

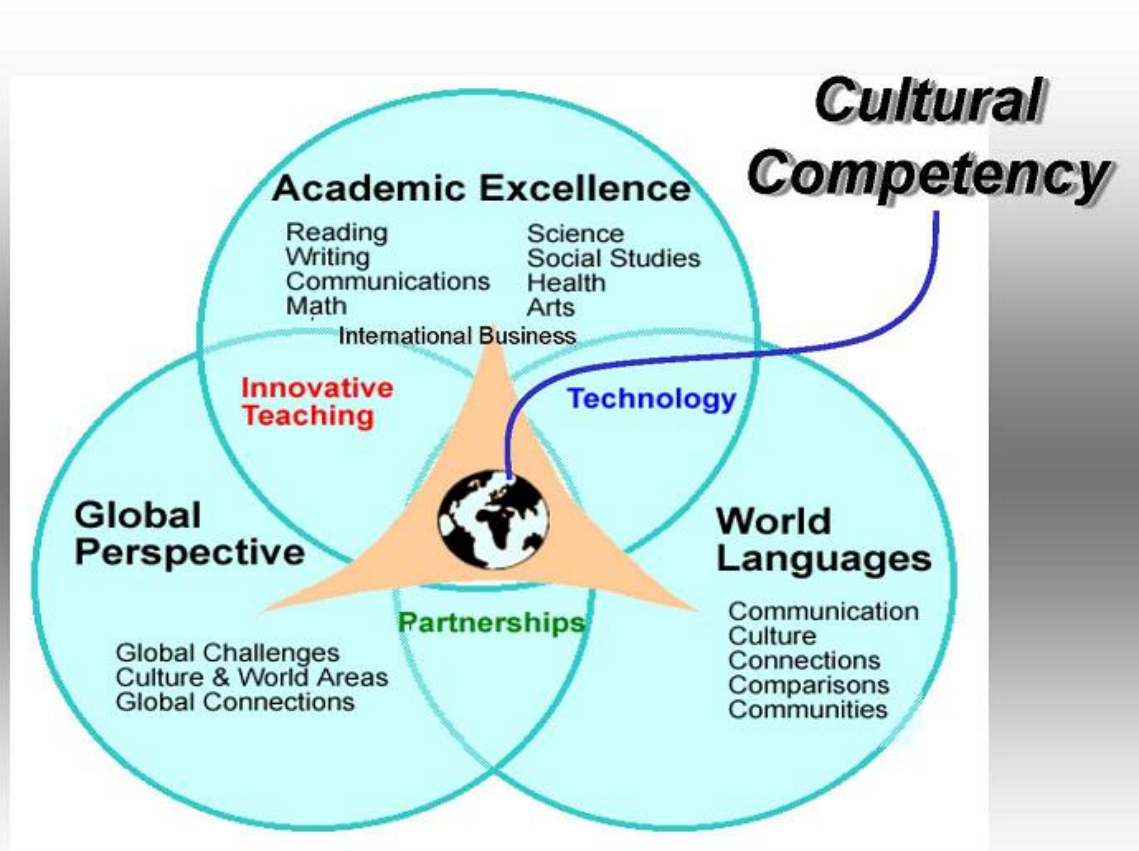
Seattle Public Schools International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

Introduction

In September, 2000, Seattle Public Schools launched its first school program based on an international schools model: John Stanford International School. The model for the school was developed by the staff, teachers, parents, partner organizations, and community members who participated in planning and launching the school from 1998-2000 and was further clarified and elaborated during the school's first academic year, 2000-2001.

A Venn diagram graphic was developed by the John Stanford International School (see http://www.seattleschools.org/schools/hamilton/About/newsletters/outlook_f2002.pdf) to capture a visual representation of the model. It was further refined in 2007:



International School Global Citizen:

Culturally aware students prepared to communicate and achieve.

Seattle Public Schools International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

The main components of the model:

- **Academic Excellence** reflects the commitment to high achievement in the subject areas in our state learning goals (Essential Academic Learning Requirements and Grade Level Expectations)
http://www.k12.wa.us/CurriculumInstruct/EALR_GLE.aspx
- **Global Perspective** is a concept that we borrowed from [Gloaled.org](http://www.globaled.org) > Guidelines for Global and International Studies Education: Challenges, Culture, Connections <http://www.globaled.org/guidelines/index.php>.
- **World Languages** encompasses the 5 “Cs” of the Standards for Foreign Language Learning in the 21st Century, available through the American Council on the Teaching of Foreign Languages and adopted in our state as voluntary World Language Standards
<http://www.actfl.org/i4a/pages/index.cfm?pageid=3324>
<http://www.k12.wa.us/curriculuminstruct/socstudies/WorldLanguages/voluntarystandards.aspx>

The essential connecting pieces are **Innovative Teaching, Technology, and Partnerships**. Most important, we realized that at the center of the entire model was developing **Cultural Competency**.

Although this graphic has served as a guide for planning and developing the international schools program and for describing the program to visitors, until now there has never been a document that elaborated in greater detail just what was entailed in each of these components and how they were implemented in practice in the school. The purpose of these guidelines is to provide that depth of description and also to document examples of the components from the teachers and staff at John Stanford International School at a point in time – Spring, 2008. We hope that this document will be a resource to schools considering adopting an international schools model.

Acknowledgments

Many thanks to the wonderful teachers and staff at John Stanford International School, their founding principal, Karen Kodama, and current principal, Kelly Aramaki, for taking the time to contribute their unique perspectives and experience to these model guidelines for international schools. The teams and their members:

Academic Excellence Team: Hiromi Pingry | Karol Franz-Harisiades | Margreet de Leeuw:

Cultural Competency: An Chi Wei | Brent Hester | Katie Raschko | Margretta Murnane | Marianne Hudson | Sabrina Kovacs-Storlie

Global Perspective: Martha Bedregal | Mercedes Sandoval | Nani Castor-Peck | Nicole Silver | Priscilla Barreras

Innovative Teaching: Elisabeth Brace | Jill Bjerke | Joanne Uhlenkott | Tamayo Hattori

Technology: Kathleen Gillespie | Noemi Oldham | Pat Dailey

World Languages: Karen O'Reilly | Lucy Atkinson | Maria Buceta Miller

Seattle Public Schools

International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

1. Academic Excellence

What it means

Students meeting high standards in all academic areas while devoting significant time to learning another language (Spanish or Japanese) and learning about the world. Mastering content (such as Math, Science, and Social Studies) through the immersion languages. Giving kids the opportunity to see what they are learning in a very broad perspective.

Examples

- Creating an open environment in the school matched to each student's development and offering choices, for example, the Pirate Project where each student can choose to study pirates from somewhere in the world.
- Studying number systems from around the world.
- Including global issues, like the environment, in the curriculum.
- Making it safe for students to share.
- Treating the Bilingual Orientation Center as a primary source of information for learning about different cultures.
- Creating real opportunities for using the target language, e.g., with reading buddies from the BOC.
- Including international games in Field Day.
- Offering Languages – Spanish, Japanese, English, Mandarin.
- Writing – Writing Process, 6 traits of writing, Non-Fiction (Modes of Writing), GLAD Strategies, Writing in the target language.
- Reading – Literature around the world and in the target language.
- Math – District Math Curriculum used in language immersion classes.
- Social Studies – K-5 World Curriculum, iEARN projects, 8th Grade International Research Project.
- Science – District Science Kits with International perspective, Biodiesel Fuel Lab Series.
- Art – International Artists in Residence, District Art Curriculum, International performance arts.
- PE/Health – International Games, Global Health issues.
- Music – International Music, International Choir.
- Technology – Video Conferencing, Adobe Project, Bridges to Understanding, State of the Art Technology.
- Social Skills Curriculum – Second Step K-2, Steps to Respect/Anti-Bullying Curriculum 3-5 and 6-8, YMCA Community Learning Center HOST Program.
- International Business – Internships locally and abroad, business language.

Seattle Public Schools International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

2. Global Perspective

“Teachers need to educate and inform themselves about global issues, especially where their kids come from.”
-- Mercedes, Instructional Assistant in the Bilingual Orientation Center

What it means

Educating students about global issues, awareness, and prevention of destruction. Enabling students to see that all countries are “connected” through common problems and solving these concerns.

Examples

- Exposing students to different cultures.
- Learning from other students (Bilingual Orientation Students – BOC) and teaching others.
- Developing a sense of “pride” in speaking or learning about others’ cultures.
- Reflecting and expressing global awareness.
- Using technology to research countries, etc.
- Studying immigration patterns.
- Hosting artist-in-residence programs; celebrating.

3. World Languages

“Language is a window to the culture.”
-- Maria, K/1st Spanish Immersion Teacher

What it means

Bringing children with no previous language skills to an Intermediate/Advanced level of Oral Fluency and Listening Comprehension by the end of 5th grade (after six years of partial immersion). Students exhibit a comfort level being immersed in a setting where another language is spoken, where they do not understand everything.

Examples

- Learning customs and cultures of the target language.
- Learning to read and write in another language.
- Providing students with the opportunity to use the language outside of the school community. For example, the Puerto Vallarta sister school relationship; visit to Japan; community events; partnerships with schools in other countries; videoconferencing.
- Helping students see the importance of learning a second language.
- Encouraging students to take risks that they might not otherwise take, for example, first grade students answering questions in Spanish during a bilingual storytelling event.

Seattle Public Schools

International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

- Measuring progress through performances, participation, classwork and projects, and oral proficiency assessments (CAL Early Language and Listening Oral Proficiency Assessment (ELLOPA) and Student Oral Proficiency Assessment (SOPA)).

4. Innovative Teaching

What it means

A willingness to always learn: flexibility.

Examples

- Developing our program... recognizing that we've never "arrived" but are always in process.
- Blending the Bilingual Orientation Center (BOC) with our regular program.
- Making our focus in Social Studies on the world.
- Maintaining an Arts focus in our school that includes dance, music, and storytelling.
- Looping of teachers (K English teachers move with their students to 1st grade, 2nd to 3rd, etc., while Immersion teachers teach two grades at once: K & 1, 2 & 3, or 4 & 5).
- Creating a team of 3 teachers (plus Instructional Assistants) to share students at each grade level: 2 immersion teachers and 1 English teacher, who works with students from both language immersion programs.
- Providing GLAD (Guided Language Acquisition Design) training to a variety of teachers so they could fully implement the strategies across languages and across grades.
- Funding an instructional assistant for each of the language immersion classes who is a native or near-native speaker of the immersion language.
- Extending our teaching and learning into the community with science field trips, study of salmon, participating in the Cherry Blossom Festival at the Seattle Center, and taking major trips to Mexico and Japan.
- Holding Summer Language Camp to help incoming K students prepare for the immersion experience and help older students further develop and maintain their language proficiency while building leadership skills.
- Using inquiry-based Science with lots of hands-on experiments.
- Developing volunteer tutoring programs and special friends.
- Maintaining a strong connection between the school and Latona School Associates, a non-profit organization that provides before and after-school programs.

Seattle Public Schools

International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

5. Technology

What it means

Giving children a global lens on the world.

Examples:

- Providing all students access to computers through the computer lab.
- Using SmartBoards to support multilingual instruction and student participation.
- Finding multilingual tools, such as Encarta in Japanese and Spanish.
- Using GoogleEarth to teach geography.
- Providing a sound system (microphones and speakers in all of the classrooms), which amplifies what is being said by the speaker, effectively raising the speaker's volume above the peripheral noise so that students could better understand their teachers' enunciation. (This is especially important in the immersion classrooms where the children have to listen to Japanese or Spanish for 2.5 hours a day.)
- Creating blogs about international themes or issues.
- Elearning (clickers). This is a system that is used in large university classes where students respond with a handheld device and "click" on their responses. Nani has used it for things like state capitals, and other multiple choice responses, but there is potential for more.
- Finding electronic pen pals around the world.
- Using videoconferencing to connect with other parts of the world. (We'd like to do this more consistently.)

6. Partnerships

What it means

Believing fundamentally that creating a great school is a community effort. Taking the time to nurture positive relationships with families.

- Responding to the needs of the Business Community:
 - Languages needed NOW and 10 YEARS from now – Spanish, Japanese, Mandarin
 - Proficiency in second language
 - Learning Experience – Computer/IT, Interpersonal skills, Leadership—Adaptability—Innovation, Cross-cultural communication skills, Cultural Cues
 - Knowledge of Geography and World Cultures
 - Essential Skills – Character, Integrity, Work Ethic
 - Making School Connections

Seattle Public Schools

International Schools Model Guidelines

Reflecting on the John Stanford International School Experience

- Future International Educational Opportunities
 - Additional Elementary, Middle and High schools in other parts of Seattle
 - Higher Ed partners: University of Washington, Seattle University and other universities

7. Cultural Competency

What it means

“Cultural competency has taken us far beyond generic political correctness.”
-- Brent, 4th-5th grade Spanish immersion teacher

Cultural competence is an understanding and appreciation of and respect for diverse people, perspectives, and cultures. It is the ability to adapt to and navigate in a variety of diverse settings and cultural situations.

Examples:

“Tolerance is only the beginning.”
-- Sabrina, 2nd/3rd grade Spanish immersion teacher

- Participating in school-led trips to Mexico and Japan where students could attend a school with only native speakers of Spanish or Japanese, and thus experience the culture first-hand.
- Using Second Step Education, a social skills curriculum.
- Developing and using curriculum materials that represent a variety of cultures/races (e.g., books, photos, art with Empathy Unit, etc.).
- Encouraging students in Music class to listen attentively and respectfully to music outside of their experience.
- Helping students become open to hearing and experiencing languages other than their home languages in a variety of settings.
- Developing a school-wide focus on compassion and empathy, demonstrated in art projects, compassion sightings, school-wide recognition, and field trips.
- Providing staff development on cultural competence.
- Encouraging teachers to model life-long learning and curiosity about other cultures.

Seattle Public Schools
International Schools Model Guidelines
Reflecting on the John Stanford International School Experience

Appendices

- **Appendix 1: World Language Standards Reflection (7/3/2008)**

This is a tool that immersion teachers can use to help them reflect on how well their curriculum is covering the “5 C’s” of our state’s voluntary world language standards (based on the national Standards for Foreign Language Learning in the 21st Century).

For additional background, visit:

- “John Stanford International School in Seattle” (2001)
<http://www.newhorizons.org/strategies/multicultural/aoki.htm>
- “International Public Schools in Seattle” (2003)
<http://www.newhorizons.org/strategies/multicultural/aoki.htm>