER, THERE IS A RISING UNDERSTANDING OF THE WORTH OF FOREIGN LANGUAGE TRAINING IN OSTENSIBLY DIVERSE AREAS. FOREIGN LANGUAGE STUDENTS WHO REACH PROFICIENCY ACQUIRE NOT ONLY PRACTICAL SKILLS ASSOCIATED WITH LANGUAGE USE BUT ALSO AN UNDERSTANDING OF THE PEOPLE AND CULTURES OF THE TARGET LANGUAGE, KEY ELEMENTS TO THE FORMATION OF GLOBAL COMPETENCY.

Far from being a distraction from fundamental curricula, *The New York Times* reported in 2012, "The collective evidence from a number of such studies suggests that the bilingual experience improves the brain's so-called executive function —a command system that directs the attention processes that we use for planning, solving problems and performing various other mentally demanding tasks."[13]

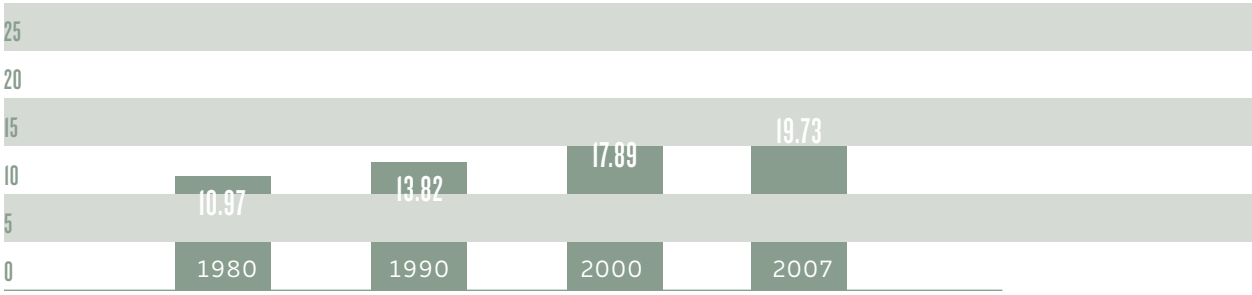
In addition, the earlier the language is introduced, the more promptly students can acquire the language in a native or near-native capacity. Unlike most school systems in the United States, a second language is commonly taught at the early primary level in schools internationally, and required throughout secondary schooling. Though methodologies and results vary, language fluency is the norm for these foreign education systems, not the exception. Likewise, according to Education Week, dual-language early-education programs in the United States are increasing across the country—from just over 200 programs in 2000 to nearly 2,000 by 2011.[14]

PERCENTAGE OF BILINGUAL SPEAKERS IN THE WORLD



SOURCE: EUROPEAN COMMISSION, "EUROPEANS AND THEIR LANGUAGES," 2004

PERCENTAGE OF US POPULATION WHO SPOKE A LANGUAGE OTHER THAN ENGLISH AT HOME BY YEAR



SOURCE: U.S. CENSUS BUREAU, 2007 AMERICAN COMMUNITY SURVEY

In April 2015, the Indiana Senate passed Senate Enrolled Ac 267,[16] providing grants to school corporations and charter schools that launch dual-language immersion programsin certain foreign languages. It also established a seal of biliteracy to be placed on a student's transcript, a way to formally acknowledge students' language abilities.

The Indiana Department of Education enrollment data for World Language offerings from the 2006-2007 school year was compared to similar data points from 2011-2012 and 2013-2014. Breadth refers to the number of different languages offered. Depth describes course offerings such as multiple levels of World Languages, Advanced Placement, dual credit and International Baccalaureate opportunities, all aimed at attaining proficiency.

BREADTH OF WORLD LANGUAGE OFFERINGS

Number of Languages Offered by Indiana Public Schools:

LANGUAGES OFFERED:	2006-2007	2012-2013
One	62 or 14.22%	85 or 18.52%
Two	233 or 53.44%	150 or 32.68%
Three	75 or 17.20%	67 or 14.6%
Four	33 or 7.57%	45 or 9.8%
Five	25 of 5.87%	19 or 4.14%
Six	5 or 1.1.5%	13 or 2.83%
More than six	3 or .69%	80 or 17.43%

DEPTH OF WORLD LANGUAGE OFFERINGS

Percentage of Indiana Public schools that offer 4 or more levels of languages:

LANGUAGE	2013-2014	2012-2013	2006-2007
Spanish	59.21	59.26	52.75
French	33.77	32.03	31.19
German	20.78	20.70	18.12
Latin	5.48	5.66	5.50
Japanese	6.80	6.32	4.36
Chinese	3.07	3.27	.46
Russian	.22	.22	.22

Percentage of schools that offer Advanced Placement level languages:

LANGUAGE	2013-2014	2012-2013	2006-2007
Spanish	15.13	14.81	7.11
French	5.48	4.36	2.75
German	3.29	4.14	2.52
Latin	1.54	1.31	.46
Japanese	1.32	1.53	0
Chinese	.44	.44	0
Russian	0	0	0

According to the 2014 Global Learning survey, 85% of educators surveyed deemed the study of World Languages as Important or Very Important. Fifty districts would like to add courses in the Chinese language, the most popular response. Thirty districts chose Japanese, and Spanish was the third most popular response, with 28 wanting to add the language to their curricular offerings.

Demographics also affected language offerings at Indiana schools. Urban schools trail their suburban and rural counterparts in offering Advanced Placement and Dual Credit options in Spanish, French, and German. Across school environments, seven districts out of 228 respondents offered Advanced Placement or Dual Credit Chinese, 23 offer third, fourth or fifth year options. Twelve districts offer Advanced Placement or Dual Credit in Latin and 9 districts offer them in Japanese.

Title 1 schools offer fewer Advanced Placement and Dual Credit World Language classes than their non-Title 1 counterparts, with the exception of Dual Credit Spanish. However, Title 1 schools offer as many or more third, fourth, and fifth level courses in Spanish, French, and German as Non-Title 1 schools, with the exception of 4th level German.

HERITAGE LANGUAGE STUDENTS

A "Heritage Language Learner" is generally a student of a language who has proficiency in or a cultural legacy to that language.[17] These students are also English Language Learners. While identified English Language Learners have increased 500% over the last ten years in Indiana, Heritage Language Learner programs remain rare. Some are assimilated into general World Language programs. For example, Heritage Spanish-speakers are 80% of English Language Learners in Indiana, and many of them simply enroll in advanced level Spanish classes. Classes for Heritage Speakers of less common languages are generally not available. Until recently, public opinion favored teaching English only to students who were new to the language. However, the clamor for bilinguals in business and government sectors is reforming public thought and policy. Proponents of Heritage Language Learner Standards that promote biliteracy view immigrant children as a resource, a strong natural asset in an increasingly diverse state. Four school districts responding to the 2014 Global Learning Survey offer any advanced level (third year) Heritage Language course. Two responding districts offer a second-year course, and twelve offer a first-year course. According to DOE data for world languages taught in Indiana schools in 2013 – 2014, Language for Heritage Speaker courses are offered in sixteen high schools in Indiana. The Indiana Department of Education English Learners and Migrant Programs Office provides resources and support for Indiana school leaders interested in starting Heritage Language Learner programs that benefit English Learner students in Indiana schools.

READ MORE:

http://www.economist.com/blogs/prospero/2014/03/language-study
http://www.nytimes.com/2012/03/18/opinion/sunday/the-benefits-of-bilingualism.html
http://blogs.edweek.org/edweek/global_learning/2015/05/shortage_of_dual_language_teachers_filling_the_gap.html
http://www.actfl.org/advocacy/discover-languages/advocacy/discover-languages/what-the-research-shows

IN HIS OWN WORDS:
TIM CLEVENGER

Tim Clevenger is the principal of Theodore Potter IPS School #74. His pioneering dual-language immersion program was recognized by the Spanish Ministry of Education. Tim's story in his own words:

I DIDN'T EVEN KNOW WHAT IMMERSION EDUCATION WAS UNTIL I WAS OFFERED THIS POSITION. I STARTED HERE IN THE FALL OF 2006. AFTER A COUPLE OF MONTHS, IN THAT FIRST YEAR, WE MET WITH THE SUPERINTENDENT, AND HE TOLD ME THAT HE WANTED THIS SCHOOL TO BE TRANSFORMED INTO A WHOLE IMMERSION SCHOOL.

We call it a dedicated magnet so the entire school has one focus, one major focus that sets it apart from any other traditional school. The foundation was there, so he asked me to develop a five year plan to see where we could take it beyond that. So I studied what immersion education was, because at first I had no idea. But it didn't stop me from saying "Oh yeah I can do that. No problem. Absolutely."

We had one Spanish teacher in the building at the time and she came to us through the Visiting Teachers program from Spain. I was lucky enough to be able to work with that program. They knew the number of teachers we were going to need and what we were trying to do. My first two years here I got to go to Madrid for a week and interview teachers through that program. The importance of having native speaker teachers in your immersion program in is extremely important. All of them are bilingual, but if when things need to be explained in a number of different ways, if it's not a teacher's native language, they have a tendency to fall back on their native language. It's easier. They may not know how to explain everything in another language. Native speakers can, and that's a huge benefit.

So getting the teachers is one thing. Selling the program is another thing. The community wasn't yet open to it. The first year of our program, the students could choose to stay -- kindergarten through sixth grade. So students from 2nd grade on up had very little, if any, Spanish experience. Our 50% English – 50% Spanish model had

to grow from the bottom up because it started with kindergarten and first grade. So it took us seven years to get a sixth grade class that went from kindergarten all the way up to sixth grade. That was last year, 2014-2015.

But, since then, it's been a 50-50 model all the way through. The English teachers teach all the language arts, reading, writing, grammar, and the social studies. Spanish teachers teach all the math and science and the formal Spanish language.

That was the hard sell for parents with elementary-aged kids. We had to show that our program was research-based, not only data that we found from other schools like it, but also brain development and educational research.

Also, this year, our student population is about 50% ESL students, by design. We wanted to become a two-way dual language immersion school. A majority of the ESL kids are Spanish-speaking so we have those students in the exact same program, only in reverse. Through this system, you can really determine what a kid is capable of doing.

What's beneficial is that kids are very good at adapting at this age, and they find ways to make sense and understand things that are going on. Their brains are still capable of doing that. They don't have any preconceived notions, habits, and that sort of thing. They figure it out. Spanish-speaking kids help the English-speaking kids in Spanish class. English kids help the Spanish kids in English class. So it's a nice trade-off.

“AS THE SON OF A TENANT FARMER, I KNOW THAT EDUCATION IS THE ONLY VALID PASSPORT FROM POVERTY.”

—LYNDON JOHNSON

INTERNATIONAL/ CROSS-CULTURAL EXCHANGE ANALYSIS

ONE ATTRACTIVE FEATURE OF A GLOBAL APPROACH TO EDUCATION IS ITS INNATE CREATIVITY. ENTRY POINTS ABOUND FOR BEGINNING AND GROWING A GLOBAL EDUCATION PROGRAM. BELOW ARE A VARIETY OF WAYS THAT INDIANA SCHOOLS ARE PROVIDING INTERNATIONAL AND CROSS-CULTURAL EXCHANGE OPPORTUNITIES FOR THEIR TEACHERS AND STUDENTS.

IN-CLASSROOM EXCHANGE

51%	are engaging in the use of technology by skyping or videoconferencing with teachers are engaging
54%	are engaging with students from other countries
32%	of all survey respondents had an international pen pal program at their district or school

HOSTING INTERNATIONAL VISITORS

60%	of respondent schools hosted foreign exchange students
16%	Authorized by the U.S. Government to offer F1 visas for study in the U.S.
38%	Hosting international students studying at their school.

29 DISTRICTS WELCOME INTERNATIONAL VISITING TEACHERS TO INSTRUCT IN THE CLASSROOM:

They are from: Spain, China, Taiwan, Peru, Mexico, Japan, Nigeria and France

EXTRA-CURRICULAR ACTIVITIES

71%	World Language Clubs
10%	Model United Nations
6%	Participation in an International Sporting Event
30%	International Sister School
20%	Internship Opportunities with global firms or organizations
17%	Service-Learning Opportunities with Immigrant-Serving Organization
5%	International Business Club
61%	Rated a school-sponsored trip abroad as Important or Very Important

TEACHER AND STUDENT TRAVEL ABROAD

58% OF SCHOOLS HAVE HAD TEACHERS WHO HAVE LED STUDENTS ABROAD IN THE PAST TWO YEARS

If yes, which countries? *China, Japan, Spain, France, Ecuador, Mexico, Costa Rica, Italy, Germany, England, Guatemala, Nicaragua, Canada, Puerto Rico, Ireland, Morocco, Greece, Chile, Austria, Taiwan, Australia, Nigeria, Hungary, Zimbabwe*

11% OF RESPONDENTS SAID THEIR TEACHERS HAVE PARTICIPATED IN TEACHER EXCHANGE PROGRAMS IN THE PAST TWO YEARS

IN HIS OWN WORDS:
PHILIP BOLEY

Phil Boley, recently honored as an Indiana Department of Education Global Champion, co-founded Global Indiana, a nonprofit consortium for international exchange. He now serves as Director of Programs for Chinese Education Connection.

WHAT DO CHINESE EDUCATORS LEARN FROM COMING TO AMERICA?

PB: These people are from a densely populated country. So when they come to the U.S., particularly Indiana, they think "This is place is empty. There's nothing here." All of that space -- the farm fields and the big lawns, the spacious homes with three or four bedrooms. They are astounded by that.

In Asian education systems, learning is regulated from the top. So everybody in the country has standards that they have to meet, and not only standards, but curriculum. For example in Japan, everybody is on the same page on the same day the whole school year. It's very regimented, very test-driven, very knowledge-based, lots of memorization and not a lot of synthesis or analysis.

They want to change that, at least the educators do. They want to teach more cooperative learning. Everything in China is very competitive. Secondary students take a big test at the end of the school year called the Gaokao, which literally means "big test." It not only determines whether they go to college, but it also determines where they can go to college and what they can major in. A student might be interested in majoring in economics at Peking University, but they say, "I'm sorry, your test scores aren't good enough. You need to go to Anshan Central University and you can't major in economics, you have to major in one of these things." Students are working against the other students, not working in cooperation with them. And in the corporate world, people need to learn how to work together. So that's one of the things they are interested in: teaching kids: how to cooperate.

They want to know how it is that Americans have so many Nobel prizes and so many new ideas. They want to be able to invent their own kinds of things, and yet, the people that produce the inventions generally move to the Western world. They are amazed by the fact that the kids are allowed to speak up in class. In China, you're not allowed to say anything. The teacher talks, and you take notes, and then you read and you take tests.

And the principal might as well be in another state because the students never see the principal. These principals come to places like Noblesville High School and the principal, Jeff Brian, will be interacting with all the students in the hallways. And

they'll stop, and he'll talk to them, and they all know who he is and so forth. That just amazes the Chinese principals.

Many of them genuinely want to improve education and some have done so in their particular schools. For example, there is an organization here in Indiana called C.L.A.S.S., "Connecting Learning Assures Successful Students," which focuses on collaboration, brain research and character education. One Chinese principal was so impressed with the notion, that he went back and he implemented that same program in his elementary school, even though it wasn't the official doctrine of the Communist Party.

WHAT DO YOU THINK AMERICAN EDUCATORS CAN LEARN FROM GOING TO CHINA?

PB: They gain an appreciation for the fact that the Chinese manage very well with 40 to 50 kids in a class. They also can see the pride that the students take in receiving an education, doing well, and the appreciation they have for the opportunity. We've been given so much for so long that our kids take school for granted. American students often don't think of education as a privilege or as something of value, at least many of them don't. To see all of those students so interested in learning is impressive.

We took a group of teachers to Beijing last summer, 40 of them, to teach at University of Science and Technology in Beijing for their summer school English program. And, of course, they had American teachers teaching English to them and talking about American culture. And the teachers were totally impressed with the Chinese students. Now, these were good students, university students, but every one of them was very interested in, conscientious, and respectful of the teacher. It brought them back to what teaching is all about. They actually had kids that were interested in what they were learning.

So when we go to China, they gain an appreciation for, first of all, the vastness of the country and the number of people there, but also for the education system. Although it is very regimented and knowledge-based, the students take it very seriously. And that's something American students could learn from.

And finally, as you would hope, they learn to appreciate that the Chinese are people, just like us.

GLOBAL LEARNING INTEGRATION

IN ORDER TO SUSTAIN AND ADVANCE GLOBAL EDUCATION, A NUMBER OF INDIANA SCHOOLS HAVE INTEGRATED WRITTEN GLOBAL AND INTERNATIONAL LEARNING OUTCOMES INTO THE CURRICULUM. ON AVERAGE, 19% OF SCHOOLS WHO RESPONDED TO THE SURVEY HAD WRITTEN GLOBAL LEARNING OUTCOMES. AT 33%, URBAN SCHOOL RESPONDENTS WERE THE HIGHEST PERCENTAGE, COMPARED TO 14% OF RURAL SCHOOLS THAT HAD WRITTEN GLOBAL OUTCOMES.

Written outcomes exist most commonly for world languages, AP and dual credit courses, and service-learning programs. Within the sub-category of written outcomes for international service-learning or exchange, suburban schools lead urban schools by 8%.

GLOBAL ACADEMIC PROGRAM	PERCENTAGE OF SCHOOLS WITH WRITTEN LEARNING OUTCOMES
World Languages	57%
AP and Dual Credit Courses	55%
International Service-Learning or Exchange	48%
Local Service-Learning	46%

These learning outcomes can provide a global perspective that inherently invites new questions, new ideas, and fosters a broader framework for intellectual inquiry. Free resources such as the Internationalizing the Standards: Indiana curriculum guides from Indiana University's Center for the Study of Global Change include outcomes, standards, pedagogy and lesson plans. The Asia Society Partnership for Global Learning provides resources including *MappingtheNation.net* While not pervasive, elective classes with an international focus can also accelerate global learning. 79% of respondents considered taking such a class "very important" or "important." Finally, some Indiana teachers are not native of the U.S.A. While these teachers are few, administrators purposefully seek such diversity and experience among their staff to provide an excellent school environment.

TECHNOLOGY AND RESOURCES

Technology is a powerful tool to facilitate global learning. From electronic pen pals to international resources in the library, technology removes barriers for global education and connections. "Now more than ever is the time to consider how impactful technology is to global education. To be competitive in this job market, it is imperative that our students are actively engaged with technology tools and resources in meaningful ways that ignite curiosity and promote skills for 21st century readiness: critical thinking, communication, collaboration, and creativity," said Qiana Patterson, Executive Director of New Global Citizens.[18] The key, Patterson said, is to not pile on technology, but rather use it strategically to connect with previously unexplored cultures, ideas and people.

TECHNOLOGY	PERCENTAGE OF SCHOOLS THAT UTILIZE THE TOOL FOR GLOBAL LEARNING
Electronic Pen Pals	50%
Video Conferencing/Skype Teacher to Teacher	51%
Video Conferencing/Skype Student to Student	54%
Web-based Work on International Projects	52%
International News Outlets	55%

INFLUENCES ON GLOBAL LEARNING

AS SCHOOLS IMPLEMENT GLOBAL LEARNING PROGRAMS, THERE ARE A VARIETY OF FACTORS THAT EITHER HELP OR HINDER THE PROCESS. FUNDING, TIME AND THE AVAILABILITY OF AN INTERNATIONAL PARTNER ARE THE MOST COMMON BARRIERS TO INTERNATIONAL PROGRAMS.

Responses indicate that technology, student interest and parent interest provided the most support or most compelling impetus for the programs.

According to the 2008 report on international learning in Indiana schools, "Educational research show us that principal leadership is critical in terms of human capital and fiscal resource allocation, particularly in non-mandated areas or innovative school reform initiatives."[19]

Listed below are barriers and supports to global programs as perceived by 2014 survey respondents that included superintendents, principals, teachers and others:

INFLUENCE	EXTREME BARRIER	MODERATE BARRIER	MODERATE SUPPORT	EXTREME SUPPORT
Availability of technology	21 or 9%	45 or 20%	65 or 29%	87 or 38%
Quality/Reliability of Technology	25 or 10%	52 or 23%	75 or 33%	64 or 28%
Availability of an International Partner	51 or 22%	91 or 40%	50 or 21%	21 or 9%
Faculty Interest	29 or 12%	97 or 43%	70 or 30%	22 or 10%
Availability of Teacher Prof. Development	53 or 23%	108 or 47%	41 or 18%	14 or 6%
Internal Financial Resources	126 or 55%	62 or 27%	22 or 10%	6 or 2%
Time to Incorporate into Curricula	103 or 45%	81 or 26%	25 or 11%	9 or 3%
External Funding	122 or 54%	72 or 32%	19 or 8%	3 or 1%
Global Security Concerns	31 or 14%	118 or 52%	60 or 26%	7 or 3%
Parental Interest	28 or 12%	100 or 44%	76 or 33%	14 or 6%
Student Interest	14 or 6%	74 or 32%	91 or 40%	40 or 18%

PROFESSIONAL DEVELOPMENT

Are educators in our schools equipped to teach students about today's world? How many of them have even had opportunity to develop global awareness through work, study or travel abroad? How many have taught abroad or collaborate with colleagues from other countries? In this era of globalization, are teachers being left behind? 80% of respondents to this survey are interested in global education professional development. Madeline Green, of the American Council on Education, speaking to higher education leaders, stresses, "I tell presidents, if they have any money at all for internationalization, faculty development is the place to put it."[20]

Suburban schools provided overall more incentives for their teachers to engage in global learning professional development. Specifically 50% of these districts provide paid leave. From an enrollment perspective, 60% of schools with populations of 3,000 or more offered paid leave for such opportunities. If given the opportunity, respondents would most like to attend a global learning workshop in their region, or virtually attend a webinar. From the growing amount of opportunities online to an immersive experience abroad, the following incentives were made available to respondents who engaged in global learning programs.

PERCENTAGE OF SCHOOL DISTRICTS WITH INCENTIVES FOR GLOBAL LEARNING PROFESSIONAL DEVELOPMENT

Professional Development Credit	63%
Stipend	32%
Paid Leave	41%
None	41%

COMMUNITY SUPPORT FOR GLOBAL LEARNING

Local businesses and community members with international backgrounds are helpful in promoting global learning in Indiana schools. Others get involved directly, underwriting the school's programs or partnering with teachers. However, there is a marked disparity between rural settings and urban and suburban counterparts in community support for global learning.

SCHOOL ENVIRONMENT	HOW HELPFUL ARE BUSINESSES ON A SCALE OF 1-4?
Rural	1.38 - Not at all Helpful
Suburban	1.85 - Somewhat Helpful
Urban	2.04 – Somewhat Helpful
Title 1 School	1.50 – Somewhat Helpful
Not Title 1 School	1.85 – Somewhat Helpful

In total, 181 or 79% of respondents reported that businesses and international organizations in their area were *not* involved in Global Learning Programs in their school. A more positive response, 152 or 66% responded that parents and community members with international and culturally linguistically diverse backgrounds *are* involved in their school's programs.

According to Heather Singmaster of the Asia Society, "The voice of business is needed to ensure we are producing students with the skills and knowledge needed for the workforce of today and of tomorrow. Business needs to not only show up, but to work as partners with education—that is the only way we will be able to create a meaningful system that produces lifelong learners who are productive workers and citizens. Education and policy similarly must also commit to a more purposeful approach to their relationships with business."[21]

RESPONDENT PROFILE

Who responded to this survey?

73% who possess a valid USA passport.

73% have traveled outside the USA within the past 10 years.

41% have lived outside the USA for a period greater than four weeks.

30% who participated in professional development around global learning.

45% who speak a language other than English.

87 TEACHERS	26 SUPERINTENDENTS	48 PRINCIPALS
44 OTHER ADMINISTRATORS	2 COUNSELORS	21 OTHER

RECOMMENDATIONS, APPENDICES AND REFERENCES

RECOMMENDATIONS

After careful consideration of the results of the 2014 Report on the State of Global Learning in Indiana Schools, the Indiana Department of Education recommends the following to Indiana schools:

1. Expand the teaching of foreign languages in the elementary school through further development of Dual Language Immersion and World Language programs.

2. Encourage adoption of Certificate of Biliteracy by Indiana schools to promote bilingualism through world language and heritage language courses.

3. Design and support professional development programs with a global focus delivered regionally and in collaboration with business and community partners.

4. Promote and foster international exchanges for students, teachers, administrators and community partners.

5. Facilitate collaboration and benchmarking partnerships in countries which are high achieving and strategic economic and educational partners.

APPENDICES

APPENDIX A

Grants and Awards for International Education and Teacher Travel

FULBRIGHT SHORT-TERM AWARDS

The Fulbright-Hays Seminars Abroad Program provides opportunities for overseas experience. The program is open to educators and administrators with responsibilities for curriculum development in fields related to humanities, languages, and area studies. Topics and host countries of the seminars vary from year to year. All seminars are in non-Western European countries.

FULBRIGHT TEACHER EXCHANGE

The Fulbright Distinguished Awards in Teaching Program is sponsored by the U.S. Department of State. It promotes mutual understanding among teachers, their schools and communities in the U.S. and abroad by: building teachers' and students' global competence, sharing of best educational practices internationally. Participants in this three to six month program are based at university-level schools of education.

JAPAN-U.S. TEACHER EXCHANGE PROGRAM FOR EDUCATION FOR SUSTAINABLE DEVELOPMENT (ESD)

The Japan-U.S. Teacher Exchange Program for Education for Sustainable Development (ESD) will provide 14 U.S. teachers and administrators with a fully-funded opportunity to travel to Japan to learn about ESD efforts and strengthen ESD curricula in both countries. ESD is "a vision of education that seeks to balance human and economic well-being with cultural traditions and respect for the earth's natural resources," according to the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

GROSVENOR TEACHER FELLOWSHIPS FROM NATIONAL GEOGRAPHIC

Each year, National Geographic and Lindblad Expeditions take K-12 geography teachers on expeditions around the world. Usually, 25 educators are selected for fellowship trips each year, and participants travel to exotic locations and participate in professional development and curriculum-building activities.

FUND FOR TEACHERS FELLOWSHIPS

Fund for Teachers fellowships enable educators to design their own professional development programs. International and domestic travel are often included in grant proposals, and FFT has been supporting these grants since 2001. Additionally, FFT has links to some other great travel fellowships.

GLOBAL CLASSROOMS PROGRAM FROM IREX:

This Bureau of Educational and Cultural Affairs program is a year-long cultural exchange for middle and high school teachers. The program includes intensive training, an international field experience, and a global education symposium in Washington, D.C.

APPENDICES

APPENDIX A, CONT.

TOYOTA INTERNATIONAL TEACHER PROGRAM:

This program from Toyota and administered by IIE combines international travel and environmental education. Through the program, secondary educators from U.S. schools go on two- or three-week trips to learn about environmental issues and innovative solutions for environmental challenges.

EINSTEIN DISTINGUISHED FELLOWS PROGRAM IN STEM:

The Einstein program enables teachers to advocate for STEM on Capitol Hill and/or Congressional offices for up to a year. The application process for the 2015-2016 school year opened in fall 2014.

Other Travel Grant Sources

TRAVEL THE WORLD WITH GRANTS JUST FOR EDUCATORS

This article from the National Education Association features ten scholarships designed to help teachers travel the world. Included are program details, funding amounts, and eligibility requirements for applications.

35 TRAVEL GRANTS AND OTHER TRAVEL OPPORTUNITIES FOR TEACHERS AND EDUCATION PROFESSIONALS

Travel Beyond Excuse is a blog that is "helping teachers who want to travel." This article features 35 sources for teacher travel grants, and in addition, you'll find tons of ideas and strategies for traveling on the cheap.

TRAVEL GRANTS FROM TEACHING TRAVELING

Another website dedicated to education travel, Teaching Traveling is a great source of inspiration for educators looking for travel funding. In addition to the site's Travel Grants section, you'll find inspiring interviews with "teacher-travelers," as well as ideas and tips for securing funding.

APPENDICES

APPENDIX B

State, National and International Organizations for Teacher Professional Development in International Education

STATE ORGANIZATIONS

CENTER FOR THE STUDY OF GLOBAL CHANGE AT INDIANA UNIVERSITY

The Center for the Study of Global Change examines what is global. To do so, it creates a supportive environment for cutting-edge approaches to global teaching, learning, and scholarship.

CHINESE EDUCATION CONNECTION

Chinese Education Connection provides comprehensive global education for American and Chinese students and educators

GLOBAL GATEWAY FOR TEACHERS AT INDIANA UNIVERSITY

Global Gateway for Teachers is designed to give any pre-service teacher multicultural student experiences while also fulfilling their degree requirements for student teaching. Participants have the opportunity to serve as student teachers in culturally diverse settings that include Chicago, the American Southwest, and 18 countries around the world.

GLOBAL INDIANA

Global Indiana inspires and equips globally-minded educators and connects leaders across sectors with shared global interests.

INDIANA DEPARTMENT OF EDUCATION, OFFICE OF WORLD LANGUAGES AND GLOBAL LEARNING

The Global Learning and World Languages Team of the Indiana Department of Education seeks to prepare Indiana students for work and citizenship in the Global Age by providing Indiana students with knowledge of the world economy, understanding of other cultures and the ability to communicate and work with other across national and regional boundaries.

INDY SISTER CITIES STUDENT AND TEACHER OUTREACH COMMITTEE

The Indy Sister Cities TASOC (Teacher and Student Outreach Committee) is an organization devoted towards strengthening global education in Indianapolis. The TASOC offers Marion County teachers the professional development needed for a diversifying and globalized classroom. The TASOC also offers opportunities for Marion County youth to participate in international art competitions and youth summits.

APPENDICES

APPENDIX B, CONT.

State, National and International Organizations
for Teacher Professional Development in International Education

NATIONAL AND INTERNATIONAL ORGANIZATIONS

AMERICAN COUNCILS FOR INTERNATIONAL EDUCATION

is a premier, international nonprofit creating educational opportunities that prepare individuals and institutions to succeed in an interconnected and increasingly interdependent world. Through academic exchanges, overseas language immersion, and educational development programs, American Councils designs and administers innovative programs that broaden individual perspectives, increase knowledge, and deepen understanding.

AMERICAN COUNCIL ON THE TEACHING OF FOREIGN LANGUAGES

The American Council on the Teaching of Foreign Languages (ACTFL) is dedicated to the improvement and expansion of the teaching and learning of all languages at all levels of instruction. ACTFL is an individual membership organization of more than 12,500 language educators, students, and administrators.

AMERICAN FORUM FOR GLOBAL EDUCATION MATERIALS

The American forum for Global Education Materials is a resource database which includes, lessons, publications, forum discussions and an online journal.

ASIA SOCIETY

Asia Society is the leading educational organization dedicated to promoting mutual understanding and strengthening partnerships among peoples, leaders and institutions of Asia and the United States in a global context. Across the fields of arts, business, culture, education, and policy, the Society provides insight, generates ideas, and promotes collaboration to address present challenges and create a shared future.

CENTER FOR APPLIED LINGUISTICS

The Center for Applied Linguistics is a private, nonprofit organization promoting access, equity and mutual understanding for linguistically and culturally diverse people around the world.

APPENDICES

APPENDIX B, CONT.

COUNCIL ON STANDARDS FOR INTERNATIONAL EDUCATIONAL TRAVEL

The Council on Standards for International Educational Travel (CSIET) is a not-for-profit organization committed to quality international educational travel and exchange for youth at the high school level. Its purpose is to identify reputable international youth exchange programs, to provide leadership and support to the exchange and educational communities so that youth are provided with meaningful and safe international exchange experiences, and to promote the importance and educational value of international youth exchange.

ED WEEK GLOBAL LEARNING BLOG

A group blog in which education leaders discuss global competence based on best practices from around the world.

INSTITUTE FOR INTERNATIONAL EDUCATION

An independent not-for-profit founded in 1919, IIE is among the world's largest and most experienced international education and training organizations. We are committed to delivering program excellence to a diverse range of participants, sponsors, and donors.

THE LONGVIEW FOUNDATION FOR WORLD AFFAIRS AND INTERNATIONAL UNDERSTANDING

The Longview Foundation seeks to build a more peaceful, just, and sustainable world by equipping youth with a global perspective and understanding of political, social, and environmental issues worldwide.

THE LANGUAGE FLAGSHIP

The Language Flagship is a national effort to change the way Americans learn languages. Flagship offers pathways for students of all academic majors and language levels to pursue advanced-level language study in one of ten languages: Arabic, Chinese, Hindi Urdu, Korean, Persian, Portuguese, Russian, Swahili, or Turkish.

NATIONAL ASSOCIATION OF INTERNATIONAL EDUCATORS

Association of International Educators is a non-profit professional organization for professionals in all areas of international education. As of 2010, it served approximately 10,000 educators worldwide, representing nearly 3,000 higher education institutions.

APPENDICES

APPENDIX C

• School-based International Education and Global Learning Programs

- 1. How important do you think these activities are to Indiana students' education? (Not at All Important (NI), Somewhat Important (SI), Important (I), to Very Important (VI)

	NI	SI	I	VI
Becoming proficient in a foreign language.				
Engaging in e-learning with teachers from another country.				
Engaging in e-learning with students from another country.				
Engaging with immigrant serving organizations.				
Traveling abroad as part of a school sponsored trip.				
Participating in Service Learning activity abroad.				
Taking an elective with an international focus.				
Being taught through a global framework.				
Participating in foreign language clubs.				
Participating in clubs with an international focus.				
Maintaining a school library with international resources.				
Being taught by a teacher who is not a native of the USA.				

- 2. Does your school offer any of the following programs?

	Yes	No
Culture/Foreign Language Clubs		
International Pen-pals		
Model United Nations		
International Business Club		
Participation in International Sporting Event		
Sister School/Organization Club		
Internship opportunities with global firms or organizations		
Service learning opportunities with immigrant-serving organizations		

- Please check highest level of world languages taught at your school:

I	II	III	IV	V	

- 4. If you could add language(s) which one(s) would you add?
- Does your school offer Heritage Language Learner (or Spanish for Native Speakers) World Language courses for students to develop their literacy skills in their native language and become bi-lingual?
- 6. Does your school have explicit (written) global or international learning outcomes integrated into the curriculum?

APPENDICES

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Study of world languages at higher levels	○	○
Study of Advanced Placement, dual Credit or IB Courses in Social Studies and Language Arts?	○	○
Participation in service learning or exchange study abroad	○	○
Participation in local service learning with immigrant serving organizations	○	○

- **School Sponsored International Exchange Trips**
- 8. Have any of your students participated in school sponsored international exchange trips abroad this school year?

- **School Hosted Foreign Exchange and International Students**
- 10. Has your school hosted any foreign exchange students this school year?
- 11. If yes, which country (countries) did they come from?

- 12. Is your school certified by the US Govt. to issue F1 visas for study in the US?

○ Yes ○ No

- 13. If yes, are there international students studying at your school?

○ Yes ○ No

- **Students participating in outbound International Exchange Programs**
- 14. Have any of your students participated in international exchange programs to study abroad for a semester or year this school year?

○ Yes ○ No

- 15. If yes, which country or countries?
-

- **Technology and Resources**
- 16. Does your school use technology to facilitate Global Learning?

○ Yes ○ No

- 17. If you answered yes to question 16, what type of technology?

	Yes	No
Electronic pen-pals with others outside the USA (Including instant messaging, chat rooms and email as media)	○	○
Video conferencing/skype with teachers abroad	○	○
Video conferencing/skype with students abroad	○	○
Web-based work on an international project	○	○
International news outlets	○	○

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

EB	MB	MS	ES

APPENDICES

APPENDIX C

Availability of technology				
Quality/reliability of technology				
Availability of an international partner				
Faculty interest				
Availability of teacher professional development				
Internal financial resources				
Time to incorporate into curricula				
External funding				
Global security concerns				
Parental interest				
Student interest				

• Teacher-led Travel Abroad

- 19. Have any teachers from your school led travel abroad programs for the past two school years?

Yes No

- 20. If yes, which countries were visited?

• International Teacher Exchange Programs

- 21. Have any teachers from your school participated in Teacher Exchange Programs to teach in other countries for the past two school years?

Yes No

- 22. If yes, which countries?

- 23. Are there any teachers at your school who are Visiting Teachers from other countries and teaching a world language or other subject at your school?

Yes No

- 24. If yes, which countries are they from

• In-Service Training Focused on Global Learning

- 25. Have any teachers and/or administrators completed professional development around Global Learning?

Yes No

- 26. Would you be interested in professional development around Global Learning?

Yes No

- 27. If yes, what type of training would be most helpful to your school?

workshop in your region state wide conference national conference webinar

- 28. Select whether or not the incentive is provided to teachers to engage in Global Learning Programs?

	Yes	No
Professional Development Credit		

APPENDICES

APPENDIX C

Stipend	○	○
Paid Leave	○	○
None	○	○

- Other (please specify)

- 29. To what extent do you feel businesses or local community members with international backgrounds would be helpful in promoting Global Learning in Indiana schools?

○ Not at All Helpful ○ Somewhat Helpful Helpful ○ Very Helpful

- 30. Do you involve parents and community members with international and/or culturally and linguistically diverse backgrounds in school programs?
- . Are any businesses and international organizations in your area involved in Global Learning Programs in your school ?

○ Yes ○ No

- 32. If yes, which ones?

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

	Yes	No
Do you currently possess a valid USA Passport?	○	○
Have you traveled outside of the USA within the past 10 years?	○	○
Have you lived outside of the USA for a period greater than four weeks?	○	○
Have you participated in professional development around Global Learning?	○	○
Do you speak a language other than English		

APPENDICES

APPENDIX D

Indiana Senate Bill 267

HTTPS://IGA.IN.GOV/LEGISLATIVE/2015/BILLS/SENATE/267

Summary of Legislation: This bill has the following provisions:

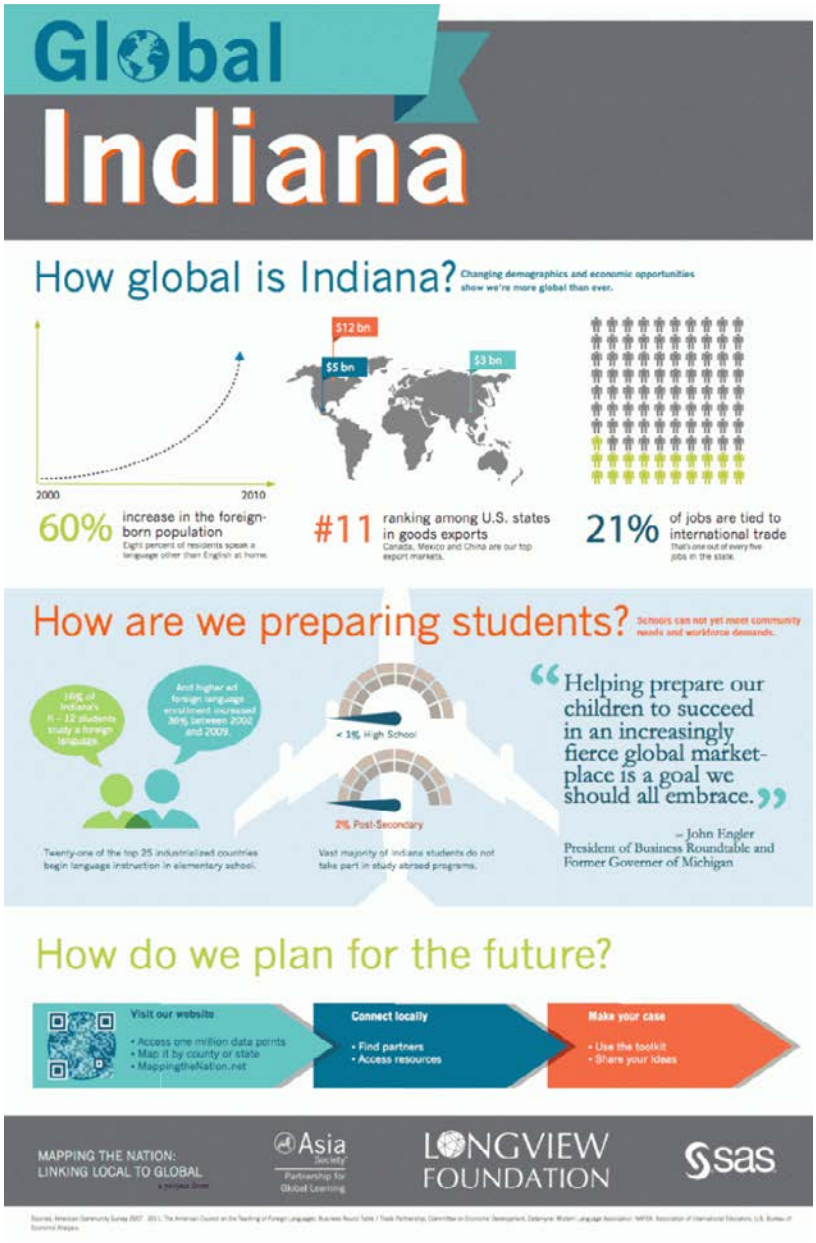
Dual Language Immersion Pilot Program : The bill establishes the Dual Language Immersion Pilot Program to provide grants to school corporations and charter schools that establish dual language immersion programs in certain foreign languages.

State Certificate of Biliteracy: The bill creates the State Certificate of Biliteracy. It requires that the appropriate designation appear on the student's transcript. It requires the State Board of Education to adopt rules and to direct the Department of Education to administer the State Biliteracy Program. It provides that a school corporation, a charter school, or a nonpublic high school is not required to participate in the biliteracy program.

APPENDICES

APPENDIX E

How Global Is Indiana – 2010 data from Longview Foundation's Mapping the Nation Project



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