



International
EDUCATION
Connects  to the World



New Jersey International Education Summit Report

FALL 2005

NEW JERSEY DEPARTMENT OF EDUCATION

New Jersey International Education Summit Report

International Education Connects New Jersey to the World

William L. Librera, Ed.D.
Commissioner of Education

Richard C. Ten Eyck
Assistant Commissioner
Educational Programs and Assessment

Jay Doolan, Ed.D
Director
Academic and Professional Standards

Linda Morse
Manager
Academic and Professional Standards

Janis Jensen
*Coordinator of World Languages
and International Education*

September 2005
PTM# 1505.16



New Jersey State Board of Education



- ARNOLD G. HYNDMAN, *President* Warren
- DEBRA CASHA, *Vice President* Morris
- ARCELIO APONTE. Middlesex
- MARGARET F. BARTLETT Ocean
- RONALD K. BUTCHER Gloucester
- MAUD DAHME Hunterdon
- KATHLEEN A. DIETZ Somerset
- JOSEPHINE E. FIGUERAS Union
- JOHN A. GRIFFITH Essex
- FREDERICK H. LAGARDE, JR. Passaic
- ERNEST P. LEPORE Hudson
- THELMA NAPOLEON-SMITH Mercer
- EDWARD M. TAYLOR Camden

WILLIAM L. LIBRERA, Ed.D.
Commissioner
Secretary, State Board of Education

New Jersey International Education Summit Report

FALL 2005

Table of Contents

| | |
|---|----|
| BACKGROUND | 1 |
| New Jersey Demographics | 1 |
| New Jersey Business | 2 |
| NEW JERSEY CORE CURRICULUM CONTENT STANDARDS: MEETING THE GOALS OF INTERNATIONAL EDUCATION | 3 |
| Social Studies | 3 |
| International Education in the Standards | 3 |
| International Education: Global Challenges, Cultures and Connections | 3 |
| World Languages | 4 |
| The Vision for World Languages Education | 4 |
| THE SUMMIT | 6 |
| International Education in New Jersey: Vision, Mission and Goals | 6 |
| Summit Agenda | 7 |
| Summit Steering Committee | 9 |
| Summit District Participants | 10 |
| Summit Highlights | 11 |
| Governor's Proclamation on International Education Week 2004 | 12 |
| The Business Perspective | 13 |
| Pre-K Education | 13 |
| Implementing International Education K-12 and Beyond | 14 |
| Teacher Preparation | 15 |
| State Projects | 15 |
| Town Meeting | 15 |
| A Summary of Recommendations from Summit Presenters and Participants | 16 |
| Summit Acknowledgements | 17 |
| ASSEMBLY RESOLUTION ON INTERNATIONAL EDUCATION | 18 |

Background

The New Jersey International Education Summit was organized in response to a national initiative spearheaded by the Asia Society following a report issued by the National Commission on Asia in the Schools in 2001. The most significant finding of the report, *Asia in the Schools: Preparing Young Americans for Today's Interconnected World*, was the disproportionate lack of knowledge by American students about Asia in relation to its global importance in terms of population growth and economic ties to the United States and other countries. The vision of the commission is that all children will acquire the knowledge and skills necessary for life and work in today's interconnected world in:

- elementary schools** that integrate accurate and engaging materials about Asia and Asian American topics in reading and social studies programs, and afford students the opportunity to learn Asian languages;
- middle schools** that build interdisciplinary instruction on Asia-related concepts and content learned in earlier grades, encourage adolescents' growing curiosity about the world, and allow students to continue studying Asian languages at the intermediate level;
- high schools** that provide opportunities to explore Asia-related topics in depth through social studies and geography as well as U.S. and world history themes and support programs giving students competency in one of several Asian languages; and
- schools that engage in an ongoing educational partnership with a school(s) in Asia** through technology links and exchange programs and foster in students and faculty an appreciation for the cultural diversity of the United States (2001, p.8).

Since the release of the report, the Asia Society has formed a coalition of 30 national organizations to implement the report's recommendations. The primary goal of the National Coalition of Asia and International Studies in the Schools is to take actions to address the international knowledge gap in America's schools. The coalition conducts annual states institutes and provides ongoing technical support in addition to offering small planning grants through the Longview Foundation for state activities designed to infuse international education in their schools. New Jersey was a recipient of a 2003 state grant that provided partial funding for its first International Education Summit and has also participated in the 2003 and 2004 states institutes.

In addition to this national initiative, the New Jersey Asia Commission has worked for several years to develop a document aligned with the New Jersey social studies standards to assist districts with incorporating knowledge about Asia into the social studies curriculum.

New Jersey Demographics

New Jersey is one of the most densely populated states in the country. Census 2000 reports that there are approximately 8.2 million people residing in New Jersey and the total population is expected to reach 8.4 million by 2006. The growth rate for whites is expected to continue to diminish as opposed to non-whites, with a projected growth rate of 225 percent between 1990 and 2005. Census data indicate a foreign born population of more than 17 percent with an explosive growth rate of Asian and Pacific Islanders. In 1970, fewer than 10 percent of the state's residents were foreign born. Today, New Jersey is ranked seventh in the nation for concentrations of language minority populations. Such immigration patterns have created a society of increased diversity that demands an informed, concerned and empowered citizenry.

As New Jersey strives to maintain an important position in the global economy, the need for internationally literate citizens and workers is essential. The foundation for international literacy begins in our public schools.



The number of New Jersey residents who speak a language other than English rose by 42 percent in the 1990s. In 2000, one of every four New Jersey citizens, aged five and older, spoke a language other than English. There are 166 total languages spoken statewide. Students speak Spanish, Korean, Portuguese, Gujarati, Creole (Haitian), Arabic, Mandarin, Polish, Urdu, Russian and a variety of other languages. Spanish-speaking students represent the highest enrollment with 140,321 native speakers, including 35,764 English language learners. Enrollment in programs for English language learners has risen by over 50 percent in the last 12 years.

New Jersey Business

Because of New Jersey's growing role in international business and trade, the need for our students to function in the society and workplace of a globally interconnected world is greater than ever. New Jersey is located in the heart of the world's richest consumer market, ranks among the top ten states nationwide in attracting foreign direct investment, and is home to more than 1,200 multinational firms from over 40 countries. The fact that New Jersey is at the epicenter of the nation's largest business corridor, has an unmatched transportation infrastructure and is home to some 60 million consumers with a collective purchasing power of \$1 trillion and retail sales in excess of \$560 billion within overnight delivery, are the reasons that leading multi-national corporations have their American headquarters in the state.

In addition, New Jersey exports products to more than 200 destinations worldwide. The New Jersey Department of Commerce has aggressively worked with international businesses to increase trade with New Jersey. A key element of this strategy has been trade and investment missions to Europe, Asia, and Latin America, often led by the Governor. These missions have been highly productive in generating export sales and developing long-term business ties with key officials from the public and private sector.

Recently, the State Chamber of Commerce has entered into a partnership that gives chamber members unparalleled access to offices and resources in both Taipei and Shanghai enabling them to pursue business opportunities in southeast China and Taiwan.



**New Jersey
Core Curriculum
Content Standards:
*Meeting the Goals
of International
Education***

Given today's economic and political realities, it has become increasingly important that states — and schools — increase their capacity to understand and respond to an ever-changing world that has become more dependent on the international economy. Issues such as immigration and foreign policy increasingly influence the course of public education in a richly diverse state such as New Jersey. The New Jersey Core Curriculum Content Standards lay the groundwork for excellent international education programs.

Social Studies

In social studies, students in grades K–4 study the cultural background of those who came to America from different parts of the world. The focus is on understanding one's own culture and beginning to understand other cultures within the community. In geography, students at this level learn to use maps and develop an understanding of the world as a physical place inhabited by people with characteristics specific to their region of origin. As students move along the educational continuum, they learn about the political, economic, social, and cultural forces that have influenced world civilizations. The social studies standards encourage teachers to integrate the study of past civilizations with the events of the present. Additionally, students develop economic literacy through the study of international trade and major international institutions such as the World Bank. All New Jersey high school students are required to take at least one course in world history/world cultures in order to receive a high school diploma.

International Education in the Standards

The following cumulative progress indicators for international education are found in the social studies standards and serve as an example of student outcomes.

International Education: Global Challenges, Cultures, and Connections

By the end of Grade 12, students will:

1. Compare and contrast key past and present United States foreign policy actions (e.g., diplomacy, economic aid, humanitarian aid, military aid) and positions (e.g., treaties, sanctions, interventions) and evaluate their consequences.
2. Analyze and evaluate United States foreign policy actions and positions, including the Monroe Doctrine, the Mexican Cession, the Truman Doctrine, the Cold War, the worldwide struggle against terrorism, and the Iraq War.
3. Describe how the world is organized politically into nation-states and alliances and how these interact with one another through organizations such as the European Union, North Atlantic Treaty Organization (NATO), the United Nations, the World Court, and the Group of Seven Industrialized Nations (G7).
4. Analyze and evaluate the interconnections of local, regional, and national issues with global challenges and issues, and recommend possible solutions.
5. Discuss how global interconnections can have both positive and negative consequences (e.g., international companies, transfer of jobs to foreign plants, international security and access to transportation).
6. Investigate a global challenge (e.g., hunger, AIDS, nuclear defense, global warming) in depth and over time, predict the impact if the current situation does not change, and offer possible solutions.
7. Participate in events to acquire understanding of complex global problems (e.g., Model United Nations, international simulations, field trips to government sites).

...it has become increasingly important that states—and schools— increase their capacity to understand and respond to an ever-changing world...

8. Justify an opinion or idea about a global issue while showing respect for divergent viewpoints.
9. Discuss the impact of technology, migration, the economy, politics, and urbanization on culture.
10. Compare and contrast common social and behavioral practices in various cultures (e.g., birth, marriage, death, gender issues, family structure, health issues).
11. Participate in activities that foster understanding and appreciation for diverse cultures (e.g., world language instruction, student exchange, clubs, international forums, community service, speaker programs, arts, sports).
12. Analyze the impact of communication networks, technology, transportation, and international business on global issues.
13. Analyze how the media presents cultural stereotypes and images and discuss how this impacts beliefs and behaviors.
14. Connect the concept of universal human rights to world events and issues.
15. Compare and contrast current and past genocidal acts and other acts of hatred and violence for the purposes of subjugation and exploitation (e.g., Holocaust, Native Americans, Irish famine, Armenia, Ukrainian collectivization, Cambodia, Rwanda) and discuss present and future actions by individuals and governments to prevent the reoccurrence of such events.

World Languages

New Jersey is one of a handful of states that mandates world languages instruction in grades K–12. Students continue instruction begun at the elementary level to complete a five-credit high school graduation requirement with many students opting to pursue the study of a world language throughout high school. Model

world languages resource centers in six school districts provide technical assistance and other resources to schools in their regions. Currently, 11 school districts offer the study of Chinese at the elementary level and nine at the secondary level. One of the goals of the New Jersey international education initiative is to offer more programs that include the study of Chinese and other critical need languages in well-articulated sequences of study. New Jersey is currently exploring the development of collaborative programs with the Chinese Ministry of Education. This includes an incentive program to promote the teaching of Chinese in New Jersey school districts using trained and licensed teachers from China. In addition, the Department of Education has signed memoranda of understanding with France and Italy to promote educational and cultural relationships that benefit students and teachers in New Jersey and these countries.

The Vision for World Languages Education in the Standards

New Jersey hosts a growing economy that is oriented toward agriculture, industry, finance, education, and research—an economy that demands contact and interaction with the global marketplace. For New Jersey students, the need to function competently in more than one language has become increasingly important. This allows students to participate fully in the economic, political, and social life of a state with over 100 ethnic groups, and where more than 150 different languages are spoken. In the twenty-first century, students must be able to participate in culturally appropriate ways in face-to-face interaction with members of other cultures in order to be productive members of the diverse communities in which we all live. Only by preparing students with an education comparable to the best that schools around the world offer—one that includes the study of world languages—can the goal of leaving no child behind be achieved.



The New Jersey Core Curriculum Content Standards for World Languages envision all of New Jersey's students prepared for the demands of an interdependent world by:

- ▶ Teaching world languages for communication;
- ▶ Heightening students' linguistic and cultural awareness of their local, state, and world community;
- ▶ Encouraging interdisciplinary and workplace readiness connections that may involve business and community members as mentors and models; and
- ▶ Preparing students for using a world language(s) in whatever career choices they make.

The New Jersey standards reflect the philosophy and goals found in the national standards, *Standards for Foreign Language Learning in the 21st Century* (ACTFL, 1999), and were developed by consulting the best work that has been done throughout the United States and internationally. The standards are generic in nature, are designed for a core subject, and are meant to be inclusive for all languages taught in New Jersey schools. There are two New Jersey standards: communication and culture. The communication standard requires all students to be able to communicate in at least one world language in addition to English for the purpose of engaging in conversation; understanding and interpreting spoken and written language; presenting information, concepts and ideas while making connections with other disciplines; and comparing the language/culture studied with their own. The culture standard requires all students to demonstrate an understanding of the perspectives of a culture(s) through experiences with its products and practices. It focuses on how cultural products reflect the perspectives (attitudes, values and beliefs) of the culture studied, on how practices are derived from the perspectives (traditional ideas, attitudes, and values) of the culture, and on how the perspectives of a culture sanc-

tion the cultural practices and create a need for the products. The perspectives provide the reason for "why they do it *that way*" and the explanation for "how can they possibly think *that?*" Since practices and products not only derive from perspectives, but sometimes interact to change perspectives, this fundamental component of culture must be incorporated to meet the culture standard. Language, as a key to culture, can tell us what is important to a group of people, what they do for work and play, what their social values are, what level of technology they enjoy, where they come from, and much more. The study of language and culture is an important component of international education.

The following are examples of cumulative progress indicators found in the culture standard.

By the end of Grade 12, students will:

1. Interact in a wide range of social and professional contexts that reflect both peer-group and adult activities within the culture studied, using appropriate etiquette in verbal or non-verbal communication.
2. Discuss culturally authentic selections listened to, read, or viewed to demonstrate insights gained into the products, practices and perspectives of the target culture(s).
3. Compare and contrast for discussion common social practices in the U.S. and target culture(s) related to universal life events, such as birth, marriage, and death.
4. Analyze for discussion observable patterns of behavior and social conventions of various age groups in the target culture(s) and compare them with the U.S.
5. Analyze for discussion relationships among past and current economic and political structures and their impact on the perspectives of the culture(s) studied.

The first New Jersey International Education Summit was held on October 27, 2004 at Princeton University, bringing together more than 300 educators and other stakeholders from across the state. The goal of the summit was to share information and ideas for the development of a five-year plan to improve the capacity of New Jersey's schools to provide quality international education.



The Summit

International Education in New Jersey: Vision, Mission and Goals

Vision: New Jersey citizens have the requisite knowledge to live and work effectively in a complex and dynamic world.

Mission: The creation of a systemic approach to ensure that all New Jersey students are provided with the knowledge and skills to be able to function culturally, politically and economically in a global society.

Goals:

1. To help students understand, connect to and act on critical global issues by integrating international perspectives into curricula in all core curriculum content standards areas with special emphasis on:
 - World languages instruction that includes languages central to global literacy and that are important for future economic and security needs; and
 - Social studies instruction that focuses on global issues and how to address them within the diverse social, political and economic contexts that exist worldwide.
2. To connect student acquisition of international literacies to real world experiences both in New Jersey and beyond state and national borders.
3. To enhance teacher capacity for international teaching excellence through pre-service education, professional development and opportunities for exchange and study abroad.

International Education Summit Agenda Princeton University October 27, 2004

Agenda Goals: Raise awareness of the importance of international education; Highlight best practices; Reach out to all constituents; Garner support; and Gather information to develop a five-year plan.

8:00–9:00 **Registration**
Continental Breakfast

9:00–9:30 **Welcome and Introductions**

Dwight Pfennig, *Deputy Commissioner*
NJ Department of Education

Anne Marie Slaughter, *Dean*
Woodrow Wilson School of Public and International Affairs;
Bert G. Kerstetter '66 University Professor of Politics and International
Affairs, Princeton University

Kathleen Dietz, *Chair; International Education Committee*
NJ State Board of Education

Arnold G. Hyndman, *President*
NJ State Board of Education

William L. Librera, *Commissioner*

Lucille Davy, *Special Counsel to the Governor for Education*

9:30–9:45 **Why Does International Education Matter In
New Jersey's Schools?**

The Honorable Rush Holt
Congressman, 12th District
U.S. House of Representatives

9:45–10:45 **Roundtable Discussion:**
**Why International Education is Important: The Business
Perspective**

Vivien Stewart, Executive Director, National Coalition on Asia and
International Studies in the Schools

Bernhard Kohlmeier, Director of Localization Futures, Microsoft
Corporation

Rafiq Bengali, CEO, Americas and Europe, National Bank of Pakistan

Agenda

- 10:45–11:00 **Break**
- 11:00–11:30 **Meeting the Goals of International Education PreK-2**
Sesame **Muppet Rosita** and **Gary E. Knell**, President and CEO, Sesame Workshop
- 11:30–12:30 **Panel:**
Implementing International Education K-20
Panelists: **Martha Abbott**, Immediate Past-President, American Council on the Teaching of Foreign Languages; **Robert Shamy**, Supervisor of Social Studies, East Brunswick, NJ; **Carol Joyce**, Princeton School District Social Studies teacher and participant in '03 Germany exchange; **Ana Maria Shuhmann**, Dean, College of Education, Kean University; **Terrence O'Connor**, Dean, School of Education, The College of New Jersey
- 12:30–1:45 **Luncheon**
- 1:45–2:45 **Panel:**
State Projects in International Education K-20
Panelists: **Ed Gragert**, iEARN; **Andrew Smith**, President, American Forum on Global Education; **Myriam Met**, Acting Director, National Capitol Foreign Language Center; **Christine Brown**, Director of Foreign Languages and English Language Learning, Glastonbury Public Schools and Co-chair 2005 Year of Languages Working Committee
- 2:45–3:45 **Town Meeting:**
Implementing International Education in New Jersey: Barriers, Challenges and Solutions
Facilitator: **Steve Adubato**, New Jersey Network Town Caucus
- 3:45–3:50 **Closing Remarks**
Dwight Pfennig, *Deputy Commissioner*
- 3:50–4:45 **Special Meeting with Foreign Embassies, Language Organization Representatives, and Heritage Language Commissions**

Kathleen Dietz

*Member, State Board of Education
Chair, International Education*

Jo Ann Bartoletti

*Executive Director
New Jersey Principals and Supervisors
Association*

Miguel A. Centeno

*Director
Princeton Institute for International and
Regional Studies*

Elizabeth Christopherson

*Executive Director
NJN Public Television*

Debbie Conway

*Director
Professional Development and
Instructional Issues, NJEA*

Steve Corodemus

*Assemblyman
District 11*

Maud Dahme

*Member and Past President
State Board of Education*

Lucille Davy

*Special Counsel to the Governor for
Education*

John Dougherty

*Social Studies Coordinator
New Jersey Department of Education*

Lawrence Downes

*President
New Jersey Natural Gas Company*

Dana Egreczky

*Vice President Workforce
New Jersey Chamber of Commerce*

Jeff Graber

*Assistant Superintendent
Princeton Regional Schools*

Janis Jensen

*World Languages Coordinator
New Jersey Department of Education*

Grisel Lopez-Diaz

*Assistant Professor
New Jersey City University*

Dwight Pfennig

*Deputy Commissioner
New Jersey Department of Education*

Karin Rindal

*Senior Manager
Telcordia Technologies*

Robert Shamy

*Supervisor
K-12 Social Studies
East Brunswick School District*

Seema Singh, Esquire

*Director and Ratepayer Advocate
New Jersey Division of the Ratepayer
Advocate*

Richard C. Ten Eyck

*Assistant Commissioner
New Jersey Department of Education*

Joan Verplanck

*President
New Jersey Chamber of Commerce*

John Webb

*Director
Teacher Preparation, Princeton University*

Summit Steering Committee



Gary Knell and Rosita from Sesame Workshop


Summit District Participation

| | |
|---|-------------------------------------|
| Berkeley Heights | Marlboro Township |
| Berlin Borough | Mendham Borough |
| Bernards Township | Midland Park |
| Blairstown Elementary | Monmouth County Vocational |
| Burlington County Institute of Technology | Mount Olive |
| Burlington Township | Newark |
| Camden County Technical School | New Egypt High School |
| Cherry Hill | Northern Burlington County Regional |
| Cinnaminson | North Hunterdon–Voorhees Regional |
| East Orange | Nutley |
| East Windsor Regional | Pequannock Township |
| Edison Township | Pleasantville Public Schools |
| Egg Harbor Township | Princeton Regional |
| Ewing | Ramsey |
| Glen Ridge | Ridgefield |
| Hillsborough Township | Ridgewood |
| Jersey City | Toms River Regional |
| Kingsway Regional | Township of Union |
| Lacey Township | Vernon Township |
| Lawnside | Verona |
| Lenape Regional High School | Watchung Hills |
| Linden | Washington Township |
| Little Egg Harbor | West Windsor–Plainsboro Regional |
| Lodi | Woodbridge Township |

Summit Highlights

Participants heard from a range of local, state and national experts on a variety of topics, which directly addressed the summit goals to:

- Raise awareness of the importance of international knowledge to social and cultural integration in New Jersey and to New Jersey's economy;
- Mobilize political, corporate and education leadership to support a greater focus on education about other world regions, their languages and cultures; and
- Build networks among educators and schools interested in infusing international knowledge and skills across the curriculum and strengthening existing international education programs.



Rush Holt, center; Kathy Dietz, left; Dwight Pfennig, right

Participants were welcomed to the summit by a distinguished group that included representatives from the State Board Of Education, the Department of Education, higher education and the Governor's Office—highlighting the commitment to international education by a broad spectrum of policymakers throughout the state. Deputy Commissioner **Dwight Pfennig**, summit facilitator, remarked: "Today's event is significant because it publicly acknowledges the department's commitment to address the international knowledge gap in New Jersey's schools." State Board president, **Arnold Hyndman**, and board member, **Kathleen Dietz**, chair

of the State Board International Education Committee, underscored that to achieve success in implementing this initiative, all policymakers must come to the realization that international education should be approached equally as an economic development, workforce development and education policy initiative.

The Honorable **Rush Holt** also provided attendees with a glimpse into Congress' attention to a particular component of international education—our nation's deficiency in language skills. Representative Holt and others in Congress have introduced a number of proposals that focus on developing the nation's language capacity.

To know where we are is to see ourselves through those who think differently than we.

William L. Librera
Commissioner
New Jersey State Department of Education

Immediately after September 11, 2001, Americans found themselves again facing a Sputnik moment. They realized that they were caught flat-footed, unprepared to confront Al Qaeda terrorists. We need a national commitment to languages on a scale of the National Defense Education Act commitment to science, including improved curriculum, teaching technology and methods, teacher development, and a systemic cultural commitment.

The Honorable Rush Holt
U. S House of Representatives

Governor's Proclamation: International Education Week

November 15–19, 2004

Proclamation

WHEREAS, New Jersey's economy and its ability to compete in the global marketplace are dependent on the ability of all residents to function culturally, politically and economically in a global society; and

WHEREAS, international education promotes knowledge and understanding of other countries — including their language, history, geography, religion, arts and political and economic systems; and

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

WHEREAS, the New Jersey Core Curriculum Content Standards support international education through the study of social studies, world languages, the arts and other core content areas; and

WHEREAS, connecting the student acquisition of international literacies to real world experiences beyond state and national borders through participation in international studies, international exchange programs and other activities that advance cultural awareness and promote mutual understanding is important for all New Jersey students; and

WHEREAS, the first New Jersey International Education Summit held on October 27, 2004 will raise awareness of the importance of international education and provide a framework to develop a five-year plan to implement international education across the curriculum in New Jersey's schools; and

WHEREAS, the U.S. Department of State and the U.S. Department of Education have proclaimed November 15th through November 19th, 2004 as International Education Week — a time to celebrate the diversity of America and the many different cultures, languages and traditions that make up our global community;

NOW, THEREFORE, I, JAMES E. MCGREEVEY, Governor of the State of New Jersey, do hereby proclaim **NOVEMBER 15th THROUGH NOVEMBER 19th, 2004** as **NEW JERSEY INTERNATIONAL EDUCATION WEEK** in New Jersey.

GIVEN, under my hand and the Great Seal of the State of New Jersey, this nineteenth day of October in the year of Our Lord two thousand four and of the Independence of the United States, the two hundred and twenty-ninth.

JAMES E. MCGREEVEY
Governor

The Business Perspective

Rafiq Bengali, CEO, Americas and Europe, National Bank of Pakistan, provided participants with a critical viewpoint of the economic importance of international education. Mr. Bengali focused his discussion on understanding other cultures and the need for language skills when conducting business abroad, noting that 1 out of every 6 new jobs are in the field of international trade. Mr. Bengali stressed the ability of future employees to *adapt* to other cultures as a key factor in successful business ventures.

The Business Perspective

All business is global, yet all markets are local. This globalized multicultural world needs leaders with a keen understanding of national cultures. By learning from other countries, these leaders develop the best thinking and best practices from around the world enabling them to leverage culture as a tool for competitive advantage.

Rosen, 2000

Vivien Stewart, Executive Director, National Coalition on Asia and International Studies in the Schools, also stressed that globalization is driving demand for an internationally competent workforce, noting that trade with Asia now equals over \$800 billion per year. Ms. Stewart also cited the National Commission on Asia and the Schools, which found that levels of student knowledge are rudimentary—25% of college-bound high school students did not know the name of the ocean that separates the

United States from Asia and 80% did not know that India is the world's largest democracy.

The compelling changes in our economy, the dawning of the information age, and the horrible events of September 11, 2001 and their aftermath, have created an unprecedented need to focus on international knowledge and skills. To solve most of the major problems facing our country in the 21st Century will require every young person to learn more about other world regions, cultures, and languages.

U.S. Secretary of State Colin Powell, 2003

SOURCE: Vivien Stewart "A World Transformed: Preparing American Students for the Interconnected World of the 21st Century" presentation to the New Jersey International Education Summit, October 27, 2004.

Pre-K Education

Representatives from Sesame Workshop highlighted their efforts to address educational needs across the world. President and CEO **Gary Knell**, along with Sesame Muppet Rosita, shared clips of Sesame Street adaptations tailored to more than 25 countries. Episodes of the show focused on topics specific to each individual culture, with an emphasis on building self-esteem and empathy for others. Mr. Knell also shared a clip of "Global Grover," a character that provides a glimpse into other cultures, while highlighting similarities. The new character airs on Sesame Street, and aims to heighten cultural sensitivity at an early age.

Implementing International Education K–12 and Beyond

A panel discussed the implementation of international education in K–20 settings. Panelists recommended:

- ▶ Infusing international education into the K–12 and teacher education curriculum;
- ▶ Expanding professional development opportunities in international education; and
- ▶ Incorporating travel abroad programs into pre-service and in-service teacher education.

Marty Abbott, Immediate Past-President of the American Council on the Teaching of Foreign Languages (ACTFL), noted the importance of infusing an international perspective into the curriculum, as opposed to adding another subject—a message that was also reiterated by Robert Shamy, Supervisor of Social Studies in East Brunswick, NJ. Ms. Abbott stressed the importance of professional

development, including travel abroad, as well as business partnerships in achieving this infusion into the curriculum. Ms. Abbott also noted the importance of a world languages component in the curriculum and alerted participants to the 2005 Year of the Languages initiative being sponsored by ACTFL. The primary goal of Year of Languages is to promote the concept that every American should develop proficiency in a language(s) other than English. **Robert Shamy** focused his discussion on using an anthropological perspective as a basis for teaching students about world cultures. Mr. Shamy endorsed the use of anthropological studies as a scientific basis for the study of culture in the secondary curriculum. The final speaker on the panel, **Carol Joyce**, a Social Studies teacher from the Princeton School District, provided a case study of her experiences from two travel abroad programs—one that brought her to Germany, and another to China and Japan. Ms. Joyce shared the benefits of her experiences and emphasized the value of the program in providing enrichment for instruction and as an opportunity for professional growth.



Under the auspices of the American Council on the Teaching of Foreign Languages, 2005 has been designated as the Year of Languages. The goals of the observance in the United States are to build public awareness of the value of language learning, facilitate dialogue between education leaders and policy-makers, and encourage and support research on language learning. This ambitious initiative represents the most coordinated collaboration of educators at the local, state, regional, and national levels that has ever taken place in the language profession. Business groups and international economic councils, chambers of commerce in the United States, U.S. embassies abroad, foreign consulates and embassies in the U.S., and international governments will participate in a variety of activities in support of the goals of this initiative. Their efforts will focus on highlighting the integral role of languages in school, work, and business environments of the 21st century, providing Americans with a new and fresh perspective on the value of learning other languages.



Steve Aduato from NJN Caucus and Iris Nagler, NJDOE

Teacher Preparation

From a higher education perspective, **Ana Maria Shuhmann**, Dean of the College of Education at Kean University, discussed international education within the context of teacher preparation, including the state teacher licensing requirements for New Jersey. She focused on the suggested standards set forth by the American Association of Colleges for Teacher Education (AACTE). Dr. Shuhmann stressed the importance of infusing an international focus in teacher education for all certification areas, as well as requiring a two-year language requirement for all prospective teachers. In addition, she discussed the important role of heritage language speakers in teacher preparation. Dr. Shuhmann noted the different perspectives that heritage language speakers have, as well as their ability to serve as cultural translators. Finally, **Terrence O'Connor**, Dean of the School of Education at the College of New Jersey, highlighted a unique program that provides opportunities for prospective teachers. The program, Global Student Teaching, provides teacher candidates with the opportunity to see other cultures firsthand through American and British International Schools abroad. The college also offers extensive study abroad program for all majors, as well as a Graduate Global Program for students in the Masters Degree Program.

State Projects

The final panel of experts focused on state projects. **Ed Gragert** from iEARN gave participants a visual image of the interactive online activities provided to students and teachers across the globe. iEARN currently participates in the education of nearly 1 million students in science, the environment, mathematics, social studies, economics, literature, creative writing and language acquisition. **Myriam Met**, Acting Director of the National Capitol Foreign Language Center, outlined the components of an exemplary international education program which includes world languages. Dr. Met highlighted the key com-

ponents to successful language learning: time; intensity and engagement; authentic tasks; interaction; and cross-cultural experiences. **Andrew Smith**, of the American Forum for Global Education focused his discussion on recommendations for New Jersey in moving forward with an international education initiative. Mr. Smith's comments have been incorporated into the recommendations included in the following section. **Christine Brown**, Director of Foreign Languages and English Language Learning at Glastonbury Public Schools, discussed the success Connecticut has had with implementing international education. International education efforts are led by an International Education Committee chaired by a legislator, and comprised of language and social studies professionals and representatives from business and higher education. The committee reports directly to the Legislature and the Commissioner of Education. The state has adapted a Global Education Survey to include questions on the scope of language programs; administered the survey to school superintendents and district level curriculum specialists; conducted focus groups; and helped to establish an International Education Committee as a part of the State Superintendents Association. Ms. Brown also highlighted the successful world languages program at Glastonbury Public Schools, which has provided long sequences of language study in a variety of world languages since the fifties, and has been nationally recognized as a leader in world language education.

Town Meeting

The Summit closed with a Town Meeting, facilitated by **Steve Aduato** of the New Jersey Network Town Caucus. The Town Meeting provided participants with an opportunity to share their thoughts on moving forward with international education in New Jersey's schools. A summary of recommendations is included in the following section. Participants also focused on how to best champion the cause of international education.

A Summary of Recommendations from Summit Participants

Summit participants and consultants offered the following recommendations to be used in the development of a five-year international education implementation plan to present to the Governor in January 2006:



Summary

1. Establish a Governor's or Legislative Task Force that includes business and education leaders, to assess New Jersey's economic and cultural ties to the world in order to inform the preparation of an internationally competent workforce.
 - Review the recommendations of previous commissions or task forces that have addressed international education implementation issues in various states;
 - Evaluate Pre K–12 student standards, assessments and curriculum through the lens of international education, including the study of world languages and the need to include languages critical to global literacy in current program offerings;
 - Develop a template for infusing international knowledge and skills into existing standards in all content areas with special emphasis on instruction that focuses on global issues and how to address them within the diverse social, political and economic contexts that exist worldwide;
2. Establish a K–20 Task Force to address the implementation of international education from the elementary through post secondary levels. The task force would:
 - Identify model international education programs throughout the state to be designated as international education resource centers;
 - Plan ongoing initiatives to raise awareness about the importance of international education with the education and business community;
 - Advocate for the adoption of an international education requirement for pre-service teachers in all content areas in order to obtain New Jersey teacher certification;
 - Assess current in-service professional development opportunities available for teachers and provide suggestions for additional international studies experiences both at home and abroad;
 - Evaluate how technology is currently being used in the curriculum to incorporate international education and determine other potential uses; and
 - Determine the status of international student enrollments in higher education institutions as well as overall student enrollments in post secondary international education programs and suggest ways to increase enrollment.
3. Include findings from the Governor's Commission and K–20 Task Force to address New Jersey's specific needs in the five-year implementation plan.
4. Advocate for the creation of a position within the New Jersey Department of Education focusing solely on international education to assist with current and future implementation efforts.

Summit Acknowledgements

Miguel Centeno*Director*

Princeton Institute for International and
Regional Studies

John Webb*Director*

Princeton University Office of Teacher
Preparation

The Longview Foundation**The Asia Society****The New Jersey International Education
Steering Committee****Lori Meyer**

Summit Scribe

References

**National Standards in Foreign
Language Education Project.** (1999).
*Standards for foreign language learning in
the 21st century.* Lawrence, KS: Allen
Press, Inc.

New Jersey Department of Education.
(2004). *New Jersey core curriculum content
standards.* Trenton, NJ: Author.

**Steinemann, N.K., Fiske, E.B. &
Sackett, V.** (2001). *Asia in the schools:
Preparing young americans for today's inter-
connected world.* New York: The Asia
Society.

Rosen, R. (2000). *Global literacies:
Lessons on business leadership and national
cultures.* New York: Simon & Schuster.



New Jersey General Assembly

Assembly Resolution on International Education

WHEREAS, the cultural and economic structure in the State of New Jersey is becoming increasingly global in perspective and citizens and workers require the skills to function in a multicultural and economically interdependent world; and

WHEREAS, international education promotes knowledge and understanding of other countries including their language, history, geography, religion, arts, and political and economic systems; and

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

WHEREAS, international education fosters creativity, critical thinking, and problem solving through the exploration of complex and controversial world issues; and

WHEREAS, international education will improve students' rudimentary knowledge base in the academic subjects and is an essential component of modern civic education; and

WHEREAS, the New Jersey Core Curriculum Content Standards support international education through the study of social studies, civics, world languages, the arts and other core content areas; and

WHEREAS, in addition to ensuring that students acquire the necessary skills in reading, writing, mathematics and science, New Jersey needs to provide opportunities for students to acquire international knowledge and skills in order to help them understand their connection with other countries and cultures and how global issues are inextricably linked to their present lives and their future; and

WHEREAS, the systemic implementation of international education in schools includes: the incorporation of international content into all core curriculum areas; the creation of K-12 pipelines in major world languages; the addition of an international dimension to teacher preparation, professional development and school leadership training programs; and pioneering new uses of technology for language learning, on-line professional development and connecting New Jersey schools and teachers to schools in other parts of the world; now, therefore,

Be it resolved by the General Assembly of the State of New Jersey:

That this House hereby joins the New Jersey Department of Education in encouraging students, teachers, administrators, and educational policy makers to promote and participate in international education activities that enhance civic education, advance cultural/cross-cultural awareness, lead to communicative competence in world languages, further literacy/multi-literacy, and promote mutual understanding and respect for citizens of other countries.



“ Because of New Jersey’s growing role in international business and trade, the need for our students to function in the society and workplace of a globally interconnected world is greater than ever. ”



Published by:

New Jersey Department of Education

P. O. Box 500

Trenton, New Jersey 08625

<http://www.state.nj.us/education>

