GLOBAL EDUCATION, ACCOUNTABILITY, AND 21ST CENTURY SKILLS:
A CASE OF CURRICULUM INNOVATION

by

Marzia Cozzolino

B.A. in Education, Università di Bologna, Italy, 2004

M.A. in Italian Studies, University of Pittsburgh, 2008

Submitted to the Graduate Faculty of

the School of Education in partial fulfillment

of the requirements for the degree of

Doctor of Philosophy

University of Pittsburgh

2014

UNIVERSITY OF PITTSBURGH

SCHOOL OF EDUCATION

This dissertation was presented

by

Marzia Cozzolino

It was defended on

May 21, 2014

and approved by

Dr. William Bickel, Professor, Administrative and Policy Studies; Senior Scientist,

Learning Research and Development Center

Dr. John P. Myers, Associate Professor, Florida State University

Dr. Larry Feick, Professor, Katz Graduate School of Business; Senior Director of

International Programs, and Director of the University Center for International Studies

Dissertation Advisor: Dr. Michael Gunzenhauser, Associate Professor, Administrative and

Policy Studies

GLOBAL EDUCATION, ACCOUNTABILITY, AND 21ST CENTURY SKILLS: A CASE OF CURRICULUM INNOVATION

Marzia Cozzolino, PhD

University of Pittsburgh, 2014

This dissertation is an ethnographic case study of a small, public, suburban high school in Pennsylvania that has undertaken an innovation process to integrate global education into its curriculum offerings. Olympus' unique response is twofold: a school-wide initiative to help refocus and plan the mainstream curriculum –the Global Studies Initiative—and a specific program of study – the Global Studies Credential—through which students interested in exploring global issues in more depth can earn an additional credential by fulfilling a set of requirements. Qualitative data have been collected over the course of five years, with the bulk of data collected during the years 2010-2012, in the form of over 40 semi-structured interviews with administrators, teachers, and students; and a greater number of observations, participant-observations, and document analysis.

The study answers research questions related to the school-wide reform in terms of motivations that created urgency for the innovation, key ingredients, and challenges to implementation. In addition, students' views and perceptions specifically of the Global Studies Credential are explored. Some findings suggest that competing priorities from both outside and within the district are taking focus away from the school-wide initiative (GSI). Therefore, the effort to integrate global education risks being limited to a few classes in the Social Studies Department and to the GSC, rather than being integrated across disciplines and within the entire mainstream curriculum. Even as a limited program, the GSC seems to provide a relevant and enjoyable experience, but only to its enrolled students.

Drawing on the conceptualizations of Parker and Camicia (2009) and Reimers (2006), I argue that, as confirmed in my case, while the changes brought about by globalization have spurred many efforts to incorporate forms of global education into schools across the United States, the space that global education occupies today within the public education scenario, shaped by the major driving forces of accountability and 21st century skills, is still troublesome. What is at risk is not only the ability for schools to fully prepare students for life, but also to fulfill their essential civic mission. Implications are drawn for local, state, and federal policy.

TABLE OF CONTENTS

LIST OF TABLES

LIST OF FIGURES

ACKNOWLEDGEMENTS

While this project has been quite time consuming, it has allowed me to develop meaningful relationships with all the people that I have encountered. They have been not only informants, professors, and colleagues, but most importantly, they are now dear friends. Additionally, while I take complete responsibility for the words typed on these pages, I am thankful for having had so many people in my life that shaped my thoughts, made me grow, and supported me along the way.

Many thanks go to the entire population of the Olympus district and school: the central office administration, including the superintendent, the assistant superintendent, and the director of academic services; the administration of Olympus High School; all of its teachers, students, and especially, the participants of this study. This project would have not been possible without their generous time and their valuable insights. I thank them for trusting me, for opening up their world to me, and for sharing with me. A special thanks goes to the Global Studies Credential coordinator, the high school principal, and the director of academic services. These three highly valuable professionals have been very instrumental informants, have dedicated endless hours to answering my questions, and without their collaboration, my work would have been much more difficult.

Many thanks to the professors and educators that I have met at the University of Pittsburgh during my academic career. I have been fortunate to be able to work closely with a few unique and talented educators and scholars, and above all, with the members of my dissertation committee. Thanks to my advisor, professor, and research director Dr. Michael Gunzenhauser who, since I entered the doctoral program in 2008, has offered me his invaluable guidance while allowing me the independence to explore my own research interests and to develop my own voice. This study commenced in the fall of 2009 when I worked under Mike's direction as a member of his research

team, collecting data for his study on accountability and professionalism. I thank Mike for sharing his research expertise with me, for putting me in charge of this project, and for allowing me to go "off shore" with it. In addition, I thank him for his trust, his confidence in me from the very beginning, for always treating me as a peer, and for his critical support that helped me stay focused even when 'life got in the way.'

Thanks to Dr. John Myers, who has also been part of the initial stage of this research project. More than anything, I thank John for sharing with me his profound understanding and refined knowledge of global education, as well as for all the intellectual conversations we had, and his advice, encouragement, and support throughout the years. Thanks to Dr. William Bickel for his precious and resourceful lessons on research methodology, for his always prompt and thoughtful feedback, for his meaningful words of encouragement, for the smart analysis and suggestions he has provided on this work and many others. Additionally, I thank Bill for his trust, advice, encouragement, undivided help, and vital support that helped me make it to the finish line. Thanks to Dr. Larry Feick, for his time, encouragement, and for bringing to the table a valuable perspective with all his years of successfully administering, managing, and leading national resource centers, as well as developing international education strategies for educational institutions. I thank Larry, as well as his staff at the Global Studies Center at UCIS, especially Veronica and Elaine, for all their support throughout the years.

Besides the four members of my committee, I also wish to thank Dr. Maureen McClure at the University of Pittsburgh for further refining my understanding of international and global education and exposing me to the importance of mapping in educational research. However, I am in debt to Maureen for more than just providing me with conceptual lessons; I need to thank her for trusting me, sharing with me, and for her support and constant mindful advice. Many thanks to

DEDICATION

I wish to dedicate this project to all the children in the world and in particular, to two who are very special to me. This is for my two daughters, Sofia Isabella and Giulia Martina, with the awareness that they will accomplish great things in life and the greater hope that they will do so in an emphatic, collaborative, meaningful, fulfilling, peaceful and joyful way. The world can be a better place for many of us indeed, and it all starts with how we relate to each other.

1.0   INTRODUCTION

Globalization presents a new and very important context for all of us. Responding to this context is of course a process, a space of possibility, rather than a destination. Preparing students with the skills and the ethical disposition to invent a future that enhances human well-being in this space of possibility is the most crucial challenge for schools in our time. Global education is the new purpose for these wonderful recent inventions of humanity we call schools.
(Reimers, 2010, p. 200).

Global education is a complex and contested term, to which a variety of definitions and meanings have been attributed. It is sometimes associated with a specific field of study mainly affecting the social studies curriculum, such as human rights education, peace education, world studies or global citizenship (Hicks, 2003; Marshall, 2007; Pike, 2000; Sutton, 1998). At other times, it is conceptualized as a reform movement that calls for fundamental change and challenges the status quo of schools (Gaudelli, 2003; Pike, 2008; Parker & Camicia, 2009; Tye & Tye, 1992). It is advocated as a necessary strategy that schools need to adopt in order to respond to the many changes brought about by the phenomenon of globalization (Parker, 2011; Stromquist & Monkman, 2000; Suarez-Orozco, 2007; Zhao, 2007, 2009); and finally, it is associated with a specific socio-political orientation in direct contrast to the present neoliberal scenario (Apple, 2004; Burbules & Torres, 2009; Pike, 2008; Rivzi, 2007; Sutton, 1998). As I explain later in this study, such a multifaceted picture suggests the array of motivations behind different stakeholders' (the government, the education sector, and the business sector) advocacy for global education. For

now, I wish to make clear to the reader that in this study, global education is conceptualized as a reform movement that primarily affects the school curriculum, as a way to provide opportunities for students to be able to develop the knowledge, skills, and attitudes necessary to live and function in an interdependent, interconnected, and diverse society.

The debate around global education in public schools in the United States is not new. It can be traced back, at least, to the second half of the twentieth century, when the fear and urgency brought about by World War II created an environment in which various non-governmental organizations, such as UNESCO, were developed and fueled the discourse about world peace, human rights, and international understanding (Dolby & Rahman, 2008; Hicks, 2003; Marshall, 2007; Parker & Camicia, 2009). Forty years later, a renewed interest for global education boomed; this time, riding on the wave of globalization and the race for global economic competition, which favored a neoliberal view of education (Parker & Camicia, 2009, Pike, 2008; Suarez-Orozco & Sattin, 2007). A current interest, need, and support for global education is well documented both in the literature on public surveys (CED, 2006; Siaya, Porcelli, & Green, 2002) and with the flourishing of scholarly writing on the topic (Dolby & Rahman, 2008). There has also been an increase in practice, as in the past few years, many schools have been renaming themselves as international, adding new courses, study abroad programs, and foreign language immersion programs (Parker, 2011; Sanders & Stewart, 2004).

Despite such a high level of activity, global education remains mainly a phenomenon that happens in public schools because of the efforts of a few dedicated educators and as a grassroots movement. It is, therefore, still far from being integrated in an equitable and sustainable way (Frey & Whitehead, 2009; Kilpatrick, 2010; Reimers, 2006; Sanders & Stewart, 2004; Sutton, 1998). The main challenge is that global education is still not present in the the federal and national policy

agenda, as Sanders and Stewarts (2004) assert, "if we are to make knowledge of other world regions, other cultures, and international affairs available on a wider scale and to *all* our students, we will need state and national policies to support the effort" (p. 202). While actions must be taken at the federal and state policy levels, there is the need on a more local level to research examples of schools that are embarking on the challenging path toward the integration of global education in their offerings. This must be done, not just in an effort to offer best practices, but also to provide evidence of a widespread movement in this crucial time, so that a strong case for policy making can be made, as policy is needed to build capacity.

In my research, I address the issue of policy mainly through the recommendations that I present in the conclusion of the study. For this study I focus on a local and—relatively—micro level, while keeping in mind the larger context informing it. While I believe that the phrase "think global, act local" has nowadays come to be purely a marketing slogan, it fully reflects my worldview and what I am trying to accomplish by remaining true to my responsibilities as a dedicated educator, a responsible researcher, a "critical/active scholar" (Apple, 2010, p.15), and a global citizen. By exploring how a small, suburban, public high school is trying to incorporate global education into its curriculum, I will point out challenges and key ingredients that can offer insights to others who have chosen a similar road and provide food for thought for educational leaders and policy makers. However, there is more to this study than just these goals. Besides understanding what integrating global education means for the school itself, I also direct the spotlight on those who are the real protagonists within the teaching and learning process: the students themselves. In an attempt to give a voice to a frequently unheard party in education research, I also explore the views and perceptions of a group of high school students' experiences in a global studies program, recognizing that the students themselves hold valuable perspectives

about their learning that should be taken into account as educators initiate and develop new programs or make changes to the educational offerings (Cook-Sather, 2002, 2006).

1.1   PROBLEM STATEMENT: THE STATE OF GLOBAL EDUCATION IN U.S. PUBLIC SCHOOLS

Global education, especially at the K-12 level, has traditionally been an elitist education available to a few students. Since its beginnings in the sixties, it has been the education offered mainly by private schools to serve the needs of an already international student body population. Typical students of the first international schools were those who have been called cross-culture kids (Pollock & Van Reken, 2009), global nomads, or third culture kids (Hayden & Thompson, 2008). These students were the sons and daughters of diplomats, missionaries, military people, or international business traders, travelling with their parents in their global careers and therefore, spending a considerable amount of their formative educational years in a foreign country. This was the case, for example, for the International School of Geneva, the United Nations International School of New York, and the European Schools (Cambridge & Thompson, 2004; Hayden & Thompson, 2008; Walker, 2000).

Alternatively, global education has been offered by both private and public schools through some types of pre-packaged curriculum frameworks, such as the popular International Baccalaureate Diploma Program (IBDP) and more recently, the Advanced Placement International Diploma (APID). However, these two curriculum frameworks, as with the first established international schools, seem to better serve the purpose of providing an internationally recognized

credential to allow student mobility, rather than providing students with global content in order to develop an international understanding and intercultural sensitiveness (Hayden & Thompson, 2008). The International Baccalaureate, in particular, which has seen a recent and fast growth in this country, has often been the subject of debate and research studies that have questioned its intention to develop international mindedness in students (Cambridge, 2002; Cambridge & Thompson, 2004; Gigliotti-Labay, 2010; Tarc, 2009; Tate, 2011). Despite being criticized as an elitist, expensive, and westernized curriculum, the IBDP still makes a significant effort to promote international understanding for world peace (Tarc, 2009).

Public schools committed to promoting and integrating global education have not found much more support with the national government. The major and only support at the federal level for K-12 global education has consisted of a few programs established under Title VI of the National Defense Education Act (1958), such as the Group Projects Abroad, the Seminars Abroad Program, and a variety of outreach programs launched with the goal of creating and extending international education expertise from the university down to the K-12 levels (O'Connell & Norwood, 2007; Sutton, 1998). It is important to acknowledge that some of the activities developed within the National Resource Centers' (NRC) and Language Resource Centers' (LRC) outreach programs have been significant in beginning the process of building some capacity in teacher training. However, their impact is limited for a number of reasons. First, this money is bounded to the government's priorities of national security and economic competition. For example, the majority of study abroad scholarships are limited to the study of critical languages (i.e., the Fulbright-Hays Program or the National Security Language Initiative). Second, while there is evidence that community outreach today represents an important part of National Resource Center's work and funding federal agencies seem to currently prioritize this area, Title VI

involvement in the K-12 sector is certainly a more recent practice since these programs have historically targeted mostly the higher education sector. Third, outreach programs in K-12 rarely target the students themselves but rather the teachers, and their short-term feature (e.g., a one-time lecture or mini-courses) does not allow for a real impactful change to occur in the mainstream school curriculum. Additionally, measurements to assess the effectiveness of those programs still need to be developed (Schneider, 2010; McDonnell, Berryman & Scott, 1981; O'Connell & Norwood, 2007).

Besides the lack of policies and federal support, the integration of global education in the public school curriculum is problematic for other reasons. Barriers to such a process exist because frequently high school teachers do not feel comfortable teaching courses that touch on world issues (Kilpatrick, 2010; Pike, 2008). In addition, school districts and the public in general sometimes have to balance contrasting views of internationalized curricula, which are considered by some as anti-nationalistic (Gaudelli, 2003; Merryfield & Wilson, 2005; Pike, 2008). Finally, with the recent focus on state assessments of reading and math, attention and resources are taken away from other subjects (Gaudelli, 2003; Merriman & Nicoletti, 2007; Schoen & Fusarelli, 2008; Zhao, 2007, 2009).

The need for U.S. students to acquire global competencies has recently found new advocates with many NGOs (at times, in partnership with the business sector), a few of which have been successful in creating networks of schools interested in integrating global education (i.e., The International Studies School Network by the Asia Society) or in developing a framework for successful learning in the twenty-first century (Partnership for 21st Century Skills, 2008). Most schools, however, have incorporated some of the programs and activities offered by these organizations as a sort of ready-made fix to the problem, fueling, therefore, an "infusion" approach

in which an international component is added here and there, either as a component of a course (i.e., an international marketing competition for students in an entrepreneurship course) or as an extracurricular activity (i.e., a roundtable with other students on a global topic or issue). As Sanders and Stewart (2004) recognize, besides a few exemplary schools, "the more typical picture in U.S. schools is one of instructional insularity from the world, or an unchallenging emphasis on fun, food, and festivals" (p. 202). It can, therefore, be deducted that, while the work of such agencies is certainly important, it is still not enough for fundamental change to happen. Finally, it seems to mainly engage only one of the rationales for the advocacy of global education, that of economic competition (Parker, 2011; Schoen & Fusarelli, 2008).

The result of such a challenging scenario is that global education in U.S. public schools remains an enormous gap in our educational system, one that in a time of global economic crisis, military threat, and global interdependence is troublesome because it jeopardizes the ability of U.S. citizens to engage in, understand, relate to, work with, and cooperate with the rest of the world and within their own multicultural society. Today's public schools that wish to integrate global education into their educational offerings are mainly left to their own devices, with an overwhelming number of resources provided by different NGOs but few successful examples to follow and many challenges to overcome. While the literature shows that global education has found a fertile terrain within colleges and universities around the country (Engberg et al., 2002; NAFSA, 2008), it lacks examples of how public schools integrate global education into their curricula. There is very little research and public information available about what is happening and what is being done in terms of global education in public schools, and the few initiatives that have been launched tend to remain isolated efforts of a limited number of innovative and courageous educators (Kist, 2013; Kilpatrick, 2010; Sanders & Stewart, 2004; Stewart, 2012).

1.2   PURPOSE OF THE STUDY

My research project is a case study of a small, suburban, public high school—the Olympus High School—as it attempts to make global education part of its educational offerings. I conceptualize the case as a bounded system (Stake, 1995) and examine it in its wholeness (Merriam, 1998). I consider what this experience has meant for the whole school in terms of leadership, curriculum, professional development, and community relationships. With this study, I also wish to make a contribution to the scattered and limited research on global education in public schools. As I studied my research topic, I became aware of another major gap in the literature: students' views and perspectives of learning about the world are rarely brought into the discussion (Ferreira, 2011). I decided, therefore, to study a case within a case, or what Yin (2009) calls an "embedded case study." I selected a limited population, fifteen students enrolled in the Global Studies Credential (GSC)[1] who I interviewed and observed as they participated in some of the experiences required to earn a credential in global studies. Gaining an understanding of students' views and perspectives can provide important insights into how to improve their learning, and it is a fundamental tool to help educators make more informed curricular decisions (Cook-Sather, 2002, 2006). Finally, it is a way to give voice to an often overlooked population and what concerns them the most: a better education for a better world.

The goal of this thesis is to be explorative rather than evaluative. I try to understand the reasons for seeking such curriculum reform, the challenges as well as the key elements in

---

[1] In this study I refer to Global Studies initiative or GSI or Initiative as the school-wide innovation process that brought changes mainly to the mainstream curriculum; while I refer to Global Studies Credential or GSC or Credential as the specific program that was developed as part of the innovation process.

developing both a new outlook of the mainstream curriculum and a specific program (Global Studies Credential) for some of the more interested students. With my study, I do not ambitiously offer a model to follow because I believe that no easy fix or ready-made recipe exists for the integration of global education into public schools. Instead, I believe that each school should find its own approach of incorporating global content and multiple perspectives in a way that is authentic, organic, and can, therefore, be equitable and sustainable. As Merryfield and Wilson (2005) describe, "global education needs to be adapted to the contexts of one's school, mandated curriculum, and community as it should be responsive to local concerns and issues as well as global ones" (p. 20). What I present in my thesis remains primarily a story—with multiple voices—from which others can deduct valuable lessons and insights for their own practice or school.

1.3 RESEARCH QUESTIONS

This study aims at increasing current knowledge on how global education can be integrated into U.S. public schools curricula by looking at the response given by a specific school in the state of Pennsylvania. In the specific case of Olympus, the school has undertaken a process of curriculum innovation that has resulted in a new lens for refocusing the mainstream curriculum, the Global Studies Initiative (GSI), and a specific program of study, the Global Studies Credential (GSC). There are four main research questions that have guided this study. Each of them is followed by a few related specific questions that have further guided my inquiry:

1) What does the integration of global education look like at Olympus High School?
   - What are the main features of the GSI and GSC?

2) What are the motivations for integrating global education at Olympus?

- What are the rationales that created the urgency for the curriculum innovation?

- Which rationales are specific to the GSI, and which ones are specific to the GSC?

3) How has the school initiated and implemented such curriculum reform?

- Which have been the key ingredients and main challenges?

- What have been the role of the leadership and the role of the teachers?

4) What are the views and perceptions of the students enrolled in the Global Studies Credential so far?

- What kinds of students are interested in this program? And why?

- What are their perceptions of the program?

- Do they find the program interesting, enjoyable, and challenging? And why?

- Do they have any suggestions for improving the program?

- What are the students learning by participating in this program?

In the first three research questions, the focus is on the holistic case. I investigate motivations, features, initiation, and implementation of both the Global Studies Initiative and the Global Studies Credential. The final question, however, focuses specifically on the students that are enrolled in the specific program initiated by Olympus—the GSC—and their experiences in this program.

1.4   CONCEPTUAL FRAMEWORK

My approach to the study, both theoretical and methodological, is guided by two main theories that together create my theoretical framework, that of social constructivism (Guba & Lincoln, 1994; Lincoln & Guba, 1985; Patton, 2002) and critical/Freirean pedagogy (Apple & Au, 2009; Freire, 2007). These two lenses drove the two-fold approach to the problem: on a macro level, the integration of global education for the Olympus High School; and on a micro level, the students' views and perceptions of a specific new program—the Global Studies Credential—developed as part of a comprehensive effort to integrate global education within the mainstream curriculum. These two foci are very much related, such that the understanding of the "micro" issue (the specific program) would not be possible without considering it in context with a thorough exploration of what happened on the macro level (the school-wide reform).

The two lenses—that of social constructivism and critical/Freirean pedagogy—also prompted the choice of the study design: an embedded-single case (Yin, 2009), which includes a case in its wholeness, the Olympus High School, and a case within the case, the students of the Global Studies Credential. Figure 1 (below) illustrates the relations between my conceptual framework, the methodology chosen for the study, and the research focus.
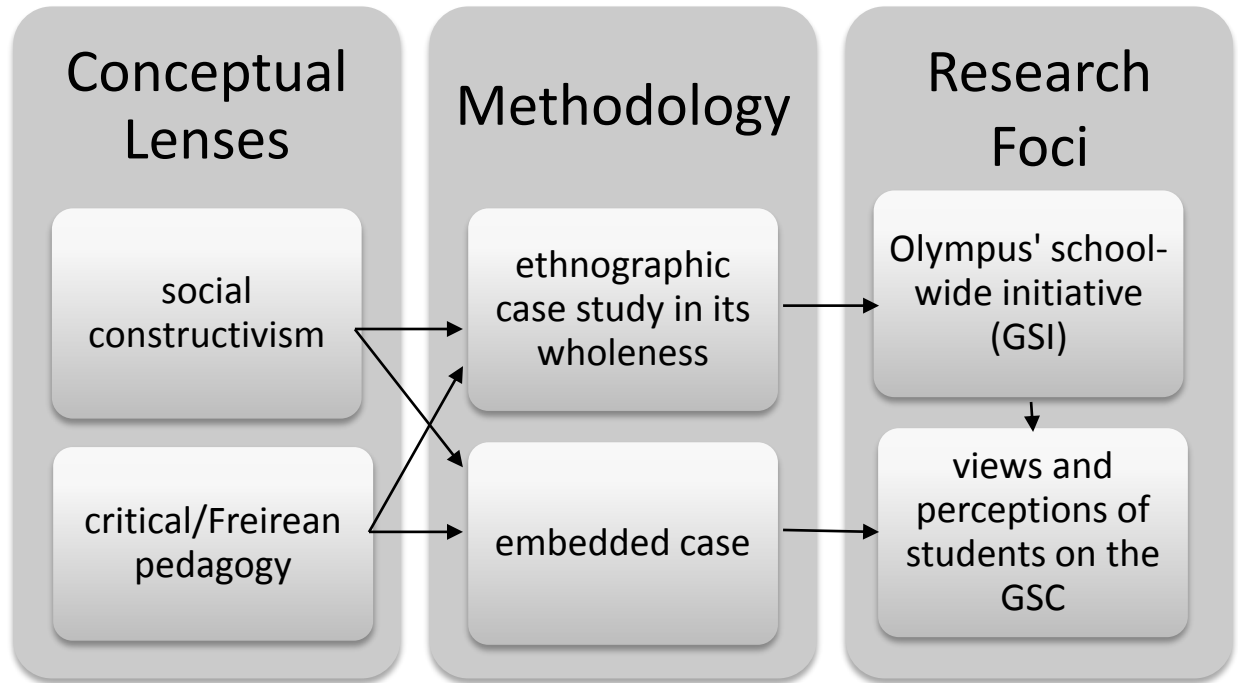
Figure 1. Map of conceptual framework

    This figure's complexity is due to all its components being interrelated. To better explain my methodology, I begin with the two "grand narratives" (Lyotard, 1984) on which I built my worldview. Constructivist researchers see the world as being constructed through social interactions (Lincoln & Guba, 2013). The individuals who are the object of study play an active role in the research project because they are the authors of the many existing realities. For this reason, the researcher approaches the subject of study in its complexity and totality (Creswell, 2007; Hatch, 2002; Patton, 2002). The multiplicity of realities and points of views—as well as the centrality of the research participants in the creation of knowledge typical of a constructivist approach—find a natural fit with ethnographic case study methodology, given its interpretative, holistic, and emic nature (Hatch, 2002; Lincoln & Guba, 2013; Merriam, 1998; Thomas, 2011). In my research, I look at the case of the Olympus High School, as the case of a public school that has

undertaken a process of curriculum innovation to integrate global education in its educational offering. I examine the school in its totality: the building with its population (administrators, teachers, and students), the district's central office, the surrounding community, and the local and national contexts of public education. My comprehensive approach is displayed also in the vast breadth of data collection typical of an ethnographic approach: semi-structured interviews with teachers, administrators, and students; observations of professional development sessions and of school board meetings; participant-observations of staff meetings, parents association meetings, and extracurricular activities; and extended document analyses of curriculum material, meeting minutes, district strategic plan, local paper articles, students' assessments, and other documents related to the school and its Global Studies Initiative (a more detailed and comprehensive description of the data collected is given in Chapter Three) (Hammersley & Atkinson, 2007). Finally, within the constructivist paradigm, the job of the researcher is to understand the phenomenon from the point of view of its subjects (Merriam, 1998). This last feature partially explains my choice to study the students themselves and in particular, their views and perceptions of the new program launched by the school in an effort to make its curriculum more global.

The second set of lenses through which I approach the issue of integrating global education in U.S. public schools—that of critical/Freirean pedagogy—provides a second and more sound justification for my decision to investigate students' perceptions and to listen to their voices. Critical pedagogy derives from the theory of its "founding father," the Brazilian educator Paulo Freire, who spent his life advocating for and practicing an education that was emancipatory, democratic, and committed to social justice (Au, 2009; Freire, 2007; Torres, 2009). In this study, I embrace Freire's lesson but with a note of caution. The context in which Freire developed his pedagogy was completely different from the one that we can find today in U.S. public schools, and

for this reason, I cannot fully embrace either his strictly political approach or his radical dualistic vision of oppressed and oppressors.

The students of the school at which I collected data for this study are not oppressed in any meaningful way, certainly not in Freirean terms. It is true that a vast number of scholars who have been vigorously criticizing the recent federal legislation sweeping American public schools today, specifically No Child Left Behind (NCLB, 2001), would actually claim that today's American school system is still one of oppressors and oppressed. Those scholars argue that one of the unintended consequences of the law, the "teaching to the test" approach, constrains both students and teachers within a passive and subjugated role, limiting their space for creativity as well as critical thinking (Apple, 2006; Apple & Au, 2009; Glass, 2001; Guilfoyle, 2006; Hargreaves, 2003; Pike, 2008; Schoen & Fusarelli, 2008; Zhao, 2007). However, this still does not happen in the specific case of this study because, as I will explain throughout the document, Olympus represents an exception to the norm of increased external accountability and high-stakes testing, due to its commitment to teach above the minimum standards and beyond the basic subjects (Cozzolino & Bichsel, 2010).

While I depart from Freire's dualistic vision and conceptualize the world as much more nuanced, I can say that my interest in the students' views and perceptions derives from a concern for their under-representation within the U.S. school system, school reform initiatives, and education legislation in general (Cook-Sather, 2009), as well as from their limited presence in the global education reform movement in particular (Ferreira, 2011). Listening to students' voices can provide critical insights for successful curriculum reform. Moreover, "inviting students to be partners in developing, enacting and assessing educational approaches is the best—perhaps the

31

only—way to create learning opportunities that students want to take up and truly benefit from embracing" (Cook-Sather, 2009, p. 7).

Additionally, critical pedagogy is the theory that has led me to look at the integration of global education with a concern for equity and to advocate for its integration into public school curricula in the name of a rationale that I call global citizenship. As I will explain in more detail in the following chapters, I believe that in the twenty-first century all students should be provided with an education that enables them to exercise their rights and responsibilities as global citizens, with an awareness of what it means to be part of a global community, with a concern for shared problems, and with an intrinsic motivation to act upon these problems. This should be done with a respect for the values of democracy and with the ultimate purpose of promoting both a democratic and peaceful global society. It is with this critical eye that I approach the issue of global education in U.S. public schools.

1.5   SIGNIFICANCE OF THE STUDY

Given its two-fold nature, this study adds two main contributions to the field that Dolby and Rahman (2008) classify as research in the internationalization of K-12 education. The first contribution adds to the body of literature on global education and fills the gap regarding what happens when public schools try to incorporate global education into their curriculum. As I explained earlier in this chapter, very little about how public schools engage in global education is known. My intention is to bring to light a need, trend, and challenge that are still the exception within the common scenario of minimal federal support and restrictions mandated by an increased

level of external accountability, but that should be the norm. It is by sharing experiences and generating knowledge that a base for an informed debate, as well as for policy making, can be formed.

In addition, my study brings another important contribution to the already limited literature on global education in public schools: the students' views and perceptions about global education programs. There are many challenges that public schools have to face in order to build a curriculum that is global in content, practice, orientation, and perspective. Such a process will require the establishment of new resources for capacity building, community partnerships and support, and the development of a common rationale for making global education a priority. Finally, it will require teachers and administrators to re-think their roles as professional educators, their teaching practices, and the purpose of education in general (Boix Mansilla & Jackson, 2011; Kilpatrick, 2010; Reimers, 2010; Zhao, 2009). While undertaking such a challenging task, schools need to be reminded to listen to what their students have to say, as indeed students hold valuable perspectives that will help school successfully undertake and implement change (Cook-Sather 2002, 2006, 2009; Fullan, 2007).

Olympus High School's story—and that of its students—is certainly not what every public high school, and every high school student enrolled in a global education program, in this country experiences. As I already said in my introduction, with this study I am not looking at providing *a* model, or *the* answer for schools seeking a similar innovation. I am interested, rather, in understanding the specific answers developed in a unique context by this school because it can serve as an example as well as offer meaningful insights for other schools that are embarking on a similar path. Finally, this story can provide valuable information for education leaders and policy makers at the local, state, and federal levels.

1.6   ORGANIZATION OF THE DISSERTATION

In this first chapter, I have outlined the conceptual context for this study: the research problem, the purpose, the research questions, the conceptual framework, and the added value that the study brings to a specific body of literature. In brief, I approach the problem of the integration of global education in the U.S. public school curriculum from a constructivist and critical pedagogy perspective with a two-fold purpose: exploring how a small suburban high school tries to integrate global education into its mainstream curriculum and understanding the students' views and perceptions of the specific program developed by the school as part of its curriculum innovation process.

In the following chapter (Chapter Two), I recreate a comprehensive literature review of global education in U.S. public schools, starting with a discussion of the "terminology debate" (Marshall, 2007) and including an analysis of the different rationales beyond the advocacy for global education. In this section, I also provide a picture of the current state of public education in the United States and explain the space that global education occupies within it. The third chapter is my methodology chapter. I provide a rationale for using qualitative research in general and the ethnographic case study method in particular. I then explain the type of criteria used for selecting the case and the participants, the types of data that I have collected, and how I have analyzed them. Given that I chose to focus on students' views and perceptions as part of my methodology, in this chapter I also include a section on the use of student voice in this study. Finally, I address issues of quality, my role as a researcher, and the limitations of this study.

Chapter Four is dedicated to the case description. Here, I depict the specific context for my study. First, I include a section describing high school education in Pennsylvania, focusing

specifically on the curriculum. Next, I shift the focus to Olympus' specific context. Olympus can briefly be categorized as a small, suburban, public school in a fairly affluent school district, but its specific culture and community make it an interesting and unique case. Here, I describe the district, the community, and the school with details including the school's building, its location, and its curriculum. In this section, I start incorporating the voices of my informants to both validate my perception and to build a more vivid picture of the case. I end this chapter by explaining the specific point in the history of the school in which this study began: the district's discontent with the previous International Baccalaureate Middle Years Program (IBMYP*),* which then led to the initiation of the curriculum innovation.

In the following four chapters, I present the themes that helped me answered the four main research questions. In Chapter Five, I describe in detail the features of both the Global Studies Initiative and the Global Studies Credential. I explain the vision for the Initiative and the change that it spurred in terms of revising existing courses and the creation of new courses, professional development, and extracurricular activities. I then present the framework for the Credential*,* explaining every requirement in detail, and discussing the changes that were made to them during the implementation process. In Chapter Six, I answer the research question related to the motivations that led Olympus to conceptualize a need for, and initiate the process of, curriculum innovation. Olympus' motivations are many, complexly interrelated, and fall into the two main categories of economic competition and global citizenship, which I also explain in Chapter Two. In Chapter Seven, I discuss in detail the innovation process. While the school moved fairly quickly and successfully through the initiation phase, the implementation of the innovation has been more challenging and has resulted in a significant and meaningful slowdown of activities regarding the

GSI. To better understand the process, I point out the key ingredients for the initiation and the challenges that have arisen along the way.

In Chapter Eight, I focus on the students enrolled in the GSC program, and I present themes that emerged while exploring their views and perceptions of the program. Chapter Nine concludes this thesis. Here, I sum up the main findings of the study, and I explicitly explain how all the chapters tie together and how my case relates to the broader context of global education in U.S. public schools that I have outlined in my literature review. In this chapter, I also offer a lengthy list of recommendations for schools, the district, the state, and the federal government. In addition, I address issues that should be explored in future related research. In the end, I offer some personal reflections on global education and public schooling in this country.

The dissertation ends with a complete reference list of all the readings that have been reviewed and led to the formulation of the research problem, the conceptualization of the study, and the analysis of the data. The appendices serve the purpose of supplementing what I presented in the previous chapters. Some are intended to enhance the understanding of an international reader; others present specific documentation related to the school and the innovation, such as descriptions of the GSI and GSC as they appears in the school's Program of Study. The last appendix (Appendix J) is lengthy and offers some excerpts from the students' interviews. While I could not include all their voices in Chapter Eight, I did not want to exclude them from the study.

2.0   LITERATURE REVIEW

In this chapter, I present an extensive review of the current literature on global education in general and then more specifically, on global education and school reform in U.S. public schools. Writing about and researching global education is not an easy task given the vast dimensions of the field, as well as its lack of working definitions, established and systematic research, and clearly identifiable practices. The first challenge lies in the morass of definitions that have been provided for the term global education. I, therefore, decided to start this chapter by talking about the "big terminology debate" that surrounds the key terms for this study (Marshall, 2007). Next, I elaborate on the three main rationales I have identified for promoting global education in schools, and I explain how the emphasis has shifted in the past fifty years from international understanding to national and economic security. I place special emphasis on analyzing the rationales beyond the advocacy for global education because for me, this is the heart of the research problem: different definitions reflect different values and purposes. Consequently they dictate the way in which global education is cultivated and practiced in the classroom, and, ultimately, what our students learn from it.

I focus the second part of the chapter on the current educational scenario in which the U.S. public school system operates—one dominated by a system of high accountability and standardized testing—to discuss the place that global education occupies within it. I argue that while it is comforting to see the United States opting for the inclusion of some sort of global education, it is extremely disappointing to realize that this is done mainly to avoid losing its economic competitive edge, and moreover, it is accomplished in a way that excludes a large

majority of students who are exposed to no other educational content than what is assessed on the national standardized tests. In the final section, I draw on school reform literature to identify main challenges and key ingredients for successful innovation and change that can serve as "lessons" for those schools that choose to embark on the long and rocky road of integrating global education in their educational offerings.

2.1   THE "BIG TERMINOLOGY DEBATE:" *GLOBAL* OR *INTERNATIONAL*?

Marshall (2007) talks about the fuzziness surrounding the term global education and defines the proliferation over the years of academic articles and various contributions on the issue as "the big terminology debate" (p. 38). In her essay, she draws on different scholarly traditions specific to the United Kingdom context and explains the relationships between global education and developmental studies, world studies, world citizenship, human rights, and international education. Her concluding point is that when talking about global education, all of these other traditions must be taken into consideration to understand similarities and differences, as well as the historical development of global education. I acknowledge the value of this analysis. Still, I believe that the terms most often confused in the literature are "global" and "international", and that while mostly used interchangeably with the word "education," these terms carry intrinsically different meanings. This is why I now attempt to untangle this knotty terminology issue.

Often "international education" is associated with colleges and universities in terms of study abroad programs and the internationalization of the curriculum (de Wit, 2002; Knight, 2004; Mestenhauser, 1998), or with K-12 education in terms of international schools and its student body,

and international curriculums such as the International Baccalaureate (Hayden, 1998, 2006; Hayden & Thompson, 2008). On the other hand, "global education" is more frequently associated with what happens in K-12 education regarding citizenship education, the negotiation of multiple identities, multicultural education, diversity, and school reform (Banks, 2003; Gaudelli, 2003; Noddings, 2005; Tye & Tye, 1992, 2003).

While many scholars would argue that there is a fine line between the terms global education and international education (Becker, 2002; Cambridge & Thompson, 2004; Marshall, 2007; Olson, Green & Hill, 2006; Parker & Camicia, 2009; Sylvester, 2005), some tend to prefer one term over the other (Frey & Whitehead, 2009; Walker, 2004; Williams, 2000). Frey and Whitehead's (2009) analysis is particularly interesting. According to the two scholars, international education's focus is on securing the country's national safety and economic supremacy. In contrast, global education has a much wider scope, and it is mainly concerned with the well-being of humanity as a whole. What differs is the purpose of these two kinds of education. The two scholars further assert that since the new push for learning about the world in U.S. public schools is mainly guided by the paradigms of competition and risk, it is more appropriate to talk about international education (Frey & Whitehead, 2009). I recognize the reasons for such a distinction, and I completely support the scholars' point about the motivation behind the current push for global education in public schools. Additionally, I believe that even if terminology is important, global and international are only words, and the emphasis should be placed on their meanings because what differs between them most often is not the content but the purpose. The job of dissecting every single definition of global and international education could very well turn out to be worthless, as Mattern says,

If I had a pound for every essay that has been made at defining international education, I would surely be a good deal richer than I am now. If I had read them all, however, I am not sure that I would be much further along towards a comprehensive definition: what constitutes or should constitute an international education remains a complex and controversial matter. (Mattern, 1991, p. 209)

Rather than spending time engaging in endless debates about terminology, when one listens to a politician's or an educator's speech, reads a policy document, or the mission statement of a school or company, or sees a commercial for study abroad, one should focus on what these different stakeholders refer to by using the terms "global" and/or "international education."

That said, I believe it is important to find a working definition that can allow the population of a program or a school to clearly identify its goals and outcomes. In this study, I use the term international and global education interchangeably, as most often happens in the literature, especially given the fact that an education that is global is also international in nature. Nonetheless, my preference is for the term "global" for two primary reasons: first, it promotes thinking that goes beyond the nation state; second, most often in the literature, we find the term global with education when referring to K-12 curricular reforms to respond to the changes brought by globalization (Parker & Camicia, 2009; Pike, 2008); as indeed is the case of this study.

2.2   RATIONALES FOR GLOBAL EDUCATION

The debate around the inclusion of global education in U.S. public schools is not recent, even if the phenomenon of globalization has enriched this discourse with a new dimension, making it

more imperative and current for all schools around the country. Through a careful review of recent academic publications, research articles, policy statements, and reports regarding global education, I was able to identify three main rationales that I call national security, global competency, and global citizenship. National security has always been a strong rationale for the advancement of global education, especially in terms of the teaching and learning of foreign languages and world affairs. The National Defense Education Act passed in 1958 and the more recent National Security Language Initiative (NSLI), launched in 2006 by President George W. Bush, are only two examples of federal policies derived from the government's concern for the nation's military and economic supremacy.

Presently, national security and economic competition are certainly the most voiced motivations for the promotion of the practices of global and international education in U.S. public schools. However, educators, non-profits, associations, and the majority of stakeholders in the education sector in general, are pursuing a similar agenda in the name of a third rationale that I call global citizenship. This rationale includes a variety of discourses, such as the diversity of the student body and of local communities due to an unprecedented mass migration, the formation of a global community and the consecutive rise of new identities, the stewardship of our global environment and its sustainability, and the concept of cosmopolitanism associated also with the preservation of human rights and a commitment to social justice. All of these topics are brought together under a common vision that sees global education as essential for students to cultivate skills such as empathy for the Other, responsibility for society in general and the Earth, international understanding, awareness of one's own actions, respect, tolerance, and appreciation for differences (Le Roux, 2001; Myers & Zaman, 2009; Noddings, 2005; Nussbaum, 2002; Pike, 2008; Reimers, 2010).

Before describing each of these rationales in detail, I need to warn the reader that these three categories are neither final nor comprehensive. Indeed, classification offers a simple and efficient way to articulate a discourse that, however, remains very complex, and as Parker (2011) would say, disputable. As a matter of fact and as it is better explained toward the end of the first section of this chapter, many times these three rationales overlap and interplay in an interesting way. Also, practices of global education very often fall into more than one of these categories. For example, while non-profit organizations support student and teacher exchanges with the purpose to increase U.S. citizens' knowledge and appreciation for differences (the global citizenship rationale), many universities see the presence of international students on campus as profitable economic revenue (the economic competition rationale). Finally, the government sponsors student exchange programs mainly as a diplomatic tool to create friendly relationships with other countries or to re-start a dialogue that has broken down (the national security rationale).

2.2.1 Global education for national security

With the first rationale, I draw on a relatively narrow definition of the concept of national security, and I refer to the need to keep people in the U.S. safe and the U.S. territory free from conflicts or terroristic attacks (Williams, 2000). The major advocate in this instance is, of course, the national government. Historically, the state became involved in the education business early on, being that U.S. schools have always been the preferable milieu for developing in young adults a sense of national civic identity and instilling patriotic attitudes (Rippberger, & Staut, 2003; Tyack, 2007). Favoring a loyalty that bypasses the nation state, global and international education has often been seen as a real enemy to the nation and has been encumbered with the accusation of being anti-

American (Gaudelli, 2003; Hicks, 2003; Pike, 2008). However, once the national government has learned to put such curricular reform to use for its own benefit, global and international education entered its agenda.

While this rationale has been present at least since the Cold War era, the events of 9/11 contributed to making it a priority and gave a more sound justification to the inclusion of global education in the public school curriculum, as it then became imperative for U.S. citizens to learn about other countries and people and to engage in challenging and controversial classroom conversations (Mitchell & Parker, 2008; Nussbaum, 2002; Olssen, 2005; Parker & Camicia, 2009). The launch of the Sputnik spacecraft in 1957 marked the beginning of an era in which the United States, after comparing itself with the rest of the world, started to feel that it was falling behind its enemies and that the educational mediocrity of its students was undermining its privileged position of military and economic supremacy. With the belief that U.S. schools were not only the cause but also the solution to the problem, the federal government initiated a series of regulations that find their main justification in the need to secure the United States' wellbeing. In line with this approach was the National Defense Education Act passed by Congress in 1958 in which government funding for language and area studies was established under Title VI of the act. This law was then followed, twenty five years later with the rise of the Asian threat and the famous report, *A Nation at Risk* (1983). With this document, its authors publicly denounced the underperformance of U.S. students in international comparisons of student achievement and called for educational reforms to help the United States regain its excellence in education (National Commission on Excellence in Education, 1983). Finally, fueled by the fear generated by the events of 9/11 in 2001, the National Security Language Initiative (NSLI), a recent program proposed in 2006 by former President George W. Bush, reminded the U.S. of the need to know and speak the languages of its enemies. Under this

last initiative, the State Department, in conjunction with the Departments of Education and Defense, launched a series of ambitious programs (i.e., the Flagship Program, the Boren Scholarships) aimed at expanding the number of both students and teachers of critical foreign languages, as well as increasing the level of proficiency through summer institute and study abroad programs (U.S. Department of Education, 2008; Wiley & Glew, 2010).

Global and international education executed in the name of national security is, therefore, limited to three main forms: foreign language education, international studies courses, and study abroad programs. The goal is to prepare U.S. citizens to better comprehend, communicate, and negotiate with its enemies. Finally, the government has taken a further interest in global and international education as a means to develop strategic partnership and alliances. In these terms, not only foreign languages and knowledge of world issues, but also understanding differences, become crucial skills for carrying on diplomatic efforts to maintain peaceful relationships with other nations (Committee for Economic Development, 2006).

2.2.2 Global education for economic competition

In "today's wave" (Parker, 2011, p.488), the national security rationale is found, for the most part, to exist in conjunction with the economic competition rationale. Since the end of the Cold War, the concept of national security has been evolving, beginning to incorporate other kinds of threats such as economic, political, and environmental (Romm, 1993; Williams, 2000). Within those threats, the most crucial for the government is the fear that the U.S. will lose its economic competitive edge. A blend of military and economic concerns is visible in most states' policy statements regarding the inclusion of international education in U.S. secondary schools (Frey &

Whitehead, 2009), as well as in policy recommendations (Cavanagh, 2004; Committee for Economic Development, 2006), and national reports of programs for the expansion of international studies and foreign language education (Association of American Universities, 2006; National Research Council, 2007). In a report that the National Research Council released in 2007, it states:

A pervasive lack of knowledge about foreign cultures and foreign languages in this country threatens the security of the United States as well as its ability to compete in the global marketplace and produce and informed citizenry. (p. 15)

The report was commissioned by Congress to the Department of Education in view of the re-authorization of two specific programs—Title VI and Fulbright-Hays—in which the government heavily invested[2] in building the United States' expertise in foreign languages and area studies to enhance its intelligence taskforce, as well as in the education and business sectors.

The economic competition rationale is the result of globalization, the consecutively flattening of the world (Friedman, 2005), and neoliberalism.[3] The concern for the U.S.'s economic competitive edge can be traced back to the early 1980s with the rise of new powers such as Japan, then China and India. However, the phenomenon of globalization has allowed such a rationale to gain ground in the current discourse on global and international education (Frey & Whitehead, 2009; Parker, 2011; Sutton, 1998; Stewart, 2007). Major changes in the world's economies have favored a neoliberal view of education, according to which this last one is seen as crucial for

_____

[2] Unfortunately, such programs have recently been drastically cut by the government. For details, please see Schneider (2003).

[3] With neoliberalism, I refer to a political practice (generally supported by those at the conservative end of the political spectrum) in which the government agency is substituted by the individual. As a consequence, the national economy is not regulated anymore by the state; rather it is driven by the market. In education, this is translated into a trend toward the privatization of the educational offering and the standardization of the curriculum (Burbles & Torres, 2000; Rivzi, 2007; Wiggan, 2009).

building the nation's human capital. Therefore, according to this logic, citizens' overall level of education becomes an indicator of the nation's economic growth, with education as the best form of investment for both the individual and the society (Rivzi, 2007).

In the new knowledge-driven economy, hiring companies require workers to acquire skills more in tune with the global market. Familiarity with the latest technology, fluency in at least one foreign language, but also decision making, critical thinking, flexibility, problem solving, cross-cultural skills, and positive disposition towards others are the new skills that employers are looking for in competitive candidates (Agbaria, 2011; Cheng, 2007, 2010; Stewart, 2007). The ability to speak a foreign language particularly is seen as an asset. Companies whose employees can speak languages other than English can better market their product within a non-English speaking population or in a different country (Lam, 2006). Since learning a foreign language also means learning about the culture and habits of a foreign country, it results, ultimately, in an increased intercultural sensitivity, which allows bilingual speakers to better negotiate with their international trading partners (Tochon, 2009).

Not only do the national government and the business sector display a concern for and interest in the United States' economic competitive edge, but so do partnerships and national organizations. Headquartered in Arizona, the Partnership for 21st Century Skills is a non-profit organization that was born from an alliance between the Department of Education and a number of different associations. The Partnership has developed a Framework for 21st Century Learning, which suggests the crucial skills that U.S. schools must develop in students to prepare them for success in today's global economy. Within that list, digital-era literacy skills and high-productivity skills definitely subscribe to the human capital logic, favoring a view of education as a way to prepare the nation's workforce (Myers, 2010; Partnership for 21st Century Skills, 2008). The Asia

Society, another prominent non-profit organization based in New York, has for years acted as an advocate for global education by creating networks of schools, policy recommendations, and resource materials for teachers and institutions. The organization's most recent publication *Educating for Global Competence*: *Preparing our Youth to Engage the World* urges schools to prepare students to become globally competent and defines global competency as "the capacity and disposition to understand and act on issues of global significance"(Boix Mansilla, & Jackson, 2011, p. viii).

Global competence has now become a buzz word and is found in most political speeches, research articles, and policy briefs related to education, as well as in schools' and companies' mission statements. To date, there is no common agreement on one definition for this umbrella term. However, the adoption of the Asia Society's definition for global competence in its "first-ever" U. S. Department of Education's international strategy might be a legitimization of the Asia Society's definition as the working definition (U.S. Department of Education, 2012). Besides the debate on what kind of knowledge, skills perspectives, and values this competence comprises, it is important to understand that attempts to find a definition carry different stakeholders' perspectives (Hunter, 2004; Kilpatrick, 2010). Additionally, it is interesting to note that in their call for global competency, advocates of the economic competition rationale bring into play skills other than foreign languages. Again, in *Educating for Global Competency*, the authors call for skills such as creative and critical thinking, intercultural sensitivity, respect for differences, and perspective taking (Boix Mansilla & Jackson, 2011).

When global competency is conceptualized as including also "soft" skills, values, and attitudes, as mentioned above, the rationales of economic competition and global citizenship meet because bits of humanitarianism and cosmopolitanism start shaping the neoliberal imaginary. In

this context, the "positive side" of globalization becomes visible (Papastephanou, 2005, p. 544). Even so, for the stakeholders who subscribe to the second rationale, the ultimate goal remains that of having U.S. students succeed in the global economy, for the benefit of the individual, for the company he works for, and for the nation in general. The focus remains on raising global entrepreneurs rather than responsible citizens (Agbaria, 2011; Henry, Lingard, Rivzi, & Taylor, 1999; Parker & Camicia, 2009).

2.2.3 Global education for global citizenship

The third rationale that I refer to as global citizenship covers, as explained in the introduction of this section, a variety of discourses. However, within this plurality, one can distinguish at least two major discourses which seem to be the most recurrent and accepted topics in the literature: that of domestic multiculturalism and cosmopolitanism. Some of the scholars that subscribe to this rationale address the need for young citizens to interact within a diverse society (Banks, 2003; Frey & Whitehead, 2009). American society has historically always been a 'melting pot' of ethnicities. Globalization has not only changed the nature of economy but also the look of our society: everywhere around the country, communities are becoming increasingly diverse due to a mass migration of foreigners in search of an academic experience, a working opportunity, or a place to find shelter and start a family. A direct consequence of such phenomena for education is the changing nature of our classrooms, as well as the increased importance of the discourse around the negotiation of multiple identities. Minorities, such as the Latino and the Asian-American populations, have become a presence that can no longer be neglected, either in our society or in the schools themselves (Suarez-Orozco, 2007). The United States has certainly come a long way

in the past 150 years by moving from a politic of assimilation in which immigrants underwent a process of Americanization at the expense of their cultural heritage (May, 2006; Spring, 2011; Skutnabb-Kangas; 2006; Wiley, 2002) to a politic of cultural pluralism in which the plurality of ethnicities, religions, cultures, habits, and languages are celebrated and welcomed in the name of democracy (Gutmann, 1999; Lam, 2006; Urban & Wagoner, 2009).[4] Under these conditions, immigrants experience a somewhat troubling process of forming civic identity as often times, they will see themselves as (and actually become) citizens of two different countries, while perhaps feeling loyal purely to their local community (i.e., their neighborhood, their church, or the company for which they work). When domestic multiculturalism is the motivation for global education, we can see how this takes the form of bilingual education, English as a foreign language courses, or multicultural events such as a multicultural festival and so forth. According to this perspective, schools are supposed to develop in students skills that include tolerance, appreciation for diversity, and empathy.

As I explain in more detail in the following paragraphs, these are also some of the qualities that are brought into play by scholars that draw upon the rationale of global citizenship in the name of cosmopolitanism. The discourse around domestic multiculturalism, while still important for global education, does not leave the national borders and fails to recognize that there is a much wider community of which the students are a part. Today, in the interconnected and interdependent world shaped by globalization, the process of negotiating identities is no longer limited to the national civic scene (Myers, 2010; Myers & Zaman, 2009; Myers, McBride & Anderson,

---

[4] I am aware of the fact that my statement about the relatively positive integration of minorities in U.S. society might be troublesome to some. A more detailed discussion on minorities' assimilations/integration within the discourse on globalization would be interesting, but not necessary in this study. For further reading, please see Banks, 2008; Hugonnier, 2007; Torres, 2009; Wikan, 2007; Young, 1989; in reference in the bibliography.

unpublished manuscript). At the same time, such a process is no longer a condition experienced solely by either second class citizens or a small elite—for example, by third culture kids;[5]—rather it is becoming the norm. Especially within the business sector, speaking a foreign language is no longer a means for social marginalization; rather, it is now an important asset with which students can claim their competitiveness in the job market (Lam, 2006; Tochon, 2009). With the shrinking of geographical distances, due to a more sophisticated and increased use of information technology that allows us to now work, collaborate, and interact with people across the globe, cosmopolitanism is no longer a middle class trend; rather, it has now become a widespread phenomenon (Lam, 2006; Saito, 2010).

To a large extent in scholarly writing, global citizenship is regarded as the most important attribute for students to efficiently cope with the challenges brought about by globalization, and scholars, therefore, appeal to this rationale to support the inclusion of global education in the mainstream school curriculum (Le Roux, 2001; Noddings, 2005; Pike, 2008; Reimers, 2010). Global citizenship is not a new concept, but it gained popularity after World War II and with the re-emergence of global education (Pike, 2008). What is meant by this term, similar to the terms global education and global competency, is a complex and contested[6] matter. Although I was not able to retrieve a universal definition from the literature, scholars generally agree on the most important features of this notion. Davies (2006) explains how the word citizenship really brings

---

[5] This term is usually used in the literature to refer to children who grew up spending a considerable amount of time in more than one country and who carry with them, and mix together, features of the different cultures they have been exposed to. For more information on this topic, please see Pollock & Van Reken (2009).

[6] It is a complex concept because, as Myers and Zaman (2009) better explain in their article, it has three different components: moral, institutional, and political. It is also a contested concept because as the two scholars state, it "contains several inherent tensions," the major one being that it can be seen as a weak and too much of an abstract idea for generating the activism for which it calls (Myers & Zaman, 2009, p. 2595).

into play both rights and responsibilities in the sense that by feeling part of a global community, global citizens are concerned with certain problems—e.g., poverty, war, environmental pollution—and feel the need to act as responsible and engaged citizens to help solve problems that are not only directly connected with their own individual realities. Nussbaum (2002) sees global citizenship as comprising three main "capacities:" the ability of critically reflecting on one's own culture and habits, an awareness of being part of a larger world community, and the ability to empathize with the inhabitants of this community. Noddings (2005) criticizes a definition of global citizenship that is given purely in economic terms and advocates instead for qualities such as a concern for social justice and the environment, tolerance, and appreciation for diversity. According to these scholars, therefore, global citizenship seems to require a special sensitiveness towards others, an increased conscientiousness of the consequences of one's own actions, and a deeper understanding of the world. These are qualities that together can serve as motivation for global citizens to act upon global issues with the confidence that with their participation, they will be able to make a difference. Myers and Zaman's (2009) definition of global citizenship clearly sums up all that has been stated so far: "an ethical construct that is premised on the normative value of contributing to the creation of a better world, especially the responsibility to solve world problems" (p. 2595).

When global citizenship, as defined earlier, is the main motivation for advocating global education, then its integration takes many meaningful forms that range from student exchange programs to teacher training opportunities; from global service learning projects to partnerships with universities, museums and libraries; from specific programs which focus on global citizenship education to the internationalization of the curriculum. On this last point, scholars suggest how the concept of global citizenship can be incorporated into the mainstream curriculum and that the

51

burden should not be carried only by social studies courses (i.e., civics or history classes). Rather, it finds applications in many existing courses such as philosophy, literature, the arts, science, mathematics, religion, women's studies, and of course, foreign languages (Davies, 2006; Kist, 2013; Jacobs, 2014; Noddings, 2005; Nussbaum, 2002). Finally, because of global citizenship's inherent concern with issues such as poverty, social justice, and environmental sustainability, global education will often take the forms of peace education, human rights education, and environmental education based on this rationale (Noddings, 2005; Pike, 2008).

2.2.4   The current shift in rationales

It is possible at this point to see a significant difference between the first and second rationales on one hand (national security and economic competition), and the third rationale on the other (global citizenship), specifically in terms of outcomes and of practices of global education. Even if these rationales advocate for global education for two different reasons, both conceptualize global education as crucial for cultivating in students mainly "hard" skills, such as foreign languages, digital technology, knowledge of world affairs, history, geography, and international trade. The practices used to achieve such outcomes are foreign language courses, world affairs and area study courses, and exchange and study abroad program. Differently, with the third rationale the "hard" skills are accompanied by "soft" skills such as empathy, perspective taking, and tolerance. With this third rationale, in addition to foreign languages and area studies, global education also takes the form of global civics courses, global service learning, interdisciplinary and thematic approaches to the curriculum, and partnerships with local agencies.

At different times in the history of global education, each of these rationales has been the driving motivation for global education. For example "national security" dominated the scene during the Cold War era, while "economic competition" seems to be the main motivation behind policy recommendations for organizations such as the Committee for Economic Development, and dominating the current "wave" of global education (Parker, 2011). Finally, "global citizenship" has had its moment in the spotlight in the years just after World War II. While temporal and conceptual demarcations are possible, it is important to note that most often the three rationales do not exist as isolated categories; instead, they coexist in a rather complex relationship. For example, Williams' (2000) conceptualization of "global security" includes a concern for human survival as well as environmental sustainability and social justice, touching, therefore, upon all three rationales.

Parker's (2011) analysis can be enlightening in trying to understand the complex interplay of the three categories that I have identified. This researcher identifies the existence of two different phases or "waves" in the history of international education. The first started with the end of World War II and had its ascendancy between the 1960s and 1980s. At that time, the discourse around international education was very much connected to the conflict that the world had just recently experienced and was fueled by the need for international understanding and world peace. This is visible in the work of scholars of that period, such as Becker (1969), Anderson and Becker (1976), and Hanvey (1982) who advocated for an education that would develop a global perspective, understanding, and awareness in students.

In contrast, today's wave is characterized by globalization and the War on Terror and is, therefore, ruled by the forces of competition and security (Parker & Camicia, 2009). Globalization is the phenomenon characterized by an increased use of information technology, shortened

physical distances, increased interconnectedness of people, and the emergence of transnational entities, and it has shaped the way schools are expected to educate our young citizens as well as the rationales and goals for education (Burbules & Torres, 2009). Schools are now required to offer an up-to-date education that will allow students to function and compete in a global market. This means being equipped with skills such as foreign languages and world knowledge but also attitudes such as empathy and respect for others (Stewart, 2007). A second factor animating the debate on the inclusion of global and international education in U.S. schools is what Parker and Camicia (2009) refer to as the "War on Terror" (p.43).

Upon conducting a study in which they interviewed nine "movement intellectuals" on the meaning and practices of international education, Parker and Camicia (2009) were able to create a framework for exploring the reasons behind the international education movement today. Their diagram is formed by two axes: intent and affinity. The first term refers to the type of interest which serves as a motivation for the development of global education and which can be located anywhere along the two poles of civic and enterprise intent. The second term—affinity—refers to the kind of loyalty that is at the core of the commitment to global education. This can be traced on a line on which the extremes are national affinity and global affinity. The intersection of the two axes forms four quadrants which correspond to the main forms that international education can take today (with many nuanced forms listed within these quadrant). Below, I have reproduced the diagram (Figure 2) formulated by the two scholars and adapted it to my analysis of the three rationales for the advocacy of the integration of global education into U.S. public schools.

Nation

National
security
rationale

National
security
rationale

Economic
competition
rationale

Civic ←——————————————→ Enterprise

Global
citizenship
rationale

Economic
competition
rationale

Globe
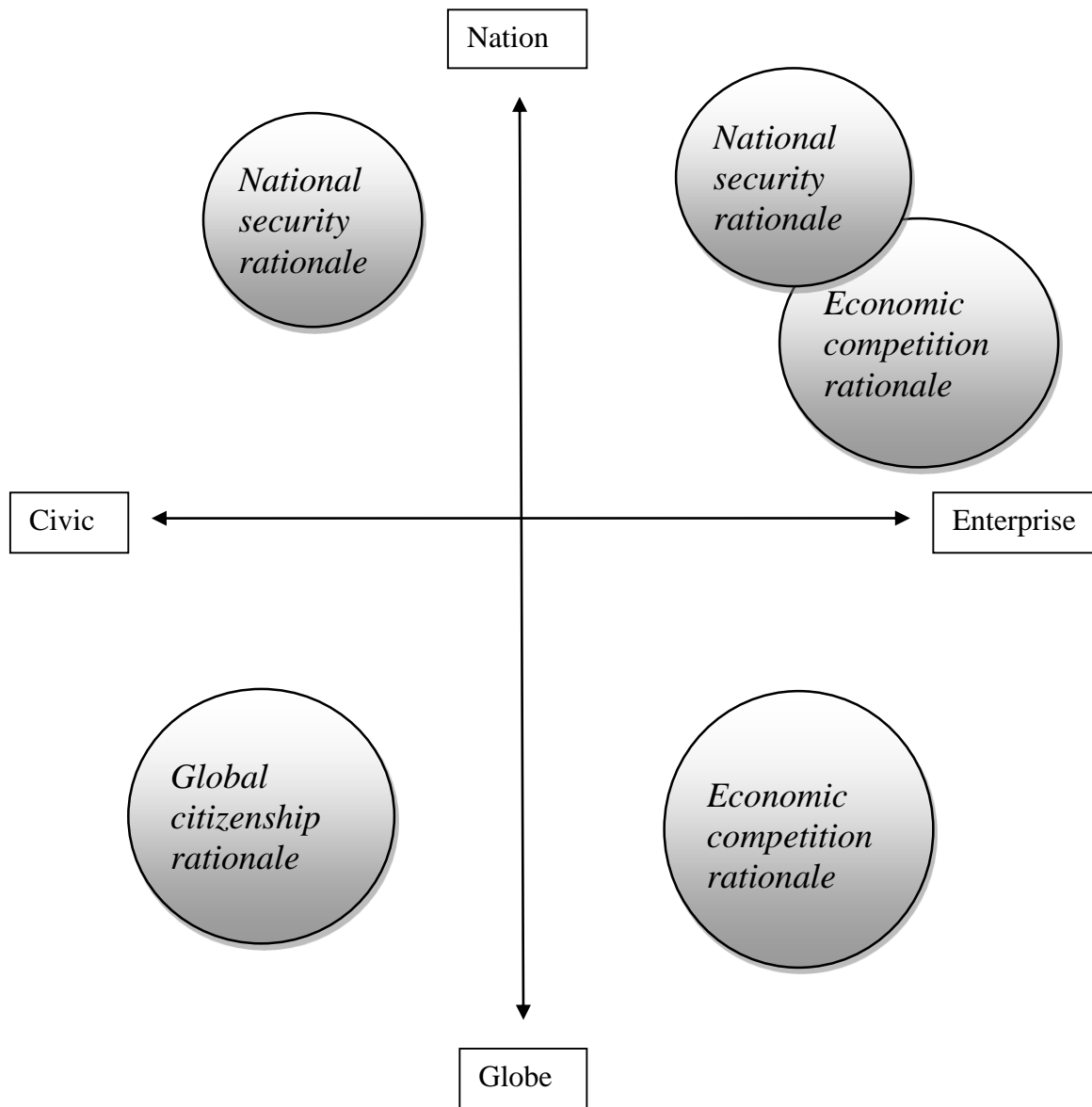
X = intent
Y= affinity
Adapted from Parker and Camicia, 2009, p. 57.

Figure 2. Parker and Camicia's (2009) four discourses of international education integrated with my analysis of

three major rationales.

Keeping in mind that the border lines of these quadrants—as well as those that I draw between the three rationales—are flexible and can easily fade, this diagram can be used as a framework for my analysis of the rationales for global education. While the national security rationale dominates the nation civic quadrant, the global civic one corresponds to the global citizenship rationale, and the global enterprise quadrant is the fertile terrain for the economic competition rationale. Finally, in the national enterprise quadrant, the rationales for national security and economic competition join because their allegiances are both to the nation and the market. This rationale argues that global education can equip U.S. students with those skills necessary to succeed in the global marketplace so that the United States' hegemonic power can be preserved. This last scenario seems to be the one driving most efforts to bring global and international education into U.S. classrooms today (Parker, 2011).

As globalization and the War on Terror have entered the educational scenario, schools have been trapped in the national enterprise rationale as they meet the requirements of the laws of social efficiency and neoliberalism (Lam, 2006; Parker & Camicia, 2009; Pike, 2008; Reimers, 2010; Rivzi, 2007). Consequently, it seems that in the past 30 years, there has been a shift in rationales for the support of global education from global citizenship to national security and economic competition. Urged by the national government's and the business sector's demands for a competitive workforce and their reprimands of the inefficiency of U.S. public education to prepare students for the new global marketplace, schools have been forced to move from a more humanitarian discourse to a more business-oriented one, from focusing on developing responsible citizens to raising competitive entrepreneurs (Agbaria, 2011; Becker, 2002; Frey & Whitehead, 2009; Noddings, 2013; Nussbaum, 2010; Parker & Camicia, 2009; Pike, 2008).

The risk is that when global education is done purely in pursuit of the rationales of national security and economic competition, it can result in superficial, elitist, and dangerous forms of global education, which do not allow students to deeply engage with differences; rather it encourages a dualistic sort of thinking ("us" versus "them"). This is the case, for example, with short summer abroad programs, which often only serve the purpose of reinforcing national stereotypes and do not lead to meaningful experiences that can bring personal growth, understanding, and appreciation of differences (Tochon, 2009). This is the case also with superficial forms of internationalizing the curriculum, in which an international component is simply added to an already existing course or diversity is celebrated merely in an annual international food festival (Becker, 2002; Carber, 2009; Noddings, 2005; Sanders & Stewart, 2004).

For global education to fulfill its promise of forming a more informed, sensitive, and responsible citizenry, it needs to be done in a more systematic way. It needs to be infused across the curriculum and into the different subject areas. Finally, it needs to abandon the agenda of a single "champion" to become an integral part in the mission statement of schools and in the agenda of policy makers. However, this is easier said than done in the pressured environment in which schools need to function today. For schools to embrace this form of global education, significant change needs to happen. To understand if and how that would be possible, I now focus on the particular context in which U.S. public schools are operating today to then discuss the place that global education occupies—if any—within it.

2.3   THE PROBLEMATIC CONTEXT OF U.S. PUBLIC SCHOOLS TODAY

Many scholars (Elmore, 2004; Hayes, 2004; Hyslop-Margison & Sears, 2006; Pike, 2008; Schlechty, 2009; Schoen & Fusarelli, 2008; Wagner, 2010) agree that the last four decades of school reforms have been characterized by a trend toward standardization and higher accountability in an effort to close the gap between high and low achievers. Historically, U.S. public education has been displaying a discomforting disparity in academic achievement between middle-income and low-income students, between the white majority and African-American and Latino minorities, between rich suburban school districts and poor rural and inner city school districts (Darling-Hammond, 2010; Urban & Wagoner, 2009; Weis; 2008). The Elementary and Secondary Education Act, enacted by President Lyndon B. Johnson in 1965 was the first milestone in the federal government's commitment to equity. Title I of the act established funding to be made available for school districts with low-income students. In the following reauthorization, standardized tests such as the Adequate Yearly Progress were established to assess schools' and students' performances. The act that has been re-approved every five years since then continues today under the name of No Child Left Behind (Guilfoyle, 2006; Kuo, 2010).

Along with a concern for equity, it is possible to trace a preoccupation with the risk that the United States could lose its economic competitive edge within the international arena (Wartgow, 2008; Zhao, 2009). Title VI of the National Defense Education Act, passed in 1958, was the first milestone in the long road of school reforms and the first step taken at a national level to ensure U.S. schools could keep up with their international counterparts by creating the capacities for educating U.S. experts in international matters and foreign languages. Another later concern with the precarious position of the United States' economic leadership generated twenty years later

the famous report titled *A Nation at Risk* (1983). In this document, the mediocrity of U.S. students was blamed as the cause for the United States falling behind other nations (e.g., Japan) whose economies were starting to grow. It is possible to then see how the use of school reform to preserve United States' economic competitiveness is not new. However, in recent years, in response to the changes brought by the globalization phenomenon, it has become a major rationale guiding policy making in public education (Merriman & Nicoletti, 2007; Tyack & Cuban, 1995).

The widely criticized federal legislation known as No Child Left Behind (NCLB) (2001) is the most evident example of how U.S. policy makers have been trying to address both the achievement and the international gap compromising their public schools. Indeed, the advocates of NCLB were right in being concerned, as statistics still display a great disparity between white high-achieving students located mostly in suburban school districts and minority low-achieving students located mostly in urban schools (Darling-Hammond, 2010; Weis, 2008). In addition, national reports suggest that a small section of U.S. high school students compared to their international counterparts has sufficient knowledge of world geography, foreign languages, and other cultures, skills now needed to work in the global marketplace. However, an increased use of standardized testing and a call to focus on basic subjects such as English and math seem not to have been able to solve the problem. Rather, they have made the situation worse, causing the United States to fall behind in the international educational race, as well as widening the gap already visible between school districts and students within the nation (Darling-Hammond, 2010; Ravitch, 2010; Zhao, 2007).

Nonetheless, the implementation of the NCLB in U.S. public schools has been diverse as schools' responses to increased accountability pressures vary depending on a number of factors. Carnoy, Elmore and Siskin (2003)'s analysis of school's responses to accountability policies is

particularly helpful to understand such variations. These scholars argue that depending on their capacity, student population, and curriculum, schools can be placed in one of the following categories: target, those "schools that perform low level of academic achievement;" better positioned, those that align with the standards set by high-stakes testing, and orthogonal, those schools that have a more focused mission, such as charter schools (p. 56). According to these scholars, context matters because a school's response to external accountability depends on its starting point and on one very important ingredient of its capacity: internal accountability. Carnoy et al. (2003) define this last factor as the level of coherence shared by the school's actors in terms of what the mission, goals, and practices of the education delivered by the school should be. According to these scholars, internal and external accountability do not always develop together. All schools have some degree of internal accountability, but while target schools most often fail at developing strong internal accountability systems, better positioned schools seem to be able to develop it to a higher degree, and are therefore likely to more easily meet external demands.

While many scholars embrace the basic principle of the NCLB law (Darling-Hammond, 2010; Ravitch, 2010; Wagner, 2010; Zhao, 2007), they condemn its problematic implementation. Table 1 below offers a more detailed and "at-a-glance" view of the main criticisms of the law (Table 1).

Table 1. Major critiques of No Child Left Behind

Major critiques of No Child Left Behind	
Scholars	**Critique**
Darling-Hammond, 2010 Guilfoyle, 2006 Hursh, 2007 Ravitch, 2010 Schoen and Fusarelli, 2008 Zhao, 2007	NCLB promotes a practice of "teaching to the test."
Guilfoyle, 2006 Hursh, 2007 Ravitch, 2010	The law's system of rewards and sanctions induces schools to "cheating behaviors," often times by leaving behind students who are already academically weak.
Darling-Hammond, 2010 Guilfoyle, 2006 Ravitch, 2010 Schoen and Fusarelli, 2008 Wagner, 2010 Zhao, 2007	The law's emphasis on the core subjects results in a narrowing of the curriculum with very little space left for the humanities (language arts and social sciences). Such narrowing of the curriculum has important consequences for students' outcomes because the curriculum of NCLB does not teach students crucial skills necessary for succeeding in the twenty-first century.
Gunzenhauser, 2006, 2007, 2012 Hargreaves, 2003 Schoen and Fusarelli, 2008	The law's implementation also results in a de-professionalization of the teaching profession.
Schoen and Fusarelli, 2008 Zhao, 2007	Under NCLB, students' learning experience is limited to that of multiple choices and drilling exercises. Such a system reinforces the importance of memorization and convergent thinking over critical and creative thinking.
Ravitch, 2010	Students' academic achievement is measured with standardized tests, which tell little about the learning process and accomplishments of a student.
Ravitch, 2010 Schoen and Fusarelli, 2008	The law fails at rewarding schools that are excelling; furthermore, its punitive system creates a perception in teachers and administrators of the school as a frightful and stressful work environment. Such an environment is antagonistic to creativity and innovation.
Elmore, 2004 Farnsworth, 2010 Laguardia and Pearl, 2009	The law is unfair because it does not take into consideration the different realities in which schools operates (i.e., diversity of the student body), while all schools are held to the same expectations in term of students' performance.
Hursh, 2007 Ravitch, 2010	The law cannot deliver on to its promise of shrinking the achievement gap between Caucasian students and African-American and Latino minorities; instead, it preserves and worsens existing inequalities.
Wiggan, 2009	The law undermines public education in general because it responds to a market logic that promotes privatization of education (schools that do not meet APY are punished in various ways and ultimately forced to close).

Generally, within the more recurrent critiques, we can find the following arguments about NCLB: it does not take into account economic disparities existing between districts, thus it widens already present gaps (Darling-Hammond, 2010); it relocates the responsibility of students' outcomes with the school and teachers only, rather than with the system (Elmore, 2004); it reduces teachers to machines and robots (Hargreaves, 2003). Further arguments denounce the fact that because the emphasis is on achieving basic skills through core subjects, the law results in narrowing of the curriculum and cutting funds and time for the cultivation of disciplines other than math, science, and English. This narrowing of the curriculum has dangerous consequences on students' outcomes because it leaves very little—if any space at all—for nurturing those skills needed for students to become competitive workers and engaged citizens (Zhao, 2007, 2009). Finally, the pressure of external accountability has dangerous consequences, not only for what goes into the formal curriculum and therefore, what is taught and learned, but it also affects the way educators teach and students learn. Such an environment, in fact, facilitates the enactment of a teaching approach called "teaching to the test" in which the only input given to students are those of drilling and recalling exercises, leaving very little space for reflection, creativity, and imagination (Darling-Hammond, 2010; Laguardia & Pearl, 2009; Schoen & Fusarelli, 2008; Ravitch, 2010; Wiggan, 2009; Zhao, 2007).

2.4   GLOBAL EDUCATION WITHIN A CONTEXT OF ACCOUNTABILITY AND 21ST CENTURY SKILLS

With the educational scenario depicted above, it goes without saying that NCLB and global

education have become two "competing demands" for schools today (Granada, 2009). The main argument supporting this claim is that the emphasis given by the law to the study and mastering of the basics takes attention, time, and resources away from subjects such as foreign languages, social studies, and initiatives that might go beyond what is assessed and taught in the majority of schools today (Merriman & Nicoletti, 2007; Zhao, 2007; Tye, 2009).

While scholars, educators, and practitioners especially are very quick to criticize this law, it is important to understand the logic behind it because NCLB is just one piece of legislation, and to understand it, we need to look at the particular political system from which it has been produced. The law ascribes to a neo-liberal tradition that has guided policy making in the United States for the past forty years (Hursh, 2007; Laguardia & Pearl, 2009; Pike, 2008). Within the neo-liberal vision, education is just one component of a larger economic system, and the main purpose of schooling is to comply with the rule of social efficiency. Such a vision embraces the human capital theory and in a knowledge society, comes to see education as the best form of investment for the individual (Nordgren, 2003; Nussbaum, 2010; Rivzi, 2007).

As Pike (2008) points out, it seems almost paradoxical that neo-liberal education reforms were created mostly as a response to the changes brought about by globalization. On one hand, the advent of globalization has challenged national identities, accentuating the need to open up the public school curriculum to global issues, as well as to other cultures and languages. On the other hand, however, globalization has also fueled the discourse on international comparisons with a concern for an alarming decline of U.S. students in terms of academic achievement and the consecutive need to control, manage, measure, and guarantee certain knowledge (Ravitch, 2013). Some scholars are critics of neo-liberal education policies because such a philosophy leaves little space for creativity and other values of a democratic society, such as freedom of speech, respect

for differences, and understanding of others, resulting in the dehumanization of education (Hyslop-Margison & Sears, 2006; Nussbaum, 2010; Pike, 2008). Moreover, these scholars and others (Fullan, 2007; Noddings, 2013; Rose, 2009; Tyack & Cuban, 1995) argue that schools have historically responded to a two-fold purpose: preparing kids for the workforce as well as for citizenship. However, lately, policy makers have been more concerned with the former. As a consequence of such a shift in priorities, global education today finds a place in public schools mainly—and most often exclusively—in the pursuit of the economic competition rationale. Such a concern is displayed in the many calls for educational change to reform an educational system that is obsolete and out of sync with the global marketplace and therefore, unable to successfully prepare our youth for the global economy (Jacobs, 2010; Trilling & Fadel, 2009; Wagner, 2010, Zhao, 2009).

At the heart of today's educational debate is the discourse related to defining the new 21st century skills that should be developed and nurtured by schools in order to provide students with a relevant education that will enable them to succeed in the knowledge society. "21st Century Skills" has become a logo, a buzz word, a motto, an argument, an educational philosophy, and a reform movement. Numerous are the reports that have been written to try to identify these much acclaimed skills (Cognetta, 2010). The Partnership for the 21st Century Skills (P21) is a network including a variety of agencies from the business, education, and government sectors across the country, which are its main public advocates. P21 has produced a framework in which skills are grouped as learning and innovation skills, digital literacy skills, and career and life skills (www.p21.org). Together, these three categories call for seven important abilities: critical thinking and problem solving; creativity and innovation; collaboration, teamwork, and leadership; cross-cultural understanding; communication, information and media literacy; computing and ICT

literacy; and career and learning self-reliance.

Other scholars, sharing a similar mission with that of the P21, have been trying to identify what should be taught in today's schools. After an extensive study that included conducting hundreds of interviews with business leaders around the world, Tony Wagner (2010) presented in his book *The Global Achievement Gap*, the seven skills needed to survive the "new World of Work:" critical thinking and problem solving; collaboration across networks and leading by influence; agility and adaptability; initiative and entrepreneurialism; effective oral and written communication; accessing and analyzing information; and curiosity and imagination. The need for new skills that go beyond the basics is echoed in Heidi Jacobs' (2010, 2014) call for a curriculum that is in sync with our changing world and that includes along with more traditional core subjects, digital, media and global literacy. Global, as well as technological and digital, competencies are also the new features that Zhao (2009) believes should be part of the integral curriculum to make U.S. students successful in the twenty-first century. Along with these competencies, Zhao (2009) echoes previous scholars' views in his call for schools to nurture and cultivate a diversity of talents, creativity, and imagination.

In an initial analysis, global education today seems to be found in public schools in what is called the 21st Century Skills Movement. Commonalities between the two can be found in regard to the curriculum, the teaching and learning process, students' outcomes, and forms of assessment. Table 2, below, is an adaptation of Schoen and Fusarelli's (2008) comparison of NCLB and 21st Century Skills with the inclusion of global education.

Table 2. NCLB, 21st Century Skills and Global Education in comparison[7]

	NCLB	21ˢᵗ Century Skills movement	Global Education movement
Purpose of education	Produce graduates who can master basic skills with which to compete against their international counterpart.	Produce graduates who can succeed in the knowledge economy.	Produce graduates who are responsible citizens and can live, work, and collaborate in a global society.
Driving forces	Federal state, in an attempt to pursue domestic equity and national security in a context of international competition	Economic sector	Global society
Epistemological root	Positivism	Constructivism	Critical social justice and humanistic perspective
Main supporters	Federal state, neo-liberals	Corporate world, billionaire foundations (i.e., Gates, Broad and Walton)	Education sector, NGOs
Curriculum	Major attention is given to three main subjects: English, math, and science	It is a mix of core subjects and twenty-first century interdisciplinary themes (global awareness, economic literacy, civic literacy, health literacy, environmental literacy)	Curriculum is as broad as the world and is interdisciplinary; global education looks at themes more than disciplines.
Teaching and learning implications	Teaching to the test. Students are accustomed to multiple choices and drilling exercises, memorization is required.	Team–teaching, teaching with the aid of information technology. Team-work, as well as creativity and imagination, are valued (thinking outside the box).	Team-teaching, teaching with the aid of information technology. Team-work, as well as creativity and imagination, are valued.
Students outcomes	Basic proficiency in core subjects	Critical thinking and problem solving; creativity and innovation skills; digital literacy, collaboration , leadership, and communication skills; cross-cultural understanding; career and learning self-reliance	Foreign language, digital technology, knowledge of global topics, international understanding, ability to act upon common problems, empathy, creativity, perspective taking, and tolerance.
Assessment of accomplishments	Standardized tests	Portfolios, individual projects, interviews, performances.	Portfolios, individual projects, interviews, performances.

[7] Adapted from Schoen and Fusarelli (2008, pp. 188-189).

By looking at Table 2, it is possible to better understand where the two movements intersect and where they diverge. In both movements, the curriculum expands to include global topics, and collaborative teaching and learning is much valued, as well as creativity and the use of information technology. The assessment of student accomplishments is undertaken in a more creative and flexible way, so to capture both hard and soft skills. Finally, there are similarities with some of the skills that students are expected to master upon graduation: ability to effectively communicate and collaborate, critical thinking and perspective taking, problem solving, and intercultural learning (Table 2). It is easy at this point to deduce that the 21st Century Skills movement and global education seem to complement each other and at times, match. However, caution is needed in making such a conclusion because while some common results are evident, these two approaches are actually guided by different rationales. Even if some commonalities can be found between global education and the 21st Century Skills movement, it is important to distinguish between the two and acknowledge that the 21st Century Skills movement is more business oriented and driven (Myers, 2010; Schoen & Fusarelli, 2008). There is little critical social justice perspective informing it; there is little intention to cultivate global citizens with rights and responsibilities toward the entire humanity; and there is little intention to make it available to all.

Table 2 is intentionally missing a column, which should include the most recent reform that is, and will shape, what students in U.S. schools are taught and learn today: the Common Core Initiative. This initiative was started in 2009 by two organizations: the Council of Chief State Officers (CCSO) and the National Governor Association Center for Best Practices (NGA Center), with the purpose of writing clear and rigorous standards to ensure that American students would be, upon high school graduation, ready for college and a career. With the publication of numerous

international comparisons in which U.S. students were constantly underperforming their international counterparts, the initiative gained momentum, and in less than four years, 45 states agreed to conform to the Common Core Standards (Kendall, 2011; Pattison, 2013; Rothman, 2013; Zhao, 2013). The standards are supposed to resemble and derive from lessons learned from some of the highest performing countries in the world (e.g., Finland, Japan, South Korea) that already have rigorous, coherent, and clear standards in place that can be utilized for international benchmarking (Kist, 2013; Steward, 2013). At this point, the Common Core standards have been developed in only two disciplines: language and literacy, and mathematics, but there are plans for expanding into other disciplines, such as science, world languages, and the arts, as reported on the Initiative's website (www.corestandards.org). While standards could represent a significant change in public education, it is still too early to provide sound claims based on evidence because while states and districts are working on creating capacity to implement them, full implementation and alignment of standards and tests is only scheduled to happen in most states between the 2013-2014 and 2014-2015 scholastic years (Rothman, 2013). However, the standards' emphasis on career and college readiness, as well on global competition, leads me to believe that they are going to be very much in line with the narrative supporting the 21st Century Skills movement.

There is no doubt that schools today are welcoming forms of global education. The advent of globalization has made it more relevant for schools to teach about the world, about the different people that inhabit this world, and how to collaborate and connect with individuals and communities across distances. Additionally, many of them are adding the adjective "international" to their name or their mission statement, launching new foreign language and world history courses, as well as student exchange programs (Merriman & Nicoletti, 2007; Parker, 2011; Sanders & Stewart, 2004). Global education has found a place for the first time in the neo-liberal agenda.

However, Pike (2008) asserts this is "exciting" as much as "discomforting" (p. 474). It is exciting because now is the time for global education to be included in federal education policies and thus, to finally provide justification and support to this curriculum reform. It is discomforting because as discussed earlier in this chapter, global education today is included in U.S. public schools merely to serve the national security and economic competition rationales.

2.5   WIDENING THE PURPOSES OF GLOBAL EDUCATION IN PUBLIC SCHOOLS: A CALL FOR FEDERAL POLICY AND GRASSROOTS EFFORTS

For as much as global education is indeed increasing in popularity, it does not seem that the neo-liberal school reform efforts sweeping the nation today are going to prioritize or commit to its integration into the mainstream curriculum, certainly not in pursuit of the global citizenship rationale and not in an equitable way. For that to happen, we need major changes to take place at the federal policy level. For this to occur, a global education committee of experts at both the national and state levels should be created, and federal funding should be appropriately allocated for professional development, study abroad initiatives, and pilot programs in foreign languages and teacher training. At the same time, state standards and graduation requirements should be revised, and strategic alliances should be created along the K-16 pipeline (Asia Society, 2008; Sanders & Stewart, 2004; Zhao, 2007).

While the disappointing reality is that global education has only superficially entered the federal policy agenda, the good news is that there are encouraging signs of change: a few states are taking action (Asia Society, 2008; Kilpatrick, 2010; Sanders & Stewart, 2004), and a

considerable group of scholars, educators, school leaders, and "movement intellectuals" (Parker & Camicia, 2009) are devoutly advocating for an education for global citizenship, creating a basis for knowledge, developing successful practices, and together spreading a grassroots movement for significant innovation in education (Carber, 2009; Farnsworth, 2010; Kilpatrick, 2010; Sanders & Stewart, 2004; Reimers, 2006; Tye, 2009; Zhao, 2009).

Nonetheless, even though there are schools committed to make teaching about the world[8] an integral part of their curriculum struggle, there is a lack of time needed to address content that goes beyond the basics, as well as a lack of financial resources and support for strategic capacity building (Giroux, 2008; Merriman & Nicoletti, 2007; Parker, 2011; Pike, 2008; Zhao, 2009). Moreover, the punitive measures enacted by the accountability system have turned some schools into frightful work environments for teachers and administrators, certainly depleting the innovative and entrepreneurial spirit needed to bring about change (Schoen & Fusarelli, 2008). Global education as a curriculum reform is challenging for schools and school districts for other reasons: a lack of federal support at the policy level, a lack of community support at times due to conflicting and diverse views of school boards, a lack of effective leadership to guide through the innovative process, and a lack of appropriate professional development to help teachers feel comfortable teaching global topics (Gaudelli, 2003; Merriman & Nicoletti, 2007; Reimers, 2009; Sanders & Stewart, 2004; Zhao, 2009).

---

[8] There are endless definitions and understandings of global education, Hanvey's (1976) understanding of global education as " learning about those issues that cut across national boundaries and about the interconnectedness of systems, ecological, cultural, economic, political and technological" (p.163) seems to be the one upon which most scholars agree. I sympathize with these scholars and therefore, in this study, I mainly conceptualize global education as teaching about the world, which is why I often use these terms interchangeably.

The literature on school reform becomes helpful in trying to identify the most important factors that need to be in place for a school to successfully carry on an initiative, such as that of integrating global education in a holistic, sustainable, and equitable way. For significant change to occur in the classroom, reform needs to happen from the bottom-up, from the inside-out, and mainly through grassroots efforts in which committed and dedicated teachers are the first agents of change (Elmore, 2004; Farnsworth, 2010; Wartgow, 2008). In the literature, there often emerges the importance of having effective school leaders who can embrace and guide the school through the new reform movement (Farnsworth, 2010; Fullan, 2007; Granada, 2009; Merriman & Nicoletti, 2007; Schlechty, 2009). Not only is it important to have good and effective leadership to guide the reform effort, but even more important is to leverage leadership with all members of the school community in order for the initiative to be sustainable. As Fullan (2007) states, "careful attention is paid to developing the leadership of others in the organization in the interest of continuity and deepening of good direction" (p. 59).

However, having the brightest people and the best idea is not enough. In order for change to happen, schools also need to possess the means for institutional capacity building, which tends to mean having professional development, teachers' collaboration, and financial resources (Elmore, 2004; Fullan, 2007; Wartgow, 2008). Professional development is especially crucial to improve teachers' professionalism, to change what is taught in the classroom, and similarly, to allow students to improve their academic accomplishments (Schoen & Fusarelli, 2008). This means that schools need to invest resources, as well as allocate time, for teachers to work together as a team. By having teachers who are globally competent and globally minded work together, a sound curriculum and appropriate assessment can be planned (LeRoux, 2001). Capacity is not only institutional. For a reform initiative to be successful, much civic capacity is needed, which means

that parents, community, and all stakeholders in the educational arena must collaborate and build strategic partnerships for the achievement of a common goal (Schlechty, 2009; Wartgow, 2008). Finally, the innovation needs to be embraced by all within the school population, in a comprehensive and systemic way. There must be buy-in from teachers, community support, and excitement among students. Teachers, administrators, and students must agree on a common vision of how they do things and for what purpose so the school displays a high level of internal accountability (Elmore, 2004).

To sum up, for global education to become a successful—that is to say equitable and sustainable—school reform, we need dedicated teachers, guided by effective leaders, and supported by their local community. We also need federal policy makers to be involved if we want to bring such reform 'up to scale.' While it would be idealistic for me to think that with my study I can change federal policy, I believe that I can have a much wider impact by bringing to light evidence of a widespread movement and of a serious issue toward which our society should direct its attention. Again, I do not approach my research with the ambitious goal of creating a model to follow. Rather, my goal is to share a story that can provide other schools, educators, and policy makers with valuable insights. Additionally, my hope is that this story might inspire us all to work towards re-thinking the way teachers teach and the way leaders, educators, and policy makers talk about and plan education by respecting democratic values and on behalf of the United States and the much larger global community.

3.0   RESEARCH DESIGN

The case study provides the thick description needed to apprehend, appreciate, and understand the circumstances of the setting, including, most importantly, its physical, social, economic, and cultural elements. (Lincoln & Guba, 2013, p. 81)

In this chapter, I provide a rationale for the use of qualitative research and the ethnographic case study method. In this preliminary section, I explain the main features of this method; following this, I provide a rationale for including the student voice in educational research in general and for this case specifically. Next, I explain the criteria used for selecting both the case, which I call Olympus High School and the participants for the study. I then present the various types of data that have been collected and explain how they have been analyzed. Finally, I address the issue of validity by explaining the measures I have taken to ensure the quality of my study; within those explanations, I devote a section to the discussion of the bias I bring as an advocate of global education and of my role as a researcher. At the very end, I point out the limitations of this study, both typical of qualitative research and specific to my own study.

3.1   THE ETHNOGRAPHIC CASE STUDY

Case study, and in particular the ethnographic case study, ascribes to a qualitative research methodology tradition, that is to say a research approach in which the researcher—who is the primary instrument of data collection—spends a considerable amount of time conducting interviews and participant-observations and analyzing documents of a complex phenomenon that

she is trying to understand from the perspective of those subjects being studied (Hammersley & Atkinson, 2007; Hatch, 2002; Merriam, 1998). Because of the high level of investment and involvement on the part of the researcher in the study, her perspective, biases, beliefs, and ultimately, her theoretical orientation come to strongly shape the research design and the end result. The subjectivity inherent to this research approach and the lack of statistical generalizations are usually regarded as its main pitfalls. However, qualitative research pays off in terms of the richness and complexity of the findings. Therefore, this methodology is usually chosen when the researcher is looking to gain an in-depth understanding of complex phenomena, rather than to test a theory or compare results across a large sample population (Babbie, 2007; Merriam, 1998; Stake, 1995).

In this study, I look at my case in its wholeness (not only the specific program but the entire school-wide reform), in its specific context (Olympus School District), as well as in relation to the analytic frame to which it belongs: the problematic issue of integrating global education in the U.S. public school curriculum in an era of accountability and global economic competition (Thomas, 2011). The result is a very complex and in-depth picture of the phenomenon in which all parts interact together. The complexity of the case has called for a variety of data collection: interviews, observation, participant-observations, and document analysis (Merriam, 1998). Particularly important in my case are the data collected through extensive participant-observations, which gives this study its ethnographic feature (Atkinson et al., 2001; Hammersley & Atkinson, 2007). My presence as a researcher was of prolonged engagement: I spent time in the school, more frequently at the beginning and toward the end of the study but constantly for a total of five years. I attended staff meetings and extracurricular activities during which I was asked questions and I provided feedback; I helped in planning and moderating some of the students' "enrichment

experiences;" and I helped establish partnerships with an Italian high school and a National Resource Center. My role in the fieldwork has, therefore, been very active, allowing me to gain the trust of my informants and to establish a rapport with them. Such an active presence has been dictated by my interest in understanding the curriculum innovation from the perspective of my informants ("emic" perspective) in relation to their own experience and perceptions (Hammersley & Atkinson, 2007).

This is the reason why, in addition to looking at the process of innovation itself, I explore the meaning that the Olympus' staff attributes to it, as well as the students' views and perceptions of the new program, which become the focus of the embedded case. In the end, there are two units of analysis: the school-wide initiative and the specific program of study, more specifically the students' opinions about the program. Both units are necessary for a deep understanding of the specific answer developed by the unique school I chose: a small, public, suburban high school whose students perform well on state standardized tests and that was transitioning from offering the International Baccalaureate Middle Year Program (IBMYP) to a more "authentic" version of global education.

3.2   A DISCUSSION ON THE USE OF "STUDENT VOICE" IN THIS STUDY

My choice to focus on the Global Studies Credential (GSC) students' views and perceptions derives—as I explained in the "theoretical framework" section of the first chapter, by embracing a social constructivism paradigm and a critical/Freirean pedagogy perspective—is both a conceptual and a methodological choice. Conceptually, this entails recognizing that the students

of the GSC have a unique perspective that can bring valuable insight to future curriculum planning. Methodologically, my choice mandates the design of the study as a single embedded case and the participant selection for the case within the case (Yin, 2009).

There is an entire body of literature that has emerged in the past 15 years and has focused on the use of students' perceptions and opinions to inform research and reform in schools. Experts in the field refer to such a body of literature as the students' voice issue and claim that there is an absence of students' voices within the educational scenario: "there is something fundamentally amiss about building and rebuilding an entire system without consulting at any point those it is ostensibly designed to serve" (Cook-Sather, 2002, p. 3). Scholars within this tradition call for a repositioning of students from a passive position as recipients of knowledge, to that of people who hold a particular and valuable perspective within the education system and therefore, should have the right to be heard as well as to make an impact on their own education (Cook-Sather, 2002, 2006, 2009; Rogers, 2005; Rudduck, 2007). Not only has the voice of students historically been silent within the discourse about school reform and education, but its presence also risks remaining limited within the current high-stake testing system in which public schools operate (Cook-Sather, 2009).

Student voice has also been marginally present within the debate on global education, where so far, attention has focused more on school-wide reforms, teachers' training, and local and national policies, rather than on students' perceptions of and experiences with global education (Ferreira, 2011). Nonetheless, I am not the first to approach the issue of the integration of global education into schools by also including the students' voices. Myers (2006, 2010, 2012) has explored extensively the views and perceptions of students in international education programs, specifically in relation to their understanding of the notion of global citizenship and related

concepts. Other scholars have also explored students' views and perceptions but in the context of school-wide approaches to global education, such is the case with three other doctoral dissertations: Appleyard (2009), Ferreira (2011), and Gaudelli (2000). Appleyard's (2009) study on teachers' and students' perspectives of the goals of global education is particularly interesting for my discourse because it shares many similarities with my research.

Both Appleyard's and my study focus on the case of a small (rural in her case, suburban in mine) high school committed to the development of a global education program. In both cases, a large portion of the data comes from interviews with students in the lower grade levels (ninth grade for Appleyard, ninth and mostly tenth in my case); also, in both cases, the data collection occurred in the early stage of the program, which had been running for only about a year. While the context (Ontario public school in her case and U.S. public school in mine) and methodologies are slightly different (she used mostly focus groups, while I conducted individual interviews), we both see the benefit in including students' perspectives in curriculum decision making. Additionally, I decided to include and pay special attention to students' voices in the GSC in an effort to create a context in which global education can organically grow: a democratic learning process that promotes change, as indeed global education is transformative in the sense that it aims at preparing "a better person for a better world" (Becker, 1979, p. xvi).

Embracing the cause for student voice has dictated the design of my study as a single embedded case, and it has also affected my selection of participants for the study. When I originally conceptualized this study, I planned on interviewing both students and parents. I originally designed it to include interviews with the parents for two main reasons. The first reason was to use their perspectives on their sons'/daughters' learning to enhance my understanding of the students' perceptions. The second reason was that since I look at my case in its totality (Merriam, 1998), I

was looking at them as not only being the guardians of the students interviewed but also members of the local community.

However, once I decided to focus on the students' perspective, the inclusion of their parents became for me somehow problematic because the first criteria that I considered for interviewing them was no longer important to me. By relying on the parents' perspectives to understand the students' perceptions, this would have diminished the students' authority and the value of their voices. It would have conflicted with the belief that their opinions should weigh as much as that of adult interviewees, which truly embraces a perspective that "students must be recognized as having knowledge essential to the development of sound educational policies and practices" (Cook-Sather, 2002, p.12). Finally, a second, much less philosophical but equally important, reason led me to exclude the parents from this study. I decided to honor what I perceived to be the school administration's preference given the infancy stage of the program at the time in which students were interviewed (spring 2012).

3.3   CASE SELECTION

Besides a concern for the logistics,[9] as a general rule of thumb, a good case is an exemplary case, one that can maximize learning (Stake, 1995; Swanborn, 2010). In particular, there are three

---

[9] Case study selection should be subject to the criteria established by the researchers and that are relevant to his/her study. On a less conceptual note, it must also take into account some logistic considerations, including access to the case, and—specifically in regards to multiple case studies—time as well as financial constraints (Merriam, 1998; Swanborn, 2010; Yin, 2009)

criteria that can help in the selection process: the case might be a very good example of something (key); it might be the example of something deviant from the norm (outlier), it might be something with which the researcher is very familiar and about which she might want to learn more (local) (Thomas, 2011). The case I selected represents an exception to the norm,[10] the norm being, as I explained in Chapter Two, represented by a landscape in which global education in U.S. schools is present in the form of adopting a pre-packaged curriculum framework (i.e., the IBDP), limited to a few expressions of the "fun, food, and festival" approach (Carber, 2009; Sanders & Stewart, 2004) or does not exist at all.

Moreover, in a time in which "curriculum narrowing" is the normal reaction to a system ruled by state standards and high stakes testing (Wagner, 2010; Zhao, 2009, 2012), the Global Studies Initiative (GSI) becomes a unique and rare response offered by a public school to the changing nature of the world in which students live and will soon work. To make this case even more interesting is that when I originally approached it in the fall of 2009, the district had just decided to stop offering the International Baccalaureate Middle Years Program (IBMYP) and to start developing a form of a global studies program that principal Bryan Tennyson described would be "more organic, authentic, and available to all the students in the high school."[11] The school's initial approach to global education was, therefore, very much in line with my conceptualization of it as equitable and sustainable.

It was my original intention and remains a goal for future studies to study more than one school, as I explain in the final chapter. Selecting multiple cases can increase the ability to

---

[10] While in my final chapter I conclude that my case is both an exception and a confirmation of the norm, it still holds true that when I selected this case five years ago, it represented for me an exception to the norm.
[11] Bryan Tennyson and all names are pseudonyms. See Section 3.4 for explanation and listing.

generalize findings for other cases, even though statistical generalizations are not a concern for the qualitative researcher. As Stake (1995) explains, "we do not study a case primarily to understand other cases. Our first obligation is to understand this one case" (p. 4). Indeed, my original preference to include more than one case did not derive from a concern with the generalizability of findings. Rather, it would have been interesting to find a school to serve as a "contrasting case" (Yin, 2009), mainly as a way to contain some of the variables specific to my case—primarily those of class and race. The final decision to study a single case was dictated by a combination of circumstances, including time constraints, the impossibility of locating another public school district in the same region engaged in a similar initiative, and wanting, as a final goal, to be able to provide a thick and rich description of this one specific case, which is interesting and powerful on its own.

While I chose only one case for the research study, there are two units of analysis: the school itself and the group of students who decided to enroll in the Global Studies Credential, the second unit becoming, therefore, the case within the case (Yin, 2009). In this study, I identify the Global Studies Initiative (GSI) as the curriculum innovation process undertaken by the school district to affect the whole high school curriculum (grades ninth-twelfth) beginning in the 2010-2011 school year. The goal of such an initiative was to write the mainstream curriculum with a new global lens focused on the interconnectedness and interdependent nature of our world, providing the students with the opportunity to both critically analyze world topics from multiple points of view and develop critical 21st century skills, such as critical-thinking, digital literacy, and creativity. The Global Studies Credential (GSC) is the specific program of study that students interested in exploring global topics in more depth have to follow to earn a credential. The requirements that students have to fulfill include a course load consisting of world languages, core

subjects and electives, a number of credits earned from extracurricular activities called "enrichment experiences" such as trips abroad, summer readings or service learning experiences, and a final exit interview[12].

3.4   PARTICIPANTS SELECTION

My sample selection has been purposeful (Merriam, 1998). First, I chose a sample of teachers and administrators who met at least one of the following three criteria:

- involved in the advocacy and promotion of the new curriculum initiative (most of those interviewees are administrators)

- involved in the planning and developing of the specific program for those students interested in further exploring global topics: the GSC (most of these students are members of the steering committee appointed by the school principal in the fall of 2009)

- connected to both the curriculum initiative and the specific program because of the specific teaching subject (i.e. ,World Language).

Table 3, below, gives an "at-a-glance" representation of the teachers and administrators who have been interviewed, listed in order of when the first interview was conducted. Out of a total of 23 interviewees, eight are administrators. Of the 15 teachers, one is an art teacher, two are world

---

[12] These are the requirement as per the current year 2013-2014, and they have slightly changed from the very beginning as I explain in more detail in Chapter Six.

languages, one is science, one is family and consumer science, one is English, one is ESL (English

as a Second Language) two are music, and the remaining six are social studies teachers.

Table 3. Participants' selections for the holistic case.

Interviewee role within the district/ school[13]	Number of years in the district [14]	Interviewee role in the curriculum innovation	Number of interviews/ timing
Academic specialist	14	Former IBMYP coordinator	1- Spring 2010
Social studies teacher	32 (retired in 2011)	Steering committee member, advocate and theorist of the GSC	1- Spring 2010
High school principal	13	Steering committee founder, member and author of the innovation	2- Fall 2010, Spring 2012, Spring 2014 + many informal follow-ups
Career Service	14	Steering committee member	1- Spring 2010
Assistant to the superintendent	6	Advocate of the innovation	1- Fall 2010
Director of academic services	6	Advocate/ developer of the innovation	2- Fall 2010, Spring 2012, Spring 2014 + many informal follow-ups
Social studies teacher	28	Steering committee member	1- Spring 2010
Social studies teacher	6	Steering committee member	1- Fall 2010
Art teacher	8	Steering committee member	1- Spring 2010
World language teacher	11	Steering committee member	1- Spring 2010
English teacher	6	Steering committee member	1- Spring 2010
Science teacher	3	Steering committee member	1- Spring 2010
Music teacher	1	Steering committee member	1- Spring 2010
Music teacher	14	Steering committee member	1- Spring 2010
Social studies teacher	5	Steering committee member/ developer Global Civics course	1- Spring 2010 and follow up in Spring 2012
Superintendent	15	Advocate /supporter of the innovation	1- Spring 2010
Social studies teacher and department coordinator	24	Global Scholars coordinator	2- Spring 2010, Spring 2012, Spring 2014 + many informal follow-ups
Assistant principal	2 (resigned in 2012)	Steering committee member	1- Fall 2010
World language teacher	15	Study abroad coordinator	1- Fall 2011
Social studies teacher	32	Steering committee member	1- Fall 2011
Food and Consumer Science teacher	11	Developer of Food, Family and Society course	1- Spring 2012
ESL teacher	2	ESL teacher	2- Spring 2012
Director of IT	17	Director of IT	1- Spring 2012

[13] All teachers and administrators have been assigned both a first name and last name as their pseudonyms. In the study, I identify them as a teacher or an administrator and by including the initials of their pseudonyms. I decided not to report in this table the legend with the list of the pseudonyms to further protect the identity of my research participants.

[14] This number indicates the total number of years in which the interviewee has been in the district (some of them have left and then returned, and a few have moved between buildings in the district) since the time s/he was last interviewed.

The students recruited for the study were also chosen in a purposeful way. Given the fact that they are all enrolled in the program, the main criteria here was that the student was actively participating in extracurricular activities and earning credits toward the credential. While a considerable number of students (90 out of 283 students, comprising the freshman and sophomore classes) expressed an interest in the new program at the very beginning (spring 2011), a total of 33 were "officially" enrolled when students were recruited for interviews. Of this number, not all of the students were actively participating in extracurricular activities. In the way the program is set up currently, participation in these activities is the main criterion for determining which students are truly interested in pursuing the credential, being that most of the other requirements (coursework and graduation project) are common to the mainstream curriculum.

Moreover, a good portion of the total number enrolled were freshmen, who at the time of recruitment, would have only been able to earn a few credits and may have chosen later to drop out of the program. Consequently, my goal was to select the highest number of GSC students who had enough experiences in the program to be able to have meaningful opinions about it, while trying to meet, as much as possible, the maximum variance criteria according to gender, grade, and municipalities. Finally, I selected a total of 15 students to invite to participate in my study: three freshmen, nine sophomores, and three juniors. Table 4, below, also provides a quick representation of the students' sample.

Table 4. Participants' selection for the embedded case.

Student pseudonym[15]	Gender	Grade	Type of extracurricular activities [16]
Diane	Female	10th	Summit (2), videoconference (1) Paying-It-Forward (1)
Kate	Female	10th	Videoconference (1), summit (1)
Nicole	Female	10th	Summit (1), videoconference (2)
Maggie	Female	9th	Videoconference (1), Paying-It-Forward (1)
Lauren	Female	10th	Summit (1), Paying-It-Forward (1)
Lily	Female	11th	Summit (2), videoconference (2), sophomore reflection, Paying-It-Forward (1)
Luke	Female	11th	Sophomore reflection, study abroad
Megan	Female	10th	Summit (1), videoconference (2)
Franny	Female	10th	Videoconference (2)
Eli	Male	11th	Travel abroad, videoconference (1), sophomore reflection
Matt	Male	10th	Summit, (1), videoconference (1), Paying-It-Forward (1)
Emma	Female	10th	Trip abroad, summit (1)
Oscar	Male	9th	Videoconference (1), Paying-It-Forward (1)
David	Male	10th	Summit (1), videoconference (1), trip abroad
Nick	Male	9th	Summit (1)

It is important to add that while the interviews have been limited to the 15 students identified in Table 4, the data collected through the observations, participants' observations, and analysis of reflections, study abroad journals, book reviews, and other forms of assessment pertain to a much larger pool of students. Also, for this larger pool, the criteria used were meant to respect maximum variance in gender, grade, and municipalities. That said, I often left it to the administrators to choose which student assessments I was analysing, and in most instances, the names of the students were removed. Therefore, while I am sure that there are many individual differences, for the purpose of this study, students have been treated merely as one group.

---

[15] A quick note to guide the reader through the next chapters: for the staff, I decided to use first and last name initials of the pseudonyms, while for the students I only created first names for their pseudonyms, which I use to refer to them. This choice has mostly been dictated by the fact that I wanted to pick a method to quickly differentiate quotations coming from staff and students. Additionally, during the actual interviews, I referred to the students only by their first names. In this table, I kept the legend with the pseudonyms assigned because to the students so there is less risk of identification.

[16] Those indicated in the table are the extracurricular activities in which the students had taken part at the moment of the interview.

As per IRB (Institutional Review Board) regulations, and in order to fulfill a commitment to protect the district's identity as well as the anonymity of research participants, all names of persons and places have been changed, and pseudonyms have been assigned. The demographics of both the district and school are purposefully an approximation. This choice is driven by two reasons. The first one being that to protect the school's identity, I make the identification less clear, though it is possible that those in the field may recognize the school in which the study is based. With the same intention, the names of specific awards and accomplishments are omitted, and only the name of the awarding organization is provided. In addition, the original names of the initiative and program have been altered. The second reason for providing an approximation of the school's demographics is due to the fact that this study spanned a five year period, and while the demographic numbers did change slightly, none of the changes are significant. Even though names have been changed and numbers have been slightly altered, the events and occurrences recounted have, to the best of my knowledge, taken place, and all of the information presented here is accurate.

3.5   ACCESS AND DATA COLLECTION

While I will give a detailed report of the timing for the development of the curriculum innovation in Chapter Seven, it is important to say here that I have been conducting research at this school for the past five years. The multi-year feature of the study is a result of both conceptual and logistic choices. Conceptually, the research questions have dictated the timeline of the study, especially for the last two related to the implementation of the innovation and the students' perceptions. I had

to allow for the time needed for the innovation to be implemented (Fullan, 2007) and for the students to participate in enrichment experiences and as a result, to have enough time to form meaningful opinions about them. Logistically, the timeline of the study has followed that of the school's academic calendar and has followed the above explained considerations.

Gaining access to the school has probably been, in my case, the easiest part of the research project. Both timing and serendipity were on my side. I first approached the school in September 2009 when after having discontinued the IBMYP, the leadership was starting to brainstorm possibilities for creating something on their own. From the very beginning, I was welcomed as an educator with a special interest in something about which they were starting to learn. Also, I had just moved with my family into one of the municipalities that the school district serves, and while I am a foreigner in this country, I believe that the school's staff acknowledged me as a member of their community. Being present in the building for a relatively extended period of time—at least in terms of standard timing for data collection for a doctoral dissertation—certainly gave me the advantage to establish a good working rapport, to see a great deal, to gather a large amount of data, and to get to know the district's culture. While the major bulk of the interviews were conducted during the 2011-2012 school year, participant observations and non-participant observations were conducted for the entire five years in which the study has been active, though participant observations have been more frequent during the years 2010-2012. The same holds true for the collection of documentation related to the innovation. I stopped collecting new data as of April 2014.

Because I look at my case in its wholeness and in its context, a variety of data collection strategies have been used to capture the research problem from different perspectives and in its full complexity, "understanding the case in its totality, as well as the intensive, holistic description

87

and analysis characteristic of a case study, mandates both breadth and depth of data collection"
(Merriam, 1998, p. 134). The use of multiple sources for collecting evidence is also justified by
the need for triangulation and can serve as an enhancement of internal validity (Stake, 1995; Yin,
2009, 2011). While some scholars advocate the use of mixed methods in case study (Thomas,
2010; Yin, 2009), I opted not to use this approach, the main reason being that I am not interested
in numbers, trends, or general theories. Instead, I am looking for contextualized meaning and
greater depth that can be gained through face-to-face interviews, the continued presence in the
school, and many interactions with its population (Merriam, 1998; Stake, 1995). Therefore, the
methods I used for data collection all ascribe to qualitative research and include semi-structured
interviews, observations (participant and not), and analysis of document pertinent to the case(s).

3.6   PROCEDURES

Formal consent was requested of all participants prior to conducting observations and/or
interviews. Selected participants were invited to the study by email, with the exception of the
students whose parents had first been contacted by the school with a letter sent home by the
principal including a form for parental consent. Parents willing to have their son or daughter
participate in the study returned the signed form to the school where I collected them. Upon
obtaining parental consent, I contacted the students by email to schedule a date or time for the
interview. The parent/guardian who gave consent was also copied in the emails to keep her or him
in the loop. Students enrolled in the program were interviewed on school property in a room
assigned by the principal, and interviews were held during school or after school activities. I

assigned each student a pseudonym as indicated in Table 4. I used a semi-structured interview protocol, which takes between 45 and 60 minutes, with each respondent, and interviews were audio taped with the permission of each respondent. I have included both interview protocols used for the school's staff and the students in Appendices A and B. I did not provide compensation for adult participants; however, students participating in the interviews were awarded one credit toward the completion of requirements for the Global Studies Credential and compensated with a $10 iTunes gift certificate. I interviewed some of the staff members more than once. Some of these follow-up interviews were more formal in nature in that I would follow an interview script, recorder the interviews, transcribe them, and load them into N-vivo. However, I conducted many other interviews in a more informal way, given the ethnographic nature of the study, in which I did not use a script and a digital recorder and which would evolve into more of a conversational format than a formal interview. A few of those more informal follow-ups occurred by email; however, a larger number occurred face-to-face. I refer to those throughout the study as informal conversations.

In addition to the interviews, I have also observed students during extracurricular activities with the purpose of gaining a better understanding of the program and of formulating more specific questions related to the activities in which students were involved. In addition to the students, I also observed teachers during classroom instruction. Among these, I observed teachers who had written new courses as a result of the changes introduced by the curriculum innovation. The observations were meant to focus both on the type of activity in which the students were involved and on instructional strategies in order to develop interview questions. Observations also included school board meetings, as well as professional development sessions.

Participant-observations (i.e., during steering committee meetings, staff meetings, parents'

association meetings, and extracurricular activities) were done with the purpose to gain a better understanding of the school's dynamics and of the innovation process. My participation in some of the extracurricular activities was even more engaged, especially in the case of the global studies study group and the E-pals project. For these two enrichments experiences, I also participated in the planning and facilitated discussions. While participant observations of the GSC study group and E-pals project were meant to allow me to get to know some students better and establish a rapport, this has also been a way for me to establish a relationship with the school based on reciprocity (Lincoln & Guba, 1985). Specifically in the case of the E-pals project, I initiated contacts with my old high school. I met with the principal and teachers of the Italian high school with whom a partnership was formed; I introduced them to Olympus High School and the idea of forming a partnership; and I helped the teachers involved in the project to plan some of the logistics, especially in regard to the videoconferences

Finally, I collected and analyzed a great amount of documentation related to the innovation, the high school curriculum, and the overall study, with the consent of the school district itself (i.e., school program of study, district annual report, strategic plan, community survey, GSC brochure, students' papers, and so forth). A summary of all the data collected is given in Table 5.

Table 5. Summary of data collection for the case study

Data collection strategy	Holistic case: curriculum innovation (GSI)	Embedded case: students' perceptions of GSC
Observations	Steering committee's meetings, professional development, staff meetings, meetings with local partners, school board meetings, classroom's observations focusing on instruction, community forums	Peruvian concert (1), screening of global movie (1)
Participant observations	Staff meetings, parents' association meetings	GSC study group meetings (2), videoconferences (7), youth summits (1), Paying-It-Forward event (1), E-pals project
Document analysis (to go into N-Vivo classification to provide further evidences/strength to a theme)	Strategic plan, internal documentation related to the IBMYP, school and district's website, correspondence between teachers and parents, community survey, local paper articles, districts power point presentations to the school board, program brochure, high school programs of study, district annual reports and updates, course of study guides, teacher created assignments, and student essays.	Program brochure, sophomore reflection, assessment related to enrichment opportunities (summits, videoconferences, trip abroad journal, global books reviews, summer institutes, Paying-It-Forward event)
Interviews with a semi-structured interview protocol (45-60 minutes)	Teachers and leadership members associated with the new initiative (including steering committee members, principal, director of academic services, superintendent, assistant superintendent, GSC coordinator)	15 students (females and males, mostly sophomore, a few freshman and juniors) actively enrolled and engaged in earning credits toward the credential.

3.7   DATA ANALYSIS

All interviews have been transcribed verbatim by a professional transcriber, then reviewed by the researcher to ensure accuracy and entered into the Nvivo software (Seidman, 2006). The notes derived from observations, participant observation, and document analysis have been explored in-depth and converted into research memos (Maxwell, 2005). Some of the official documents (e.g., brochures, program description, and school description on the website) have also been entered and coded in N-vivo and used to either support a theme or argument or gain a better, deeper understanding of a phenomenon.

I began my analysis with the raw data from the interviews, using a more inductive kind of approach typical of the Grounded Theory Method (Corbin & Strauss, 2008). I loaded all of the staff and student interviews into two different folders using the Nvivo software, and I started by coding the staff interviews first. I had a total of 23 individual interviews and an additional six follow-up interviews, completed at different times with my three most crucial informants: the Global Studies Credential coordinator; the school principal; and the district's director of academic services. Before I started coding, I created a provisional list of free nodes, beginning with those that I had already determined during the design stage of the study. These first nodes were purposefully general and mostly descriptive (i.e. IMPYP, GSC, community), as I was aware that the list was going to grow and change. Halfway through coding the staff interviews, I realized that I was developing a very lengthy list of codes (from the initial 21 codes, I now had 61).

Because I was not looking for anything specific, I was not, as a result, developing categories or themes that helped to answer my research questions. In addition, I was concerned that this less purposeful and interpretative way of coding was causing me to miss seeing information that might have been crucial in answering my research questions. Not only was I becoming overloaded with data, but I recognized that I was developing—what Yin (2012) refers to as—the false expectation that "the data will somehow speak for themselves" (p.15). At that point, I decided to return to my research questions and re-examine all my research journal entries in which I had previously noted: a summary of the research activity (i.e., observation, interview, or analysis of documents); any questions to address in follow–up interviews; and my interpretation of how the data could help me answer the research questions. I then started to think about free nodes and categories, and with those in mind, I went back to the raw data and started coding again, this time in a much more intentional way, while remaining open to the idea that new categories

could emerge from the data itself. At times, I also had to go back to my informants to ask follow-up questions that would help me fill in the gaps where it was needed. As I continued with my data analysis, I was able to create more nodes and then create group sets of nodes into more general and broad categories. I then started to create relationships between categories of nodes in order to create themes. Once I created a theme, I developed it more fully by going back to the original data to determine if I needed more evidence to support my claim and also by looking at the research literature in order to address the larger context (Miles & Huberman, 1994). I repeated this cyclical process several times, especially when I would find that categories would relate or at times, even overlap. Figure 3 (below) represents the data analysis process.
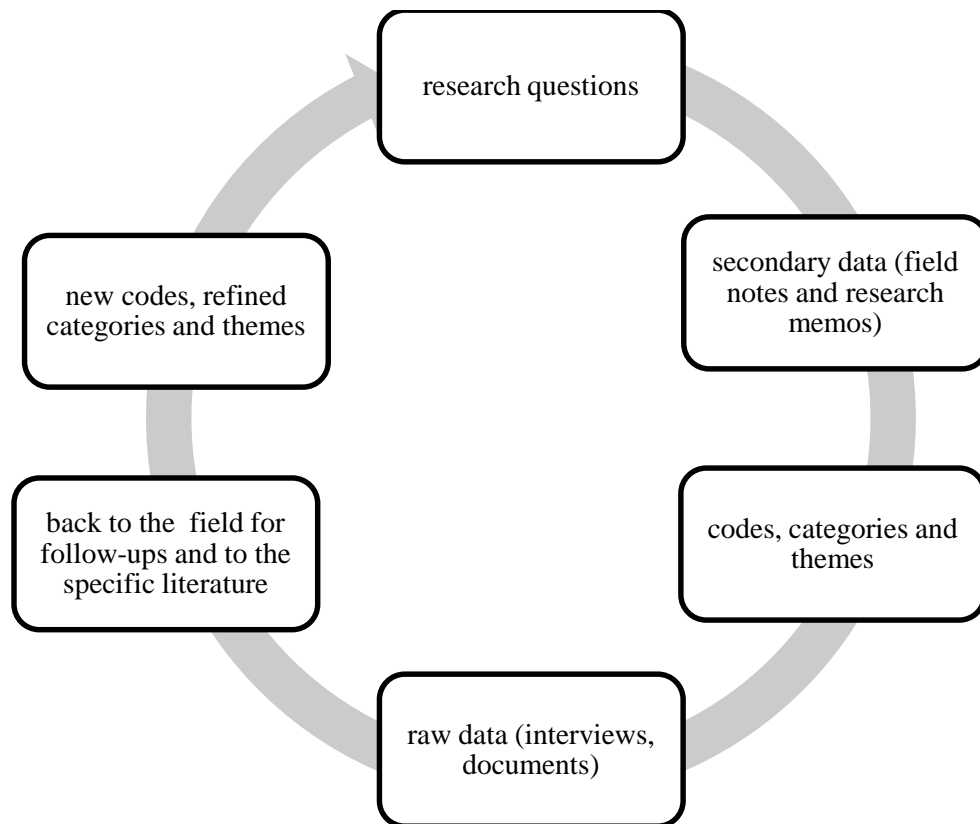
Figure 3. Data analysis process

Themes emerging from the data analysis related to the school's innovation have been placed in relation to those deriving from the analysis of the student's views to see how they inform each other and if there are any similarities or conflicts. The final goal has been to provide an in-depth description and explanation of how Olympus High School is integrating global education and to understand the students' views and perceptions of the new program of study called the Global Studies Credential.

3.8   INDICATORS OF QUALITY

The quality of a research study is seen in the validity of its findings. Both Merriam (1998) and Maxwell (2005) offer lists of strategies that a researcher can use to ensure the validity of a study. In this research, I have employed a series of measures which I explain, as follows:

1- As explained earlier in this chapter, I have used a multiplicity and variety of data collection to triangulate data (see Table 5).

2- I have used a professional transcriber for the verbatim transcription of the interviews to ensure accuracy and eliminate any possible misunderstanding coming from the fact that I conducted the interview in my second language.

3- To avoid the threat of reactivity (Maxwell, 2005), I made sure to create during the interviews an environment that was comfortable and free from judgment, avoiding creating the impression that I was an expert, advocate, or evaluator (Maxwell, 2005) of the program.

Not only did I clarify the purpose of the study at the beginning of each interview, but I also provided an explanation of the study in the consent forms.

4- At more than one point, I conducted a member-check with the research participants (Lincoln & Guba, 1985; Miles & Huberman, 1994). During the interviews, I restated and summarized more than once what the interviewees were saying to ensure that I understood correctly. I did the same in multiple follow-ups conducted by email with a large number of the interviewees. Finally, I have conducted a member-check with two of the administrators by asking them to read the fourth chapter of this thesis in which I describe in detail the school and the district to ensure accuracy of the information presented and of my interpretation. I also handed in the entire manuscript to the head administrators for their own review. My advisor served as second reader for the entire document and especially for the chapters dedicated to data analysis and conclusions to make sure that I have not made unwarranted assumptions and that my findings have not been guided by my biases.

3.9   RESEARCHER'S SUBJECTIVITY AND ROLE

The subjectivity of the researcher is another issue that needs to be addressed when talking about the quality of the findings (Maxwell, 2005; Merriam, 1998). Because the researcher is the primary tool for data collection and analysis, she comes to play a very important role in the overall study because the way she views the world and her beliefs about reality and knowledge shape the design and final findings. As I have explained in my theoretical framework in Chapter One, I began this study with a specific approach to the research problem, grounded in a combination of the social

constructivist approach and critical pedagogy. As a result, I approach the research problem with a precise set of beliefs that global education should be conducted to develop a sensitive and informed global citizenry in an equitable and sustainable way. While in many dissertations the theoretical framework is often only named in the first chapter and further explanation occurs later in the study, I felt the urgency to position it at the beginning of this thesis because while I have tried to present events and findings in an objective way, my perspective has certainly shaped the study. As an example, because of the way in which I approach the research problem, it is fundamental to my thinking that I explore purposes and motivations beyond the different advocacies for global education.

Not only is my approach to the study very specific, but so is my role as a researcher. I approach this research problem and the case of Olympus High School as both an insider and an outsider. I am an insider regarding the issue of global education as I have experienced it over the past ten years in many different forms: as international student, a Fulbright scholar, a foreign language instructor, a study abroad coordinator, a cultural coach, and finally, a researcher. For as much as I can claim to have a great deal of interest, experience, and expertise in the topic, I also approached the research problem as an outsider because I am not a citizen of the United States and I came to this country well after the completion of my secondary school experience. This means that the only way in which I have ever entered a U.S. high school so far has been in the role of a researcher. I came as an insider to Olympus, or better, I came across as an insider because I am part of the community; therefore, I was fortunate to be able to establish not only professional, but also personal, relationships. However, I also came to the school as an outsider because I do not

work there and I do not have children in the district. Additionally, from the very first meeting[17] with the staff and administrators, I have been associated with the University of Pittsburgh, that is to say, an external agency pertaining to the world of academia rather than the world of practice that many of my interviewees experience.

While my role as a researcher and my biases about global education allowed me to approach this study from a unique perspective, they can certainly be interpreted as a limitation to the validity of the findings. However, as Merriam (1998) states, this is one limitation of case study design that can easily be addressed if the researcher is aware of her own biases and is honest with her audience by stating her point of view from the very beginning of her study. Moreover, I tried to limit my influence on the data by taking specific measurement as explained in points 3 and 4 in the above section. I have also tried to make my presence as unobtrusive as I could. That is why, for example, even if I have been invited several times to actively participate in the steering committee meetings and the extracurricular activities, I have always preferred to limit my involvement to answering questions without offering too much input. Nonetheless, while in my study I aim to give voice to the Olympus High School population, I am sure that at different times my voice will be heard too, and this should be a given in qualitative research (Merriam, 1998; Stake, 1995).

---

[17] Here I am referring to the meeting held on November 9, 2009, between Olympus' staff and a representative of a nearby university and to which I was present as a participant-observer. That meeting was of great importance because it determined how the innovation was developed; therefore, I am going to talk about it in more detail in the following chapters.

3.10   LIMITATIONS OF THE STUDY

In this project, there are limitations pertaining to the method I used, that of case study, and to the specific case I chose, the Olympus High School with its Global Studies Credential. There are two pitfalls to address within the first category: the researcher's bias and limited generalizability. The first point was already addressed in the previous section, so I will not discuss it here. While the impossibility to draw statistical generalization from one case could be seen as a pitfall, this is outweighed by two main benefits of the case study method: the ability to provide a thick and rich description and an in-depth understanding of one specific case. Moreover, as I already mentioned in the "data analysis" section of this chapter, it is not true that one cannot generalize from case study at all. This methodology offers generalizations that are not statistical but rather naturalistic, that is to say more empirical, and modest, called "petite" generalizations (Stake, 1995) that cannot be applied to a larger sample but can be transferred to other similar contexts (Lincoln & Guba, 2000). Finally, as I already explained in the opening chapter, the goal of this study is not to offer a formula that has high applicability, but rather, it shares a story that can provide insights for others, as there is much to learn even from one single case (Stake, 1995). The case of Olympus is bounded within a specific temporal (2009-2014), territorial (suburban school in Pennsylvania) and cultural (the culture of Olympus) context. However, it also shares some common features with the situation in which public schools operate today, which I have depicted in Chapter Two: that of a high level of external accountability and of a growing pressure to furnish kids with those twenty-first century skills that will turn them into competitive workers for the global marketplace. It is for schools, administrators, and teachers who work in such a context that my study can offer meaningful insights.

Specifically to my case, findings are limited due to the timeline of the research. While the study has been active for five years, the majority of the interviews were conducted during the 2011-2012 scholastic year and the majority of the observations during the first two years. As I explain in more detail in Chapter Seven, while I have witnessed all the steps that led to the initiation of the innovation, as well as the most important step of the implementation, I cannot include in my findings data on its continuation since this has not started yet (Fullan, 2007). Additionally, findings about the students' experiences in the specific program are limited to their views and perceptions and only include speculations about what students are learning, given that at the time in which the interviews were conducted, it was too soon to examine them. Finally, while in the study I include the voices of administrators, teachers, and students, those of parents and community members are present through my observations and analysis of documents only as a group.

As a final note I caution the reader that this study does not claim to be comprehensive in describing all that has been done and is being done at Olympus in terms of global education. While I have collected a great deal of data, and I have done my best to keep up with all the changes that have occurred in these five years (to the specific program, to individual courses, to the number of students enrolled, to staff organization, and so forth), I have not been able to observe every single class, collect every lesson plan, and talk to every teacher or student. I offer this study with a high degree of modesty in regard to both the internal and external validity of my findings but also with great confidence that valuable insights and implications for both Olympus and other schools are embedded within these findings.

4.0   CASE DESCRIPTION

In this chapter, I present the context for my case with the purpose of helping the reader understand what can be generalized from it and what is specific to it (Stake, 1995). First, I provide an overview of the broader picture of this case, including secondary public education in Pennsylvania and more specifically, the high school curriculum as structured by the state. In this section, I purposefully do not include details of state laws, state academic standards, or the history of public education in the state of Pennsylvania. They are not directly pertinent to the scope of this study. Rather, my only goal for examining state regulations for high school is to provide a context for understanding the extent to which this case shares features, challenges, and opportunities with other districts within the state and the country. Understanding the degree of autonomy that a school exercises in planning its curriculum will not only help to gauge how much of an exception Olympus is but also how much of what is done at Olympus could be done elsewhere.

Subsequently, I explore the specific context of Olympus High School. I describe first the school district, its community, and its culture; then the school's building, its population, its location, and the formal curriculum. I end the chapter by recounting how the specific initiative, the subject of this study—the Global Studies Initiative (GSI)—has developed. In the following chapter, I will describe and discuss all features of the GSI; here, I limit myself to explaining the contextual and factual conditions that set the stage for the initiation of the curriculum innovation.

In writing this section, I use a combination of both secondary and primary sources. Secondary sources include scholarly publications, data published on the State Department of Education's website under the School Performance Profile, as well as data retrieved from forms

and publications available on the school's website, such as the district's comprehensive plan, the annual district report, the weekly memos, the high school program of study, and the school board minutes meetings, to mention a few. These types of documents provide a great deal of information but are not enough to complete a detailed picture of the district's culture and community and to contextualize some of the district's and school's choices. Therefore, I supplement this information with an analysis of the above mentioned documents, as well as an analysis of my own observations, participant observations, and informal conversations with representatives from the school's population.

Additionally, I also gathered data from unpublished internal documents about the school board members and teachers that are not usually found in official documents but do speak to the school's culture (i.e., number of teachers who are residents in the district, school board members with children in the district, and educational attainment and ethnicity of these two groups). Finally, I include excerpts from the study participants' interviews. At this point, I purposefully decided to not yet engage in an in-depth analysis of the interviews. The purpose of this choice was to avoid having the data analysis dominate in what should be a more descriptive section. In this chapter, the use of the informants' interviews is limited to two functions: 1) to create a more vivid picture of my case and 2) to validate my observations and my own point of view. Table 6, which follows, is a detailed list of the sources used to write this chapter.

Table 6. List of sources used to write Chapter Four.

Unit of description	Official documents	Non official documents
Pennsylvania public education and high school curriculum	• Scholarly literature (referenced in the chapter, and listed in the reference list and Appendix D) • PA Department of Education website (www.pde.state.pa.us)	
School district	• School district website • District Comprehensive Plan (current) • School District Annual Report (years 2009-2014) • Annual school district school news and updates (issues from 2009 to 2014) • Weekly township newspaper (several issues from 2009 to 2014) • Weekly district memos • Quarterly regional *INCommunity* magazine (various issues from 2009 to 2014) • Townships websites and city data website	• Interviews with staff • Informal/personal communications with staff • Internal documents such as PowerPoint presentations, staff database, internal documents related to the IBMYP, district presentations to community forums, internal survey administered to the community, budget proposals • Researcher's journal and memos
Olympus High School	• High school website • School Performance Profile (current) • School Board meeting minutes (years 2009-2014) • PTA meeting minutes (years 2010-2014) • School programs of studies (years 2009-2014) • Students' newspaper, published quarterly (several issues)	• Observations of staff meetings and professional development • Interviews with staff as well as personal communication • IBMYP evaluation report and related internal documentation produced for abandoning the IBMYP • Documentation related to the digital school award • Documentation related to the application submitted for the Middle State Association of Colleges and School Accreditation of Growth • Documentation related to curriculum mapping and planning • Documentation produced during GSC steering committee meetings • Researcher's journal and memos

4.1   PUBLIC SECONDARY EDUCATION IN PENNSYLVANIA

Secondary education in the United States comprises grades 9 to 12, most commonly known as high school, or a combination of junior high and senior high school (an at-a-glance view of the education system in the United States can be found in Appendix C). Public high schools are mainly funded and regulated by a combination of state and local governments. In the case of Pennsylvania, the State Department of Education sets the main regulations for public schooling, which are written in the Pennsylvania Public School Code, first drafted in 1949, and then subject to various revisions, as well as supplemental regulations. In addition, there are also documents that are usually developed by each individual school district but need the Department of Education's approval. In this group, the most important piece of documentation is the comprehensive plan, a very detailed description of the district's functions, including additional information such as mission statement, educational offerings, recruitment procedures, and professional development (www.pde.state.pa.us).

Individual states are in control of the school's main features such as health and safety regulations, teacher qualifications, time spent in class, graduation requirements, and curriculum standards. Nonetheless, school districts maintain a good degree of autonomy through their locally elected school boards that, in fact, hold the power to make decisions regarding staffing, school finance, and most importantly, the curriculum. This has definitely been the case for the state of Pennsylvania in which traditionally the Department of Education has exercised limited control over local school districts (Hamilton et al., 2007). However, within the past 20 years, the U.S.

103

public school curriculum has become increasingly test driven and nationally controlled with the standardization movement spurred by the fear of international competition; the ratification of the No Child Left Behind Act in 2002; the subsequent emphasis on high-stakes testing; and recently, the adoption of the Common Core Standards in almost all states, (Kendall, 2011; Nielsen, 2013; Pattison, 2013, Ravitch, 2010; Vinovskis, 2009). This is also the case with Pennsylvania, which has adopted the Common Core Standards in July 2010, and districts are working to fully transition to these standards by the end of the current 2013-2014 school year (www.commoncore.org).

In such a standardized and test-driven curriculum, global education has traditionally found little or no space, and its inclusion has been limited to the Social Studies Department that, as Parker (2010) suggests, it compromises "a loose federation of social science courses: history (world, national, and state), geography, government, economics, sociology, psychology, and anthropology" (p.5). In this dissertation I do not go into the specifics of the standards themselves; I leave that to curriculum specialists. There are three reasons why I am not too concerned with providing a detailed critique of the inclusion or lack of global education in the current state standards. First, while I agree with some social studies specialists that this discipline is well positioned for including teaching about the world (Myers, 2010; Parker, 2010), I firmly believe that the integration of global education should not be limited to a department or two (World Languages); rather, it should encompass all disciplines in the curriculum. Moreover, it should look beyond the curriculum and included in recruiting strategies, professional development, the counseling curriculum, and in extracurricular activities. A school-wide approach to the integration of global education is going to be more organic, sustainable, and it will allow all students—even those in the vocational track or those who do not take AP or Honors classes—to be able to benefit from a kind of learning that in the twenty-first century, should become part of our basic literacy

(Jacobs, 2010; 2014). Secondly, given both the call of scholars for a better integration of globalization, global citizenship, and global education in the social studies curriculum (Merryfield & Kasai, 2010; Myers, 2006) and some public critiques of high school students' lack of knowledge about the world (World Savvy, 2012) and of the competencies "necessary to understand and act upon global challenges" (Reimers, 2006), it is clear that global education is not adequately taught in schools today. Finally, since we are in a time of transition, moving from state standards to Common Core Standards, it might be more meaningful in the near future to examine how global education is included or not included in these standards, instead of becoming trapped in discussions about the past. I suspect that the role that global education plays in the school curriculum is going to change in the future as the Common Core Standards are implemented and developed, given the current focus on global competition and the calls for teaching global competencies. Nonetheless, I believe that educators and schools should not wait for adequate standards and a test to be in place to include teaching about global issues and the world today. Rather, this should be done because societal changes brought on by globalization have made this kind of teaching and learning no longer optional, but mandatory.

Finally, while the adoption of the Common Core Standards is driving the current debate on education in U.S. public schools, it is important to note that at the time the Global Studies Initiative[18] was taking shape in the minds of the school's administrators, the Common Core Standards were just being developed, and they have been fully implemented by the district only

---

[18] From this moment on, I refer to the Global Studies Initiative (GSI) or Initiative as the overall process that led Olympus to make changes to the mainstream curriculum to integrate global education; as well, I call the Global Studies Credential (GSC) or just Credential and at times, simply "program," the specific program that was created as part of the major initiative. The program, as I more fully explain in the next chapter, is offered to all ninth and tenth graders, who upon satisfying specific requirements will earn a new credential in addition to their high school diploma.

during the 2013-2014 scholastic year. For the purpose of this study, therefore, it is important to note that the major bulk of data collection was completed before there was full knowledge and implementation of the Common Core Standards. In addition, the adoption of the Common Core did not cause any significant changes to the Olympus High School curriculum nor to this specific program. While the transition from the PA standards (State Standards) to the PA Core (Common Core Standards) certainly created some stress for the district and consumed them in terms of professional development and curriculum rewriting, the district's alignment with the new standards has, for now, had minimal impact on the high school curriculum. As one of the administrators explains,

> Mostly, the shift to the Core Standards has included lots of teacher conversation and training. It seems to be hitting the elementary buildings the hardest. There have been some content shifts in math from Algebra II to Algebra I and Algebra I to Pre-Algebra and so on down the ladder. For Language Arts, there has been a more intense focus on non-fiction text, more academic writing, and more grammar. For us, most of these shifts have been in the elementary and a little bit at the middle school and high school levels. (KC)

To summarize, if changes to the Global Studies Initiative and Credential have occurred over the past few years since the beginning of this study, they have been mainly a result of program implementation and internal decisions.

4.2   OLYMPUS SCHOOL DISTRICT

Olympus High School belongs to a small, suburban school district located in Pennsylvania that is comprised of 11 municipalities covering an area of proximally 20 square miles. The district has four schools: two elementary, one middle school, and one high school. Each of the buildings is located in one of the 11 different municipalities. Therefore, while some students (especially those in grade school) experience the convenience of being able to walk to their school, most of them are bussed. The district is home to about 2,000 students with a pretty even breakdown among the four schools. A very small percentage (about 1%) of students residing in the district is enrolled in the nearby cyber school, or is homeschooled.

Typical for a suburban school district, its population is not very diverse, with more than 85% of the students classified as Caucasian. While the socio-economic backgrounds of the students can vary quite a bit (with the median household income between the poorest and wealthiest municipalities ranging from $35,748 to $143,617), the majority of the district is upper-middle class, and the percentage of students eligible for the free or reduced lunch program is limited, varying each year between 11% and 17%. Annual school taxes amount to about 3% of the property value, a taxation that in a time of austerity in educational budgets seems reasonable. As stated in the annual district report: Olympus "has the ninth lowest millage rate of the county's 42 suburban school districts," and "Olympus is one of only two school districts to be listed in the top 10 in terms of academic excellence while also among the lowest 10 millage rates" (District Annual Report 2012-2013).

Known as high-achieving in the region, this district has been recognized in many different venues for excellence in education, including having all four schools recognized as Blue Ribbon

Schools[19], being ranked in national and regional magazines as one of the top performing school districts in the region, having about 20% of the teachers in the district being national board certified[20], having received multiple awards for its music program, having collected a great number of state and national awards in recognition of the excellence of its teachers, administrators, and students[21], and being awarded a highly competitive digital grant. Academic excellence is visible also in the indicators of student proficiency, which is a percentage much higher than the minimum proficiency required by state standardized tests (Olympus exceeds the state proficiency targets by about 10%), as well as having a high percent of students enrolled in AP and Honors classes (53% of last year graduating class completed and successfully passed at least one AP exam). However, it is important to note that in this district, standardized tests are not simply given for the sole purpose of testing. Instead, assessment is utilized as an important resource for guiding teaching improvement and for determining needs, strengths, and problematic issues that need to be addressed. As one of the high school's teachers commented,

> The fact that we give the PSAT to all ninth graders and all tenth graders at our expense gives them an unbelievable wealth of preliminary knowledge to tailor their studying for the SAT that counts. We also use that because when we discover that a kid has extraordinary test scores but their grades don't match, that's a red flag. If we have a child

---

[19] The Blue Ribbon School Program Award is a prestigious educational award, part of a national program that recognizes excellence in education (http://www2.ed.gov/programs/nclbbrs/index.html).
[20] This is the highest percentage in the state as reported on the district's website.
[21] Among these, some examples include awards granted by the Pennsylvania Association for School Administrators, the National Achievement Scholarship Program, the National Merit Scholarship Program, the Pennsylvania Interscholastic Athletic Association, the American School Counselor's Association, the Pennsylvania School Board Association, and the National Council of Teachers of English.

with extraordinary grades, and low-test scores, that's a red flag. And it causes us to

investigate further to try and really maximize the time the kids spend in school. (HB)

External accountability is connected to a strong sense of internal accountability (Carnoy, Elmore

& Siskin, 2003; Gunzenhauser, 2012). This characteristic pervades the entire district as well as the

high school and is displayed in the staff's collaborative style (both vertically and horizontally,

formally and informally), their professionalism, and their sense of responsibility towards their

colleagues, the students, the parents, the wider community, and beyond. As the principal put it,

> [Accountability is] for the school itself, it's basically all the adults in the school and the
>
> students themselves share a responsibility to keep the environment conducive for learning,
>
> to create a healthy sense of competition, in terms of achievement. To create a sense of pride
>
> in what they're doing. A sense of responsibility, that goes beyond this school, when they
>
> leave here they have a responsibility to contribute to this society, to this community, to this
>
> country. (BT)

The district's strong relationship with the local community is displayed in many ways. In the

district office, it is possible to pick up much of the literature about what goes on in the area, such

as the monthly programming for the library or a list of enrichment opportunities available for the

youth in the area. Throughout the year, the district sponsors many events that are open to the

community, such as a parents' workshop, lectures, and an open forum for the community to openly

discuss "educational topics that are relevant and important to the community"[22]. The high value

---

[22]Examples of topics addressed in recent community forums are: the district's comprehensive plan, the district's plan
for the transition from the PA Aligned System to the PA Core, and the district's use of technology.

that the district places on its partnership with the surrounding community is also visible in the mission statement where we can read,

> [Olympus] is a place where stakeholders—students, parents, community, and staff—collaborate to make contributions that strengthen the community; where students benefit from the commitments of parents and the wider community.

In addition, the district owns and helps maintain the local public library, which plays an important role for people in the surrounding municipalities, offering a wide variety of programs, including weekly programs for young children, teens, family, and senior citizens.

Finally, it is important to note that the district has had consistent leadership for many years; specifically, there have been a total of four superintendents throughout its 55 year history[23]. The current school board is comprised of nine local residents—all professionals, ranging in profession from attorneys to college professors who hold, at minimum, a bachelor's degree. Of these nine board members, six currently have, and one has had, children attending school in the district. More than half of the board members have held their positions for longer than one term. Consistency seems to be a feature of the district, since very little turnover is found among the staff (both administrators and teachers). The staff's loyalty to the district is also visible in that some of them decide to move into the district to allow their own children to experience an educational offering that they highly value; additionally staff members who had to leave the district at some point, usually end up coming back and staying. As a social studies teacher told me in one of our many informal conversations:

---

[23] As I am writing this chapter in February 2014, the current fourth superintendent has just announced his retirement after serving in the district for 21 years.

This is a district where teachers want to work and also where they want to stay and indeed, they end up staying for a long time. The pay is good, students are motivated, the board and community are supportive, and the administration treats us like real professionals. Indeed, I am lucky to work in this district.

Academic excellence and consistency seem to be features of the district's culture, along with a strong spirit of collaboration, an emphasis on professionalism, high expectations, and respect of individual differences. All of these values are supported by a strong, internal, shared vision of the goals and missions of the district.

4.3   OLYMPUS HIGH SCHOOL

4.3.1   The school's building, community, and location

The high school building is located in one of the 11 municipalities that make up the district. The building is a bit dated (it was built in the early 1920s); however, it underwent a major renovation within the past 20 years. Its four floors and basement offer enough space for its population, even though most lament the fact that they have outgrown it, and there is talk, as well as an awareness, among the district administrators of the need to renovate, if not change, the building itself.[24] Despite its limited space, the school is quaint, welcoming, and well maintained, just like the nearby village of Olympia where most of the community events take place. The main office and hallways

---

[24] As of February 2014, the school board has officially engaged a private architectural and development company to develop a master plan and analysis to assess the viability of expanding the current high school building, as well as to determine the needs and features for a potential new building.

display students' art work, personal projects, and accomplishments. On Fridays, lively music is played in place of the school bell that signals the end of each period. The small library is not only a place to spend study periods and work on homework, but it is also a social space for interaction among and between staff and students. As an example, some of the uses of the library include video conferences, staff training, students' work groups or study groups, special classes, club activities, and PTA (parent-teachers association) meetings.

Each of the floors is subject-oriented as follows: the basement houses the gym, the cafeteria (including a lunch room for staff only), and the orchestra rehearsal room. Also on this floor are rooms dedicated to social studies, art, and math. On the next floor (first floor) is home to the main office (with the principal's and assistant to the principal's offices), the school auditorium, the nurse's office, school library (with conference room), the counselor's offices, and a few classrooms that house both the World Languages and Social Studies departments. Finally, the second floor has space dedicated to the English Department and the Science Department. The back of the building is on a direct bus line, and this has recently been the cause of vivid debate around the theme of safety. In the back there is also a parking lot, a football and a baseball field. The school is home to about 600 students, and 130 teachers and administrators. The school population's socio-ethnic background reflects that of the district: mostly middle class and Caucasian. The number of ESL (English as Second Language) students is relatively low, varying each year between two and five students. While very few teachers reside in the district, a good number of the administrators do and also enjoy the atmosphere of the nearby village.

Olympia is one of 11 municipalities comprising the school district, but it is an important part of the district's community and culture, as is clearly revealed in my interviews in which all the informants refer to this town as "the village." As described in one of the school's internal

documents, the town, which began as a rural community, became a highly desirable suburban area in the second half of the nineteenth century where the elite of the nearby city would spend their summers. Today, it is a middle-class suburban town that includes approximately 4,000 residents, with the majority of them including professionals who are employed in the local industry (city data website[25]). The village is home to the local school library (owned by the school district), a hospital, many independently owned retail stores (among those an independent grocery store, an old-fashioned bakery, and a book store) and restaurants, various churches, local businesses, a YMCA, a community center, various educational organization (e.g., a nature center, a music school, and a dance school), a private K-12 school (which has approximately 800 students), and two other private K-8 schools.

Olympus High School students enjoy meeting after school at the local Starbucks. From there, they can walk to the candy store, meet at the library to carry on group projects, volunteer at many of the local organization and churches, or participate in many of the village events, such as seasonal parades, festivals, and holiday-related events. The village offers many services that can be found in a city (post office, fire department, hospital, educational organizations, businesses, and retails). At the same time, it contributes to bringing a sense of belonging to a small community that is welcoming (there are clubs for newcomers and neighbors, as well as for new moms); it is considered safe (the crime rate is relatively low, while law enforcement representatives are quite active); and it is a place where most of its members are actively involved and know each other. While both students and staff appreciate the cozy atmosphere of the village, they also acknowledge

---

[25] The exact website address is not provided to preserve the anonymity of the school.

its constraints by talking about life in the village as "being in a bubble." As an eleventh grade female reports in describing this town,

> I love growing up here, I think it's, I'm so lucky to grow up here. And everyone talks about how it's a bubble, and like, no one…uh, just "this isn't like what real life is like," and stuff. And I mean there's probably some truth to that, but I think as, to grow up here is just really lucky because you know there isn't a lot of like violence or crime or anything like that. And I know I feel so safe when I'm in town and walking, like I've always walked. I live like three blocks from the elementary school, and we would always walk to school, um, and walk back, and there was like never any problems, and, you know, that's what all the kids did. So, it's, I know it's a great community…and everyone is always so nice. (Lauren)

As I explain in more detail in Chapter Six, it was, in part, to supplement the sheltered experience of its high school students that the district's administrators felt the need to expose their students to experiences that would bring them in contact with the world beyond Olympia.

4.3.2 The school's curriculum

The high school curriculum certainly mirrors the high-achieving philosophy of the district by being broad, rigorous, and demanding. In grades 9 to 12, each student can take classes in a variety of disciplines based on the school program of study, as long as they meet the state requirements for the number of credits in the main subjects (English, math, science, social studies, arts and humanities, health, and physical education) as well as in the elective subjects (foreign languages, vocational education, business education, industrial arts, home economics, computer science,

consumer education, art, and music)[26]. The district's minimum requirement for graduation is 31 credits (as opposed to the 26 required by the state); however, the average Olympus student usually graduates having earned 33 credits or more. While the district—as well as the state—has no requirements for foreign languages, two years of a foreign language are highly recommended, and students are encouraged to take four years to meet most colleges' entrance requirements. Students that like to be academically challenged can choose among a variety of high level classes; in the program of study, in fact, there are also 21 AP (Advanced Placement) classes listed that can be taken as early as tenth grade, 13 Honors courses, and 2 College in High School courses[27]. The school seems to make a great effort in meeting the needs of each student by offering customized alternatives to the mainstream curriculum and additional options such as online courses, a vocational career program[28], the Global Studies Credential, internships with local businesses, and a dual enrollment program through which students can earn both high school and college credits at the same time. Finally, if the students' schedules are not too packed with curricular activities, there are a total of 26 clubs that they can select, ranging from music to sports and community service.

The school year is divided into three trimesters, each of which is 12 weeks in length. Courses can last one to three trimesters counting for 0.5 to 1.5 credits each. While all AP classes

---

[26] A list of the high school graduations requirements as set by the Department of Education in the Commonwealth of Pennsylvania is reported in Appendix E.

[27] As we read in the program of study, the "College in High School program provides students the opportunity to earn college credits at affiliated institutions while taking courses at Olympus. Students who choose to pursue college credit will be assessed a fee for the course". At the moment, the courses offered by Olympus under the CHS program include a course in the English Department (Argument, Communication, and Rhetoric) and a course in the Mathematics Department (Calculus).

[28] Students enrolled in the vocational career path spend a half day at the high school building where they usually take their course courses and the rest of the day at a nearby vocational school where they take almost all of their electives and specialize on specific job skills.

and most core courses usually last a whole year, all electives are one term long. The school day consists of six 60 minutes periods, and the school has adopted a way for students to enroll in classes, mirroring a college-level schedule and called "arena scheduling," described in the program of study as following,

> Arena scheduling at Olympus High School is a highly personalized process that enables students to create their own schedules according to their priorities, preferences, specific needs, and goals. The arena scheduling format, unlike computerized scheduling, engages students and their teachers and counselors in rich discussion and joint decision making, as students create their individual schedules within the framework of a pre-determined master schedule. The design of the master schedule is based on information gathered from students and teachers during the pre-registration phase.

The intent is, therefore, to create individualized plans that can cater to every student. Such attention to a diversity of needs, talents, interest, opportunities, and abilities is certainly facilitated by the small size of the district. It is displayed in the individual attention given to students not only in their curricular offerings, but also in the school's counseling service that offers a variety of services to the students from internships to assistance in college application. Such attention is explicated in the district's motto of "one child at a time," which is also echoed in the majority of the official documents I analyzed, as well as in almost all of my interviews.

Students at Olympus know that there are very high expectations set for them. Their everyday schedules are busy and at times, challenging, but they know that this is in their best interests. Freshman year is usually a transition year. While most of these students tend to already know each other (unless they come from a different school district or come from a private local school), they must adapt to a different building, different teachers and administrators, as well as a

116

different kind of workload. Those who are ready to be challenged can enroll in pre-AP classes.

Sophomore year is an important year at Olympus because it is the year in which students are asked to conduct and complete their graduation project. While the state does require all high school students to complete a graduation project, the school is flexible in deciding how and when. The fact that Olympus students do it in tenth grade is a legacy of the IBMYP (as I will explain later), and a perfect fit for the school. The project has three components: a paper, a product, and a presentation. Most of the students really enjoy this work because it is usually done in accordance with the students' interests, whether they are academic or not. As listed on the school's website, examples of personal projects carried out by students include a family recipe book, a family ancestry book, a community program to help senior citizens, an iPhone application, a 5k race to benefit a local health organization, artworks using recycled materials, an original play script, a business plan, and many other creative projects. Junior year is academically stressful because students are required to take a number of state standardized tests both required by the state (Keystone exams[29]) and by the district (PSAT) to prepare their candidacy for college entrance. On a brighter note, senior year is usually more socially busy (also depending on the type of student) with final dances and a series of activates planned just for the graduating class. During senior year, many students are also busy taking more AP level classes, carrying on a work study program, or taking classes at local colleges.

---

[29] An explanation of acronyms and terms that some readers might not be familiar with is included in Appendix D.

4.3.3   From the IBMYP to the Global Studies Initiative and Credential

At the beginning of the 2009-2010 year, the school district started a process of reforming their high school curriculum to incorporate a more global perspective. Until then, the district had been offering the International Baccalaureate Middle Years Programme (IBMYP)*,* a world renowned, interdisciplinary, and demanding school curriculum offered by both private and public schools worldwide to students from sixth through tenth grades. The IBMYP was adopted in 1998 by the district to help reform the middle school curriculum as the district was transitioning from a traditional junior/senior high school, to a middle school and a four-year high school configuration (internal document related to the history of the IBMYP at Olympus).

However, with time, the requirements imposed by the IBO (International Baccalaureate Organization*)* and the implementation of other competing initiatives[30] began to pose several challenges for the district leadership and teachers, especially in terms of professional development time and training that were necessary for all of the initiatives. Additional challenges that occurred while implementing IBMYP included trying to rearrange school master schedules to add course requirements as dictated by the International Baccalaureate Organization, trying to keep teachers invested in the concept of IBMYP after they continued to receive inconsistent feedback on their assessments, and trying to convince parents and students that the extra work the IB required was worthy of the IBMYP certificate (recognizing that colleges did not pay much attention to the

---

[30] One of these competing initiatives was represented by the digital award that the district was granted and that required a great deal of time and resources invested in the actual implementation of it.

IBMYP certificate versus the IB Diploma Programme[31]). What Olympus administrators thought would be a way to enhance and increase the rigor of their middle school curriculum became quite a burden for the high school. This was especially the case given that the program spanned grades 6 to 10, and it was, therefore, affecting the curriculum of two buildings, with most of the final accountability falling on the high school teachers, who were expected to create the assessment to then send overseas for the final evaluation. The problematic implementation of the IBMYP, along with some internal (the district's mission to provide a high quality education to all students) and external pressures (both parental and from the outside community), led the district administration to abandon (officially in March 2010) such a pre-packaged curriculum.

What the district decided to do at that point was to initiate a process to develop a program that would keep some of the features of the IBMYP that had proven to work for students and teachers (one of them being the personal project, which currently remains to fulfill the state graduation requirement)—but customize it to the needs of the district. The idea for this new endeavor was to have a more authentic program that was initiated, developed, and owned by the high school only. Additionally, the intent was to avoid bringing in a completely foreign concept and system; the school decided instead to begin from what was already in place and to then build on it. These were the premises for the specific program that was created for students interested in studying global studies more in-depth and in earning a credential, the Global Studies Credential. While the GSC was meant to fill the void left by the IBMYP, the school's administration also felt

---

[31] While the IBMYP interests students ages 11-16, the IBDP is offered to students ages 16-19. It is, therefore, a program for high school students only and as such, might have more direct connection with university recognition, as documented in an IB internal report on the destinations of IB diploma graduates in the U.S. (http://www.ibo.org/iba/commoncore/documents/GlobalDPDestinationSurveyUS.pdf) and as suggested in Sjogren and Campbell's article (2003) .

that in the twenty-first century, an exposure to the world was what all students should be provided during their high school experience, along with the other important skills being included in the educational arena as 21st century skills (Trilling & Fadel, 2009). From here, the initiation of a reform process to innovate the school curriculum, the Global Studies Initiative (GSI), also led to the development of a specific program for high school students interested in further discussing global issues, the Global Studies Credential (GSC). Both the GSI and the GSC were formally approved by the school board in February 2010, and included in the new program of study for the first time for the 2010-2011 school year (see Appendix F: Global Studies Credential's description as it appears in the program of study for the years 2010-2014). In the next chapter, I describe in detail the features of these two "products" of the curriculum innovation.

5.0   OLYMPUS' CURRICULUM INNOVATION: THE GSI AND GSC

In this chapter and in the following three, I report the findings related to my research questions, after engaging in an in-depth data analysis. I have already conducted some data analysis in Chapter Four, simply by sorting and choosing documents and interpreting them. However, this more informal kind of data analysis was not done with the purpose of answering research questions or deducting a theory; until now, I have been writing with a much more descriptive purpose (Hatch, 2002). In this chapter, however, I begin by focusing on meaning, particularly the meaning behind the words of my informants. The analytic and critical eye I employ becomes, therefore, increasingly more intentional.

Chapter Five is specifically devoted to answering the first research questions of this study: What does the integration of global education look at Olympus High School? And specifically what are the main features of the GSI and GSC? The answer to the more general question is two-fold because there are two products that were developed: a new lens for planning and re-focusing the mainstream curriculum for grades 9-12 (the Global Studies Initiative) and a specific program for more interested students who would be able, upon completion of determined requirements, to earn a credential (the Global Studies Credential). The premises for the Initiative were that it was going to start on a small scale; Olympus would first identify what the school was already doing in line with the vision for the new initiative, then change or add what was needed. In this sense, the most important changes were made in redesigning the civics class, creating new elective courses, providing relevant professional development, and adding a few more options to the summer travel

programs. In regards to the Credential, specific requirements were created, and a coordinator was appointed. To follow, I explain each of these responses (GSI and GSC) individually.

5.1   THE GLOBAL STUDIES INITIATIVE (GSI)

5.1.1   Name, vision, and scope of the innovation

Activities regarding the development of the GSI started with the appointment, by the principal, of an internal steering committee made up of two representatives from the World Language, Social Studies, English, Science, Technology, Art and Music departments, with the addition of the librarian, a counselor, a representative from the collegiate affair, and of course, the principal and assistant principal. Once the steering committee was appointed in November 2009, it was faced with a challenging agenda of tasks, the first being to define key terms and develop a vision. The main debate around terminology was concentrated on understanding the difference between "international" and "global." As I explained in Chapter Two, there is much confusion associated with these two terms in the specific literature as well. In a simplistic way, "international" is usually associated with a type of thinking in which "us versus them" is the dominant narrative. In contrast, "global" suggests a type of thinking that goes beyond the nation state and implies an awareness of the interconnection and interdependence of many parts of a system, and it promotes a systematic and interdisciplinary approach to the study or analysis of one topic (Frey & Whitehead, 2009).

Olympus seems to have opted for this second kind of approach. In fact, the committee agreed on the following meaning of global:

Global implies the ultimate version of "we are all in this together." In the global future all cultures, societies, nation-states will face a shared and universal reality of fate. International, no matter how enlightened the version, it implies an "us versus them: mentality…Global implies a worldwide human perspective, which understands that all future human progress will be premised upon our realization that we are all inhabitants of the same planet.

The above definition, drafted by the steering committee's lead teacher and principal, received the approval of all the other faculty and administrators, gave a name to the Initiative[32], and guided the vision for the Initiative with its focus on the "interconnected and interdependent nature of the world," as we read in the formal Program of Study for the 2010-2011 school year:

The goal of this initiative is to provide every student in the high school with a relevant 21st century education steeped in real-world application. This entails delivering coursework that places special emphasis on the skills needed for future success such as information and media literacy, multi-faceted communications, collaborative problem-solving, technology integration, and the ability to apply creativity, innovation, and higher-level thinking across multiple disciplines.

The lens for these courses will become increasingly global in nature. This entails a purposeful focus on the interconnected and interdependent nature of our world by

---

[32] The name of the Initiative has been slightly altered to protect the school's identity; however, the word "global" that was present in the original title has remained a part of the pseudonym, while the rest of the original name has been changed.

examining topics and systems such as the world's economy, political systems, health systems, cultures, and the environment. Teachers will plan their courses so that students are afforded the opportunities to analyze critical global issues from multiple perspectives, thus allowing students to explore the commonalities and differences of the world's people. Students will be challenged to understand the shared needs and shared problems that impact the entire globe and will be encouraged to seek solutions by looking beyond the traditional constraints of borders, geographical locations, language, and cultural understandings.

From this description, it is clear that the Initiative's authors focus on a form of global education that echoes, what I have previously called, a global citizenship rationale and that is visible in their concern for teaching about global issues, exposing students to multiple perspectives, and sensitizing students to act upon issues of global significance. Additionally, along with this narrative, we find 21st century skills mentioned, which is more aligned with the rationale I identified as that of economic competition and calls for the development of skills, such as problem solving, technology, and media skills. As I also explain in Chapter Two, the two narratives of global citizenship and economic competition often coexist in the current public education discourse. This seems to also be the case with Olympus, and such a 'marriage' of narratives has dictated, as will become more evident in the next chapters, most of the features (e.g., assessments and outcomes) and much of the development of the initiative (e.g., more focused on the specific program that replaced the IBMYP).

In describing the GSI, the Olympus staff talks about it being a "new lens," a "new perspective," and a way to "refocus the curriculum." The change that this initiative was going to bring about had been limited—at least when presented to the teachers and the school board—from the very beginning. The GSI was not going to change the whole curriculum, at least not

immediately. The high school was going to start by emphasizing what was already in place and then add new components to already existing courses or, if needed, design new courses. As one of the administrators explained,

> The idea of Global Studies is to identify courses that we currently offer at the high school and infuse a global perspective into those courses where it fits best. We want to take what we're already doing, what we already do well, and we want to infuse that global perspective, where it fits best…So, so with math, maybe there aren't as many easy ways to fit in global perspective as there would be in a social studies class, or a literature class, or, you know, even a science class…So, so there's places where those really large global topics fit. And that's where we really want to make those easier connections. Because also, not only is it easier for the teachers, it's easier for the kids to understand…So, I think that's like one of our ultimate goals, is to take a look at what we're teaching, and then how we can tweak it to provide a more global prospective to our students. (KC)

Guided by this premise, the steering committee and administrators started to compile a list of curricular and extracurricular offerings that according to their vision for this innovation, were already compromising either the integration of global content or the teaching of some 21st century skills. Some classes already had a global component, such as Politics, International Relations, and 21st Century English, in which students engaged in discussions about globalization and read, among others, books by Thomas Friedman, such as *The Lexus and the Olive Tree* (1999) and *The World is Flat* (2005). Another class that was already planned with a global outlook in mind was Ethical Issues in Science, in which students learned about the human genome project, environmental sustainability, and global health issues. Additionally, a global component was already inherently present in some AP courses, such as European History and World History. At

the end of the process, the list of "global studies" approved courses already present at the high school was lengthy and consisted of courses in almost all subject areas, with the exceptions of mathematics, physical education, and those in the vocational track (for more details, see Appendix G: Original List of Identified Global Studies Courses).

In terms of extracurricular activities, Olympus students already had some possibilities to travel, through a variety of trips abroad coordinated and planned by one of their Spanish teachers. In addition, some students also had the opportunity to host an international peer through an exchange program with a German high school[33]. These efforts, while important, were still only in the hands of few teachers who either had a specific interest in travelling abroad, a personal connection with a foreign school, or a longstanding passion for the history of a world region. With the commencement of the GSI, Olympus started to be much more intentional in thinking about, planning, and delivering its curriculum. As a result of such conscious efforts, the school has invested, over the past five years, in a number of activities affecting three main areas: the mainstream curriculum, the staff's professional development, and some extracurricular offerings. Below, I include a matrix (Table 7), that sums up Olympus' efforts to integrate global education into the curriculum prior to and after the commencement of the GSI. Following the matrix, I explain in more detail the changes that have affected each of the three areas.

---

[33] For a few years, the German Exchange Program was only present at the middle school, so high school students could only host a German fellow but not travel to Germany. Over the years, the program grew so that beginning in the 2011-2012 school year, German was also offered at the high school level. These students now have the opportunity not only to host, but also to be hosted.

Table 7. A summary of Olympus' integration of global education prior to and after the adoption of the GSI.

	Global education related activities already present at the high school	Global education related activities developed since the initiation of the GSI
Mainstream Curriculum	- IBMYP - Classes in English, Social Studies, Science, Technology, Arts, and Music departments as listed in Appendix G. - Integration of information technology (1:1 initiative, students' email accounts, use of Skype and other social networking) - E-learning option	**New Global Civics** course to replace American Civic course **New elective** in Food, Consumer, and Science department **New elective** course in criminal law in the Social Studies Department - New focus on **assessment** - New **foreign language** offering (German and Mandarin-Chinese) - Added **global readings** and assessment in English classes for grades 9, 10, and 11, and as a result, a global reading section was established in the school library - Establishment of **Global Scholars Credential**
Professional development		- In house and outside **professional development** - China exchange program for administrators
Extracurricular activities	- Study abroad (Costa Rica, Ecuador, Galapagos, Peru) - Student exchange (Germany)	New summer **study abroad** programs (Spain, Cuba, France, Germany, and Italy)

Before moving forward, it is important to emphasize that my analysis of Olympus' efforts is limited to the data collected, as described in detail in Chapter Three. Specifically, for this section, I have examined documents such as the high school program of study for the past five years, course syllabi, curricular maps, assessment guidelines, and rubrics. I have also been able to observe some classes and collect various teaching materials. However, I was not able to observe every class, read every assignment, and collect all lesson plans. Therefore, I do not claim to have a complete picture of all that is taught and learned in this school as a consequence of the adoption of the GSI. Furthermore, what I discuss in this section is limited to the formal curriculum, but I believe that a

great deal of what is taught and learned is left to individual teachers who may, or may not, make daily adjustments to their lesson plans and to the ways in which they present and discuss specific issues.

5.1.2   Changes to the mainstream curriculum

The changes that have affected the mainstream high school curriculum result from a combination of re-designing and adding new courses. All of these changes were adopted at the commencement of the 2011-2012 scholastic year and are still currently in place. The first task that the Social Studies Department undertook was to re-write the entire curriculum for the civic course taken by all ninth graders as a district graduation requirement. The new course was called Global Civics, and the content changed completely to focus on three major areas: human rights, global governance, and the interconnectedness of our society. Two elective courses with a strong global component were added to the course offerings: the Criminal and Civil Law course (with an entire unit dedicated to international law) and the Food, Family, and Society course (that focuses each year on the history, customs, culture, and economics of a different world region). In the World Language Department, an Honors French class and an AP French class were added. In addition to French and Spanish, the study of two more foreign languages was made available to students: German (already offered at the middle school) and Mandarin-Chinese (offered through distance learning).

Other changes to the curriculum dealt with updating the summer reading list for the ninth and tenth grade English classes, as well as the assessment form for the book review assignment, which is now intended to encourage students to make connections among countries and to analyze

global issues from different perspectives. The new summer reading list has been changed to incorporate a large number of books written by foreign authors, and those that take place in different world regions (Asia, Europe, Africa), as well as dealing with global topics such as international immigration, the condition of women in different areas of the world, education around the world, and peace. Examples of these selected books are *Child of Dandelions* by Sheenaz Nanji (2008), *Enrique's Journey* by Sonia Nazario (2006), and *Three Cups of Tea* by Greg Mortenson and David Oliver Relin (2007). As a result of this new focus on selecting books for English classes, the library has included a separate section for Global Studies. Finally, a global component has been added in English 11 as well[34]. When taking this class, students are asked to complete an assignment in which they write a reflection after having observed someone in a job setting. Some students have had the possibility to fulfill this requirement with an international business, such as a local medical and developmental organization with the mission of improving health conditions in developing countries.

5.1.3   Changes in regards to professional development

Professional development related to the GSI has been conducted mostly internally and during the first two years of the innovation's existence: the 2009-2010 and 2010-2011 school years. During the five months preceding the presentation to the school board, the faculty was brought together weekly to discuss the framework of the initiative. These meetings were usually led by the principal who would share literature, moderate discussions, or manage group work when teachers were

---

[34] This class is typically—and by virtue of local and state legislation—focused on American literature and authors only.

asked to meet within their own departments. When time constraints would not allow for physical interaction, teachers and staff would work remotely through forms of digital communication like Google Docs, Google Hang Out, and email. During the first year, almost all department meetings and in-service days were dedicated to the planning of the GSI. During the following year (2010-2011), meetings were less frequent, and once the GSC coordinator was appointed, the steering committee only met in three specific circumstances: "to evaluate the program and to recommend changes, as well as a meeting to form an exit-interview panel for seniors achieving the credential," as the GSC coordinator explained in a follow up interview conducted in the spring of 2014.

Outside experts were brought in, with the support and coordination of a National Resource Center[35] housed in a local university, during the in-service days that occurred at the beginning of the 2010-2011 school year. However, since this was not perceived by the teachers in a positive way, it remained an isolated experience. As an administrator explains,

> One of the things that I think we need to be careful of is our teachers, I think they're very
>
> hesitant to sort of listen to outside experts, because I think they've been burned before…So
>
> they're very much hesitant to trust and to listen and to, not to say that they wouldn't want
>
> to listen to maybe other schools, but when it comes to like the experts, like when I brought
>
> the global education guys in, they, and actually, I mean to our teachers' credit, those people
>
> doing that professional development, they didn't listen to what we told them. We had told

---

[35]A National Resource Center is an organization housed in an American university that receives federal money through TITLE VI with the mission to develop programs, activities, and partnerships to help create an international expertise among the community they serve (i.e., foreign language proficiency, knowledge of world affairs and other world regions). One of the many activities in which a National Resource Center is engaged is what they call "community outreach," which occurs when the university steps outside of the university level to reach out to K-12 schools—as well as to the business world—to help them with professional development and programming related to the Center's mission (see also National Research Council, 2007 in reference).

them, 'look, our teachers, they get global ed, they get global perspective, they—you don't

have to sell them on it, they're already sold. What they need is help on how to make what

they're already doing more global in nature.' Now they did end up getting to do that work

in the afternoon, but the whole morning was spent those guys basically talking to our

teachers about, you know, what is 21st century education. And they were like, you know,

"we already know this." So that was disappointing for us in some ways. (KC)

As this administrator implies, the resentment shared by teachers toward outsiders was most likely

due to their negative experience with the IBMYP and the related evaluation team which, more than

once, provided inconsistent feedback on the teachers' work to such an extent that they felt—in

their own words—"humiliated," "daunted," and "frustrated." Such negativity can probably also

explain the teachers' adverse reaction to the idea of collaborating with a university in planning the

initiative, as I will describe later in my discussion of the initiation of the GSI.

Finally, an additional step to increase the global awareness of the staff has been an

exchange program with a partnering school in China, in which the assistant superintendent has

participated in spring 2012. The administrators' exchange program is sponsored yearly by an

American non-profit organization with the mission of increasing cultural understanding,

cooperation, and collaboration between China and U.S. educators. The program lasts two weeks.

During the first week, the visiting teacher explores the country and learns about the culture and

education system, while during the second week s/he closely follows an international peer at a

partner school and lives with a host family. During fall 2011, the principal of a middle school in

China was hosted by the Olympus assistant superintendent and visited the district and its schools;

in April 2012, the assistant superintendent spent two weeks in China. The administrator talked

about this experience as being aligned with Olympus' global education orientation and recent initiative, in this way:

> I am excited for this first exchange for Olympus and the hope and potential it represents for the future of our students and staff as we extend our global reach…the objectives of our Global Studies Credential at the high school support those of the China Exchange Initiative—'In order to be adequately prepared for their futures, today's students need to acquire different knowledge, skills and perspectives than previous generations. (GP)

5.1.4 Changes in extracurricular activities

Another area that saw an increase in globally focused experiences is the school's summer abroad opportunities. As I have described earlier, the school was already offering study abroad programs coordinated by one of the Spanish teachers. Students of Spanish had the opportunity to take trips to Costa Rica, Ecuador, Peru, or the Galapagos. During the past few years, these opportunities included a spring trip to Spain and new summer destinations, such as travelling to Cuba with the Spanish teacher, a trip to France coordinated by the French teacher, a study exchange with a German high school, and for the first time this year (2013-2014), a two week trip to Italy with the middle school and high school art teachers. The school took an additional step in promoting summer abroad travel, as well as other global kinds of experiences, by sponsoring a public event held in November 2013 in which information was given about trips abroad sponsored by the district, the Global Studies Credential, and study abroad scholarships available to students.

5.2   THE GLOBAL STUDIES CREDENTIAL

The second part of Olympus' reform effort consisted of adding a specific program for those students who were particularly interested in the study of global issues and willing to do some extra work to earn a credential. An appointed steering committee comprised of teachers from almost all of the departments worked on putting together an initial framework. While some features have been changed along the way—based on the suggestions of the coordinator who has developed it further since the GSC was approved—the program currently runs in considerable accordance with the original framework. A complete description of the program, as it appears in the most current program of study (2014-2015), is included in Appendix F, and I have highlighted the areas where changes have occurred. I will address them in more detail at the end of this chapter. Next, I discuss each individual requirement that students in the program must fulfill in order to earn the credential, as of the current (2013-2014) year.

5.2.1   Required coursework and GPA

Students are asked to complete the following requirements for high school graduation: five credits in English, four credits in Social Studies, 4.5 credits in Math, and 4.5 credits in Science. Out of these 18 credits, at least five credits need to be completed in the designated global courses listed below:

<div align="center">

21st Century English
CHS Argument, Communication, Rhetoric
AP English
Global Civics
World History (all levels)
Economics and Entrepreneurship

</div>

International Relations
Politics
AP European History
AP Macroeconomics
Biology (all levels)

Additionally, a student's GPA (grade point average) has to be equal to or above B-. These two requirements were the result of a joint internal decision. In the early planning stages, the steering committee debated the requirement of a minimal GPA. The intention was to make this program available to all students, regardless of their academic level. The committee also discussed the designation with which students earning the credential would be identified. It was, ultimately, decided to opt for a minimal GPA of B- and to adopt the word "scholar" because as the principal explained, "the program was to demonstrate high academic achievement" (BT).

During the presentation of the program to the school board, one member raised the issue that GSC students were not taking enough math and science credits in an educational age in which S.T.E.M. (science, technology, engineering, and math) disciplines are greatly valued in the global marketplace. The school's administrators decided to address this concern by recommending that students take four years of math and science courses, while only three years are required for graduation from both the state and the district. As seen in the school board minutes of February 16, 2010:

> Dr. Kuhn expressed a concern that mathematics are not currently included as a part of the credential. Mr. Tennyson [principal] explains that while current mathematic courses are of high quality, they may not currently fit the global issues and perspective framework. However, the required three years (and recommended four) of math will provide a base for other aspects of the credential course work.

This board member's concern was not only in regards to the presence of math in the core courses requirement but also in the electives requirements, which I will discuss in the following section.

5.2.2 Electives

Students are required to earn at least four credits (out of the nine required for graduation) in the courses designated as Global Studies electives in the following list:

World Language
All courses, all levels

Arts and Expressions
Fine arts (visual and performing)

Science and Technology
Computer courses
Communication Technology
Transportation Technology
Exploring Technology
Ethical Issues in Science
Honors Research in Science

Other Global Electives
Criminal and Civil Law
Food, Family, and Society
Mythology

The list of electives comprises three major disciplinary areas: arts and expressions, sciences and technology, and others. Out of the four credits, at least one must be from the first category and one from the second category. The arts and expression areas include both visual and performing arts and courses such as art history, drawing and painting, digital imagining, music theory, band, orchestra, and many others. All of the visual and performing art courses count towards the credential. I was not able to obtain the syllabi from or to observe all of the courses, but I believe that besides the question of whether they had a global component or not—which at this point I

cannot prove—all these courses were added for one main reason: the importance that the school and the district ascribe to the arts. Olympus' staff heartily believes that they should provide the students with a well-rounded education in which the arts play a major role, even in a time in which they seem to be disappearing from the mainstream curriculum. In this sense, the GSC can be seen as a sort of alternative to the current narrative dominating the public discourse of what should be taught and learned in school (Cozzolino & Bichsel, 2010). The arts are seen as the ideal subject area for the development of those soft skills that are essential for students to thrive in a global society. As one of the administrators explains:

> When a person doesn't make it, it's not on the skill side, because we can get them there, it's on the interpersonal side. It's the soft skills. It's work and play well with others. It's the ability to communicate with sensitivity, the ability to be a team player, interact positively with others, maintain self-control, all of that. You know, empathy is a big one, because I think it encompasses a lot of that. And, you know, the standards don't get to that, it's very basic…And I think one of the parts of the curriculum, one place in our curriculum, K-12, that gets at that is the arts. And that's another thing that is undervalued on the whole standards movement side of things. To me, you know, that's where you get at that, and that's not always quantifiable, and that makes people on the standards side of the ledger nervous and not necessarily respecting, you know, that side. But, the arts, great place to build those soft skills. (GP)

The district's commitment to the arts was also expressed during one of the early meetings among the steering committee for the GSC, as well as during a community event organized by the district to engage the community in a discussion of the school's strategic plan. During that community forum held on November 10, 2011, a group of panelists addressed questions prepared by the

136

district's administrators. Among the panelists, the district chose to have as a speaker the director of an art education collaborative, who engaged the audience in a talk about the importance of providing students a well-rounded education in which the arts play a crucial role.

The second area of the designated elective comprises classes in the Science Department (all levels of biology from the basic Principles of Biology to the more advanced Honors Biology, Honors Research Science, and Ethical Issues in Science); in the Instructional Technology Department (Introduction to Networking, Introduction to Web Design, Advanced Web Design, and Introduction to Java Program); and in the Pre-Engineering Technology Department (Exploring Technology, Communication Technology, and Transportation Technology). Finally, the area of "other" electives includes elective classes from other departments that still have a global component. Currently, this list includes two classes that, as I explained earlier, were added to the 2011-2012 program of study: a class called Food, Family, and Society and another called Criminal and Civil Law. A final class on this list, and already available prior to the GSC, is Mythology in which students explore ancient and modern forms of world mythology.

5.2.3 Language requirement

Students are required to earn 4.5 credits in the same world language at the high school level. While there is neither a state nor a local graduation requirement for world languages, the district highly recommends that all students take at least two years of the same language. For the GSC, foreign language proficiency is understood as a crucial skill and a desired outcome; therefore, Olympus

has decided to require at least three years of the same language[36] to allow students to acquire a higher level of proficiency. An alternative to this requirement is to also complete two years of foreign language study at the high school and a course in one of the less commonly taught languages. This last option seems to be a legacy of the initial brainstorming with representatives from the National Resource Center who were involved in an early discussion of how the GSC should look like. These representatives had been considering offering the study of less commonly taught languages (LCTLs)[37] through summer study at the local university. Unfortunately, Olympus and the local university have not yet been able to formalize a partnership. Nevertheless, high school students interested in those languages can study them through distance learning; such is the case for the Mandarin-Chinese class recently added to the program of study.

5.2.4 Extracurricular experiences requirement

When establishing the requirements for the program, the staff was mindful of both keeping a few of the good features of the IBMYP—such as a focus on world languages and on the arts and the personal project—and also avoiding other features of the IBMYP that made its implementation problematic, such as using outsider evaluators and placing most of the work burden on a small number of teachers. Instead, in this new program, students independently seek and participate in

---

[36] Every foreign language course at Olympus is year-long and counts as 1.5 credits.
[37] The discourse regarding foreign language instruction programs supported by the federal government is rooted in complex political and historical implications and therefore, goes beyond the scope of this dissertation. For a nuanced and comprehensive understanding, I recommend consulting other sources, among those is Wiley and Glew's "Education for a Global Future" (2010), also included in the reference list. For a quick answer to a reader who is not familiar with such terms, suffice it to say that usually LCTLs refer to non–European languages, and while the list is lengthy, the languages most commonly identified as LTCLs are Russian, Chinese, Japanese, Arabic, and Hindi-Urdu (https://www2.ed.gov/about/offices/list/ope/iegps/history.html).

opportunities outside of regular class time that allow them to explore a global content from different perspectives. As the principal explains,

> What's different [from the IBMYP] about it is that the—we aren't responsible for doing specific types of assessments that need to be sent to a central distribution center somewhere in the world to be critiqued by an outside force that then gives us feedback. We are not forced to use certain rubrics and grade kids a specific way that doesn't match our system like we were before…And I think the other thing is trying to shift the burden of responsibility to the student for being a global learner as opposed to the teacher for being an IB implementer. (BT)

As a result of this premise, the committee agreed that what they had called "Global Ventures" at first and then "Enrichment Experiences" should have been a major component of the program and should have been the key difference between a student earning the credential and a student who does not. The Olympus staff felt that another pitfall of the IBMYP—at least in terms of how it was implemented at Olympus—was that it really did not add a global element to the educational experience of the students. The only members of the Olympus community who were experiencing some sort of international exposure were the teachers who were sending their evaluations to Wales, in the United Kingdom. At the time, Olympus' staff felt that the students could have earned the IBMYP credential without ever leaving their classroom. This time, however, they wanted to ensure that students had plenty of opportunities to gain real experiences by communicating with foreign peers, listening to experts on global issues, reading books and watching movies that would present issues from a different perspective than what they heard in their classroom, and when possible, by travelling. Additionally, having these extracurricular

options would also allow students to best tailor their experience in the program according to their interests, since they were able to pick and choose the activities in which they wanted to participate.

The list of experiences has grown over the years and currently includes: study abroad and trips abroad; hosting exchange students; videoconferences; global book study; dual enrollment; global internships; global issue study group; Paying-It Forward opportunity; and global movies. In addition to the pre-approved activities made available by the school, students can seek other global experiences on their own, pending approval by the program coordinator. Here I include a table that presents the kinds of enrichment opportunities in which the GSC students have been participating since the program was established (Table 8). I decided to group the experiences into: 1) videoconference/summits/seminars and simulations; 2) global movies; 3) and other experiences.

Table 8. Complete list of enrichment experiences completed by GSC students over the past four years.

	Videoconference/summit/ seminars/simulations	Global movies	Others
2010- 2011	Summit on natural disaster Videoconference on education Economy and security Summer seminars on global issues		Trips abroad Peruvian concert
2011- 2012	Summit on famine in Africa Videoconference on security (national and local) Videoconference on economic crisis in Europe Videoconference on youth unemployment and food security Videoconference on polio Videoconference on international careers	Screening of documentary on polio	Study group on world fashion trends Skype with assistant superintendent in China Trips abroad Reviews of global books Paying It Forward: teaching about global marketplace
2012- 2013	Conference on global topics (health, economy, politics, education) Videoconference on what the U.S. can learn from China Videoconference on education Videoconference: growing up in Ghana Summit on national security Videoconference on human rights Videoconference on education inequalities in India Videoconference on world health Videoconference on global workforce Human trafficking conference Luncheon with French ambassador to discuss Franco-American relationships	Screening of movie on gender inequality "Girls Rising"	Italian E-pals project Job shadowing with international non-profit Host foreign student
2013- 2014	Videoconference on global trends Videoconference on demographic trends Videoconference on water, food, and energy Videoconference on technology and innovation African Union simulation	Screening of documentary on human trafficking "Not my life" Screening of movie on the negotiation between the local and the global: "Cambodia unreeled: a river changes course"	Meet the Germans: discussion on education, economy, customs, and life in Germany and the U.S. Trips abroad Colin Powell lecture Review of global books individually or through book club Summer seminar on global issue Host a foreign student E-pals videoconference: discussion on education, economy, customs, and life in Italy and the U.S.

I now briefly describe each of the above categories individually:

- Videoconference/summit/conferences/ simulations

I purposely list videoconferences, summit, conferences, and simulations together for two reasons: 1) they were all realized through the partnership with a local non-profit organization that acts as a hub for public schools in Pennsylvania and provides students with several opportunities to further develop their understanding of international issues;" 2) they all follow a very similar format. Topics are selected by the partnering organization, which is also responsible for selecting the related literature for the students to read ahead of time (usually one or two brief articles) and for selecting the guest speakers. In the videoconferences, topics are introduced by guest speakers who talk about their specific areas of expertise and their experiences related to the topic. The students in the different schools participating (also remotely) can then ask questions to either the guest speakers or to other students. While the videoconference is usually hosted at one U.S. school, eight to ten schools join the event virtually from both other states within the U.S. and from across the globe. Foreign school partners are, for example, both public and private high schools in Europe, East Asia, the Middle East, or Latin America. Simulations, summits, and conferences differ in that usually students are teamed up in groups and engage in role-playing exercises in which they need to find a solution to a common problem from the point of view of a specific nation, or governmental or international agency. The global topics selected span a wide range from education to economy to health and technology, but often keep a regional focus (e.g., economic crisis in Europe, education in Taiwan, or famine in Africa) and are presented from a foreign affairs standpoint, with

an implicit concern for U.S. national security. Students can earn from three to six credits depending on their participation and if they complete the follow-up assignments.

- Global movies

Global movies and documentaries are shown when possible at Olympus, outside of classroom time, and are usually linked to a videoconference or are part of a program run by another school. Students are asked to complete a review following the guidelines set by the program coordinator and can earn up to five credits, depending on the quality of the review. A sample of a review is included in Appendix H.

- Others

There are quite a few experiences grouped in the category "Other." They are similar experiences in that often, they are just one-time events (e.g., the Peruvian concert, the Skype session with the assistant superintendent from China), are very personal and only apply to a few students (e.g., the individual book review, the travel abroad experience with the student's family), and are all planned, coordinated, and moderated in-house by the program coordinator (with the exception of the Paying It Forward experience). Some of these experiences are self-explanatory (e.g., hosting a German student or writing a book review), so I do not describe them here. However, it is important to note that for all of these experiences students need to complete some type of assignment and for each, appropriate guidelines are developed by the program coordinator. Such is the case, for example, of the travel abroad experience for which I am including the rubric in Appendix I. I next describe two opportunities in this category that have been recognized as being particularly meaningful for the students so far: the Paying-It-Forward opportunity and the E-pals project.

The Paying-It-Forward opportunity, as the program coordinator calls it, refers to an opportunity for students who have learned about a global issue to pass the information on to peers, such as students in lower grades. While different opportunities could fall into this broad description, for now ,Olympus students have engaged in one experience that has been extremely successful and that all of the students interviewed, who have participated, describe as having been meaningful, enjoyable, and interesting. As a 9th grader explains,

> The Paying-it-Forward activity was probably my favorite one. It was interesting to see what teachers do on daily basis, as well as teaching about something that, you know, is tough to understand for some adults. And trying to show them what it really means was really neat 'cause most of the kids understood. And the organization that sponsored it explained it very well and they had the text books and the activities for the kids, so I felt by the end they really understood what the global marketplace was and how it worked and how everyone depended on each other. (Maggie)

For this activity, high school students had the opportunity to experience teaching students in the middle school about the global marketplace. The experience is planned and coordinated by a national non-profit whose mission is to educate young students about work readiness, entrepreneurship, and financial literacy. Students taking part in this experience were given a large amount of reading to complete ahead of time and were asked to attend a number of sessions of mandatory training. On March 29, 2012, a total of 16 high school students, who agreed to participate in the activity, spent the first five periods of their day teaching sixth graders about international import and export, the importance of cultures in foreign trading, international immigration for business reasons, the role of technology in enhancing international trading, and how countries use different currency.

144

The E-pals project, as I also mentioned in Chapter Three, originated from a partnership with an Italian high school that I facilitated. The original idea was for the students to exchange emails so while the Italian students were practicing their English, the Olympus students would be exposed to a different culture. As a result, students on both sides of the globe learn about each other while discussing different topics. Students have been emailing each other for about a year now. They have also had the opportunity to meet through videoconferences in which they have discussed topics, such as schooling in the twenty-first century, the necessary skills to succeed in a global society, and issues related to the economics and politics of their nations. However, there are some logistics issues that the school will have to solve (e.g., the number of the participating Italian students exceeds the number of participating Olympus students, and while this project is incorporated into the language instruction curriculum for the Italian students, it is not incorporated into any class for the Olympus students) for this program to reach its full potential and to allow Olympus students to gain meaningful learning that can be extended from the single email exchange to the learning that happens at school through the formal curriculum.

The task of building a substantial list of extracurricular experiences has led the school—and really, the program coordinator—to develop partnerships with a number of non-profits and other educational institutions that could help in coordinating them. Partnerships have been initiated with three local non-profit organizations and with a local university that is home to five National Resource Centers. The partnership with the local non-profit in the planning and coordinating of videoconferences has been particularly fruitful in two ways. It has allowed the GSC students to take part in a series of events that have created connections with many other schools across the world, and it has given students access to high quality speakers that would not otherwise be available to a public high school. However, there are some flaws that need to be considered, such

as the videoconference topics not being integrated into the curriculum, which makes it difficult for future planning and most importantly, causes the school to run the risk of becoming dependent on one organization, which represents only one perspective on global topics. As Myers (2012) also found, online simulations and role-playing activities that are typical of summits and videoconferences, "although full of potential, present some complications as well" (p.26). While the scope of this dissertation is too limited to engage in an in-depth analysis of the quality of global education experiences offered by providers, such as non-profit organizations, this certainly represents an important area for future research.

5.2.5   Changes to the original requirements

There are two important changes that were made to the original draft of the GSC requirements: one regarding the graduation project and the second regarding the number of credits awarded for the enrichment experiences, especially for the trips abroad. Originally, the steering committee had envisioned GSC students preparing a capstone project that would serve as the culminating experience of the program. Since Olympus students already need to complete a personal project as a graduation requirement, the committee thought students could work on it and add a "global spin to it." However, they also did not wish to change the requirement for the personal project, which is an enjoyable part of the high school experience for students. What the committee decided instead was to set some guidelines for an added reflective component to the projects, which was phrased as follows:

> It is our belief that a Global Scholar strives to achieve the following
> goals/objectives:

• To view issues and events through multiple perspectives.

• To see the commonalities of human experiences.

• To understand the interconnectivity of the world.

• To understand how events in the United States impact others and how events globally impact the United States.

• To develop the knowledge and skills to be globally competitive and collaborative, including skills in creativity, innovation, communication, collaboration, technology and problem-solving.

Based on the above description, students were asked to reflect on their experience in the GSC and explain how they were able to accomplish one or more of the above listed goals. The directions were purposefully left vague and allowed for a high degree of flexibility. However, students interpreted these directions in a limited way and simply wrote how they had used "global" skills such as creativity, communication, and technology in completing their personal project. An example of such a limited interpretation is the following:

I—well, since my personal project, I worked at that store and I redesigned a room in my house, I like re-did a room in my house, um, but I am relating this globally to, um, since when I worked in the store I had to get used to the technology on the computers and I had to do—use like problem solving and stuff, and so there's one of the topics that's like, "to become like more globally competitive by gaining skills in" this list of things like collaboration, creativity, technology, and stuff like that, so I'm just talking about how different aspects of working at the store related to collaboration and creativity and stuff like that. (Emma)

After the first year of collecting personal reflections, the steering committee decided that reflections, of which the one above is an example, were not addressing the intended meaning of being a 'global scholar;' these reflections suggested that students were writing them simply to fulfill a requirement. There was no added value to the students' learning experience, and as a consequence, the committee decided to eliminate the requirement. The requirement of the "personal reflection" on the students' personal projects was then substituted with an exit interview. This component includes a brief discussion among the GSC candidates and volunteering members of the steering committee about what the student has learned in the program. The goal, as explained by the program coordinator, "is not to evaluate the student; rather, it is used more as a meta-reflection and an opportunity for the faculty to receive feedback from the students" (TI).

The second change made to the credential regarded the number of credits awarded to the different enrichment experiences. It has been an onerous work-in-progress for the program coordinator to establish how many credits should be given for each experience and how to assess what students are learning. The original draft of the program did not specify the number of credits the students need to earn through the enrichment experiences. During the pilot year (2010-2011), the number was left intentionally vague, mostly because the list of experiences was still being compiled and students simply did not have enough time or options to complete this requirement. As the list of opportunities grew and the program was implemented, the steering committee agreed on a total of 50 credits to be awarded based on the following guidelines:

Table 9. Credits awarded to the enrichment experiences

Type of experience	Number of credits	Notes
Study abroad and trips abroad	3 credits per day	
Sponsoring an exchange student	3 credits per day with (20 max)	
Dual enrollment in approved global coursework	20 credits per semester	B- or better
Global conferences/workshops/seminars	3 credits per day	
Global book study	5 credits per book (20 max)	
Global career exploration	3 credits per day	Internship
Global issues study group	5 credits per session (30 max)	
Global movie/documentary review	5 credits per review (20 max)	
Paying It Forward	10 credits per session (20 max)	Opportunity to share/teach what has been learned in the global experiences to classes district-wide

These two changes were, of course, the result of program implementation. As the students were going through the program for the first time, the Olympus staff could make more informed choices regarding the requirements and add further details as needed. The need to specify the number of credits and to put a cap on credits was spurred mainly from the travel abroad journals. Just like with the case of the personal project reflections, some of these journals were limited to a superficial list of monuments seen or food that the students ate abroad. They were not producing any information regarding the development of a meaningful reflection on the culture, customs, history, and economic conditions of the foreign country. Finally, because some students in the

school are very privileged and can afford to have extensive travel experiences, they were able to complete the program by simply going on international family vacations. With the intent to both keep the program equitable and make students' experiences in the program meaningful and diverse, the committee decided to limit the number of credits awarded in this area to a maximum of 20, and a detailed rubric was created (Table 9). Even if students' experiences varied between trips abroad with their families and living abroad with a host family (German exchange)—with the second option allowing for an opportunity for deeper intercultural understanding—students are now forced to think about similarities and differences between the U.S. and the visited country, as the following example illustrates:

June 19	Visit Otavalo market, areas known for textiles and surrounded by volcanoes.	We don't have open air markets much in the US. There were indigenous peoples (Quechua) in the market who looked obviously different, both in their features and in their clothing, You could bargain with vendors about the prices which we don't do in the US either.

Figure 4. Sample from a student journal of a trip abroad to Peru

So far, I have described the features of both the Global Studies Initiative and the Credential. In the next chapter, Chapter Six, I am going to explore the motivations behind their initiation. An exploration of the reasons behind the need to innovate the curriculum will help better understand the features that I have described so far, as well as how the initiative has developed over the course of the past four years.

6.0   MOTIVATIONS

The most important educational questions are questions about purpose.
(Reimers, 2010, p.200)

In this chapter, I present the findings related to my second research question: what are the motivations for integrating global education at Olympus High School? And subsequently, which motivations are specific to the GSI, and which are specific to the GSC? I decided to structure this chapter by presenting the themes that have emerged from the data and that have helped me answer these questions.

Briefly, the process of integrating global education at Olympus High School was initiated for two main reasons: it would fill a void left by the previous IBMYP, and it would address the need—shared by all the stakeholders involved—to teach all high school students about global issues and the interconnectivity and interdependence of our world. However, the answer to this question is much more nuanced because from the analysis of the data, two additional rationales for the development of the Global Studies Initiative and Credential could be identified: the need for students to "get out of the bubble" and the need to keep up with local competition. Additionally, not only are these reasons related to each other, but they also do not exist in a vacuum. Instead, they are rooted in the specific context of this district in which quality and equity of education are valued greatly. In the following section, I present each rationale individually. I then make connections among them in an effort to piece together the complex picture from which the GSI and GSC developed (Figure 5). In the final section, I connect this portrayal with the broader scenario of global education in U.S. public schools today because talking about rationales for the

integration of global education has implications for the purpose of schooling in general. In this final section I argue that in the current public education scenario dominated by the two main forces of accountability and innovation, global education occupies a space that is limited and troublesome because these forces are firmly entrenched in the economic competition rationale. Olympus' motivations seem to partially ascribe to such norms.

6.1 THE NEED TO REPLACE THE IBMYP

To fully understand the Olympus community's support for a reform like the Global Studies Initiative, we need to look at the specific context of Olympus and remember that the district had offered the IBMYP for about ten years. In Chapter Four, I explained how this curriculum framework was adopted formally in 2000[38] to bring rigor to the new middle school and how its problematic implementation led the district to abandon it officially in 2010. It is important to understand that the IBMYP was not just a curriculum frame. It was also a strategic choice that the district decided to invest in for a number of reasons: as a selling point for parents coming into the community, for students trying to differentiate themselves on their college application, and for the district's effort to compete with other districts and gain visibility. As one of the administrators explained in her interview:

> To be able to put that on your, with your school district logo, I mean that's a pretty
>
> prestigious program. It costs a lot of money, it's a big commitment as a district. I think it

---

[38] The work to adopt this curricular framework started in the late 1990s, but Olympus Middle School became officially an IBMYP school approved by the IBO in 2000.

looks good, and I think that, I'm sure that there was an interest in that too…And that

brought Olympus up several notches in the eyes of, I'd say the region, probably the

community. And, I mean I remember even as a parent, when we moved here and I was

looking for school districts, I remember going to Olympus' website and seeing IBMYP

and I was like, "oh my God, that's awesome, because they're thinking about the world

beyond Olympia, Pennsylvania." And I mean that's one of the reasons why I was interested

in this district. And I'm sure that other people thought the same. (KC)

In an era in which education can take so many different forms (charter, private, online,

homeschooling), where the concern for parental choice can be used to undermine the existence of

public schools, where competition is highly valued and data is used for marketing purposes,

districts need to also 'think business' if they want to stay in business. For as harsh and unethical

as it sounds, this is a sad reality today, and it is supported by the fact that there have been many

attempts to reform schools by adopting principles from the business world (Ravitch, 2010, 2013).

Within such a system it is possible to understand some of the school board members' concerns

about dropping the program until something else was in place, as well as their request to have an

outside agency validate the new Global Studies Credential. As stated in the school board minutes

of September 8, 2009,

> Rich discussion took place concerning the IBMYP, as the district continues to explore
>
> curricular options that meet or exceed the substantive nature of IBMYP, yet align more
>
> with our middle school and high school program, structures…Mr. Pollon stressed the
>
> importance of credentialing and requests a formal adoption of an alternative program prior
>
> to abandoning the IBMYP. Mrs. Giggle suggested that we tap into local resources in an
>
> effort to focus increasingly on internationalism. Dr. Daller [superintendent] offered

assurance that an alternative curriculum framework will be presented in the spring of 2010.

In the meantime, the district remains an IBMYP school.

There is no doubt that the abandonment of the IBMYP created the necessity for developing a similar sort of curricular experience—i.e., the GSC—that, upon the fulfillment of specific requirements, would give students an additional credential to add to their transcripts at the end of their high school experiences. However, there is more to this point because the abandonment of the IBMYP created not only a pragmatic need but also an awareness within the district that incorporating a more global perspective in the high school curriculum was essential. A confirmation of this point is found in a couple of the interviews in which the interviewees talked about the IBMYP being a necessary step for the district: it made them realize that they needed to develop a greater global focus and understanding and that the IBYMP was not the right vehicle for accomplishing this. Such a realization might have been painful, but it instilled a need to search for something that could serve this purpose better. As one of the administrators told me, reflecting on the IBMYP experience,

> I think that it was a little bit of a blessing in disguise. I think IBMYP grew us. It got us to think more about educating our children for the world out there, as opposed to just our community's children for Pennsylvania, or even for the United States. We are more mindful of the opportunities that exist and the world in which they will grow, and work, and learn. So, it opened our eyes, it furthered our thinking, it grew us. But we reached a point where we outgrew it. So, to me, the Global Studies is this, it's more than the replacement of, it's more than filling in where IB left off, it's doing what we had hoped IB would do, but more. (GP)

154

It is undeniable that the previous IBMYP experience influenced many of the features that were developed in the Global Studies Initiative and Credential, such as the needs to develop the new Initiative in-house and the emphasis on the enrichment opportunities in an effort to make students more responsible for their learning, as well as to customize their experiences. However, I believe that the reasons for developing the Global Studies Initiative were already there, given the culture of the district, and that this form of curriculum innovation was going to happen organically and independently from the IBMYP experience, as I explain next.

6.2   THE NEED FOR THE DISTRICT AND ITS COMMUNITY TO TEACH ABOUT THE WORLD

The curriculum innovation, in the forms of the GSI and GSC, was initiated not simply to fill a void, but most importantly, to respond to the community's and district's desires to educate their students about the world. In the twenty-first century, both community and district members understand the importance for schools to adapt and respond to the societal changes brought about by globalization, among those the need to engage with the world and become prepared to live in this new world. As one of the administrators put it,

> Curriculum is also, it's always been, should be, a response to the needs in the community, and educating children to go out into communities and be successful and contribute to society, and so forth. Well, our communities aren't as small, our circles have widened, and preparing children today means to prepare them to go out into this ever changing world

and succeed among a wider audience of individuals, so it demands that we be mindful of what's happening in the world, and that our curriculum reflects that. (GP)

In Chapter Four, I described the Olympus community—including board members and parents—as a group of professionals that are high achievers and who demand nothing less than the best possible education for their children. Such a community calls for and welcomes forms of curriculum innovation—especially those like the GSI—because they see the value in it. As many of the staff interviews confirm, the school board and the parents are aware of the changing environment in which their children will eventually be working, and they believe that the school's job is to develop in their children the skills, knowledge, and values needed to succeed in such environment. As a teacher explained:

> You know I would say overall it's a very well-educated community, and I would think that the families want their children to learn beyond what's out there in the classroom. They want every opportunity for their children. So if we can provide other opportunities outside what's going on in this building, I think they're very interested, and that makes our district more attractive, people will want to move here for those opportunities. And so, it's probably an easier sell here because we have the kind of people who expect this and will support it. (DL)

The need to teach students about the world is confirmed in many of the responses to a community survey that was administered by the district in November 2011, with the purpose of asking for input, suggestions, and comments for future planning. In response to a question asking how the district can improve, there are a number of entries that echo the need for students to be exposed to other cultures, to have an early start in foreign languages, and to learn about global issues in order to be prepared to "enter an increasingly global world."

The Global Studies Initiative was a natural response to the community request for a high quality and updated education, but it was not the only motivation for the high school to begin such a reform process. Both the GSI and GSC would not have had any buy-in from the teachers or from the administrators if it had been imposed on them by the school board. Instead, the need to teach about the world coincided with what the teachers and administrators were, in part, already doing and were seeking to do, and with the culture of a district that values quality as well as equity in education.

6.2.1 Olympus' culture: It is about quality and equity of education

Schools do not operate in a vacuum. While some practices are the consequence of complying with state and federal mandates, how schools and districts decide to fulfill those requirements, and make decisions about the 'what' and 'how' that is taught is dictated by their core beliefs that are operationalized in everyday practice and extrinsically embedded in their culture. This last aspect is described in the literature as a non-written code of conduct that speaks about the shared values, norms, expectations, and beliefs of the school population (Deal & Peterson, 2009; Hinde, 2004; Larson, 2011).

In my description of the district and school so far, some elements of the culture had already emerged. Olympus is a place where innovation, forward-thinking, individual talents, and commitment are highly valued. It is also a place that aims at providing an education of quality and making it accessible to all of its students. These last two features describe better the culture of both

the district and the school[39] because so much of what is done and how it is done can be explained by understanding the level of commitment to educational excellence and equal opportunities that are present. To follow, I explain in more detail both of these core beliefs.

6.2.1.1 Not good, but great!

Olympus' commitment to a high quality education is visible in its challenging and rigorous curriculum that offers more than twenty AP classes; in its philosophy to "hire the best," which is translated into the professionalism of its teachers and administrators; and in its philosophy to aspire higher than average, which permeates the whole school and district, and is passed on from the administration to the teachers, and from the teachers to the students. As one of the teacher explained,

> There's a culture here, especially in the high school, of everybody trying to do their best, to do a great job, which is really nice—and that's, like, a cultural thing that comes a lot from our administrators…I tell my students, "Good is the enemy of great." Like, you can be OK, but why not be excellent? To always try to pursue excellence, I guess, is I see as kind of, like, one of our jobs, is to not just kind of get by, but to do as well as we can, just like we're trying to train the kids to always do their best. But I think there's kind of, like, a culture here of everybody trying really hard. (NL)

Excellence is sought as much as it is celebrated. As the superintendent declared in an article published in the local newspaper on December 8, 2011, about the use of television advertising by public school district, "It's important for public schools to tell their story…We are a high

---

[39] From my data, the two coincide, or at least, it was not possible for me, at this time, to identify two separate cultures.

performing school district and I do not want people to forget that." Indeed, the community is reminded on several occasions of students' and staff's accomplishments, as awards are reported on the district and school website, as well as in internal and external communications to the community. However, recognition of excellence is not simply a marketing strategy; it is embedded in the district's philosophy and very much connected to the strong internal accountability system that the district has developed (Carnoy, Elmore & Siskin, 2003). It is to their internal system of responsibilities and expectations that teachers and staff members feel committed and compelled to fulfill. At Olympus, it is not the pressure to meet external accountability mandates that drives the school's philosophy of excellence; rather, it is its own internal and strong accountability system that demands it. As the principal explained,

> [Accountability is] for the school itself, it's basically all the adults in the school and the students themselves share a responsibility to keep the environment conducive for learning, to create a healthy sense of competition, in terms of achievement. To create a sense of pride in what they're doing. A sense of responsibility, that beyond this school, when they leave here they have a responsibility to contribute to this society, to this community, to this country. (BT)

In the Olympus school system, accountability is not simply understood in terms of students performing well, teachers covering the content of their classes, or principals ensuring a safe and conducive environment for learning. These are the minimal criteria; they are simply a basic requirement. In this system, it is about going beyond the job description; being a lifelong learner; celebrating every single talent and the diversity of talents; allowing every child to succeed, one at a time, at their own pace; building trust among colleagues; respecting the students; communicating with parents; and honoring the community's expectations. In such a system, data gathered through

159

standardized tests is used to understand the effectiveness of educational programs. External accountability becomes, as the superintendent once told me, "not the ceiling, but just the basement floor" (KD).

Olympus' commitment to excellence also dictated their willingness to innovate themselves. Innovation is a motto that is found in a variety of the district's and school's publications, and it is made manifest in the strategic integration of technology into the teaching and learning process, and in their orientation towards the future. In 2001, Olympus was awarded a prestigious technology award[40] by the state that allowed the district to buy laptops for all students in grades 3-12. Currently, only the high school students are allowed to have their laptops with them both in and out of school, while students in the lower grades have their use limited to the school day[41]. Since the 2001 grant, technology has become increasingly integrated into the whole district, both by enhancing information technology infrastructures (high-speed wireless connection in each building, audio and video technology in every classroom, interactive board in all classrooms in the high school) and by integrating its use within the teaching and learning process. So, for example, students are given digital assignments like digital portfolios and are asked to use software like VoiceThread, CAD, Java, and a variety of web2.0 technology. Additionally, the district periodically runs professional development programs on the use of technology for instructional purposes.

---

[40] To protect the school's identity I do not name the specific award; suffice it to say that during that year only three schools in Pennsylvania received the award which had the goal to help schools innovate through integration of technology in the teaching and learning process. Following the 2001 grant, the district was recognized in 2004 with another prestigious award recognizing the district's accomplishments in the integration of technology.
[41] While at the middle school level the student computer ration is still 1:1; the elementary students share computer carts (district's website).

Finally, Olympus' focus on a high quality education, can be seen not only in the vast integration of technology into the teaching and learning process, but also in Olympus' cutting-edge curriculum offerings (i.e., Chinese language class, an entrepreneurship class), in their thinking about the future when planning for the renovation of their buildings, and in teachers continually staying updated by looking for new resources, writing new syllabi, and earning new credentials. Olympus' striving for excellence and high quality of education led them to offer an education that will prepare students to function in a world that is "flat" (Friedman, 2005), that is characterized by interdependence, and where their students will need to interact with people from different cultures and perspectives. In short, it is their search for excellence that led them, as the superintendent once told me, to "understand the importance of understanding the world" (KD).

6.2.1.2 Great is good for everybody!

Another important aspect of Olympus's culture is its concern with social justice and equity of education. While this might not be typical of a high performing and significantly affluent school district, it seems that the wide range of students' socioeconomic backgrounds causes the administrators to be even more sensitive and aware of the need that all students have the same access to a variety of programs and experiences. The district exerts a conscious effort to try to minimize social status differences by making all of the curriculum offerings available to all students, even if this means the district has to take on greater expenses (e.g., the cost of administering the PSAT to all ninth and tenth graders, as well as the SAT to all students) or has to make adjustments to its own practices (e.g., when the district decided to adopt the IBMYP school-wide). This also explains its "open-door" enrollment policy regarding the AP courses that are open to all students with no prerequisite pending. As the principal explained,

Open door policy enrollment means that "all" students are invited to take honors and AP courses and are not deemed ineligible based on a strict subjective criteria like GPA or a prerequisite grade from prior course. If students are not recommended for a course, they can sign a waiver document that allows them into a course. (BT)

The school's commitment to serve every single student regardless of their social status or academic ability is also reflected in their conceptualization of gifted education. Traditionally, gifted students are those high achievers who exceed at what is offered in the formal curriculum and are, therefore, provided with opportunities to access more challenging classes and experiences[42]. Olympus recognizes that there are a variety of talents and different ways to out-perform, which is why, for example, the students are encouraged to explore those talents and hobbies in their personal projects, and the staff member who holds the position as gifted education coordinator[43] works, in reality, as a support for all students. As she explained in her own words:

Our whole philosophy here in the district is that talents and abilities manifest themselves in many different ways, that that kind of testing [to determine if students are gifted] is isolating and unnecessary, and that we can broaden our perspective on what constitutes talent or gifts or whatever word you want to use, and open up services to kids who demonstrate a need for them, or who request my help. (HB)

---

[42] In the state regulations (Chapter 16 of the School Code), students who show a certain degree of "exceptionalities" are tested and if they exceed the norm, they are labeled as "mentally gifted," and as such, are entitled to a more challenging curriculum than what is offered to regular students, in the specific jargon this curriculum is called "specially designed instruction" (please see the Department of Education website:
http://www.pacode.com/secure/data/022/chapter16/chap16toc.html). Olympus refuses to use this definition of gifted education; therefore, there are no students recognized as "mentally gifted."
[43] At Olympus, this position is actually called "academic specialist" and not "gifted education coordinator."

Finally, it is Olympus' deep commitment to equality that allowed its staff to conceptualize the new initiative not only as a program for a few interested students but also and foremost, as a whole set of lenses that would affect the entire mainstream curriculum (the GSI), so all students would get an exposure to the world. This initiative was, in fact, seen as the principal stated, "good for all" (BT).

6.3   THE NEED TO "GET OUT OF THE BUBBLE"

The need to expose the students to the world is even more critical in a community like the town of Olympia, which is the center of the students' and community's social life. As I described earlier, the town is quaint and very safe and therefore, considered ideal for families. For as much as the students interviewed depict growing up in the town as a very positive experience, they also recognize that their experience there is limited. The village does not allow for a more eclectic component to the students' experience; instead, it contributes to developing a sense of belonging and conformity to one community, one point of view, and one reality. As a tenth grader explained,

> I think especially in Olympia where it's kind of a bubble, you know like, it's kind of very
>
> safe and cushioned from the rest of the world. If you live here, you are not really getting
>
> much of a glimpse of the real world, and then you go to college and then get out of college
>
> and all of a sudden it's completely different than what you've been raised in. And that's a
>
> bit of a problem. And so, um, I think it's good for kids to see that there is a world out there,
>
> you know? And that there is stuff past Olympia's borders. And so I think it's—for as
>
> many kids as can do it, it's good to learn about different cultures. (Luke)

Therefore, Olympus' staff saw the inclusion of the Global Scholars Initiative in the school's educational offerings as a way to force students out of their comfort zones, to expose them to 'foreign' realities, and to help them become more aware of the world around them. As a teacher explained,

> I think what the Global Scholars is attempting to do is to get the students to see the fact that there is a world outside of Olympia that is much bigger than what they might think it is and that it is already affecting them, and it is an effort to get them prepared to live in that world. (RN)

6.4   THE NEED TO KEEP UP WITH THE LOCAL COMPETITION

The initial urgency for the development of the Global Studies Credential was most likely also a response to the local competition, given that the nearby private K-12 institution had just developed a similar program that was advertised in the local newspaper on January 28, 2010, exactly one month prior to the formal approval of the Global Studies Initiative and Program by the school board. On March 18, 2010, the same local newspaper placed an article on the first page that the GSC was debuting in the fall and aiming to "bring students to the world." While this motivation was never brought up in my interviews with the administrators or in any formal meetings (i.e., school board meetings that I witnessed firsthand), it was mentioned in three of the interviews with the teachers. As a faculty member explained when asked about the motivations for the district to approve such a program,

I also think that because the New Scholars Institute has a very similar program, they [the

school board] look to them and say, "If the institute has this then that's probably a good

thing." (SR)

I do not believe that this factor alone is the justification for the process of curriculum innovation

that Olympus has undertaken with the GSI. As I discussed before, given the culture of the school,

this form of innovation was going to occur independently from both the IBMYP experience and

from what the local competitor was doing. Nonetheless, I do think that the fact that the other local

K-12 institution had a similar program contributed to intensifying the pressure coming from the

community on the district. Therefore, this issue also needs to be factored into building an accurate

picture of this case.

6.5   A VERY COMPLEX PICTURE

To sum up, the motivations behind the reform process' initiation that resulted in the

conceptualization of the GSI and GSC are multiple. In this chapter, I have outlined the themes that

have arisen from my data analysis: the need to fill a void, to teach about the world, to "get out of

the bubble," and to keep up with local competition. It is important to understand that, as I said

earlier in the introduction to this chapter, all these motivations do not stand alone, rather they are

interrelated.

The practical circumstance that forced the district to initiate the reform process was that,

for a variety of reasons, the district had decided to abandon the IBMYP and was looking for

something to replace it. This explanation certainly represents a strong rationale for the

conceptualization of the GSI. This specific program was, in fact, carefully crafted based on the previous experience with the IBMYP that I explained in Chapter Five. However, this explanation alone is very limited; it does not take into account the culture and vision of the district nor that of its community. Additionally, it certainly is not enough to explain the initiation of a reform process that would affect the whole mainstream curriculum (i.e., the GSI).

All the stakeholders involved in the innovation process (parents, school board members, administrators, and teachers) saw the value in incorporating elements of global education into the school curriculum to better prepare students to live and work in a world that is increasingly global and interconnected. Olympus' community consists of highly educated and involved parents who understand that education needs to stay current and embrace the changes brought about by society and specifically, by globalization. Such an understanding is also present in the district and especially in the high school. In fact, it is intrinsic to the district's mission to prepare students to be "knowledgeable, self-directed, lifelong learners and ethical, responsible citizens;" and to the staff's philosophy of education. As one of the teacher's explained to me,

> I think we're really about preparing youth to be successful in their life. So, I think that is the goal that I, you know, aspire to. I think that when I'm looking at how to design my classrooms, it's based on getting our students to be critical thinkers. It's not so much the content. The content's ever-expanding, but, to be able to think as they, you know, as they explore the content and research the content. So, I think that that's the key to education. We want them to be productive citizens, and really, I see the value in being productive global citizens. You used to always talk about American citizens, but I think it's definitely comes to light now that they have to be global citizens. (TI)

Additionally, it is the district's pursuit of excellence that feeds the staff's commitment to provide an education that goes beyond the teaching of basic competencies and minimal requirements that led them to plan for an educational opportunity that is much broader and complete, and that along with math and literacy, includes the teaching of the sciences, arts, and the world. The need to "get out of the bubble" is very much connected to the community's and Olympus' need to teach about the world. Such a need becomes more urgent in a small suburban district, given the ethnic homogeneity of its population, which is accentuated by the "bubble" effect created within the town of Olympia[44]. Finally, Olympus' quest for excellence and its desire to aspire high and perform not well but great is what also pushes the district and its community to measure themselves against other school districts. The fact that the local competitor had a similar program also added more pressure for the district to try to replace the IBMYP.

It is now possible to understand how all these rationales are interrelated; they complement each other, justify each other, and together, they formed the necessary formula that allowed the initiative to "take off." Figure 5 provides a visual representation of how all of the identified rationales interacted together to create the impetus for the curricular innovation in the forms of the GSI and GSC.

---

[44] While I conceptualize this last reason as a sub-theme of the first reason—because this point arises in almost all my interviews with both teachers and students—I decided to highlight it in my explanation of the rationales by developing it in a different section.
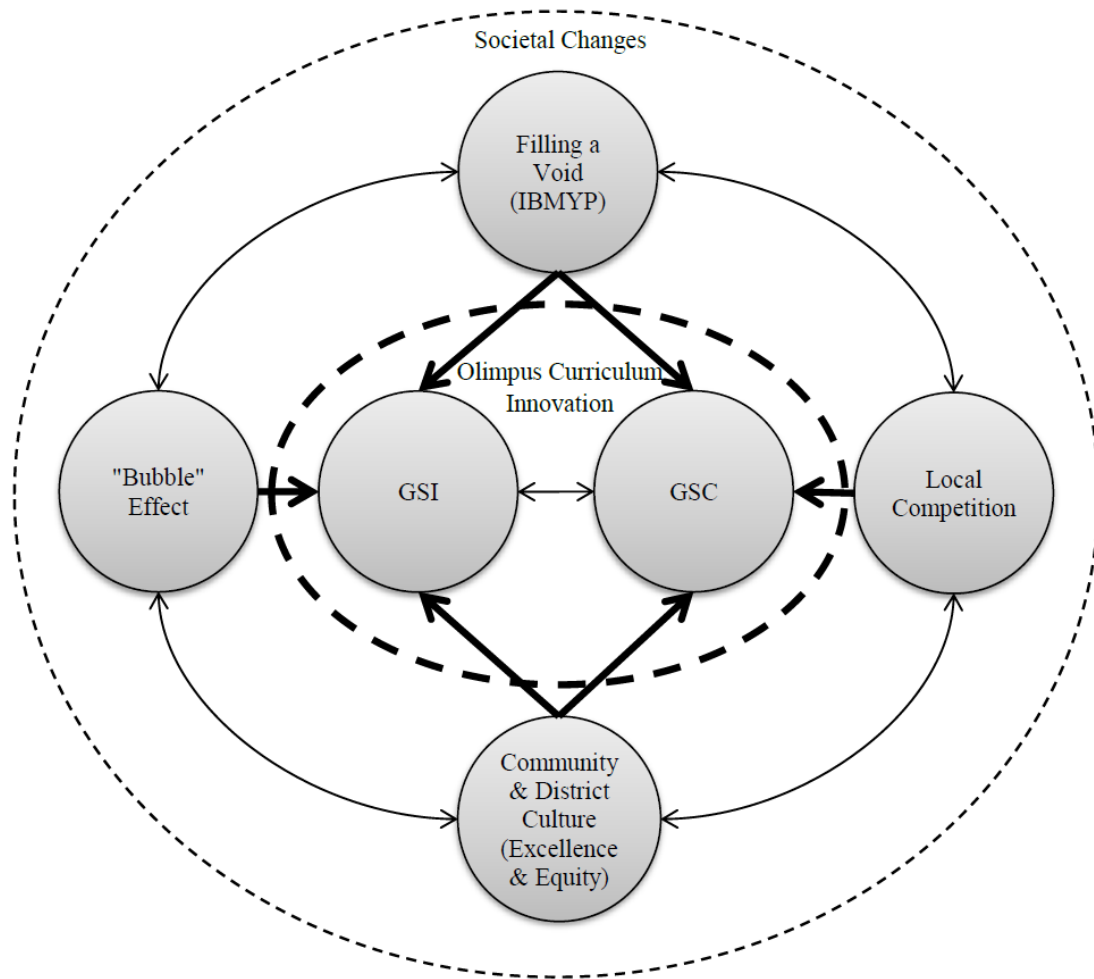
Figure 5. Rationales for the initiation of the GSI and GSC

Schools do not exist in a vacuum; rather, they need to adapt and respond to major societal changes brought on by globalization to achieve their public mission. In the twenty-first century, this mission is contended among different stakeholders' views in the pursuit of three main goals: that of "preparing workers for the knowledge economy, promoting citizenship, contributing to national cohesion" (Reimers, 2006; p. 277). As Reimers (2006) further states, "this basic recognition that

schools are organizations that exist for a purpose that is, temporally as well as sociologically, external to schools themselves is necessary to inform reflection about the way in which schools function and to inform conversations about school reform" (p.276). This is why before moving on to explore how the curriculum innovation was initiated and implemented, I believe it is important to reflect on how Olympus' motivations for the integration of global education into its curriculum relates to the current and U.S. educational scenario.

6.6   PURPOSE MATTERS: BACK TO THE LITERATURE REVIEW

In Chapter Two, after a comprehensive analysis of the literature review and current educational policies, I identified the three rationales that dominate the current discourse regarding the integration of global education into public schools in the United States. I named these rationales national security, economic competition, and global citizenship; and I have explained how each of them is characterized by different purposes, practices, and outcomes, and also how all of them rarely exist alone. Rather, they are found most often combined. I then explained, by using Parker and Camicia's conceptualization (2009), how today's efforts for the integration of global education into U.S. public schools are mainly focused on the need to safeguard national security and preserve the nation's economic hegemony. Additionally, I have explained how within the context of recent school reforms, such as 21st Century Skills and the Common Core, global education seems to have finally entered the policy makers' agenda. However, this is limited to the economic competition rationale only. That is to say, global education becomes functional in the development

of what is now called "global competence," which should enable our students to become competitive workers in the global marketplace.

The motivations that I have identified at Olympus relate interestingly to this broader scenario. All four motivations that I have identified for the initiation of the curricular innovation at Olympus can be reduced and categorized under the main rationales of economic competition and global citizenship. However, this does not occur in a neat and clear way; because each of Olympus' motivations is connected, at the same time, to both the rationales of economic competition and global competency. To follow, I try to explain the complicated relationship between Olympus motivations and the three rationales for global education. The need to replace the IBMYP, spurred the need to fill this educational void with a new program (economic competition), as well as the realization of the importance of teaching about the world (global citizenship). In the same way, the district's and community's needs to teach students about the world are explained by both their quest for excellence among many educational choices (economic competition) and by their mission to develop responsible citizens (global citizenship). Finally, the need to "get out of the bubble" is grounded in the global citizenship rationale; while the need to keep up with local competition naturally connects to the economic competition rationale. As I stated in Chapter Two, purpose matters because it is tightly linked to the way in which initiatives and programs are developed, and to the practices, as well as the outcomes that result from it. As I will argue in my final chapter, the rationales of economic competition and global citizenship visible in the main narrative of 21st century skills and teaching about the world are the main rationales behind the need for Olympus to innovate its curricular offerings and will also affect much of the developments and practices associated with the innovation.

Back to my conceptualization of the three main rationales for global education in relation to Parker and Camicia's (2009) diagram (Figure 2), it is important to note that Olympus' case shares similarities with the broader context of global education in U.S. public schools, as well as deviating from the last one. While on one hand, Olympus' case echoes what is happening nationally with the emphasis on the economic competition rationale, it also differs because the national security concern is missing from the picture[45]. Additionally, in Olympus' case, the civic dimension becomes more important due to the school's concern for developing global citizens (global citizenship rationale). The following figure (Figure 6) provides a visual representation of Olympus' motivations in relation to the rationales dominating the broader educational scenario and helps to locate this specific case within the broader context.

---

[45] While from my data there is no evidence of a concern for national security among the motivations for Olympus's curriculum innovation, I cannot exclude that a more detailed investigation of classroom practices, students negotiation of identities and understanding of other important issue, as well as an analysis of curriculum material, could bring this rationale to surface as well.
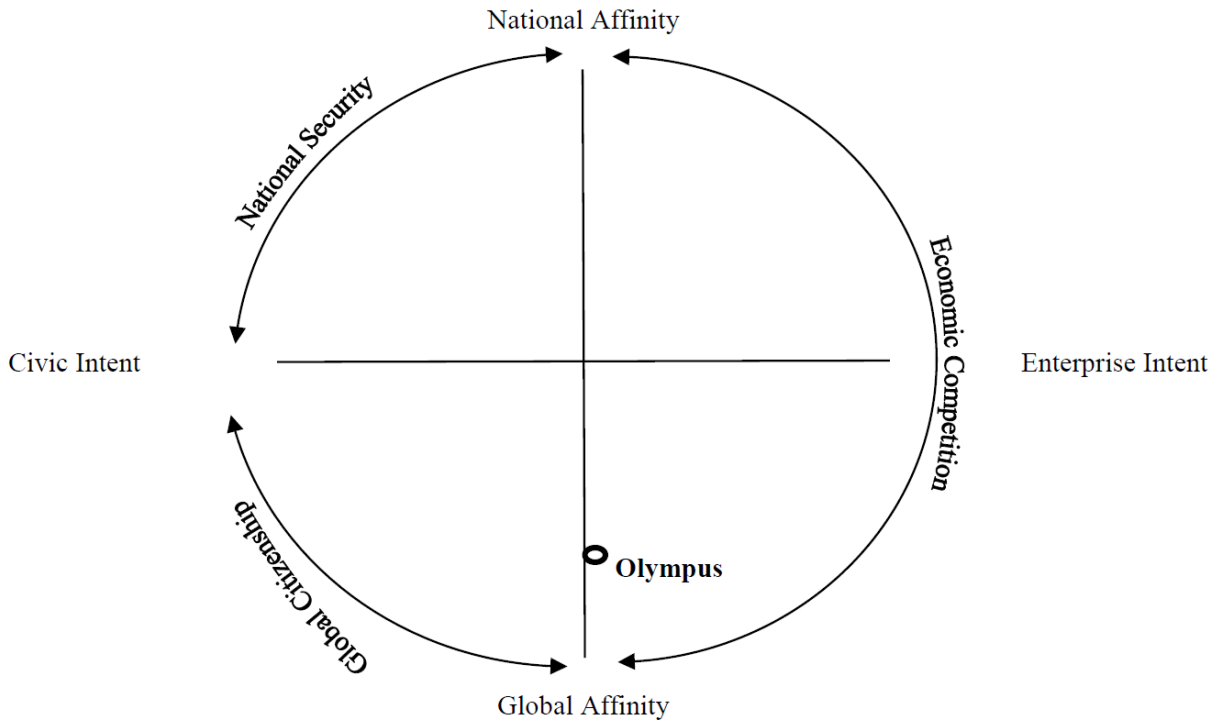
Figure 6. Mapping Olympus' motivations within the broader discourse of the rationales for global education in U.S. public schools.

As Yamamoto and McClure (2011) suggest, the exercise of mapping can be helpful in analyzing phenomena defined by complex relationships. However, it is also important to note that the map is subjective and can be subject to change because "conditions change and actors change their minds" (Yamamoto & McClure, 2011, p. 5). While it is now too early in the study for the reader to fully understand my choice to locate Olympus in the south-eastern quadrant of the map close to the vertical axis, an in-depth exploration of the developments that followed the initial brainstorming for the innovation, as well as the way in which this was implemented, will help to fully capture the complexity of Olympus' case that I try to unpack later in Section 9.2. This is why,

in the next chapter, I engage in a discussion of the initiation and implementation of Olympus's

initiative. As I undertake this, it is helpful for the reader to keep this last section in mind.

7.0   INITIATION AND IMPLEMENTATION

In this chapter, I present the findings related to my third research question: how has the initiative been initiated and implemented? Connected to this main question are two other more specific questions that have also guided my analysis: 1) what have been the key ingredients for initiation, and which challenges have arisen during implementation? and 2) what has been the role of the leadership, and what has been the role of the teachers?

The process undertaken by Olympus in order to integrate global education into its educational offerings, which resulted in both an initiative to affect the mainstream curriculum—the GSI—and a specific program leading to a credential—the GSC—represents a case of curriculum innovation. Larson (2011) makes an interesting distinction between the terms 'innovation' and 'change:'

> Change may occur whether willing or not, whether planned or not, due to forces within and outside the organization…Innovation, on the other hand, is typically thought of as an intentional act introducing something new or novel into a situation to make it better. (p. 39)

He also adds that innovation always implies a certain degree of change. Given the context described so far in which the GSI was initiated, it is clear that this is a case of innovation. It was not a change that occurred because of a mandate imposed by the state or the federal government; instead, it was the district's effort to address the need to teach students about the world while continuing to provide a high quality and competitive education. As I have detailed in Chapter Five, such a process did bring about changes that affected the mainstream curriculum, professional

development, and summer travel options. In addition, a whole new program—the GSC—was established. In this chapter, I now look at how the innovation was initiated and implemented. First, however, I need to explain the conceptual framework that I have used to analyze this process.

7.1   A CONCEPTUAL FRAMEWORK FOR EXAMINING THE INNOVATION PROCESS AT OLYMPUS

Fullan (2007) conceptualizes the innovation process as comprising three main phases: 1) initiation, which consists of all the steps that lead to the formal approval of the innovation; 2) implementation, a phase that lasts a minimum of two to three years or time enough to give "the innovation a chance to be implemented;" and 3) continuation or institutionalization, which "refers to whether the change gets built in as an ongoing part of the system or disappears" (p. 65). While I have witnessed the first (initiation) phase, as well as the most important steps of the second (implementation) phase, the initiative is still in its implementation stage. The continuation phase has not yet started and at its earliest, will begin in the next scholastic year, after the Global Studies Credential has ended its pilot cycle (2014-2015 year). Figure 7 (below), represents how Fullan's (2007) framework of the change process applies to my case.
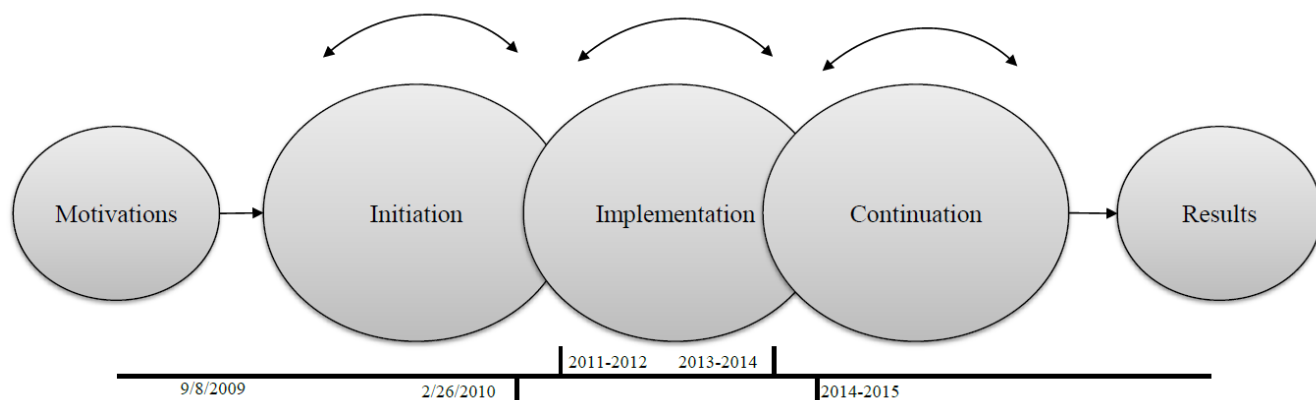
Figure 7. Olympus' curriculum innovation process.

In his conceptualization, Fullan uses a cyclical representation because, as he explains the change process, "it is not a linear process but rather one in which events at one phase can feed back to alter decisions made at previous stages, which then proceed to work their way through in a continuous interactive way" (p.67). While I completely agree with him, I decided to opt for a more linear representation because I believe that putting the change process in perspective with a timeline provides a helpful visual aid in describing Olympus' curriculum innovation process. Additionally, while I picked specific dates to delineate the limits between phases, these mainly serve to help organize events and narrate a complex story because, indeed, the lines between these boundaries are blurred.

The initiation phase comprises all of the events that have contributed to the development of the motivations that I have explained in Chapter Six. I purposefully picked September 8, 2009, as the start date because it is the date when, as documented in the school board meeting minutes, the district officially decided to abandon the IBMYP and to create a replacement. However, it is quite possible that the preparation for the initiation might have started much earlier, since "there had been a lot of informal talk among teachers and administrators about dropping IB long before

176

it happened" (BT). This phase ends with the formal approval of the Global Studies Initiative by the school board on February 26, 2010.

While both the GSI and GSC are included in the official documentation of the high school for the 2010-2011 year (e.g., welcome letter from the principal, program of study), this year was mostly a time for planning and building capacity: professional development was created, the GSC coordinator was appointed, and new courses were planned to be offered the following year. Additionally, the GSC did not really take off until a coordinator was appointed in November 2010. While students were able to enroll in the GSC during the 2010-2011 year, the list of options for the enrichment opportunities was not yet fully developed, and requirements were left purposefully vague. The first formal enrichment experience offered that year was a youth summit held at the end of the scholastic year (April 2011). Therefore, the implementation phase, understood as a time to give "the innovation a chance to be implemented" (Fullan, 2007, p.67), did not really start until the beginning of the 2011-2012 school year. I use the end of the current school year (2013-2014) as the end point for the implementation phase. This year, in fact, graduating students will include those who have been enrolled in the program since their freshman year. Additionally, the changes that have affected the mainstream curriculum will have been tested for three years, a reasonable time for implementation, according to Fullan (2007).

While I am not aware of any formal decision by the district or school to re-assess or evaluate either the GSI or the GSC, it seems to me that the beginning of the 2014-2015 school year can represent the commencement of the continuation phase. This hypothetical timeline seems to be confirmed by the fact that the 2013-2014 year is identified as a "baseline year" for the development of the GSC in the Middle States Association report completed by the high school in the spring of 2012 to apply for re-accreditation. Additionally my timeline seems to be confirmed

177

also by the fact that the 2014-2015 Program of Study only reports the description for the GSC, with maybe the assumption that the GSI has, by now, been routinized and embedded in everyday practice. At this point, I am not able to talk about the continuation phase, being that it has not yet started. Therefore, my analysis of the data and presentation of the findings are strictly limited to the first two stages of the innovation process, which I am going to address in the next section.

7.2   MOVING FROM INITIATION TO IMPLEMENTATION

Since the formal approval of the Global Studies Initiative in February 2010, there has been a great deal of activity. As I explained in Chapter Five, activities regarding the development of the GSI have started with the appointment of an internal steering committee responsible for creating the initial framework and have led to changes in three main areas: professional development, curriculum, and extracurricular activities. Alongside, the GSC has seen quite a few developments, especially since a coordinator was appointed by the school in November 2010. The program is still in its early stages, in the sense that it will complete its first implementation cycle only at the end of this year (2013-2014) even though the first group of students graduated last year. As I write this now, a total of four students have completed all of the requirements and earned the credential at the end of the 2012-2013 school year, and between four and six students are expected to earn the credential at the end of this year (2013-2014). The table that follows (Table 10) sums up the milestones in the development for both the Initiative and the specific program since their initiation.

Table 10. Timeline of developments of the Global Studies Initiative and Credential

	Global Studies Initiative	Global Studies Credential
Fall 2009[46]	- Informal talks among HS administrators and teachers about replacing the IB - School Board meeting of September 8: IBMYP will need to be replaced by something else. - Initial meeting between school administrators, teachers, and National Resource Center representative **Steering committee appointed by the school principal starts meeting regularly to develop a vision and framework**	
Spring 2010	**School Board meeting of February 26, the Initiative is officially approved in February,** with the understanding that the school will be seeking some sort of outside validation. **In March, with a letter to the IBO, the district officially drops the IBMYP**	
School year 2010-11	**GSI and GSC part of the formal Program of Study** **Professional development** on global education hosted at the HS, done in partnership with National Resource Center at the beginning of the school year - Steering committee keeps meeting to discuss form of assessment, enrichment opportunities, possible outside accreditation agency - School district administrator and program coordinator meet with representative from the National Resource Center to discuss their partnership - Summer of 2011: school administrators meet with a professional evaluator, as well as with the representative of a local non-profit to brainstorm the need to evaluate the GSC but then decide not to pursue this option.	**GSI and GSC part of the formal program of study** **The GSC coordinator is appointed** in the fall of 2010 **GSC is advertised** in the local newspaper, district annual update, the principal welcome letter, program of study for the year 2010-2011 - GSC webpage added to the school website - End of the school year: GSC coordinator reports to the Board progresses done in the past year. Board seems satisfied; the issue about the need to have outside accreditation comes up again. - Initial survey done with the freshman and sophomore classes by the GSC coordinator: it shows a great deal of interest (91 students out of 250 asked to be signed up, the same number stated to be undecided at that moment) **GSC students start earning credits in enrichment opportunities,** among those they take part in summit and videoconferences. - In the spring, the school administrators meet with the parents of the eighth graders to inform them of the new program at the HS. - District produces the GSC brochure

---

[46] The year 2009-2010 is broken up into two rows because events happened at a much quicker pace. Also, this year is highlighted in grey because it represents the initiation stage for the change process that is common to both the GSI and the GSC.

	• Social Studies Department starts planning the curriculum for the new Global Civics course.	
School year 2011-12	• **First edition of Global Civics** (rewritten civic course for all ninth graders) • **Food, Family and Society new class added to the program** of study as an elective. • Teachers keep working on making their courses and assessment more global.	• GSC's first real pilot year • New survey done with freshman classes, 64 students express an interest in the program • GSC coordinator gives a faculty presentation of the progress and development of the program. • GSC coordinator presents the program to the PTA. • Students keep participating in various enrichment experiences, including videoconferences, paying-it-forward; global issues study group, etc. • In the spring, the GSC is added to the document produced to apply for the re-accreditation by the Middle State Association.
School year 2012-13		• **First group of GSC graduates (4)** • Developed E-pals project with partner Italian school. • GSC coordinator presents program to all ninth and tenth graders in the fall and then to the eighth graders, parents, and students in the spring. • GSC coordinator presents the development of the program to subject area departments. • GSC steering committee is brought together to plan for change of requirements for incoming freshman and to develop assessment and exit interview for students graduating that year. • GSC coordinator reports to the school board about the progress done; the board is a bit concerned with the small number of graduates • Students keep participating in various enrichment experiences, including videoconferences, youth summit, and viewing international movies, etc.
School year 2013-14		• **Second group of GSC graduates (6?[47])** • Students keep participating in various enrichment experiences including videoconferences, global issues study group, and E-pals project.

---

[47] At the moment, it is not yet clear how many students will, in fact, earn the credential.

From the above table, it is possible to see how, while activities have increased for the GSC, especially with the appointment of the coordinator, there has been a slowdown in activities related to the GSI. This is due to a variety of reasons that I am going to explore in Section 7.4. For now, suffice it to say that while the school has allocated a great deal of capacity during the initiation phase, at the moment, it seems that due to the need to respond to more pressuring demands coming from the state and federal government, the initiative is losing momentum. Before moving on to discuss the challenges that have arisen in the process, it is important to discuss the key ingredients that have helped Olympus move from the initiation to the implementation stages in a fairly quick manner.

7.3   OLYMPUS' KEY INGREDIENTS: TEACHERS' BUY-IN, BOTTOM-UP REFORM, AND SUPPORTIVE LEADERSHIP

In his conceptualization, Fullan (2007) identifies a number of factors affecting initiation. In the case of Olympus, there have been three key ingredients that have allowed the Initiative to 'take off' and to move from the initiation phase to the implementation phase relatively quickly: 1) the innovation process was strategically developed as a bottom-up reform; 2) there was teacher buy-in spurred by both a practical motivation (the abandonment of the IBMYP, in which they were no longer invested) and that the teachers understood the meaning and value of the innovation; 3) and

the innovation was supported by its leadership[48]. I will now explain each of these three factors while recounting some of the early events.

In Chapter Five, I explained how Olympus' leadership was challenged by its school board to create a program that would replace the IBMYP. However, what might have begun as an imposition from above, soon became a product of the high school only, of which the principal and its faculty shared ownership. After the school board meeting in September 2009, at which the board asked the administration to research alternative programs to replace the IBMYP, the district's administration decided to begin by looking at the available local resources. Among these resources, they decided to make contact with a National Resource Center housed in the nearby university. After an initial, internal brainstorming session occurred between the school and district leaders and the staff of the NRC, selected teachers were brought into the conversation. At a formal meeting held on November 6, 2009, among district administrators, high school teachers, and university representatives, teachers expressed the need and desire to develop this type of program "in house," without the assistance of outside agencies; at least while they determined initially what was needed in such a program and what the vision would be for this program.

This curriculum reform was strategically planned to be developed from the bottom-up. Given the previous experience with the IBMYP, the administration was cautious to not develop this process as one more bottom-up reform. As the principal himself made clear,

> This is not a top-down program where we impose—you have to do this, or you have to
>
> have this many assessments, or you have to be this globalized or that sort of thing. That

---

[48] In this chapter I explicitly refer to the principal when I say leadership. Of course, the innovation found support also in the central office. This is already explained in Chapter Six when I talk about the district's culture and the district's need to teach students about the world.

doesn't usually find success when one person or one small entity is imposing its will on the others. (BT)

Instead, the teachers were asked to take part in the process of planning and developing the new curricular framework and the requirements for students who would pursue the Global Studies Credential. Such a process was led by a steering committee with representatives from many departments who started to work with the principal on developing a vision for the curriculum reform and a framework for the new program. The committee was made up of two representatives from the World Language, Social Studies, English, Science, Technology, Art, and Music departments, with the addition of the librarian, a counselor, a representative from the collegiate affairs office, and of course, the principal. The previous IBMYP coordinator was intentionally left out of the initial steps so that, as one of the teachers explains, "people would not think that we are just trading one bad thing for maybe another bad thing." (HB). At the same time, one of the most beloved and experienced social studies teachers became the leader and the 'philosophical face' of the steering committee with the hope that "his leadership will immediately make everybody feel like this is a good thing and somebody who knows what they are doing, is doing it" (HB). It is probably not a coincidence either that most of the steering committee meetings were held in this teacher's classroom, rather than in the conference room or the principal's office.

Paradoxically, while many of the high school teachers were disenchanted with the IBMYP and were left wary of pre-packaged programs, their negative experience with an externally developed program actually increased their willingness to be involved in developing an internally created one. The abandonment of the IBMYP, in fact, served as a major motivation for the teachers buying-in, as they wanted to look for something else to take its place. As this teacher said,

183

I think something like this is far more preferable than you know a lot of the other things like IB that are out there. So—and I think, you know that the interest level of—usually when you're trying to throw a new initiative on a bunch of teachers because we get that every couple of years—so usually it's kind of like okay, here we go again. But it's been very receptive. I think teachers are very—the meetings have been very good and they're very interesting. So they see that there's some value in it. You know. I think part of that is that we're so happy to see IB go. [laughter] Yeah because I said the whole idea behind IB was okay, international, that was fine, but that never happened. (DL)

As I have noted already, this curriculum framework not only did not fit into the school's infrastructure (i.e., arena scheduling, housed in two different buildings, not enough foreign language classes), but also, the teachers did not see it as "worth the effort" because it was not helping them integrate global content or multiple perspectives into their teaching. The only global component they recognized as present in this program was that the final assessments were sent to Wales, UK to be evaluated by an international team. As another teacher explained, when asked to reflect on the goals of the IBMYP,

I'd say the goals would be to get kids to think innovatively and in a—I don't want to quite say in a global way because I don't think it really got there. I don't think that the kids really had to go and think globally or even internationally at that level. I just think that it tried to get them to think creatively or innovatively and I think with some success. But like I think you're aware of, I think that a thing like the Global Studies Credential that we're trying to create is much more intentional. (NQ)

The new initiative was, therefore, well received by the teachers for two main reasons. First of all, they had a motivation: developing the GSI meant abandoning a program with which they had a

184

very negative experience. Additionally, teachers saw the added value of the new initiative, or in Fullan's (2007) words, they understood and embraced the "meaning of the change" (p.20). While they were firm on the fact that the IBMYP did not work for them, they saw the value in developing a program that would have been much more "authentic" and "intentional" (BT). They wanted a program that would help them achieve what was important to them—exposing their students to the world—and that they would be able to own and craft in a way that would fit the school's logistics. It would capitalize on the teachers' talents and on what was already in place, while putting the students in charge of their own learning experience.

One additional factor that determined the success of the initiation of both the GSI and the GSC has been the sensitive leadership exercised by the principal and the support he provided. The principal was the early visionary of the Initiative. He played a very instrumental and versatile role: he did the initial research, he, in collaboration with the central administration, developed a vision, empowered and motivated the teachers, led professional developments sessions, presented at school board meetings, and appointed a coordinator. While exercising strategic leadership, he was extremely sensitive to the importance of keeping the innovation a joined effort, recognizing faculty contributions, respecting the faculty by treating his teachers as professionals, and making sure that he was always "promoting dialogues, not enforcing an agenda" (informal conversation with principal, August 30, 2010).

When the school board formally approved the Initiative in February 2010, Olympus was off to a great start; however, while that date symbolically corresponded with the end of the initiation phase, it represented only the first step on the rocky road towards implementation. While the school staff was clear on the need for and meaning of the change and saw value in it, the

process of change itself and how it was to be implemented would depend on a variety of factors because as Fullan (2007) warns us, change is a "complex and multidimensional" matter (p. 125).

7.4   PROBLEMATIC ISSUES THAT AROSE DURING THE INNOVATION PROCESS

What I present in this section are challenges that refer mainly to the first two phases of the innovation, as I have explained earlier. These issues have not prevented the innovation from happening or from being implemented. Additionally, not all of them have been identified by the interviewees as challenges; rather, they emerged from the data as troublesome issues. Therefore, I prefer not to talk about challenges in the strict meaning of the term but rather, discuss them as problematic issues. Among these issues, some arose early on in the initiation phase, and the school has already responded to them (at least, initially). They included teachers' anxiety towards change and the need to legitimize the change. As the school moved towards implementing the program, two main issues came up: that of competing priorities and overcoming the stereotype that global education is solely a business of the Social Studies Department. Finally, two more issues have surfaced in my data as side themes: the difficulty of teaching values in public schools and the challenges in measuring students' outcomes. I do not go into an in-depth discussion of these last issues, but I present them as red flags for two reasons: 1) they are confirmed in the specific literature as challenges that come up when a school deals with change and specifically embarks on the troublesome process of integrating global education into its curriculum and 2) because Olympus might have to face them in the future if they decide to move into the continuation phase.

7.4.1 Issues that arose during initiation

7.4.1.1 Teachers' anxiety towards change

As I have explained in the earlier sections of this chapter, the school has moved through the initiation process in a fairly quick way and without any conflict. All stakeholders involved embraced the need and philosophical reason for the innovation; therefore, there was little or no resistance. The innovation has definitely been off to a good start with a committed leader, support from the community, and buy-in from the teachers. However, as Fullan (2007) warns us, any kind of change—even if positive, honorable, and shared by all—still creates some level of anxiety. This is also true in the case of Olympus. For example, many teachers felt questioned on the quality of their teaching and the level of their preparedness once the steering committee began to work on the new initiative and to closely examine their curriculum to determine what they were already doing that was global in nature and what they needed to integrate or even add. This shared uneasiness reached a crucial point during a meeting held on November 30, 2009, when the lead teacher of the committee made the following comment: "I'd like to see this discourse move away from asking the teacher that he/she is doing a good job, to celebrate what it is that they are doing good… let's not put the burden on the teacher" (RN). Some of the teachers' anxiety toward change has also revealed itself in attitudes of resistance of the type "we are already doing this" or by placing the burden on a third party, often on the students or the administration. As this faculty member commented,

> I don't think we're going to have a difficult time finding what we need but we are going to
> have a bit of an issue in terms of implementing what we need. And when I speak of that
> I'm talking more about new classes that may have to be added. Not current classes that

need adapted. I think the bigger issue will be, are there holes in what we are presently doing? So that will be an issue because that is an issue that involves some degree of money on the part of the school district and that's a real issue. Do they want to spend the money for this?... I think the philosophical direction is we're on the right track. I think the acknowledgement of the educational methods to convey it, we're on the right track, I think the overall structure we're on the right track, but what hasn't honestly been discussed yet is this is going to require some structural change in terms of are they going to hire somebody who's going to do this job? These haven't been talked through yet. (RN)

This teacher is clarifying that the faculty, for their part, have done their work, that there are no problems or voids that need to be addressed, and therefore, the success of the innovation is going to depend on how much the administration is willing to invest in building new capacity. While capacity building is certainly crucial to any innovation, it is also true that the process is multidimensional; therefore, there are more variables to be considered. Nonetheless, some level of anxiety is, as I said before, expected and seems to have faded pretty quickly, especially once the school appointed a person who, from that time on, was officially in charge of the program (i.e., the GSC coordinator). At that point, everybody could relax and stop feeling called upon.

7.4.1.2 The need to legitimize the change

Another issue that arose in the early stages was that of obtaining outside accreditation. This concern was voiced specifically by one board member, and the school took it into serious consideration at least during the first two years, seeking a partnership with a university and a non-profit that they saw as potential accreditors, as well as meeting with an evaluator. Most of the school staff agreed that obtaining outside accreditation would bring prestige to the program, the

school, and the district, while also adding value to the GSC for both the parents and the students. As the principal explained in this interview:

> I think long-term, it would be great for an outside body to validate or accredit our work. I think it's always nice when you—you grow something from inside and you feel like it's important and you're working through things. And you feel confident in what you're doing and you think it's for a good purpose, but that's only one sort of set of eyes, and that's the internal set. So I think one goal would be to have some sort of responsible, respectable outside agency—whether it's a nonprofit, global type organization or a university—actually take a look and evaluate the program and accredit it as being, um… of high quality. (BT)

However, it seems that the school has decided to put such matters aside momentarily. Given that the person who first voiced this concern is currently no longer a member of the school board, it leads me to believe that this concern no longer presents an obstacle or a priority for the school.

7.4.2   Issues that arose during implementation

7.4.2.1 "Too many" competing priorities

In his book, *The New Meaning of Educational Change*, Fullan (2007) wisely states that "schools are in the business of contending simultaneously with multiple innovations, or innovation overload" (p.68). Olympus is no exception to this rule. At the time in which the GSI was initiated and developed, the district was consumed—and is consumed—by a number of different and more compelling initiatives; some of them being imposed by the outside, others developed internally.

In a broader context, it is important to realize that the past five years have seen an increase of pressure on districts trying to meet the broken promise of NCLB regarding the achievement by all students of full proficiency in reading and math by 2014. While Olympus is a district that has been fortunate in the fact that it has not, so far, had to worry about meeting AYP (Adequate Yearly Progress) set by the state of Pennsylvania, it has certainly been affected by the introduction of measures related to this policy and to the most recent adoption of the Common Core Standards. Olympus' work on transitioning to the PA (Pennsylvania) Core began in the year 2010-2011 and reached full implementation in the 2013-2014 school year. While such a process has not affected the Global Studies Credential itself, it has been a major disruption to the normal routine of the school and has taken resources away from other initiatives, as many of my informants confirmed during our informal conversations, some in follow-up interviews that we had this past year and in a community forum dedicated to the discussion to the transition.

The district has also been engaged in a number of initiatives developed in–house. Among these, some of the most time consuming have been the middle school renovation project, the public debate on the issue of safety at the high school, the high school reaccreditation by the Middle State Association[49], the integration of technology, the curriculum mapping for different subjects in grades 6-12, the writing of the district strategic planning report, changes in staff and leadership, and the relocation of the district's offices. Table 11, which follows, sums up the various initiatives that have been going on at the school, district, and state, or federal level, while the curriculum innovation was being implemented.

---

[49] The Middle States Association of Colleges and Schools (MSA) is an accrediting organization. Its evaluations have the reputation of being comprehensive and based on high standards; from here its prestige among U.S. schools (http://www.middlestates.org/).

Table 11. Timeline of initiatives for Olympus years 2009-2014[50]

	Olympus High School	Olympus School District	State-Federal level
2009-10	• GSI and GSC approved by board, IBMYP dropped	• GSI and GSC approved by board, IBMYP dropped • District starts studies for the renovation of the middle school • Relocation of district's offices	• Adoption of Common Core Standards
2010-11	• GSC coordinator appointed • Leading teacher for steering committee retires	• Middle school renovation • Transition to Common Core	
2011-12	• Drop-off issue • New assistant principal • Middle States Association re-accreditation • Curriculum alignment to Common Core	• Middle school renovation • Transition to Common Core • Debate on kids drop-off at the high school is fueled by district purchase of private properties • District strategic plan	• Major cuts to state funding
2012-13	• Drop-off issue • New assistant principal • Curriculum alignment to Common Core and transition to keystone exams	• Middle school renovation • Transition to Common Core	
2013-14	• Drop-off issue • Curriculum alignment to Common Core • Students are tested by using the new Keystone exams • Studies for the renovation of the high school	• Districts start studies for a possible renovation of the high school • Superintendent resigns; he will leave at the end of the scholastic year; the school board starts a search for the new candidate • Implementation of Common Core	

Validations of such worries can to be found in the many articles that appeared in the local

newspaper, in the minutes from the school board meetings, as well as in the topics chosen for the

community forums offered in the past four years. Specifically, in an official document reporting

---

[50] This table does not aim at being comprehensive. Especially at the district level, I believe there are other initiatives that were requiring the district's attention both at the middle school and at the elementary levels but are not reported because my focus was on the high school. I did not collect data on what was happening in the other buildings. In warning the reader to exercise some caution in interpreting my findings, I need to re-state that the initiatives presented here are those that surfaced from my data analysis; not only from the interviews but mostly from the documents I have been able to collect.

the key findings from a community forum held on May 1st 2012, under the "district challenges," we read "too many initiatives means it is hard to focus, to go deep, to do things at highest level of excellence, and to understand what true, strategic priorities are." The fact that the community and school administration are engaged in such debates indicates that these are issues that the district has to address and that are, therefore, at a minimum, consuming its time, while taking away from the ability to build capacity in other areas.

Capacity building is the discriminating factor that most of the school change and school reform literature points to as determining the success of an initiative (Fullan, 2007; Hamilton et al., 2007; Ravitch, 2010; Schlechty, 2009). Capacity refers to a variety of strategies that range from the ability to allocate resources for purchasing new teaching material and infrastructures, to allocating time for intra-departmental collaboration, and for professional development. This last piece is especially crucial, as Fullan (2007) states, "change will always fail until we find some way of developing infrastructures and processes that engage teachers in developing new knowledge, skills, and understanding" (p.29). While a great deal of attention has been given to professional development during the first two years of implementation of the program, afterwards, the need to address more compelling priorities has made the task of allocating time for collaborative work and professional development targeting the GSI more challenging.

In a follow-up interview dated December 2013, the principal indicated that "assessment" was the issue requiring most of his attention at the time. Assessment has also been the focus of the professional development planned at the high school for the past two years. Finally, "state assessment" is indicated as one of the challenges for the school in the self-study completed in March 2012, by the school, for the Middle States Association evaluation. Additionally during the

2011-2012 school year, all teachers were asked to pay particular attention to their assessment and make note if and how they were making global connections, as per the following guidelines,

Please make a brief bulleted note on any assessment that you change so as to make it more Global. Examples of making an assignment more global based on our definition would include:

• Adding the use of 21st Century Tools and Technology

• Adding more Creativity, Innovation, Critical Thinking

• Adding a more purposeful examination of various perspectives

• Exploring issues and problems that challenge the world's systems (ex. Health, Economic, Political, Environmental)

• Examining the interdependent and interconnected nature of our world

• Making an assignment more relevant for today's world

An analysis of a few samples of these assessments shows that the "global spin" added seems to have been—especially for courses other than social studies—somehow limited, considering that a sample assignment of such a global focus simply implied the use of Roman numerals on a composition assignment. In general, teachers seem to have given a similar interpretation to the above assessment guidelines as students gave to the guidelines for the personal reflection: teachers made changes to their assessment only in terms of increased use of technology, critical thinking, and increased relevancy to real life application. Additionally, while assessments are collected each year, the focus has since changed to make certain that they provide more rigor and relevance to the world, as suggested by the Common Core Standards to which the school is now purposefully aligning itself because of state requirements.

As a result of many competing priorities, the initiative is losing its momentum. Fullan (2007) discusses this point in terms of a lack of interest for a variety of reasons, from some of the stakeholders involved, and as a consequence, as a slowdown in the "rate of the implementation" (p.103). In the case of Olympus, the multiplicity of initiatives carried on simultaneously by the district seems to overshadow the urgency that fueled the initiation of the GSI. As this administrator confirmed when asked which would be the main challenge for the implementation of the initiative,

> We have to keep the ball rolling, we have to keep planting seeds, and, you know, telling the teachers and the kids what's out there, what's available. And it's hard to keep up with all of that stuff. You know we get kind of isolated in our own little world…So, momentum. [The challenge will be] keeping the momentum, keeping the focus. (KC)

The focus seems not to be present right now. While teachers have initially been busy taking part on steering committee meetings, attending professional development, building new courses, and rethinking their assessment, there is nothing at the moment to remind them of the importance of continuing to think about their teaching about the world. Olympus' approach is to give its staff a good deal of independence. The teachers are able to seek opportunities for their own professional development independently, and the district administration does not put pressure on its staff by constantly checking on them. This is based on the district's assumption that they have the best people in place, who know what they are doing, and how to do it. This is certainly true at Olympus. Despite that, however, teachers often get overwhelmed in any school, especially "Type A" people like the Olympus teachers, and they, therefore, still need to be motivated, educated, and guided. As this one administrator acknowledges,

> Teachers are very busy teaching every day, and doing what it is they're to do, and sometimes we assume that they are on the same page with us, but we have to be very

thoughtful about what we do to further their thinking, and ensure that they're on the same page, and that they're mindful of all of this…But we can't leave it to chance, we've got to be intentional…and we talk about Global Studies permeating all the curriculum, whether they're, you know, whether by title they sound global or not, that there are elements of global thinking across the curriculum. Similarly we need to do the same in our professional development. You can take any topic and put a global kind of, not spin on it, but, you know, put it in a global perspective, or focus, exactly. (GP)

As this interviewee suggests, teachers—and administrators—need to be reminded, and the program needs to be "fed" consistently. Without "constantly feeding the initiative" (KD), it is easy to fall into traps like relying on a single program and person for carrying out an entire initiative or assuming that teaching about the world is only a social studies business.

7.4.2.2 A misleading assumption

A systematic and full implementation of both the GSI and GSC is challenged not only by a lack of urgency and focus but also by a misleading assumption. Most of the teachers, as well as the students, seem to have categorized the initiative as something that deals only with social studies or at its best, with the Social Studies and World Language departments together. This assumption led them to associate teaching about the world with only the GSC. Such an attitude results in a lack of clarity or shared information about the innovation process, both in regard to the GSI and the GSC; a lack of effort to integrate the GSC within the mainstream curriculum; and a lack of inter-departmental collaboration.

Most teachers from other departments are not completely aware of the GSC. In fact, after the first year of implementation of the program, the coordinator felt the need to have meetings with

the faculty of each single department to remind them about the program and of what it consists. The lack of a clear understanding of the goal and features of the GSC became visible during a school visit in March 2012 by the evaluation team from Middle States Association. During this visit, some teachers were asked to describe the GSC. However, they expressed some misconceptions about the program, as reported in the recommendations offered by the evaluation team,

> Because the Global Studies Credential is new, Olympus will need to continue to develop the structure of this program and nail down the finite criteria its acquisition; then, making all teachers and students aware of this program will be very important. When talking with the leadership team, there was some confusion on behalf of the team members as to the logistics of this program. (p. 30)

In addition to a lack of clear vision with the faculty, there is also evident a lack of effort in making connections between the classes that they are teaching and the GSC enrichment opportunities. Teachers are not aware of which of their students are enrolled in the program, and they do not seek to connect the enrichment experiences to what they are teaching. This is seen in the fact that it is the program coordinator who seeks to collaborate rather than the teachers. Also, while students are permitted to be excused from class if they are attending a GSC enrichment activity, their teachers do not seem to encourage them to be absent, and often, many students feel they cannot miss classes. This point is confirmed by the students in some of their interviews, in which they say that there are classes they cannot miss in order to attend enrichment activities. The believe these classes—most often AP classes—are more important and missing them "would usually hurt us because in those classes it is a lot of the teacher's talking, so missing a class it is like missing a section" (Kate).

While I am going to address students' views and perceptions in more detail in the next chapter, here, I want to present one last issue resulting from the assumption that teaching about the world is only a social studies business. Global education is a highly interdisciplinary matter; none of us is knowledgeable about the whole world or how a global issue plays out in another region of the world. Global education, therefore, calls for inter-departmental collaboration (Asia Society, 2008; Kist, 2013; Jacobs, 2014). However, little of it seems to be happening at Olympus at the moment. Moreover, teachers lament the lack of time needed for inter-departmental collaboration and see this as one of the most challenging issues for implementing the initiative, as seen in the following excerpts:

I think probably collaboration is the big thing, and that's probably the most difficult part with time constraints and, you know, teachers always feeling like, "It's just one more thing on the plate." So I think that's probably—providing an opportunity for people to collaborate so that everybody's not just kind of, like, doing stuff on their own, but sharing. (NL)

We need time for collaborative planning. We need time for collaborative planning, we need collaborative planning with people like yourself who've—who have some ideas to—you know, for this program. So we need some time like that to get going and that is always the issue. You know, that we just don't simply have enough time. (DL)

7.4.3 Issues that might arise if Olympus decides to move towards continuation

Besides those that emerged as problematic issues as the initiative was being implemented, I explain in this section two more issues that emerged from my data as problematic: the difficulty of teaching values in public schools and the challenge of measuring outcomes. These issues do not represent challenges for the school yet, but they might arise depending on how things will evolve in the near future.

7.4.3.1 The difficulty of teaching values and perspectives in public schools

Global education is intrinsically political and often interpreted as anti-American. The alliance to the global community that is promoted in global education can be perceived by some as a threat to the alliance to a particular nation (Gaudelli, 2003; Myers, 2006). The building of national identity has historically been seen as a crucial component of the public school's mission in America (Urban & Wagoner, 2009). The recent wave of global competition that is promoting global education in public schools today has certainly caused even the more conservative communities to be tolerant of a certain degree of cosmopolitanism (Dill, 2013). However, teaching values and beliefs in a public school remains a sensitive matter. The Olympus staff is aware of such a potentially conflicting agenda, and as a result, the school has so far been careful to prevent the issue arising, as the GSC coordinator explains,

> I have to be mindful, um, being in the district we're in and also, I think you have to be mindful that people, especially parents, don't look at it as you're trying to promote a particular, uh, political perspective, position. Because I had a conversation with a parent that, you know, questioned that. And so organizations might send me literature because

they know we have a Global Studies Program. I have to—even though it's voluntary, all

of the enrichment programs students can decide whether they want to participate or not,

we have to be careful of that. Even in some of the wording of our literature, of calling it a

Global Studies by that title, and what the goals of a Global Studies, what our vision of a

Global Studies, is. All of those are carefully worded so—we don't want to give the

impression that—nor are we—promoting a particular political position. (TH)

While such a political dispute has not occurred yet at Olympus, the issue might arise as the program

becomes more established and well known among parents.

7.4.3.2 The challenge to measure the outcomes of global education

As I explained in Chapter Two, there is not much clarity in the literature on what the outcomes of

global education should be. One of the most vivid debates is focused on the term global

competence that is currently mentioned in nearly every report dealing with education, as well as

many other sectors. While there is no consensus so far on a single definition for global competence

or global competency –the two seem to be used interchangeably[51]—most scholars seem to agree

on two points: 1) this competence compromises not only specific knowledge but also attitudes and

skills and 2) the multidimensionality of this competence calls for a variety of assessments (Hunter,

2004; Reimers, 2010). The discourse developed around outcomes at Olympus echoes what is found

in the literature.

---

[51] In the field of global education so far, there is no official definition for global competence. However, the ones formulated by Reimers (2010) on global competency and by Boix Mansilla & Jackson (2011) on global competence seem to be the most cited in the current literature.

First, a specific list of outcomes has not yet been developed. Second, the interviewees recognize a variety of outcomes resulting from the GSC. Some of those are more typical of the global citizenship rationale and include outcomes like empathy, tolerance, and global understanding; others are typical of the global competition rationale which is seen in outcomes such as critical thinking, problem solving, ability to use technology, and other abilities that fall under the most common umbrella term of 21st Century Skills. The following figure (Figure 8) represents the words most commonly used by the staff when talking about outcomes (www.wordle.net). In the word cloud, a word's frequency is represented by its size.

Figure 8. Word cloud of student outcomes

The main narratives of global citizenship and 21st Century Skills are also present in the description of the initiative and program, as explained in the previous chapters. While this indicates that goals and outcomes are aligned, it is difficult at this point to judge to what extent the school is working on the development of each individual outcome. Moreover ,the slowdown in activities for the GSI could be interpreted as the school's choice to favor the development of the GSP and value the

economic competition rationale more than the global citizenship rationale, as I hypothesize in my conclusions.

Additionally, another concern that emerges from the interviews with the staff echoes the need to find alternative measures for the assessment of these outcomes found in the literature. The GSC coordinator has been very resourceful in finding ways to assess what students are learning. Students are asked to keep a journal of their trips abroad; they write reflections following their participation in videoconferences or other enrichment experiences; and they are also asked to have an exit interview with members of the steering committee upon completion of the program. Nevertheless, the assessment of what students are acquiring from the program, beyond specific knowledge and skills, remains problematic because of the 'soft' nature of some of the outcomes, such as global perspective. As one of the teachers explains,

> I don't know that you can assess it a global perspective. How do you assess attitude? How do you—It's like you're planting a seed, you're trying to develop a mindset that will either grow or die, and you can't control the way it develops because once kids leave our doors, their lives take different paths. So I don't know that you could assess global… having a global outlook… (HB)

In the final chapter of this dissertation, I lay out trajectories for future research related to the assessment of student's outcomes, which remains challenging not only for Olympus, but for the field in general. They will require much shifting of existing paradigms and a new way of thinking about assessment, beyond simply new tests to be piloted and implemented. Before moving to my concluding chapter, however, I address those who should be the real beneficiaries of the innovation: the students. In the next chapter, I investigate the students' views and perceptions of the Global Studies Credential.

8.0   STUDENTS' VIEWS AND PERCEPTIONS [52]

In this chapter, I present the findings related to fourth research question: what are the students'
views and perceptions of the Global Studies Credential so far? Specifically, I look at the types of
students who are enrolled in the program, the motivations that led them to sign up for it, and how
they perceive the program, whether they find it interesting, enjoyable, challenging, easy, positive
or negative, and if they have any suggestions for improvement. I also discuss, purely based on
speculation, what students in the GSC program seem to be learning. Finally, I summarize the
findings about the student experience and connect them to what emerged from the teacher and staff
interviews to understand if they differ or are the same.

The data used for answering this last research question of the study derive from three main
sources: 15 one-hour, semi-structured interviews with students enrolled in the program; 14
participant-observations of the enrichment experiences in which students took part; and an in-
depth analysis of an extensive amount of the material related to the enrichment experiences,
specifically the preparation materials related to the enrichment experiences, as well as reflections,
journals, and other forms of assessment that were completed by the students in order to be awarded
program credits. Most of the data was collected during the second year of the program (i.e., 2011-
2012). All of the interviews were conducted during the 2012 spring semester. While a greater

---

[52] In this chapter, I decided to incorporate a minimal amount of direct quotations because I wanted the reading to flow
more easily, since this is one of the last chapters of the study, and I am assuming that my reader is getting anxious to
arrive at some conclusions. However, I also did not want to omit the student voices that are, to me, very important and
I believe, can help the story become more real for some readers. I decided, therefore, to group them in a table, and I
present them in Appendix J.

number of participant-observations occurred during the 2011-2012 year, I also conducted some in the subsequent school years. Additionally, the material collected for document analysis pertains to all the enrichment experiences that GSC students attended in the past four years. While I have been able to access some of the reflections written specifically by the students I interviewed, I have collected reflections also written by students who joined the program after the 2011-2012 scholastic year.

I want to be clear that what I offer here are generalizations. I look at the students as a group. That said, exceptions do exist, even though they will not be presented in this study because they do not provide fundamental insight into understanding the case. Additionally, I also need to clarify that findings related to this research question are more limited than what I presented in previous chapters. This is due to the nature of the research question and to the relative infancy[53] of the innovation, concluding, as I have explained in Chapter Seven, its implementation phase at the end of the current 2013-14 school year. Therefore, especially in discussing what students are learning, what I offer here are speculations that can be used as a starting point for future research. Nonetheless, I believe that what emerged from examining the students themselves offers important insights for all educators and administrators within a school system and especially for those at Olympus. While student voice is typically not taken into account in school reform efforts, it brings a very valuable perspective to the discussion perspective (Cook-Sather, 2009; Mitra, 2008).

---

[53] The program has been up and running for the past four years; we cannot, therefore, talk about "infancy" in the strict meaning of this term. However, I still use this term regarding the students' outcomes because in order to look at these outcomes, students needed to have been in the program for enough time to experience some of the enrichment activities and the new courses. While it was too early to look at outcomes when I conducted the students' interviews in spring of 2012, the program was then, indeed, in its infancy stage, it could now be the right time to start looking at them.

8.1   PORTRAIT OF THE POTENTIAL GLOBAL SCHOLAR[54]

All of the students who signed up for the program share similarities. Above all, they are all high achievers, not only academically (e.g., most of them take various AP level and honors courses) but in general, because they are very engaged students. They are generally interested in learning, curious about the world, and keep very busy with both curricular and extracurricular activities. Lilly, an eleventh grader, when asked to describe the other students in the program, defines them as "social sciences kind of students;" they enjoy history classes the most, but they also like learning foreign languages. At school, they are offered—and as a result, take—Spanish, French, or German, but their interests are not only in these commonly taught languages. If made available, they would like to learn Portuguese, Arabic, Chinese, Russian, and Hindu. Most of these students are engaged in the community.

They are very active in their churches, and at times, it is through their churches that they have been able to access some sort of global experience, either through missionary trips or community service. This is the case with Diane, for example, who has enjoyed teaching Spanish to 16 ministers who were embarking on a missionary trip to Costa Rica; with Nick who has served as a guide during an orientation for refugees from Nepal; or with Franny who went on a missionary trip to Honduras with her church.

While they all enjoy growing up in the Olympia bubble, most of them are well travelled for their age. However, much of their travelling is to popular tourist destinations, such as European countries (Germany, France, Italy, Greece, and England) or typical vacation destinations for

---

[54] Global Scholars is the title chosen by the steering committee to designate all the students who successfully complete the requirements for the Global Studies Credential.

Americans, such as Niagara Falls in Canada, Aruba in the Caribbean, and Cabo San Luca in Mexico. Some have been abroad to Peru, Costa Rica, and the Galapagos through the summer travel options offered by their Spanish teacher. A few have ventured to less popular countries, such as Luke who went to China to join his mom who was working there, Emma who visited family in Turkey, or Oscar who travelled to Slovakia for his father's job. Finally, they dream about visiting unusual destinations, like Egypt to see the Pyramids, Israel "because it is so different," Thailand to learn about Buddhism, and Australia for its beautiful nature. When not travelling, some of them have still been able to interact with foreigners by communicating via Skype, email with exchange students, or by meeting their parents' international co-workers.

8.2   STUDENTS' REASONS FOR SIGNING UP FOR THE PROGRAM

From my interviews with the students, I was able to identify two main reasons that motivate students to enroll in the Global Studies Credential: 1) an interest in the credential part of the program and 2) a specific interest in learning about the world. While both reasons need to be considered, the second one is more prevalent and often represents the reason why students chose to stay in the program without pursuing the credential.

As I explained earlier in this chapter, Olympus students are extremely motivated, competitive, and high achievers. This explains the high percentage of graduates (90% according to the school's profile) who continue on to college. Starting in the early grades, students are aware of the importance of doing well and of accumulating a set of experiences (academic and extracurricular) that will allow them to enter a "good" college. They have heard this message from

their parents, their teachers, and their friends, and it seems to be validated by the widespread belief that in today's society, a bachelor's degree is the minimal credential for securing a decent job (Robinson, 2011). Students at Olympus seem to all be aware of the importance of having extra accomplishments to display on their transcripts and on their resumes that will make them, as more than one student described, "stand out" in a crowd of college applicants. As the program coordinator explained,

> I'll get some Global Scholars that will sign up because they want it on their transcript, because they're very savvy to trying to build a high school transcript that'll get them into the college of their choice. When I present that to them, that's a question that I often times get in the initial presentation to Global Scholars: "What's this going to do for me?" And I try to tell them I'm really looking for someone that intrinsically wants to learn more about globalization that's going to go beyond what they're already learning in their curriculum. You have the interest, you know, in that area of study, you want to pursue. Very, like, critical thinking, hands-on activities within that area of study. So that's what we're looking for. Knowing that, though, too, it's not to say it wouldn't help you, in your post-secondary education. It could be a talking point when you're applying. So I think that is the type of student that, you know, that I tend to get into the program, either one that wants it on their transcript, but also one that is really interested in furthering their studies in that area. (TI)

While an interest in the credential is definitely present and does come up in every interview, a more compelling reason is the students' specific interests in learning about the world. As it emerges from the portrait of the students I depicted above, these students have often already had some exposure to the world, and when they have not, their curiosity and interest for the history,

language and culture of other parts of the world make them more inclined to participate in experiences like the GSC. As some of these students explain,

I like history, I like all those different kinds of subjects, or, you know, like U.S. history, world history, all those different kind of things, and I was like, "Well, why not?" You know, just give it a try. (Eli)

Well I'm always, I mean, I'm really interested in like travel and seeing different parts of the world, so the idea of taking some, getting like a certificate about learning more about the world and different parts of it, and what's going on, really interested me. (Kate)

Additionally, this second reason would explain, according to the school's administrators, why a large number[55] of students initially sign up for the program, but a much smaller number of them end up earning the credential. After a brainstorming session with the administrators, I learned that they believe this occurs for two reasons. The first is that some students simply cannot fulfill the requirements. Either they are not willing to study the foreign language after the second year, or they have decided to give priority to other classes (e.g., AP courses) or other enrichment programs (e.g., sports or internships). As a result, they have been unable to earn enough credits in the enrichment experiences. However, according to the administrators, there is a more important reason that explains why a larger number of students are not graduating from this program. They have decided that the credential is not what matters the most to them. Even if they initially

---

[55] In the 2011-2012 year, more than 150 students expressed an interest and about 90 students enrolled in the program, of which four earned the credential last year. For this current year (2013-2014), 194 students are enrolled in the program, and this number includes 21 seniors, 57 juniors, 41 sophomores and 75 freshmen. While somewhere between four and six students are expected to earn the credential at the end of the current year, all of them have taken part in some of the enrichment experiences.

attributed more value to earning a credential for participating in the program, once they started taking part in the enrichment experiences, they really enjoyed the discussions that ensued and as a result, decided to participate in some of the events, simply for the experiences themselves. While a closer look at the experiences of each individual student, as well as at the exact number of credits earned each year, would help to validate this hypothesis, some of the interviews seem to also support this justification:

> I guess last year, when I was a freshman, I was just trying to take as many, like, extracurricular things that I could to put on my college transcripts, but this year I really— I really started to get into it more. Like I just really liked how—like getting to talk to all these other schools about like global issues. (Matt)

> I think, I think a lot of people in the group, they probably signed up like, as—like to put it on their college transcripts, like I did, but I think a lot of them really like it now. And I think, like, whenever it—the program gets more developed, like more people will start to sign up more because they have an interest in, like, the global—like the actual things that we're doing in the program instead of just putting it on their transcript. (Meghan)

To summarize, students decide to enroll in the program for two reasons: its intrinsic content and its added value. While what motivates them to sign up initially is that this is considered to be something good to include on a college application, their interest in learning about the world is the reason why they decide to take part to the enrichment experiences and why they are not concerned in completing all the requirements to earn the credential. Rather, they are in the program for the sake of learning about the world and because they find it interesting and enjoyable. This last point brings me to a discussion of the students' perceptions of the program, which I explain in the next section.

8.3   STUDENTS' PERCEPTIONS OF THE GSC

8.3.1   The learning in the GSC is relevant, different, and stress-free!

Students like the GSC for two reasons: it is interesting and enjoyable. They think that all the topics discussed are engaging because they are relevant in three ways: the topics relate to current events; they are somehow connected to their personal lives; and they have a real-world application. Additionally, what students are hearing and discussing in the GSC becomes even more relevant when they hear it, not from experts in the field, but from peers in other countries, who can shed light on a new and as yet unheard perspective. This has been the case, for example, with the videoconference on the European economic crisis, in which Olympus students had the opportunity to listen to Greek high school students debating whether their country should stay in the European Union or not. As this student explains,

> You know, the topic was really engaging and interesting, um, and you know, just having that in the first place makes it all that much more engaging… And when you hear another student speaks about it in a different way, your perspective just opens up that much more. So, you know, not only is the topic opening your perspective, but, you know, also another student can be opening up your perspective. Um and that's—and that was, that was a really big deal. (Matt)

Students also reported that the learning that occurs in the GSC is different from what they learn in their other classes. They believe that it is more current, and it offers them a variety of perspectives, unlike their other classes, in which they are usually only exposed to the viewpoint of their textbook or—if it differs—the viewpoint of their teacher. They can make some connections with a few

classes such as Global Civics, World History, and English. For those classes, the knowledge that students acquire through the GSC is perceived as helping them appreciate more what they discuss in class and understand how it connects to the world in which they live. An example of this is seen as Diane, a tenth grader, talks about her AP World History class:

I think that class kind of is like why things are the way they are. But then Global Studies, the opportunities we have to learn about like how things are now and it's good to know the background of why they are what they are. But then Global Studies helps you know currently how they are. 'Cause like, in AP World we don't look at modern issues, but um, having the um, introduction to modern issues in um, Global Studies is really helpful.

However, students, overall, do not see many overlaps between what they learn in the GSC and what is taught in their regular classes, as Emma, another tenth grader explains,

Well, I think it was more similar to my civics class that I took freshman year, because at the beginning of class, and throughout the class, we would discuss current events, and major events going on. Um. Just in general. Not specifically to other countries, like our country and other countries. Um, but other than that; I don't really get much global experience in my other—or, we don't talk much about global stuff in my other classes. Um. The only thing is we read a book at the beginning of our—during the summer for English class called *Nectar in a Sieve*, and that was about a girl in India, which—I don't know how—when that took place, but we don't really—other than that civics class and some books that we read in English, we don't really discuss global stuff. And then Spanish, but that's more just learning the language, rather than the culture and the country and stuff.

As I address in my recommendations to the school in the final chapter, more intra-departmental collaborations, professional development, and shared ownership and leadership among teachers in

monitoring and leading the enrichment experiences will contribute to a better integration of the

GSC into the mainstream curriculum, taking the learning from these enrichment experiences to a

much higher level for the students.

Finally, one feature that makes the GSC more enjoyable is that they tend to be stress-free,

which allows for an enjoyable experience. Students in the GSC are not tested; instead, they are

required to write reflections and journals. They do not experience the anxiety of having to make a

certain score or grade; they can learn for the sake of learning. Therefore, fulfilling the requirements

is not perceived as an additional workload but as something that is relatively easy and enjoyable.

Additionally, what makes it an even more pleasant experience for students is that the enrichment

experiences provide them with the opportunity to get out of the classroom. More than simply an

excuse to miss class, the enrichment experiences help students to escape their little "bubble" both

physically—when attending conferences or a summit at other schools—and mentally—by

communicating with international peers across the globe, or even just by thinking about what is

outside their "bubble." Talking and thinking about global issues becomes a way to broaden their

perspective, to step outside of their reality, and to meet the world without needing to travel.

8.3.2   Students' challenges and suggestions

Students' experiences in the program seem to be, overall, very positive. However, when asked

about challenges, they were all quick to indicate a specific one: the difficulty to attend the

enrichment experiences. There are two reasons for this: 1) students have a very busy and

challenging schedule already overcrowded with a variety of curricular and extracurricular

activities and therefore, cannot easily fit in an additional commitment when these events are

scheduled in the afternoon; and 2) when the events are scheduled during class time, students feel they cannot leave their regular classes because they are more important, and they do not perceive their teachers as being supportive. This is particularly true for classes that students see as being challenging, such as their AP classes. In these classes they usually have to take many notes and missing a class becomes "a big deal" and ends up "hurting" the student. This point is also confirmed by the coordinator who needs to be mindful of all possible conflicts in the students' schedules when she plans an event (i.e., Keystone exams, which are usually administered in April, disrupt the entire schedule, especially for juniors), but she also experiences frustration when students skip one of her scheduled events because something more important came up for them (e.g., a class presentation or a test).

While the challenges for the students have been minor so far—to the extent that they have not affected their perception of the program as enjoyable—students are definitely vocal in sharing their ideas for new possible features for the program. To follow, I offer a list of those suggestions for program improvements that were suggested by more than one student:

- a study abroad program for just the GSC students

- internships with global organizations such as non-profits

- more foreign languages

- more elective courses dealing with global topics

- field trips

- community service programs to help immigrants in the community

- a weekly meeting for GSC students

- research projects on a global issue or a world region.

In addition to this list, whose items are relatively self-explanatory, there two important implications that resulted from listening to the students' suggestions. First of all, students value the social aspect of learning and see this missing in their experience in the GSC. Such opportunities like weekly meetings, field trips, and study abroad programs would help develop a spirit of camaraderie that students have not been able to experience so far. Although the school's size and student population are small compared to most suburban high schools, the program brings together different grades and students who are in different classes. While the GSC would seems to provide an opportunity for students to meet and engage with their peers across the grade levels, the short amount of time in which they are together during an enrichment experience is not enough to allow students to bond as a group. This occurs especially because students do not usually build in time to socialize during these experiences and are usually rushing to and from their regular classes.

Secondly, students want to learn more about the world and appreciate when they can make connections between what they learn in the GSC and their regular classrooms. As I have pointed out in the previous section, overall, students find their learning in the GCS to be different from the knowledge gained through their regular classes. They do see many connections with the Global Civics class that they all take in ninth grade, but they also see the potential advantage of having that learning integrated into more than one class. While they all agree that the Global Civics class, "does cover a lot of global issues," they see the value in having an additional class dealing with global issues later in their school career, because as Maggie explains "many of the freshman are not mature enough" and might become more interested in global topics later when they are in the upper grades.

8.4   SPECULATIONS ABOUT OUTCOMES

Given the infancy of the program when the bulk of data was collected—in the 2011-2012 school year—what I present here are speculations about students' outcomes that I offer, not as final propositions, but as a starting point for the future evaluation of what students are learning in the Global Studies Credential.

In terms of content, students are definitely being exposed to global issues through many diverse enrichments experiences that touch on topics such as global health, the economy, the environment, and education, as well as learning about different governments and their foreign policies, societal changes, and of course, globalization. However, the extent to which students are able to retain new information and the amount of knowledge they acquire through the program is not quantifiable at this point. While the students who completed the follow-up reflections as a way to receive credits for enrichment experiences show the ability to describe a topic in general terms, most of them were unable to recall the specific—as well as more general—information during the interviews. This seems to be especially true when they discussed the videoconferences and the summits they attended. Instead, what they recalled best were superficial details, such as the place the videoconference was held, the guest speakers, or if any technical problems occurred.

While administering an assessment that tests content knowledge will help inform the Olympus staff on what kinds of information and how much of it the students are retaining, it is important to note that the topics of the videoconference (as well as those of the other enrichment experiences) are not integrated into any specific class, which is problematic. Being able to discuss the topics ahead of time and then debrief on what students have learned—also in light of any new

reading material presented to them in class—will allow the students not only to hear about an issue, but to actually own the issue. As the program coordinator also suggests,

> What I see, and this is no fault, I think, of the students, is that when they're talking about these particular issues, like even like youth unemployment or food security, they don't have a background in that. Now, understanding that a lot of the students right now in my program are not seniors—none of them are seniors—um, a lot of them are freshmen and/or sophomores, so they're not really through the curriculum of our school. I mean, if by senior year I would be really concerned—but I think our curriculum should become more global. And I do believe that some of the issues that we look at in these enrichment activities, if within the classroom, they had a strong foundation with them. I think our students could take these enrichment activities even further and have a deeper understanding of the issues. Almost like these enrichment activities introduce them to the issue, where I would like to see in the future that the enrichment activities, um, provide them with a deeper understanding of the issue so that they actually can speak on the topic. (TI)

Besides the global content itself, students are developing a variety of skills, some of which are more traditionally associated with outcomes typical of global citizenship education (Oxfam, 2006) and some that fall under the umbrella term of 21st Century Skills (Trilling & Fadel, 2009). In the first category, GSC students are developing an awareness of a broader world beyond Olympia, Pennsylvania and how this world is populated by people who speak different languages and live in different ways but who also share some similarities. Their consideration in terms of similarities and differences leads students to "appreciate what we have," "understand how fortunate we are," and as a result want to "help other people." Additionally, they develop an

understanding of the interconnected nature of our world, of how events happening in one part of the world affect us all. As these students explain,

If Global Studies has taught me anything, it's that like the world is interconnected, and that everything that happens in like a different country will affect us somehow, or in some way. (Meghan)

[The GSC] it's helped, especially in world, in the thinking of everything kind of connected, and actually seeing how different things relate to each other, I guess now, and then then. (Kate)

Everything is kind of tied in these days. Business, you know, if you're going into business, you're definitely going to be dealing with China because they have the resources and they have the, the manufacturing…If you end up in business, you're probably going to be dealing with other people. If you end up in medicine you can probably, you know, go somewhere else and help somebody with a program like Doctors Without Borders. Um, if you end up as a lawyer, you know, maybe not as foreign, but you might have to deal with a person who comes from Mexico and speaks Spanish. And in that case you need to know the culture that resides there. (Luke)

Finally, students in the program are certainly given opportunities to have hands-on experiences through various role playing exercises, debates, and simulations. They are, therefore, using skills such as creativity, collaboration, problem solving, critical thinking, and perspective taking. These are skills "now established as best practices in education" (Oxfam, 2006, p. 2) and are advocated by supporters of the most recent efforts in school reform on a national scale, such as the Partnership for 21st Century Learning and the Common Core Initiative. Aligned with these recent calls for a more updated education, there is quite a bit of technology involved in the GSC.

Such is the case with the videoconferences and other simulation exercises but also other activities in which Global Scholars use social networking tools to talk to their peers overseas or advanced computer applications (i.e.,VoiceThread) to carry on specific assignments.

8.5   LEARNING FROM STUDENTS' PERCEPTIONS

In this chapter, I have presented the themes that emerged from an exploration of the views and perceptions of the students enrolled in the GSC program. While findings are limited, they bring to light the voice of one more stakeholder involved in the innovation process: the students. Students in the program are generally high achievers; are interested in history and foreign languages; and are curious, creative, and engaged in the school and local community. Their personality traits naturally lead them to opportunities in which they can learn about the world. This is the underlying reason for enrolling in the GSC: they find it interesting, challenging, and also very enjoyable.

There is another reason motivating students to enroll: being able to display one more accomplishment on their college application. While this reason carries the most weight initially in their decision, it seems to lose significance once the students start taking part in the enrichment experiences. They can then see the value of being part of the program for the sake of learning something different from what they learn in regular classes because it is more current and allows them to look at issues from multiple perspectives. Participating in the GSC broadens their horizons and spurs on thinking about the world outside of their "bubble," about themselves as Americans, and also how everything today is connected and how their actions can impact other people. In this sense, the GSC is promoting some outcomes that are typical of global citizenship education

(Oxfam, 2006). Finally, the most challenging issues for the students so far are scheduling the specific courses required by the program and being able to attend enrichment experiences when they are scheduled during regular class time. This is probably a reality more than a challenge for high achieving students, like those at Olympus, who strive to be much more than average and who wish to be not simply good, but great.

An examination of students' views and perceptions of the program brings valuable insight, especially for the school's staff and administrators (Cook-Sather, 2009). Students have important suggestions to offer, and they can serve as a guide for understanding if the program is, in fact, moving in the intended direction. An analysis of the students' perceptions suggests that the program is helping the Olympus staff accomplish what they were hoping to achieve: exposing their students to global issues and multiple perspectives, while developing 21st Century Skills. While this study does not offer enough insights on the degree to which students are meeting the expected goals, it is clear that the GSC is assisting them in accomplishing one of the school's motivations for initiating the program: helping students to escape from their "bubble."

9.0 CONCLUSIONS, RECOMMENDATIONS, AND FUTURE RESEARCH

Education in the 21st century must put away some 20th-century thinking. All over the world today, many educators and policy makers believe that cooperation must displace competition as a primary form of relating. Competition is not to be abandoned—some competition is healthy and necessary—but it should no longer be the defining characteristic of relationships in an era of growing globalization. If we agree with this judgment, then we must consider how to prepare students for a cooperative world, not solely for one of competition. (Noddings, 2013, p. vii)

In this final chapter, I first summarize the study and major findings that have helped me inform the overarching question guiding this research: how has Olympus High School integrated global education into its educational offerings? While this case is, to a certain degree, unique due to its specific context (history, location, population, and culture of the district and school), it also ascribes to a common scenario in which public education is driven by two major forces: that of accountability and 21st century skills. In an effort to tie together the themes that have emerged so far, I explain how this case is understood in relation to the literature that I reviewed in Chapter Two and also in Section 6.6.

I end this study by both praising the school for its bravery but also by advising its leadership to exercise caution in their future choices. Therefore, I next offer some recommendations for the authors of the curriculum innovation that I hope will be helpful as they continue to implement it and especially, if they decide to move toward embedding teaching about the world into everyday practice. While these recommendations are specific to this case, they can provide valuable insights for other schools that are embarking on similar undertakings. In the end, my suggestions are not meant to be rigid prescriptions or ingredients for guaranteed success. Rather, they are offered as 'food for thought' to foster a dialogue among administrators, teachers,

students, and the school's partners (community, university, NGOs) in order to help them stay focused and move forward with the integration of global education into their curricular offering.

While this study is limited to only one case, it has several implications for other schools and districts in the state of Pennsylvania and across the nation. Therefore, after presenting recommendations that are related to the implementation of the GSI and GSC at Olympus High School, I also offer recommendations for expanding existing policies and creating new policies at the state and federal levels that can support the integration of global education into public schools in an equitable and sustainable way. I cannot stress enough that while a great amount of courage and commitment from local communities and schools is needed, this cannot be achieved without having strategic policies in place at the state and federal levels.

To follow, I present some trajectories for future research. Throughout this dissertation, I have addressed the limitations of my study and the findings, mainly due to the data collection being determined by and limited to the timing of the curriculum innovation development. More data should be collected in the years to come, and a longitudinal study with different control groups should be undertaken in order to make sound claims about the continuation phases of both the GSI and the GSC, as well as about students' outcomes. Further research should also include a variety of cases with different student populations, different resources, and different understandings of external and internal accountability (Carnoy, Elmore & Siskin; 2003). These cases should be collected from across the state of Pennsylvania, the nation, and the world. Additionally, much more research is needed for exploring questions about issues related to the integration of global education into public schools, including the assessment of global learning outcomes (Olson, Green & Hill; 2006) and teachers' and administrators' education.

In the final sections of this chapter, I present some personal thoughts and reflections about the future of global education and public schooling. While the integration of global education is today advocated by many in the educational arena, my greatest concern is that this curriculum reform is not always sought after for the purpose of honoring the values of democracy, respect, care, compassion, empathy, and most importantly, with a concern for equity. Moreover, global education should not be looked at simply as a specific discipline, a program, or a reform movement; rather it should become part of the basic literacies offered to all students. While some may consider this vision idealistic, I believe that it is a vision shared by many today and it represents a viable option for the development of all citizens who will be working, living, competing, collaborating, and sharing our "global village."

9.1   SUMMARY OF THE STUDY AND THE FINDINGS: PRAISE AND A NOTE OF CAUTION FOR OLYMPUS

In this study, I explore how a small, suburban, public high school in the state of Pennsylvania decided to integrate global education into its mainstream curriculum. I look at this as a case of curriculum innovation that was undertaken by the school for a variety of reasons, which I group into two main rationales: global citizenship and economic competition. As explained in Chapter Six, along with a more theoretical motivation to expand student horizons by exposing them to global issues and multiple perspectives, there was also the more pragmatic need to replace a program that was not working for the high school—the IBMYP—but that had helped the district gain visibility in a context of multiple and competing educational offerings. The response that

Olympus has given is two-fold: the initiation of the Global Studies Initiative—a new lens for planning and delivering the mainstream curriculum—and the creation of the Global Studies Credential—a specific set of requirements comprised mostly of extracurricular activities that students need to fulfill in order to earn an additional credential for their high school diploma.

Both the GSI and the GSC were formally approved during a school board meeting in February 2010 and were subsequently adopted at the commencement of the 2010-2011 scholastic year. The first two years have been quite active in terms of changes made to the curriculum, and steps have been taken to build capacity (professional development, planning for new courses, and the appointment of a coordinator for the GSC). However, while the GSC coordinator continues to work towards the development of a program that is well perceived by the students and in line with the original objectives, activities related to the GSI have slowed, and a number of competing and more compelling initiatives are taking the focus away from the original idea of integrating global education within the mainstream curriculum.

The risk is that without—using the words of one of the administrators—constantly "feeding" the innovation both by creating new capacity and reminding the school's staff of the reasons, meaning, and vision for the innovation, the GSI will vanish; as this seems to be the most probable scenario given how the initiative has been implemented so far. The loss of the GSI is going to mean that the integration of global education in the school curriculum will be reduced to a few classes in the Social Studies Department with the addition of one specific program – the GSC— that while it has been made available to all the students, is at the moment benefitting few. This scenario could very well become a necessary choice for the district and the school –as I better explain in the next section— given the pressures coming from the two major forces driving education in public schools today, that of accountability and of 21st century skills. However, it is

important to understand that if the district/school will decide to move toward continuation only with the GSC, the curriculum innovation will lose its uniqueness. The peculiarity of innovation laid, from the very beginning, in the fact Olympus was going to integrate global education in a systematic way within the mainstream curriculum, to represent, in this way, a real opportunity for all students in the school. Additionally, in this situation, the district and school will also be unable to fulfill the original vision to integrate global education into all classes across the curriculum and to become a district priority.

In all fairness, I must report that what emerges from my interviews is that while the initial focus of the initiative was intentionally limited, the district's administrators had bigger plans for it. In fact, these interviewees do not talk only about the GSI as a set of lenses that should help in planning the mainstream high school curriculum. They also believe that the initiative should be extended to the other buildings in the district and that professional development, as well as the renovation of the entire school, should be planned accordingly. As one of the central office administrators explained talking about her vision for the initiative,

> If it's done well, it should permeate every single course that's taught. It shouldn't be just certain courses in the program of studies, […] It's not like we are out to create this separate Global Studies program and then we have this other curriculum that's—what is that, not global? [laughs] So, I see it really influencing our entire school system. I also think that right now we're kind of looking at it as a high school thing, and I think it needs to be also looked at, you know, that's where a lot of good things start and then we have to backward engineer, and make sure that it's not this shocking experience in high school, but that it's a natural growth from elementary on up. (GP)

Olympus' effort to integrate global education into its educational offering certainly needs to be praised; the process of innovation that Olympus High School has undertook represents a significant accomplishment of the school's staff thanks to a high level of internal accountability, and as a form of reaction, resistance and rejection of the harmful outcomes brought in by the last wave of external accountability measurements, such as the narrowing of the curriculum, the practice of teaching to the test, and the emerging normalization of the teacher's profession (Gunzenhauser, 2006, 2007; Hamilton et al., 2007; Ravitch, 2010; Schoen & Fusarelli, 2008; Zhao, 2007, 2012). Nonetheless, it is important to note that Olympus' ability to undertake such a process derives from being a better-positioned school, that is to say that the school benefits from extraordinary resources that are crucial for the developing a capacity that goes well beyond what other schools, for example most inner city schools, can count on (Carnoy et al., 2003). Finally, because the school is relieved from the stress to improve their students' achievement scores, it can also enjoy a certain degree of freedom and internal support that has allowed it to undertake the processes of making its curriculum more global.

However, for Olympus to live up to its initial commitment to a school-wide initiative and its mission to provide the best education to all its students, a greater deal of intentional planning will need to happen, as well as relevant professional development and inter-departmental collaboration. While the implementation agenda is certainly a busy one—as I specify in my recommendations to the school—this case offers the most fertile terrain and ideal situation for global education to be integrated in a comprehensive, systematic, sustainable, and equitable way, given the district's culture of excellence and equity of education, its supporting community and leadership, and its committed teachers and motivated students. Such privileged condition is what characterizes better-positioned schools, which are not only better positioned to respond to external

accountability pressures, but also to undertake challenging processes of innovation such as that of reforming their curriculum to make it more global (Cozzolino & Bichsel, 2010).

9.2   THE CASE OF OLYMPUS: EXCEPTION TO AND CONFIRMATION OF THE NORM

In the current public educational situation presented in Chapter Two in which global education occupies a very narrow space squeezed in between the major driving forces of accountability and 21st century skills, Olympus is, in certain aspects, an exception to the norm, while in other ways, it represents a confirmation of this norm. It is an exception in the fact that in an era characterized by high-stakes testing, increased accountability, and narrowing of the curriculum, Olympus has had the courage and motivation to try something different that goes beyond what public schools are required to do by state and federal mandate. This effort is quite challenging because the integration of global education is, indeed, a complex task for which there is no ready-to-use recipe. It is even more an exception because unlike other pioneering schools who have embarked on the challenging task to integrate global education in their educational offering, Olympus has approached the issue with a concern for equity. The original mission of the Global Studies Initiative was to integrate global education within the mainstream curriculum in such a way that all Olympus students would be exposed to and benefit from it. When the school was presented with the challenge from the school board to replace the IBMYP with a new program, they could have simply limited themselves to setting up the GSC. Instead, the school, and especially its leadership, had a much bigger and inclusive vision.

That said, Olympus also ascribes to a norm adopted by other schools and many other educational institutions, non-profits, and international organizations by developing a program that subscribes to the rationales of both global citizenship and economic competition. This is visible in its motivations for initiating the innovation process. Along with the intentional goal to teach about the world, there was also the concern that the school could compete with other schools and would not lose its prestige, a prestige controlled by accreditation organizations and testing companies and in sound alignment with a philosophy of education dominated by the corporate world. The coexistence of the two rationales of economic competition and global citizenship is visible in the double narrative of global education and 21st century skills that permeates all the documentation related to the curriculum innovation, such as the Initiative's description in the program of study, the wording of the GSC objectives for the students' personal reflection, and the focus for the assessments binders for the 2011-2012 year, to name a few that I have specifically reviewed in the previous chapters. Both of these rationales are present in the words of my own informants. In all of these sources, it was possible to detect—along with the focus on skills, values, and attitudes such as empathy, collaboration, and appreciation for Others typical of the global citizenship rationale—a heavy focus on preparing competitive students to be able to exercise skills, such as problem solving, critical thinking, effective communication, and in general, 21st century skills, that are highly prized by the corporate world and a part of a neoliberal agenda.

These two rationales are not, and should not be, mutually exclusive. As Nussbaum (2010) strongly argues, "we are not forced to choose between a form of education that promotes profit and a form of education that promotes good citizenship" (p. 10). Indeed schools should aim at developing students who are knowledge workers and will be successful in their careers. At the same time, though, schools ought to develop people who will also be engaged and responsible

members of our society and capable of living a meaningful and fulfilling life in a society in which they will need to relate to people from different parts of the world and deal with issues that affect them, as well as other people in the world. However, with the current emphasis on career and college readiness, and ultimately on global competition, it seems that these two goals exist in an either-or relationship, and it is going to be extremely challenging for public schools not to be forced to choose economic competition over global citizenship. This also seem to be, at the present time, the risk for Olympus, as I have discussed so far, and it explains my choice to locate it at the edge of the intersection between the global citizenship and the economic competition quadrant in the diagram in section 6.6 (Figure 6). The choice of schools – forced or voluntary— to value the economic competition rationale over the global citizenship rationale is going to mean for global education that forms of integration would continue to result in isolated programs, classes, or events that might accomplish the goal of providing students with some exposure to the world, but it will not be done in a systematic, sustainable, equitable and democratic way. Moreover, it won't help schools to fulfill their most important purpose: that of developing responsible and active citizens for a democratic and global society.

Before beginning a more profound discussion on the purpose of schooling and on my personal view about the current state of global education, I need to end my study in a more methodologically sound way, by addressing recommendations for school, state, and federal policy, as well as trajectories for future research.

9.3   RECOMMENDATIONS FOR THE SCHOOL AND THE DISTRICT

Based on what emerged from the study, I offer some recommendations below that might help Olympus administrators in planning for the future, assuming that they would decide to continue with the innovation process and move towards continuation. While my recommendations are specific to the Olympus context, they also offer valuable suggestions for other schools looking to implement similar initiatives. Some of these recommendations are specifically pertinent to the GSC and some to the GSI; however, they should all be considered if the district plans to pursue the vision of making the initiative a district priority and commit to it for its K-12 educational program. While I present each recommendation individually, most of them are interrelated and could have a greater impact if implemented side-by-side in a systematic and strategic way, rather than in an isolated and therefore, more limited way.

9.3.1   Recommendations for the Global Studies Credential

In regards to the GSC, I believe, in general, that it could be more integrated into the GSI, and specifically, I believe that:

- The school should consider **integrating the enrichment experiences into the mainstream curriculum.** This would not only add meaning to the experiences themselves but also allow more students to benefit from them and therefore, receive exposure to the world. One way to implement this could be by integrating the topics of discussion occurring in some of the enrichment experiences into a single class, and into possibly more than one class, and across departments. One possibility could be creating a new course dealing with

current global issues or integrating these issues into the existing Global Civics course. In either instance, this class should—just like for the Global Civics class that is required for all ninth graders—be mandatory for all GSC students and open to all other students.

- The school should consider **adding the option of a study abroad program for GSC students.** This would be best executed in the form of an immersion program because these experiences tend to be more authentic and meaningful for students rather than a short travel abroad experience spent mostly sightseeing, especially regarding intercultural awareness gain (Allen, Dristas & Mills, 2007; Tochon, 2009). A potential way to do this could be by further developing the partnership with the Italian school that is already collaborating with Olympus on the E-pals project. In order to keep this experience equitable, the school should consider fundraising as a way to offer a number of full and partial scholarships. Criteria should be developed for the students to compete for these scholarships, and community resources from local businesses, foundations, and non-profits should be explored to supplement this scholarship fund.

- The school should consider **adding more elective courses** that deal with different global issues and different world regions. This would also allow the school to further integrate global education beyond simply within the Social Studies Department (Asia Society, 2008; Boix Mansilla & Jackson, 2011; Kist, 2013; Jacobs, 2014; Wishnietsky, 2001). For this to happen, the school should consider offering classes that are interdisciplinary in nature and are co-taught by more than one teacher (if the presence of partner teachers becomes an issue because of scheduling logistics, a course could be planned that lasts for an entire scholastic year so that each partnering teacher could be in charge of a specific unit each trimester).

- The school should consider **adding to the list of enrichment experiences options** by seeking partnerships with other non-profits, businesses, and colleges. The school should also work toward **making these experiences more sustainable** by taking responsibility for sponsoring some of them. In this way, the school will not be as dependent on one or two non-profit organizations, and by knowing the logistics ahead of time, the school will be able to better integrate the events into the curriculum. For example, the global study club could sponsor the screening of a monthly global movie and further support could be provided by the PTA (Parent-Teacher Association) at the high school.

- The school should consider making the **GSC coordinator position a full-time position** or at a minimum provide the GSC coordinator with an aid that could take on some of current responsibilities. The GSC coordinator has been charged to fulfill a great deal of expectations and is at the moment wearing many hats[56]. It seems to me that accomplishing all the requirements for this job position is quite a challenging task, given the little amount of time allocated by the school to fulfill this requirement (i.e., two periods a day). Much more work is needed to develop the program, and as it grows, the limited time allocated so far to this duty will become problematic. Additionally, the job of sponsoring and coordinating enrichment experiences should be distributed among other teachers. This change would not only allow the experiences to be more integrated into the curriculum, but

---

[56] Some of the tasks that the coordinator has been responsible for have been setting up the program (creating a webpage, a student database, a portfolio of enrichment activities, a Blackboard course for the student enrolled), creating marketing material (videos, PowerPoint presentation, brochure) used for presentations for students, parents and the school board; initiating and nurturing strategic partnerships with local non-profits and businesses that could provide enrichment experiences for the students; and monitoring students' progresses in the completion of the requirements to receive the credential upon graduation.

also benefit the teachers as they are also exposed to learning about the world. Indeed, this learning is beneficial to the teachers as much as it is to the students.

- The school should consider **allocating a separate budget for the GSC**, while currently expenses, such as for related transportation or technology, are part of the overall school budget. A separate budget for just the GSC would not only allow for a full-time coordinator, but also the flexibility to bring in guest speakers and to further develop—or sponsor in-house—some of the current enrichment experiences.

- In sum, the school should consider continuing to "feed the program" (KD). This is not only done by adding classes and enrichment experiences but most importantly, by monitoring the implementation of the program and the students' outcomes (Fullan, 2007). Any program that aims at building a solid reputation should **consider conducting an evaluation** either with a team of internal experts or by using a reputable external agency. Evaluations (and here I am referring to summative evaluations specifically) are extremely valuable in providing insights into the effectiveness of the program that can guide future programming decisions (Patton, 2002).

- The school should brainstorm the suggested recommendations by bringing together both administrators and teachers, especially those already involved in the steering committee. **Students should also have a voice** in the implementation process as they have a better perspective of what is working and what is not, as suggested in Chapter Eight and confirmed in the literature (Cook-Sather, 2009; Mitra, 2008).

9.3.2 Recommendations for the Global Studies Initiative

In regard to the GSI, all of the above recommendations hold true, and a few more could be added. In general, I believe that the district and school should work on bringing the focus back to the original vision of integrating global education within and across the mainstream curriculum because, as the districts' leaders said, it is important to continue "feeding the initiative" (KD). Teachers need to be reminded, and much more needs to be done, to get to the point at which integration of global education is completely embedded in everyday practice, within the entire mainstream curriculum, and in a sustainable way. I believe that the district and the school should continue investing in the Initiative in order to stay true to the school's commitment to quality, as well as to an equitable education. Specifically, I believe that:

- The school should consider **adopting the Initiative school-wide**, by considering all other aspects of the school connected to the curriculum, including the organizational structure and extracurricular activities. This means that all departments should be involved in the process, including Math and Physical Science. This also means that global education should include the counseling curriculum, and additional criteria for staff recruitment and recognition should be determined. Finally, global education should be available, not only for student planning to enroll in AP and Honors classes and go to college, but also to the 8-10% of students who are in the vocational track. In his dissertation, Ogle (2010) offers a model for the adoption of global education school-wide that comprises three main areas: organizational practice, academic practices, and extracurricular programs. While the context for his study is different than that of Olympus', because it looks at independent

schools, the framework developed in Ogle's (2010) study can still be used as a resource and starting point for Olympus leaders.

- The school—and the district—should consider **making the study of a foreign language a graduation requirement.** The call for furthering foreign language learning in U.S. schools is widespread nowadays, and it is easy to see its importance within an effort to prepare the students to live in a global world. Additionally, there is plenty of evidence in the literature of the link between learning a foreign language and the development of a positive disposition and a natural curiosity for other cultures (Allen, Dristas & Mills, 2007; Berdan & Berdan, 2013).

- The school and the district should invest most of their resources into **creating capacity** by both allocating time for collaboration and providing relevant professional development. The teachers are the members of the school community and will have to carry on the Initiative and implement it into everyday practice. They are, therefore, the population toward which the district should direct most of its attention (Fullan, 2007). Professional development can certainly be conducted both externally and internally, capitalizing on the strengths of each teacher in order to help educate others. Additionally, teachers can be great researchers when they are provided with the necessary time and trust (Gaudelli, 2003). Professional development should, therefore, also be understood in terms of allocating time for independent research, as well as collaboration among and across departments, given the interdisciplinary nature of global education. Finally, more opportunities should be sought for teachers and administrators to have global exposure, as well. The opportunity to participate as chaperones in travel abroad trips is a cost-effective way to do this, and some of the Olympus teachers are already taking advantage of it. Of great value are also exchange

233

programs for administrators, such as the one in which Olympus' assistant superintendent participated. Still, more than just a few should be able to have similar experiences. While the district cannot, of course, take on the expensive task of sending their entire staff aboard, creative ways to give teachers access to global experiences should be explored. Certainly new technology can help shorten distances; additionally, having a global outlook it is not simply a matter of having stamps in a passport. As easy way to get exposure would be for teachers to take turns sponsoring some of the enrichment experiences. The school should establish some kind of rewarding criteria for that or build the sponsorship of the extracurricular experiences into the teachers' requirements for continuing education.

- I do recognize that schools are very busy places and cannot do this all on their own; therefore, the district and school should consider **seeking and strengthening strategic partnerships both locally and statewide**. School and district leaders should take the lead in this and capitalize on their networking resources as well as explore new venues. Indeed, global education calls for collaboration, and the school should reach out to other districts, educational organizations, colleges, and universities, as well as establish partnership with museums, libraries, foundations, and offices and units affiliated with the State Department of Education. While the town of Olympia might provide its students a sheltered experience, the local community and the region at large has a great deal of resources to offer.

- The district and school should consider appointing a team of experts—again, internal or external, or even better, a combination of both—to **evaluate the state of the implementation** and define new directions to take as the school moves to routinize the new practices. A future evaluation, no matter the form it takes, should look at beliefs,

practices, and outcomes, and take into account the voices of all stakeholders involved, including those of the parents and community not included in this study (Fullan, 2007).

Finally, as some of the district leaders have already envisioned, I believe that the GSI could be brought up to scale and embraced district-wise. I believe that this would be possible since Olympus already has in place most of the ingredients that can be identified in the literature as essential for the successful integration of global education: a supportive community, technology resources, motivated students, and a district culture and leaders that support and value teaching about the world and are future-oriented (Asia Society, 2008; Gaudelli, 2003; Kist, 2013; Stewart, 2012; Wishnietsky, 2001). The integration of global education is, indeed, a challenging undertaking for schools that tend to find themselves with little support or guidance and responding to quite a few demands, restrictions, and pressures coming from the state and federal government. In these circumstances, it is easy for schools and districts to become overwhelmed, to forget their original mission and to surrender to a survival mode that rests on the "good enough," instead of striving to achieve the "great." State and federal government support is crucial for initiatives such as the GSI to be successful and to become sustainable. This is why it is to the state and federal government that I turn direct my attention next.

9.4   RECOMMENDATIONS FOR STATE AND FEDERAL POLICY

Current state and federal policies in public education do not support the integration of global education into public schools in an equitable, systematic, sustainable, and democratic way. Strategic policies are needed at both levels to support grassroots efforts. In the following section,

I offer recommendations for state and federal policies based on the implications that arose from my study; these recommendations do not directly derive from the data collected for the case study, rather they address the questions that arose from the data about the larger context of public education, which is dominated by accountability and innovation. These implications and recommendations are, therefore, important for my specific case and for any other case of innovation that attempts to integrate global education within one school's educational offerings.

9.4.1 Recommendations for federal policy

In Chapter Three, I explained that while global education seems to have finally appeared on the agenda of federal policy makers, present efforts subscribe mostly to a neoliberal logic that views global education as beneficial in terms of ensuring national security and securing America's economic advantage. When the rationale for global citizenship does become a part of this discourse, it usually happens by accident, or in other instances, it aims at purposefully presenting initiatives to the public using a language that can be appealing to those who may not necessarily embrace the neoliberal agenda. This is the case with the 21st Century Skills Movement (Dill, 2013; Schoen & Fusarelli, 2008); one of the major forces that, along with No Child Left Behind (NCLB), is shaping what is learned and taught in public schools in the United States. While the movement emphasizes skills that are also associated with teaching about the world—such as global awareness, curiosity collaboration, and civic responsibility among others—"the framework places clear priority on the role of education in meeting the needs of the labor market" (Myers, 2010, p. 115).

The same kind of logic seems to be informing the most recent federal initiative regarding education: the Common Core Standards Initiative. The Common Core Standards Initiative's webpage states that these standards are "informed by other top performing countries in order to prepare all students for success in our global economy and society" (http://www.corestandards.org/about-the-standards/). While they are a clear step towards the integration of some global learning, they are silent on the importance of addressing global problems or nurturing skills, such as empathy or a commitment to social justice, typical of global citizenship education. As a result, they fail to include a civic dimension of education. This lack of attention for a civic dimension to learning in the Common Core seems to be confirmed by a study undertaken by the Asia Society in which the Common Core Standards were analyzed in comparison to the Asia's Society Global Learning System[57]. The study shows that "the primary difference between the two standards systems is in the 'take action' dimension" (http://asiasociety.org/education/partnership-global-learning/making-case/common-core-and-more), which is usually associated with global citizenship (Myers, 2006; Oxfam, 2006).

To reiterate, the major concern for the most recent school reform efforts, of which the Common Core is one example, does not seem to be with enabling students to collaborate across nations and fulfill their responsibilities as global citizens, but rather with individual success in competing for a few well-paid jobs that the global marketplace offers. Reformers behind these initiatives are supplying the public with data on international assessment that is taken out of context and is, as a result, not as meaningful. They are claiming to be the unified voice of educators, but

---

[57] This organization has identified a system for teaching knowledge, skills, and dispositions necessary for acquiring global competence. Tied to this system, there are benchmarks and rubrics that have developed by Asia Society in all subjects for grades 5-12 (http://asiasociety.org/pos).

in reality, their voices belong to savvy business people, politicians, and attorneys (Ravitch, 2014). I am not suggesting that the Common Core Standards are a bad idea, but if they represent the direction in which America has decided to go to ensure a quality education for all of its students, then we need to make certain that we are still fulfilling the promise to promote democracy through public education (Dewey, 1916; Nussbaum, 2010; Rose, 2009). Many scholars have recently been voicing an alarming trend in school reform: the lack of concern for schools' civic and moral mission (Nasbe, 2006; Noddings, 2013; Nordgren, 2003; Nussbaum, 2010; Parker, 2010; Ravitch, 2014; Reimers, 2006; Rose, 2009). As stated in an NASBE's report (2006),

> Standard-based reform has moved workforce preparation and postsecondary education to the forefront of the mission of our nation's educational system. There is no doubt of the importance of preparing students for their future careers…Yet, with schools asked more and more to comply with these reforms efforts, another central element is at risk of being lost, teaching young people the roles and responsibilities of citizenship in a democratic society. (NASBE, 2006, p. 4)

Schools need to be reminded both of their civic mission and also that they need to prepare students to be able to engage in a global society. As we further read in the NASBE's report, "we must not only rekindle our commitment to that enduring mission, we must also prepare our young people to be citizens in an increasingly interconnected global stage" (NASBE, 2006, p.5). If the Common Core Standards is the direction in which this nation has decided to go, then policy makers need to make sure that the civic dimension of education is also addressed. I see this as the next important

step for the federal government,[58] as the Common Core Standards are implemented across the nation and then, within individual districts and schools. Monitoring how the standards for other subjects will be written and then, which kind of assessment will be developed to align with them, will be critical in determining what will be taught in U.S. public schools. However, even in the best case scenario, developing standards that address the true integration of global education is still only a first step. As Stewart (2012) writes, "they must be accompanied by high-quality content, intensive professional development; and sophisticated assessment" (p. 128).

Federal support is, therefore, greatly needed and will be pivotal in ensuring that all students in the United States will be able to access the same resources and have the same opportunities to contribute to the future of our global world. A first step in providing more support would be in allocating funding for National Resource Centers that have been established with Title VI of the Higher Education Act of 1965 (Wiley & Glew, 2010). Specifically, the "community outreach" component could come to play a crucial role in offering professional development for teachers and administrators and in supporting schools, colleges, and departments of education, since much more should be done to prepare teachers to teach about the world and administrators to support such a challenging task (Longview Foundation, 2008; Schneider, 2003, 2010; Stewart, 2012).

---

[58] I am aware and acknowledge that the initiative's authors want to be careful in using federal money for implementing the standards, in order not to fuel an already widespread criticism that the standards were a federal government strategy orchestrated to achieve a national curriculum and therefore, a violation of the Constitution (Rothman, 2013). However, I believe that the fact that these standards have been adopted by 45 states is a reality, and we need to deal with it in the best possible way.

9.4.2 Recommendations for state policy

State action is even more critical because the way in which global education can be integrated into schools is highly contextual (Asia Society, 2008; Merryfield & Wilson, 2005; Stewart, 2012). At the state level, however, initiatives are still very limited, at least in the specific case of the Commonwealth of Pennsylvania. In order to understand the recommendations that I offer here, I must first present a picture of the current situation in Pennsylvania regarding global education initiatives. From this picture it becomes evident that teaching about the world has not been and is not at the moment a priority in the state official's policy agenda. This results in a limited number of scattered and isolated efforts undertaken by schools, non-profits, and other associations to integrate global education in public schools.

By reviewing the list of Pennsylvania (PA)'s key initiatives in Longview's States Network on International Education, it becomes clear that very few actions have been taken to promote teaching about the world within the state (www.longviewfdn.org). An International Education Advisory Council was appointed by Pennsylvania Governor Edward Rendell in 2005 to beginning to address the issue of global education. The Council held a forum in 2006 and produced the *Pennsylvania's International Education Report* in 2008; however, after a few years, it was discontinued, as was its website (and any information regarding what was discussed during that forum). At the moment, there is no information available about the activities of this council except the report that can still be retrieved online through the Pennsylvania Association of School Administrators (http://www.pasa-net.org/Module1InterntlEd.pdf). I recognize that the report represents an encouraging first step toward the state's integration of teaching about the world into its education system. However, its content is limited to some general demographic information,

data on the extent of internationalization of Pennsylvania, very few directions for what schools and colleges should include in their curricula, and a list of schools, agencies, and organizations promoting international education programs that are defined as "promising" (PA Department of Education, 2005). The fate of the Pennsylvania Governor's Schools for International Studies, a summer program for high school students initiated in 1984, has been similar to that of Advisory Council. While the school has for many years helped students engage with complex issues related to global citizenship and globalization (Myers, 2010); it was discontinued after the state's cuts to the 2009-2010 budget (informal conversation with former director of the School, April 2010).

The only present efforts for promoting global education are being carried out by a network of professionals and educational organizations, including the PaCIE (Pennsylvania Council for International Education), a few non-profit organizations (e.g., the World Affairs Council), and the National Resource Centers housed at the University of Pennsylvania, the University of Pittsburgh, and the Pennsylvania State University (http://www.nrcweb.org/nrcList.aspx). There are, of course, also efforts being undertaken by many schools and districts within the state, as well as a greater number of dedicated teachers who are promoting daily teaching about the world in their classrooms. However, all these examples remain isolated experiences, and it is very difficult to measure their efficiency and impact, since there is no public database and no venue for sharing best practices, with the exception of the annual conference coordinated by PaCIE. However, while PaCIE has been working to develop advocacy statewide, it does not seem to have enough influence with the Department of Education that could lead to the creation of state strategies and policies for the integration of global education in schools.

The result is that teaching about the world in Pennsylvania schools is still very much left to serendipity, and as a result, the state remains behind in its efforts, compared to those states that

have appointed task force teams, integrated international content into their state standards, developed specific professional development programs, and appointed international education coordinators; such is the case with Washington, New Jersey, and Ohio (www.longviewfdn.org). Additionally, in the case of Wisconsin, the State Department of Education has also recently created a model for a Global Studies Certificate that is available to all high school students in the state (www.host.madison.com). In order to catch up with other states and to ensure its citizenry an education that prepares them to live and work in a global world, Pennsylvania will need to make several changes and take concrete steps to create a statewide strategy for the integration of global education in the public school curriculum, as I discuss below. Specifically the state should consider:

- **Collecting data** about global education programs and **building a database** of programs/initiatives available to educators and educational institutions within the state. As a part of this project, **models of best practices** should be gathered, documented, evaluated, and then shared. Networks, collaborations, and partnerships should be formed among these and other institutions.

- **Appointing a designated committee** of educators, practitioners, and researchers to advance the state of global education in the Commonwealth;

- **Providing guidelines for schools** on how to integrate teaching about the world, as well as **incentives and rewards** to support these initiatives and promote partnerships among schools, universities, and non-profits;

- **Investing in teacher education** and integrating teaching about the world into existing teacher preparatory programs;

242

- **Making the study of a foreign language a graduation requirement** for all high school students.

While this list of actions is lengthy and challenging, the time is right, and examples like Olympus can help make the case that the integration of global education in public schools is not only a widespread need but also a too often neglected issue that prevents schools from fulfilling their missions to prepare students for the twenty-first century (Reimers 2006, 2010).

9.5 TRAJECTORIES FOR FUTURE RESEARCH

This study presents opportunities for a great deal of further research. There are three main areas that I see needing immediate attention in order to fill existing gaps in the literature and to inform existing practices, as well as future policy making: research on best practices for the integration of global education in schools, research on global learning outcomes (Olson, Green, & Hill; 2006), and research on the internationalization of the teaching profession. To follow, I address each of these individually.

- Further research needs to be done to understand to what degree the findings of this study can be relevant for other cases; in the research methodology literature, this is referred to as external validity or "transferability" of findings (Miles, 1994). This should be done in an effort to **build a portfolio of "best practices"** without setting, however, the unrealistic goal of looking for silver bullet solutions. Therefore, additional research studies should be done to include multiple cases with characteristics similar to and/or different from those of Olympus. Further studies on the integration of global education should examine how this

243

is accomplished by independent schools. Since much of Olympus' challenges come from the pressures and demands placed on it by the state and federal government, my assumption is that independent schools will have more freedom to determine to which initiatives they give priority. Ogle's dissertation (2010) on the integration of global education in two independent schools can be a starting point for cross analysis. Such an analysis should also include charter or magnet schools, as well as examples from inner city schools and rural districts. This variety of cases would help to, at least, rule out the argument that global education is a matter only for affluent and resourceful school districts. Additionally, further research should explore differences and similarities across states; it would be particularly interesting to look at differences between states that seem to have been more active (e.g., Washington and Wisconsin) and less active (e.g., Texas and California[59]) in the implementation of global education (www.longviewfdt.org). Finally, since Americans are not the only citizens who can benefit from learning about the world—in an interconnected and globalized world we can all learn from each other and about each other—further studies should look at how global education is integrated into various schools in different regions throughout the world.

- Throughout this study, I have highlighted another major gap in the literature of global education regarding **student outcomes**; this is definitely an area that deserves scholarly attention. The subject of "global learning outcomes" (Olson, Green, & Hill; 2006), represents a substantial gap in the literature of global education. Not only is the field

---

[59] These two states do not appear in the Longview Foundation's list of States Initiatives, but given the economic and socio-cultural features of those two, I believe that they represent very interesting cases.

lacking a working list of outcomes to assess, but there is much confusion regarding the definition of individual outcomes and which types of assessment to use (Boey, Cuthbert, & Smith, 2008; Deardoff, 2006; Hunter, White, & Godbey, 2006). Additionally, discussing outcomes in global education is troublesome because of the conceptual challenge of assessing soft skills such as attitudes, perspectives, and values. Finally, most of the scholarly efforts in global education are today still focused on providing evidence that justifies the presence of global education in K-12 mainstream curriculum. However, as schools create new programs, build new capacity, and embrace change in order to offer an education that is more globally oriented, it becomes crucial to understand what students are taking away from these experiences. There is a need to establish a common language and workable list of outcomes, as well as to explore creative ways for the assessments of these outcomes. Regarding the latter, I believe that much could be learned by looking at the arts, which have been pioneers in the assessment of soft skills.

- Finally, further research should concern the important question of **how to build capacity** and specifically, how to best prepare teachers and administrators for teaching and supporting teaching about the world. The efficacy and impact of graduate programs in schools and colleges of education across the country, as well as professional development opportunities developed by non-profits and National Resource Centers, should also be researched.

As one can see, there is quite an extensive need for additional studies and future research, and while the current political and societal conditions are favorable, the challenge will be in finding the support for quality studies to be developed and sustained.

245

9.6   FINAL THOUGHTS ON GLOBAL EDUCATION AND PUBLIC SCHOOLING

Looking back to when I started this study five years ago, I recognize that there have been many important developments for K-12 education, and it seems to me that we are finally starting to build momentum to develop some nationwide initiatives that might also include the integration of global education into public schools. The U.S. Department of Education International Strategy released at the end of 2012 for the years 2012-2016 provides a promising framework for new policy, and organizations such as the Asia Society, World Savvy, and the Longview Foundation have taken important steps in the creation of a powerful advocacy for teaching students about the world. Their cause is also supported by scholars, practitioners, and consultants (Jacobs, 2014; Stewart, 2012; Zhao, 2009 and 2012).

While I think this is a unique and exciting time in the history of global education, I am also concerned because I still see confusion in many of the efforts to integrate global education; this is especially visible in the language that is being used by different advocates. Many of the current calls for the integration of global education into K-12 curriculum are aligned with the neoliberal philosophy that has influenced most school reform legislation over the past twenty years. If global education is going to be integrated into public schools only within these parameters, it will be done in a very limiting and somewhat hurtful way. In fact, I worry that a quest for what could be seen as the ultimate cutting-edge innovation for schools will produce an over-abundance of global studies certificates—some less soundly developed than others—and that some corporate agencies will inevitably see the profit in creating a related system for accreditation that will be heavily commercialized and consumed. Instead, I do not believe that there is a model that can be created for global education simply because one size does not fit all; rather, this process needs to happen—

using the words of my informants—in a much more "organic and authentic way" by capitalizing on the strengths and responding to the needs of each school. While I do believe that schools developing programs and curriculum framework need to develop a vision, strategy, and practices that are internally shared and agreed upon, I also think that each school is unique. Additionally, I am not sure that outcomes, such as a global perspective and competency can truly be assessed. Rather, if we think about global education as planting seeds, we might not be able to see these seeds sprout until later in the students' lives when they make academic, personal, and professional choices.

Finally, I also think that no one but the teachers, administrators, and to some extent, parents know their students and how best to educate them; indeed, most of the people I met who are in the field of education are there for the sake of building a greater future for the next generation. They should be empowered to integrate global education into their own classes and their own schools. This implies that while other agencies can help and support them to identify, allocate, and share resources and best practices, they should not impose their vision on what or how to teach. This is the role that I hope non-profits, state and government agencies, foundations, and universities will play in the near future: that of supporters and facilitators. It is with this synergy of cooperative work involving all stakeholders in the educational arena that I see global education being integrated into U.S. schools in a systematic, sustainable, democratic, and meaningful way that will benefit us all. While learning about the world 50 years ago was a luxury for few, in the twenty-first century, it needs to become part of our basic literacies.

In this study, I have assumed it is a given and shared belief that all young people today need to be able to understand the world. I have focused my attention, not on *if*, but rather on *how* global education can be integrated into public schools. Indeed, teaching about the world can and

should permeate the curriculum of public schools. However, this is a challenging task that requires not only a great deal of collaborative work, but it also requires teachers and administrators to re-think their roles as professional educators, their teaching practices, and the purpose of education in general. My wish is that with Olympus' story, readers will be able to move beyond descriptors and identifiers to get to the real meaning of curriculum innovation. There are many talented teachers, inspiring administrators, and indeed, good schools which are already doing an excellent job of preparing students to live, work, and engage in our global society. They only need support because a school alone cannot do it all; it really takes more than a village to make a better world, it takes us all.

INTERVIEW PROTOCOL FOR TEACHERS AND ADMINISTRATORS

1) What is your role and responsibilities in the district?
2) How long have you been in this district?
3) What is the meaning and value of education?
   a. What is your vision of education?
   b. What would education be like if you were in charge?
4) How do you see your relationship with the students, the parents, and the administrators?
5) What is your role in planning the curriculum?
   a. What degree of freedom do you have to create and implement the curriculum?
   b. What district and/or school goals are you responsible for enacting?
6) What has been your experience with the IBMYP program?
   a. Could you tell me the goals of the program? How were those goals enacted?
   b. Could you describe in your experience how the students' learning experiences in that program are different from those of students following the standard curriculum?
   c. What has been your role in delivering and/or supporting the IB program?
7) Could you tell me what the Global Studies Credential is?
   a. How is it different from the IB?
   b. What has been your role in developing the program? Why did you decide to be a member of the steering committee?
   c. What steps have been taken to develop the program?
   d. What future steps need to be taken?
   e. Why do you think there is a need in this district for the GSC?
   f. At the past school board meeting, the program was approved. What aspects of the program do you think might have been appealing for the board to approve and support the program?
   g. What additional information would you like to know about global studies in order to develop the program?
   h. Which do you foresee being the major challenge(s) to the program?
8) Could you describe how a global perspective can be incorporated into your own discipline?
   a. What curriculum, teaching materials, and instructional methodology best convey a global perspective?
   b. What is going on in your classroom now?
   c. What do you imagine doing in the future?
   d. What do you need (e.g., resources, expertise) to incorporate a global perspective?
9) What, in your opinion, could the school do to help teachers convey a global perspective to the students?
10) How does the Global Studies Credential relate to state standards?

11) What do you think the students' outcomes of the GSC will be?
12) How do you think students' acquisition of a global perspective is or could be assessed?
13) Is there anything that I didn't ask you in this interview that you thought I was going to ask?
   a. Is there anything else you would like to add?

INTERVIEW PROTOCOL FOR STUDENTS

1) What grade are you in?
2) In which extracurricular activities are you involved (e.g., clubs, band, teams/sports, service learning…)?
3) What countries outside of the United States have you been to, and if none, which one would you like to visit?
    a. What made you want to visit this country?
    b. Tell me about that experience.
4) What other global experiences have you had prior to enrolling in the program (study abroad, interaction with foreign students, service learning…)?
5) I am interested in your perspective on the Global Studies Credential. How would you describe it if you were to explain it to a friend who was considering applying for it?
    a. What does the school say the goals of the program are?
    b. How would you describe somebody who is a Global Scholar?
    c. Tell me about the kids who are in the program.
6) Why did you decide to enroll in the program to earn the credential?
    a. For what reasons do you think it is important to learn about the world?
    b. What does having a global perspective mean to you?
7) How has your experience in the program been so far?
    a. Which courses/enrichment experiences have you taken/done so far?
    b. Describe individual experiences you have had as part of the GSC.
    c. Which has been the most enriching experience for you so far? Why? Tell me more…
    d. What else could the GSC offer that is not yet in place and that you would like to do in the future? (e.g., courses, enrichment experience, study abroad)?
    e. What has been the most challenging issue for you so far? What other challenges have you faced in this program?
8) How has the knowledge gained through the program helped you so far?
    a. How does it inform your subject knowledge in other classes?
    b. How does it find an application in the real world?
    c. How does it differ / relate to what you are doing in other aspects of your high school experience?
9) What are your plans for the future?
    a. What would you like to study in college?
    b. How has your participation in the GSC changed your thoughts about your future?
10) Is there anything that I didn't ask you in this interview that you thought I was going to ask?
    a. What else would you like to add?

THE U.S. PUBLIC EDUCATION SYSTEM
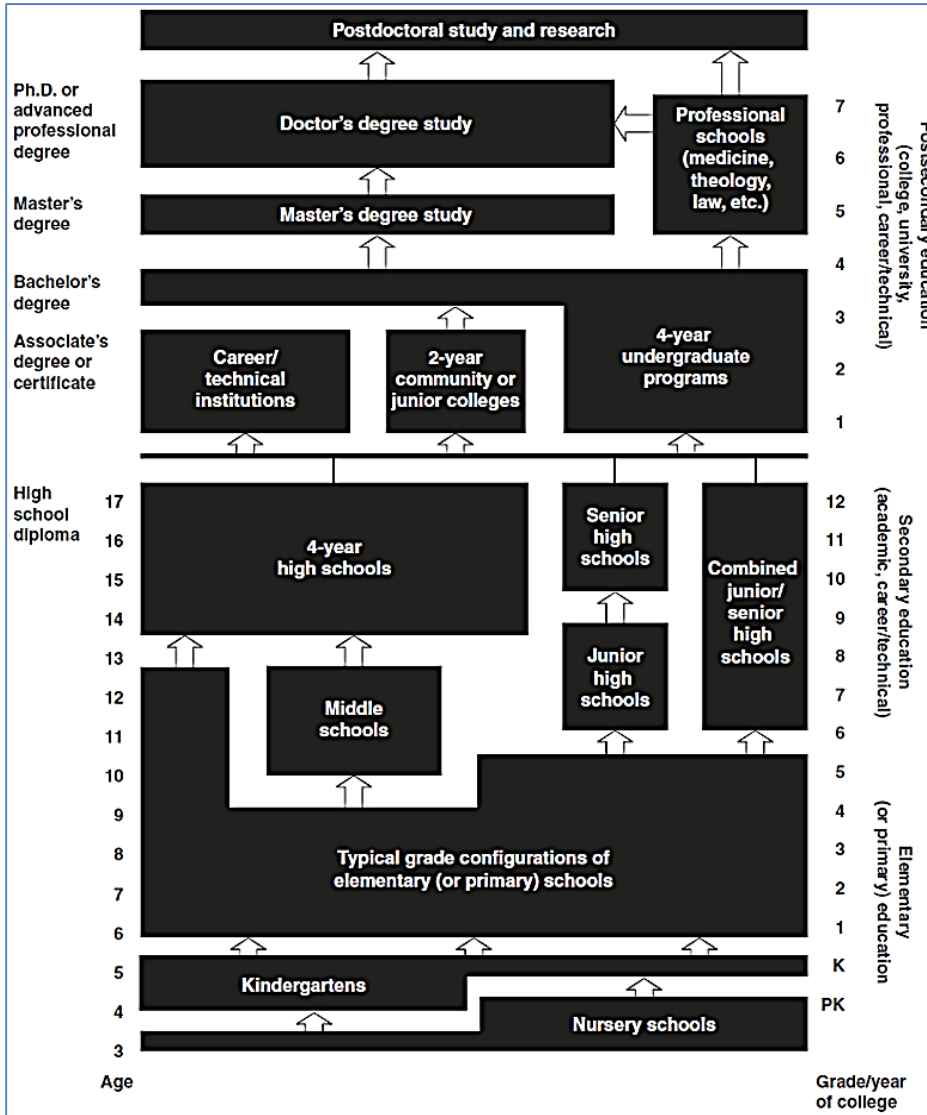
From the Institute of Education Science website

(http://nces.ed.gov/programs/digest/d02/images/figures/1f_A_1.gif)

EXPLANATION OF ACRONYMS AND KEY TERMS USED IN CHAPTER FOUR

Following is a list of definitions of some acronyms and words used in Chapter Four, as well as in the rest of the document, whose meaning might not be known by a less field-specific or international audience. The explanations that follow are simple and free of scientific jargon because they are meant to provide a quick and immediate definition to a reader who wishes to continue reading the document without having to stop to consult other sources. However, my definitions are by no means complete. I, therefore, invite the international and non-educator audiences alike, to also review the scholarly readings mentioned in Chapter Four and throughout this study and included in the final reference list. Additional resources for understanding the history and current scenario of the U.S. public education system are the *Encyclopedia of Education*, 2nd edition (Guthrie, 2002), and *Edspeak* (Ravitch, 2007). The first one is a reference book with many thoughtful explanations of educational terms written by different authors. For this study I mostly reviewed in volumes 2, 6 and 7. The book by Ravitch is a very useful guide to help navigate among the "phrases, buzzwords, and jargon" found in the educational discourse today.

AP courses, or Advanced Placement courses, are college-level courses offered in various subjects to high school students. The curriculum of these courses is challenging, and it holds a prestigious reputation among schools and colleges. The way AP courses are integrated into the mainstream curriculum varies greatly among the school districts, being that there are no state mandates for them. It is up to the individual district to determine how many AP courses to offer, in which subjects, and which students can enroll in them. Pre-AP courses are also offered to middle school students as a preparation for the more rigorous AP courses.

Common Core Standards are now replacing the state standards, even though they have so far been developed in only two subjects: mathematics and literacy. Although their proponents claim that these standards are the product of a coalition of individual states, the fact that they have been adopted in 45 states so far leads others to claim that this is a similar situation to having a national curriculum. I advise the reader to consult Kendall (2011), Nielsen (2013), Pattison (2013), and Rothman (2011, 2013) for a more comprehensive understanding of the debate around this latest initiative.

Compulsory education laws in the United States were signed at different times by all the states, in the second half of the nineteenth century. Today, the compulsory schooling varies among the 50 states between 5 and 18 years of age, and in Pennsylvania, it is between 8 and 17 years. Institute of Education Science http://nces.ed.gov/programs/digest/d07/tables/dt07_157.asp.

IBMYP is an international rigorous curriculum framework for grades 6-10, owned by the IBO (International Baccalaureate Organization) in Switzerland and has been adopted by many schools

worldwide. In this study, I do not provide a full description of the IBMYP's curriculum framework because this is not the primary focus. I only talk about the IBMYP in a way that allows me to answer my research question, but this is not a study of the implementation of the IBMYP. There are other studies that have been conducted with such a focus, and much relevant information can be gathered by those interested in the readings in my reference list and on the official website (http://www.ibo.org/myp).

Internal accountability is the degree of coherence shared among the population of an organization for the goals and objective of their mission. A scholarly definition is provided by Carnoy, Elmore, and Siskin (2003) as "the shared norms, values, expectations, structures, and processes that determine the relationship between individual action and collective results in schools" (p.198).

Keystone exams are standardized tests that high school students take at the end of the scholastic year in three specific subjects: Biology, Algebra I, and Literature. As of 2013, these have come to replace the PSSA (Pennsylvania System of School Assessment) tests that students were required to take in eleventh grade in compliance with the state requirements developed under NCLB. The data collected from these tests, along with other measurements (e.g., graduation rate for the high school level) form the AYP (Adequate Yearly Progress). See the Pennsylvania Department of Education website for more details (http://www.portal.state.pa.us/portal/server.pt/community/state_assessment_system/20965).

NCLB (No Child Left Behind) is the document that was signed into law by President George W. Bush in 2002. According to this law, each state must develop their own academic standards and assessment to prove continuing student improvement from one year to another (in NCLB jargon, this means that the school need to meet the Adequate Yearly Progress-AYP). The law works on a system of rewards and sanctions. Therefore, schools that can prove success are entitled to rewards from the federal government, while schools underperforming or underachieving are subject to a series of sanctions that range from summer remedial courses for low performing student, to the removal of staff, and the closure of the school itself. The law's philosophical pillars are grounded in the concepts of accountability (teachers and the school itself are held accountable for student learning; no longer is the student alone held accountable) and choice (if a school is doing a poor job at improving a child's learning, the parent of that child is entitled to choose an alternative "provider"). Both the RAND report (Hamilton et al., 2007), and Diane Ravitch's book (2010) are excellent sources to understand the law's philosophical roots, history, and implementation.

PA State Standards are academic standards developed by the state of Pennsylvania in the 12 main subjects to serve as a guide for curriculum planning.

SAT (Scholastic Aptitude Test) is a standardized test that high school students must take for the purpose of entering college. The PSAT is the pre-SAT, the test that is taken in preparation for the SAT.

School board is the governmental body made up of local representatives (not necessarily educators) that regulates the school district.

School district is the local government/entity that regulates the educational offerings for the nearby municipalities.

Standard reform movement. In the *Encyclopedia of Education*, edited by J. Guthrie (2002), the origin of the standard movement in America education is associated with the involvement of the business sector in matters of education and the emerging fear of America's losing its competitive edge because of its poorly educated workforce. The movement that started in the late eighties had major developments in the 1990s and then culminated in the George W. Bush presidential administration when NCLB was signed into law. See also Ravitch (2010).

HIGH SCHOOL GRADUATION REQUIREMENTS SET BY THE STATE OF PENNSYLVANIA[60]

In grades 9 through 12, every student graduating shall have completed 120 hours of instruction in **the following 21 units of credit**:

Unit of credit	Subject
English	4
Mathematics	3
Science	3
Social Studies	2
Arts or Humanities or both	1
Health and Physical Education	5

- Students select **five additional courses** from among those approved for credit toward graduation by the school, including approved vocational education courses.

In addition, the School Code has established the following criteria:

- English and Physical Education shall be taught to every student yearly in grades 9 through 12.
- The following planned courses shall be required and taught to students:
  - English—4 planned courses, each 120-clock hours.
  - Mathematics—3 planned courses, each 120-clock hours.
  - Science—3 planned courses including laboratory sciences, each 120-clock hours.
  - Social Studies—3 planned courses, each 120-clock hours. History and Government of the United States and Pennsylvania shall be taught as required in section 1605 of the Public School Code of 1949 (24 P. S. § 16-1605).
  - Health—one planned course.

---

[60] Adapted from the Public School Code, article 57.31 (available at http://www.pacode.com/secure/data/022/chapter57/s57.31.html).

- A school may offer **any of the following planned courses as a unit of credit** toward graduation:
  - Foreign Languages
  - Vocational Education
  - Business Education
  - Industrial Arts
  - Home Economics
  - Computer Science
  - Consumer Education
  - Art
  - Music

The planned courses may be offered for less than 120 hours, and course credit shall be awarded based on the fraction thereof.

GSC DESCRIPTION AS IT APPEARS IN THE PROGRAM OF STUDY FOR THE

SCHOOL YEARS FROM 2010-2011 TO 2014-2015

	GSC description yrs 2010-2014[61]	GSC description yrs 2014-15
GENERAL DESCRIPTION	While all Olympus High School students will matriculate through a relevant, globally focused curriculum that emphasizes 21st Century skill development, students who wish to independently explore global topics in more depth may opt to earn a Global Studies Credential.	While all Olympus High School students will matriculate through a relevant, globally focused curriculum that emphasizes 21st Century skill development, students who wish to independently explore global topics in more depth may opt to earn a Global Studies Credential.
LANGUAGE REQUIREMENT[62]	Complete three courses of World Language study at the high school level. In order to reach a high level of proficiency, students must either study the same language for all three courses (at the high school), or they can opt to study a language at the high school level for two courses, and then complete an intensive summer language institute that focuses on Less Commonly Taught Languages (LCTLs).	Complete three courses (4.5 Credits) of World Language study in the same language at the high school level. In order to reach a high level of proficiency, students must either study the same language for all three courses (at the high school), or they can opt to study a language at the high school level for two courses, and then complete a course that focuses on a Less Commonly Taught Language. (LCTLs).

---

[61] For the scholastic years 2010-2011 to 2013-2014, the wording for both the GSI and GSC has remained unchanged in the program of study. In the program of study during the year 2014-2015 the description for the GSI is no longer found, while a few changes have been made in the wording of the GSC. The areas in which changes have occurred are highlighted in grey.

[62] The highlighted sections represent the areas in which changes have occurred during the implementation of the program.

REQUIRED COURSEWORK REQUIREMENT	Students must complete the required coursework: 4 Years/Courses of English 4 Years/Courses of Social Studies 3 Years/Courses of Math (4 courses are highly recommended) 3 Years/Courses of Science (4 courses are highly recommended).	Students must complete the required coursework: 4 Years/Courses of English 4 Years/Courses of Social Studies 3 Years/Courses of Math (4 courses are highly recommended) 3 Years/Courses of Science (4 courses are highly recommended).
ADDITIONAL REQUIRED COURSEWORK REQUIREMENT	5 Credits of the coursework listed above must be comprised of the specifically identified Global Scholars Courses and students must earn a B- or better in each course.	5 Credits of the coursework listed above must be comprised of the specifically identified Global Scholars Courses and students must earn a B- or better in each course.
PERSONAL PROJECT REQUIREMENT	Students must complete the 10th grade personal project in accordance with the Olympus guidelines. However, the project must focus on an issue related to global economy, global security, global society, or global health.	
ELECTIVE COURSES REQUIREMENT	4 Credits of Global Scholars Electives (students must take at least one elective course in the Science and Technology category and at least one course in the Arts and Expression category).	4 Courses of Global Scholars Electives (Of the four courses, students must take at least one elective course in the Science and Technology category and at least one course in the Arts and Expression category).
EXTRACURRICULAR EXPERIENCES REQUIREMENT	Students must independently participate in a series of activities or experiences (outside of the school day/school year) that have been designated as Independent Global Studies Ventures. (Examples may include but are not limited to: summer reading, study abroad, language study, dual-enrollment coursework, summer enrichment workshops, seminars, or elective courses).	Students must independently participate in a series of global enrichment experiences (50 credits) and demonstrate learning through a portfolio of work. Experiences may include but are not limited to: study abroad, global dual-enrollment coursework, global enrichment workshops, videoconferences, seminars or study groups.

APPENDIX G

ORIGINAL LIST OF IDENTIFIED GLOBAL STUDIES COURSES CREATED BY THE

STEERING COMMITTEE

Core Courses
21st Century English
American Civics
AP English
AP European History
AP Macroeconomics
AP World History
Biology
CHS Argument, Communication, Rhetoric
Concept Biology
Economics and Entrepreneurship
Environmental Science
Honors Biology
Honors World History
International Relations
Politics
World History

World Language Courses
All courses, all levels

Arts and Expression Electives
Fine Arts (Visual and Performing)
Journalism

Science and Technology Electives
Communications Technology
Exploring Technology
Transportation Technology
Computer Courses (Networking, Web Design, Programming)
Ethical Issues in Science
Honors Research Science

SAMPLE OF STUDENT'S GLOBAL MOVIE REVIEW

Directions: Please complete the reflection and submit it to the GSC coordinator.
Review for the movie: "Girls Rising" (2013).

1. Describe the story that had the biggest impact on you and explain why?

   Even though all the stories had a different impact on me, the story that had the greatest impact on me was the story about the young girl Wadley. I really liked this girl because she strived so much to try and get an education even during the worst times; the earthquake in Haiti. After the earthquake, she found the school teaching some students under the tent. They told her she could not stay to learn until she paid. Unfortunately, her mother could not afford her to stay in school, but that did not stop Wadley. Every day she went back and was rejected, and then, my favorite part, when she told the teacher that she was going to "come back every day until [the teacher] said she could stay."

2. Overall, what did you learn about the challenges that girls face in our global society today?

   From the film, I learned that girls all around the world face different challenges every day. What really stood out to me was that all of these girls dream about having education and learning to read and write. However, the people around them are making the decisions for them, giving them no choices about their lives.

3. What do think are some of the solutions for these challenges? What is one thing that you can personally do?

   Some things that I could personally do are maybe donate to charities that support education for girls, personally reach out to girls around the globe by pen pal, or research more about the challenges girls have to face and try to help from there.

APPENDIX I

TRAVEL ABROAD RUBRIC

Met with Global Scholars Coordinator prior to the trip for pre-approval and information.	Contents in the journal addressed the topics of the Travel Abroad Prompt.	Journal was submitted in a timely fashion.
1 Point	**1-8 Points Possible (See Rubric Below)**	**1 Point**

	8-7 Points	**6-5 Points**	**4-3 Points**	**2-1 Points**
Journal Contents	The journal demonstrated that a significant amount of knowledge was gained about the nation and people, addressing half or more of the categories on the Travel Abroad Prompt in depth.	The journal demonstrated that a good amount of knowledge was gained about the nation and people, addressing half or less of the categories on the Travel Abroad Prompt in depth.	The journal demonstrated a fair amount of knowledge was gained about the nation and people, addressing categories on the Travel Abroad Prompt but with little depth.	The journal demonstrated some knowledge of the nation and people, but failed to address the categories on the Travel Abroad Prompt.

TRAVEL ABROAD PROMPT:

If you are taking a trip abroad, you need to keep a journal that reflects on the similarities and differences between the country you visited and the United States. Compare such things as: their educational system, economy, exchange rates, bargaining, transportation systems, city design, family living, hobbies, pastimes, dating, laws, political system, history, historical sites, environmental awareness, current issues. This can be a written journal or a video journal. You may submit your journal to me electronically through email, or send me the URL to view your video journal.

Please submit your journal within 2 weeks of your return.
Note: Beginning with the graduating class of 2016, up to 10 enrichment credits per trip with a maximum of 20 credits towards the 50 credit enrichment requirement.

APPENDIX J

SAMPLES OF STUDENTS' RESPONSES TO THE INTERVIEW' QUESTIONS

Responses relate to….	Students' responses
Motivations: Students' interest in the credential part of the GSC	• I feel like a lot of people have a motivation to do it just 'cause it looks good for colleges or something like that. Um. It looks good for an NHS [National Honor Society] application or different things like that…Like, well, if you write on your college applications as like extracurricular activities and stuff, um…I feel like to get into a really good college, like, you need something to make you stand out, and this could help. (Emma) • I think that a lot of them are in the program for the same reasons that I—I mean, part of it I think is so it will look good like on your college transcript and everything. So I think it's something unique to our school that not many other schools have. So I think it's a great thing that will make you stand out. (Lauren) • I mean, truthfully I think some of them [students] just signed up for it because it looks good on resumes. (David)
Motivations: Students' interest in learning about the world	• Ever since I was young my dad has stressed the importance of um, getting like a global outlook on the world, too, so that you're not just like focused on yourself, and I thought this would be a really good program to just like educate myself more on the world around me. (Diane) • Well I'm always, I mean, I'm really interested in like travel and seeing different parts of the world, so the idea of taking some, getting like a certificate about learning more about the world and different parts of it, and what's going on, really interested me. (Kate)

Students' perceptions: Learning in the GSC program is interesting because relevant	• Well what we're talking about is real life, so of course it's going to be immediately inside the real life. And you click on CNN online and all the topics that we're talking about in Global Studies is on there and it's very—it's not dated, it's very modern, so I think that really helps us understand what's going on instead of just dealing with, you know, friends and school and teenager things. We are instead dealing with what the world is going through, which I think is a beneficial part of being part of the group. (Maggie) • The Global Studies—things we study probably has more—a bit more of an application in the real world because it's what's relevant now, as compared to—I mean, things like the Russian Revolution are important but they're not happening right now as opposed to, like, global crises and trying to eradicate polio, so those are all a bit more important and have a better application to right now. (Matt) • Um, I mean in, you know, not only are we learning things that can be applied in the classroom, but um, we're also learning – we're learning, I guess – we're learning basic knowledge, essentially. And when I say basic knowledge, um, I think it should be basic knowledge and I don't think that – that these are things that people sometimes know. And just, you know, being aware of things around you and not even just things around you but also things that are going on, you know, on a whole other side of the world. So, I guess being aware of things really plays into this program and is also something that really plays in just to life in general. (Nick) • And, um, with the video conferences and the summits you get a lot more time to learn about current issues stuff like that, and, um, a lot of people from this school, that especially that are in that group, we like think the same, like a lot of our thoughts are, and opinions on stuff, are really similar, but people from other schools, like, have definitely a lot of different stuff to say on it. Like when you're talking about the economic crisis, and Greece obviously had a lot more interesting stuff to say on it than we really did, which is cool. (Nicole)
Students' perceptions: GSC learning offers multiple perspectives	• What we do in Global Studies is really today, and it gives you understanding of what's going on, and I do see the similarity [with what I learn in class], but Global Studies is definitely more in-depth, and it's more input. I feel like some history books or things are very one-sided, and um, through global scholars we just get a total 360 view of things that are going on today. (Franny) • It's pretty different, just 'cause there's so many different opinions and ideas about solutions or how this problem was caused, whereas in the classroom it's pretty much just like learning out of a textbook or seeing it from the teacher's view. (Oscar)
Students' perceptions: Learning in the GSC program is different	• Well, it's definitely helped me understand what I do, like, in school. You know, like the histories. I'm not a big fan of science. I think the history aspect comes from me travelling all over the world and learning about what happens at different places, you know. You go to Greece, you learn about Athens, and all the acropolises and statues, and you know, like gods, and everything like that. (Eli) • I feel like my classes I learn different things. But then these things kind of help to learn how they apply to different situations. So like I can learn in history about different like world problems and how they were solved, and then, I don't know, using history to think about different things about what's going on now. (Kate) • It is, this is something, um, that we talked a lot about in global civics… maybe not the famine specifically, but absolutely, um you know, issues going on not only in the U.S., but also around the world. In other classes, certain things do appear, maybe not, you know – maybe not what specifically Global Studies would do, but things that do relate to Global Studies. (Nick)

Students' perceptions: The learning in the GSC is stress-free, and gives us a break from the classroom; therefore, it is fun!	• My experience, it's—it's not hard, it's not difficult, it's not—it doesn't affect you or make you stressed out, it's just kind of a… an easy, fun thing to do that… it's more beneficial than negative, like, to making you stress, like I said, um. Uh. You know, I can travel, abroad, and get credits. And then I—well, and then all I have to do is learn about certain things and write about it. And it's just like keeping a daily journal of what you do, which…and that's a pretty good thing to do, to remember what you did. And—years later. You know. People can watch movies. People can read books. That's what they like to do. So it's… it's something that's enjoyable more than anything else. (Eli) • It's not really textbook learning; it's more um, more… I don't know how to put it. More… not real learning, but it's more um, it's less pressure to learn exact information and more of a goal of learning broader information and just being aware of cultures. So I think it's like, more enjoyable learning 'cause it's less memorize a formula and more broad, you know, how can we help Saudi Arabia with their oil problems and their job problems. (Luke) • When we talk about this sort of bubble again, you know, there's the bubble of the classroom, there's a bubble of Olympia and um, there's sort of the bubble of the high school, as well. And we're sort of, we are getting out of the bubble of school simply because we're working on issues that traditionally aren't worked in school, worked on in school, and um, we're thinking about things outside of where we're currently are. (Nick) • I think that's really important for—especially living in the bubble. People sometimes get caught up in their own lives and stuff, and we just need to like take a step back and realize that's not just us. Like there's so many countries around us and the world's so big, and just—I think it's important to be able to understand it all and have—I think it's very important for kids to, you know, go abroad, whether it's in college or studying abroad in high school, or after those, just to be able to put yourself in a different culture and be able to experience that. So, I'm glad that the program is here for those opportunities if you want them. (Emma)
Students' Perceptions: challenges	• I've had a couple of things where the scheduling has just really not worked out. 'Cause it's hard for me to miss classes during the day when some of these smaller video conferences are, like the one this morning, I couldn't do that because, I mean, I have a presentation, or I had a presentation to give in, um, AP world history, so I can't miss that. And then, um, it's just one thing, like with getting the credential you have to take one year of computer class or like a computer elective, and that's been hard for me to schedule, and it's not going to fit my schedule next year. It didn't fit this year, it didn't fit last year. So hopefully it'll fit senior year. (Diane) • Um, well, I haven't really run into any problems yet, but I know I'm going to in the future with scheduling the classes that you're supposed to take for Global Studies. Um, you're supposed to take like Arts and Technology and something else I forget, and I just might not have time with my schedule in the next couple years 'cause I'm taking AP and honors in pretty much every class. So, I don't really have space for Global Studies—a Global Studies class—because gym is also a required thing. You have to have it every year and health is every other year that you have to have it. So it's kind of hard to fit it in. (Luke) • I mean, sometimes we have to have like meetings for Global Studies and I can't always get out of, like I'll have a test or something and I can't always get out of class to go to the meeting, so sometimes I cannot make it. (David)

Students' perceptions: Suggestions	• I think a study abroad would be a kind of cool thing. I know that might be difficult to make sure that the school that you study abroad with has the same curriculum and the same, you know, credentials and everything like that, it has to go with that, but I think if we could take a semester off, like a 12 week program, or a half a year program, we could go to a foreign country and learn there, travel, and learn about other—'cause I know they do that in college all the time. And that's a, that's a big thing also for work. (Eli) • I think it'd be nice if we had like some sort of like arranged weekly meeting or something, 'cause it's usually like by e-mail, we like plan things, and that's sometimes difficult, but um. If we just had like a weekly meeting or something to like gather all of our thoughts and ideas and like plan ahead for what's coming next, because it seems like we do a lot of things via e-mail, and not everybody checks their e-mail every day. (Franny) • I would like further getting out of the school and you know – whether it be going out into the community, going, you know, to a museum. So I guess I would have to say, um, going somewhere and sort of seeing the world even more. And that, you know that could be done through a trip that could be done through community work but even further understanding issues that, you know, humans are facing everyday whether they're, you know, here or abroad. So, any, you know, any sort of trips, any sort of programs that wouldn't necessarily take place in this high school. (Nick)
Students' outcomes: Understanding of the world	• I just think it also helps us to put in perspective what—like compare our lives to other people's lives, and like, being aware of the conditions of how things are in other countries. It, um, makes you more grateful for what you have, so I think, emotionally and intellectually, it's a good experience. (Emma) • I think whenever, I mean, whenever I'm old enough to vote, if there's ever going to be like a passing of a bill or something, that like has to do with a war or something, that like I'll probably advocate for peace. Maybe I'll do a little protesting, I don't know. (David) • I think the culture [of Thailand] has always really interested me, and it just seems like a really great place where I feel like I could do some good, and I know it's, it's not like a third-world nation, but it's, you know, like underdeveloped, and I, um, I'm actually thinking about doing Teach for America, maybe, and that's one of the places where I would love to go, and I think the, um, public education system there could, uh, you know, benefit from people like me going over there and just helping out. (Lauren)

BIBLIOGRAPHY

Agbaria, A. (2011). The social studies education discourse community on globalization: Exploring the agenda of preparing citizens for the global age. *Journal of Studies in International Education*, *15*(1), 57-74.

Allen, H., Dristas, V., & Mills, N., (2007). Cultural Learning Outcomes and Summer Study Abroad. In Mantero, M. (Ed.), *Identity and Second Language Learning: Culture, Inquiry, and Dialogic Activity in Educational Contests*. (pp. 189-215). Charlotte, NC: Information Age Publishing, INC.

Anderson, L., & Becker, J. (1976). The role of social studies in the international education of children and young people. *Working paper for the International Meeting of Experts on the Role of Social Studies in Education for Peace and Respect for Human Rights. Paris*, FR: UNESCO.

Apple, M. & Au, W. (2009). Politics, theory, and reality in critical pedagogy. In Cowen, R. & Kazamias, M. (Eds.) *International handbook of comparative education* (pp 991-1007). New York, NY: Routledge.

Apple, M. (2004). *Educating the right way*. London and New York: Routledge.

Apple, M. (2010). Global crisis, social justice, and education. In Apple, M. (Ed*.), Global Crisis, social justice, and education* (pp. 1-23). New York, NY: Routledge.

Appleyard, N. (2009). *Teacher and student perceptions of the goals of global education*. Masters Theses. Ottawa, Canada: University of Ottawa. Retrieved from ProQuest Digital Dissertations and Theses. ISBN: 978-0-494-61158-6.

Asia Society (2008). *Going global: Preparing our students for an interconnected world*. New York, NY: Author.

Association of American Universities (2006). *National Defense Education and innovation initiative. Meting America's economic and security challenges in the 21st century*. Washington, D.C.: Author.

Au, W. (2009). Fighting with the text. Contextualizing and recontextualizing Freire's critical pedagogy. In Apple, M. W., Au, W., & Gandin, L. A. (Eds.), *The Routledge International handbook of critical education* (pp. 221-231). New York, NY: Routledge.

Babbie, E. (2007). *The Practice of Social Research* (11th ed.) Belmont, CA: Wadsworth Thomson.

Banks, J. (2003). *Educating global citizens in a diverse world*. Retrieved January 17, 2011 from http://www.marthalakecov.org/~building/strategies/multicultural/banks2.htm

Banks, J. (2008). Diversity and citizenship. Education in global times. In Arther, J; Davues, I. & Hahn, C. (Eds.), *The Sage handbook of education for citizenship and democracy* (pp. 57-70). Los Angeles, Ca: Sage.

Becker, J. (1969). *An examination of objectives, needs, and priorities in international education in US secondary and elementary schools*. New York, NY: Foreign Policy Association.

Becker, J. (1979). The world and the school: A case for world-centered education. In Becker, J. (Ed.), *Schooling for global age* (pp. 33-57). New York, NY: McGraw-Hill Book Company.

Becker, J. (2002). Globalization and education: Ever the twain shall meet? *International Social Studies Forum*, *2*(1), 51-57.

Berdan, S., & Berdan, M. (2013). *Raising global children*. Alexandria, VA; American Council on the Teaching of Foreign Languages.

Boey, J., Cuthbert D., & Smith W. (2008). What do we really know about the outcomes of Australian International education? A critical review and prospectus for future research. *Journal of Studies in International Education*, *12* (3), 255-275.

Boix Mansilla, V. & Jackson, A. (2011). *Educating for global competence: Preparing our youth to engage the world*. New York, NY: Asia Society.

Burbules, N. & Torres, C. (Eds.). (2009). *Globalization and education: Critical perspectives* (2nd ed.). New York, NY: Routledge.

Cambridge, 2002. *IB Research Notes*, *2*(1), 3-11. Available at http://www.ibo.org/programmes/research/publications/documents/notesfebruary02.pdf

Cambridge, J., & Thompson, J. (2004). Internationalism and globalization as contexts for international education. *Compare: A Journal of Comparative and International Education, 34*(2), 161-175.

Carber, S. (2009). What will characterize International education in US public school? *Journal of Research in International Education*, *8*(1), 99-109.

Carnoy, M., Elmore, R., & Siskin, L. Ed. (2003). *The new accountability. High schools and high-stakes testing*. New York, NY: RoutledgeFalmer.

Cavanagh, S. (2004). International education inching forward in U.S. classrooms. *Education Week*, *24*(13), 4-5.

Cheng, K. (2007). The postindustrial workplace and challenges for education. In Suarez-Orozco. M. (Ed.), *Learning in the global era: International perspectives on globalization and education* (pp. 175-191). Berkeley, CA: University of California Press.

Cheng, K. (2010). Education for all, but for what? In Cohen, J., & Malin, M. (Eds.), *International perspectives on the goals of universal basic and secondary education* (pp. 43-66). New York, NY: American Academy of Arts and Sciences.

Cognetta, S. (2010). *Preparing students for a twenty-first century global workplace in an era of accountability.* Doctoral Dissertation. Los Angeles, CA: University of Southern California. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3418022.

Committee for Economic Development (CED). (2006). *Education for global leadership: the importance of international studies and foreign language education for U.S. economic and national security.* Washington, D.C.: Author.

Cook-Sather, A. (2002). Authorizing students' perspectives: Toward trust, dialogue and change in education. *Educational Researcher*, *31*(4), 3-14.

Cook-Sather, A. (2006). Sound, presence, and power: "Student Voice" in educational research and reform. *Curriculum Inquiry*, *36*(4), 359-390.

Cook-Sather, A. (2009). *Learning form students' perspective: A sourcebook for effective teaching.* Boulder, Co: Paradigm publishers.

Corbin, J & Strauss, A. (2008). *Basics of qualitative research: techniques and procedures for developing grounded theory* (3rd ed.). Thousand Oaks, CA: Sage Publications Inc.

Cozzolino, M., & Bichsel, J. (2010, October 30). *Innovation in the accountability era: A case study of a high school*. Paper presented at the annual meeting of the American Educational Studies Association. Denver, CO.

Creswell, J. (2007). *Qualitative inquiry and research design: Choosing among five approaches*. (2nd ed.) Thousand Oaks, CA: SAGE.

Darling-Hammond, L. (2010). *The flat world and education. How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Davies, L. (2006). Global citizenship: abstraction or framework for action? *Educational Review*, *58*(1), 5-25.

de Wit, H. (2002). *Internationalization of Higher Education in the United States of America and Europe. A Historical, Comparative, and Conceptual Analysis*. Westport, CT: Greenwood Press.

Deal, T. & Peterson, K. (2009*). Shaping school culture. Pitfalls, paradoxes & promises. Second Edition.* San Francisco, CA: Jossey-Bass.

Deardorff, D. K. (2006). Identification and assessment of intercultural competence as a student outcome of internationalization. *Journal of Studies in International Education*, *10*(3), 241-266.

Dill, J. (2013). *The longings and limits of global citizenship education: The moral pedagogy of schooling in a cosmopolitan age*. New York, NY: Routledge.

Dolby, N., & Rahman, A. (2008). Research in international education. *Review of Educational Research*, *78*(3), 676-726.

Elmore, R. (2004). *School reform from the inside out. Policy, practice and performance*. Cambridge, MA: Harvard Education Press.

Engberg, D., Green, M. F., & American Council on Education. (2002). *Promising practices: Spotlighting excellence in comprehensive internationalization*. Washington, DC: American Council on Education.

Farnsworth, K. A. (2010). *Grassroots school reform: A community guide to developing globally competitive students*. New York, NY: Palgrave Macmillan.

Ferreira, R. (2011). *Development of an instrument to measure high school students' global awareness and attitudes: looking through the lens of social science*. Doctoral dissertation. Miami, FL: Florida International University. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3472030.

Freire, P. (2007). *Pedagogy of the Oppressed*. New York, NY: Continuum.

Frey, C. J. & Whitehead, D. M. (2009). International education policy and the boundaries of global citizenship in the US. *Journal of Curriculum Studies*, *41*(2), 269-290.

Friedman, T. (1999). *The lexus and the olive tree: Understanding globalization.* New York, NC: Farrar, Straus & Giroux.

Friedman, T. (2005). *The world is flat: a brief history of the twenty-first century*. New York, NC: Farrar, Straus & Giroux.

Fullan, M. (2007). *The new meaning of educational change* (4th ed.). New York: Teachers College Press.

Gaudelli, W. (2000*). Approaches to global education: a description and analysis of the New Jersey global education mandate*. Doctoral Dissertation. New Brunswick, NJ: Rutgers State University. Retrieved from ProQuest Digital Dissertations and Theses. UMI number 9970971.

Gaudelli, W. (2003). *World Class. Teaching and learning in global times*. Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Gigliotti-Labay, J. (2010). *Fulfilling its mission? The promotion of international mindedness in IBDP programmes*. Doctoral dissertation. Houston, TX: University of Houston. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3438266.

Giroux, H. (2008). Public time versus emergency time after September 11th: Democracy, schooling, and the culture of fear. In Rubin, B. & Giarelli, J. (Eds.), *Civic education for diverse citizens in global times.* (pp. 221- 237). New York, NY: Lawrence Erlbaum Associates.

Glass, R. (2001). On Paulo Freire's philosophy of praxis and the foundations of liberation education. *Educational Researcher*, *3*(2), 15-25.

Hunter,B., White, G., & Godbey, G. (2006). What does it mean to be globally competent? *Journal of Studies in International Education*, *10* (3), 267-285.

Granada, P. (2009). *Principal's beliefs regarding the purpose of education: global education versus accountability*. Doctoral Dissertation. Charlottesville, VA: University of Virginia. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3353826.

Guba, E., & Lincoln, Y. (1994). Competing paradigms in qualitative research, In Denzin, N., & Lincoln, Y. (Eds.), *Handbook of Qualitative Research* (pp. 105-117). Thousand Oaks, CA: Sage Publications. 1994, pp. 105-117.

Guilfoyle, C. (2006). NCLB: Is there life beyond testing? *Educational Leadership*, *63*(3), 8-13.

Gunzenhauser, M.G. (2006). Normalizing the educated subject: A Foucaultian analysis of high-stakes accountability. *Educational Studies*, *39*(3), 241-259.

Gunzenhauser, M.G. (2007). Resistance as a component of educator professionalism. *Philosophical Studies in Education*, *38*, 23-36.

Gunzenhauser. M. (2012). *The active/ethical professional. A framework for responsible educators*. New York, NY: Continuum.

Guthrie, J. (ed.) (2002). *Encyclopedia of Education* (2nd ed., Vols. 2, 6 & 7). New York, NY: MacMillan. Available at the Gale Virtual reference Library.

Gutmann, A. (1999). Epilogue. Challenges of civic minimalism, multiculturalism, and cosmopolitanism. In Gutmann, A. (Ed*.), Democratic education* (2nd ed.). (pp. 293-316). Princeton, NJ: Princeton University Press.

Hammersley, M., & Atkinson, P. (2007). *Ethnography principles in practices (*3rd ed.) New York, NY: Routledge.

Hamilton, L., Stecher, B., Marsh, J., McCombs, J., Robyn, A., Russell, J., Naftel, S., & Barney, H. (2007). *Standards-based accountability under No Child Left Behind: Experiences of teachers and administrators in three states*. Santa Monica, CA: RAND.

Hanvey, R. (1976). *An attainable global perspective.* Denver, CO: Center for Teaching International Relations.

Hanvey, R. (1982). *An attainable global perspective*. New York, NY: American Forum for Global Education.

Hargreaves, A. (2003). *Teaching in the knowledge society: Education in the age of insecurity*. New York, NY: Teachers College Press.

Hatch, J. A. (2002). *Doing qualitative research in educational settings*. Albany, NY: State University of New York Press.

Hayden, M. & Thompson, J. (2008). *International schools: growth and influence*. Paris, France: UNESCO International Institute for Educational Planning.

Hayden, M. (1998). *International education: Principles and practice*. London, UK: Kogan Page.

Hayes, W. (2004). *Are we still a nation at risk? Two decades later*. Lanham, MD: Scarecrow Education.

Henry, M., Lingard, B., Rizvi, F., & Taylor, S. (1999). Working with/against globalization in education. *Journal of Education Policy*, *14*(1), 85-97.

Hicks, D. (2003). Thirty Years of Global Education: A Reminder of Key Principals and Precedents. *Educational review*, *55*(3), 265-275.

Hinde, E. (2004) School culture and change: An examination of the effects of school culture on the process of change. *Essays in Education*. *4*(12), 1-12.

Hugonnier, B. (2007). Globalization and education. Can the world meet the challenge? In Suarez-Orozco, M. (Ed.), *Learning in the global era: International perspectives on globalization and education* (pp. 137-158). Berkeley, CA: University of California Press.

Hunter, W. (2004). Got Global Competency. *International Educator, 13*(10), 6-12.

Hursh, D. (2007). Assessing 'No Child Left Behind' and the rise of neoliberal education policies. *American Educational Research Journal*, *44*(3), 493-518.

Hyslop-Margison, E. & Sears, A. (2006). Chapter one. Neo-liberalism, ideology and education. In Hyslop-Margison & Sears (Eds.), *Neo-liberalism, globalization and human capital learning. Reclaiming education for democratic society*. (pp. 1-24). The Netherlands: Springer.

Jacobs, H. (Ed.) (2010). *Curriculum 21. Essential education for a changing world*. Alexandria, VA: ASCD.

Jacobs, H. (Ed.) (2014). *Mastering global literacy*. Bloomington, IN: Solution Tree Press.

Kendall, J. (2011). *Understanding Common Core State Standards*. Alexandria, VA: ASCD.

Kilpatrick, J. E. (2010). *Global education in Massachusetts: A case study of two high schools.* Doctoral dissertation. Boston, MA: Boston University. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3411749.

Kist, W. (2013). *The global school. Connecting classrooms and students around the world. Bloomington*, IN: Solution Tree Press.

Knight. J. (2004). Internationalization remodeled: definition, approaches, and rationales. *Journal of Studies in International Education*, *8*(1), 5-31.

Kuo, V. (2010). What is next for the American high school? Transforming American high schools: Possibilities for the next phase of high school reform. *Peabody Journal of Education*, *85*, 389-401.

Laguardia, A., & Pearl, A. (2009). Necessary education reform for the 21st century: The future of public schools in our democracy. *Urban Review*, *41*, 352-368.

Lam, W.S.E. (2006). Culture and learning in the context of globalization: Research directions. *Review of Research in Education, 30*(1), 213-237.

Larson, R. (2011). *Changing schools form the inside out. Third edition*. Lahman, MD: Rowman & Littlefield Education.

Le Roux, J. (2001) Re-examining global education's relevance beyond 2000. *Research in Education*, *65*, 70-80.

Lincoln, Y, and Guba, E. (2000). The only generalization is: There is no generalization. In Gomm, R., Hammersley, M., and Foster, P. (Eds.), *Case study method. Key issues, key texts*. Thousand Oaks, CA: Sage Publications Inc.

Lincoln, Y., & Guba, E. (1985). *Naturalistic inquiry*. Newbury park, CA: Sage Publications.

Lincoln, Y., & Guba, E. (2013). *Constructivist credo*. Walnut Creek, CA: Left Coast Press.

Lyotard, Jean Francois. (1984). *The postmodern condition: A report on knowledge*. Minneapolis, MI: University Of Minnesota Press.

Longview Foundation. (2008). *Teacher preparation for the global age: The imperative for change*. Washington, DC: Author.

Marshall, H. (2007). The global education terminology: Exploring some of the issues. In Hayden, M., Levy, J., & Thompson, J. (Eds.), *The SAGE handbook of international education* (pp 38-50). Thousand Oaks, CA: Sage.

Mattern, W. (1991). Random ruminations on the curriculum of the international school. In Jonietz, P. & Harris, D. (Eds.), *World Yearbook of education 1991: International schools and international education*, 209-216. London, UK: Kogan page.

Maxwell, J. (2005). *Qualitative research design. An interactive approach* (2th ed.).Thousand Oaks, CA: Sage Publications.

May, S. (2006). Language Policy and Minority Rights. In Ricento, T. (Ed.), *An Introduction to Language Policy. Theory and Method.* (pp. 273-288). Oxford: Blackwell.

McDonnell, L., Berryman, S., Scott, D., Pincus, J., & Robyn, A. (1981). *Federal support for International studies. The role of NDEA Title VI.* Santa Monica, Ca: RAND.

Merriam, S. B. (1998). *Qualitative research and case study applications in education*. San Francisco, Ca: Jossey-Bass Publishers.

Merriman, W. & Nicoletti, A. (2007). Globalization and American education. *The Educational Forum*, *72*(1), 8-22.

Merryfield, M. & Kasai, M. (2010). How are teachers responding to globalization? In Parker, W. (Ed.), *Social studies today. Research and practice*. (pp 165-173). New York, NY: Routledge.

Merryfiled, M., & Wilson, A. (2005). *Social studies and the world. Teaching global perspectives*. Silver Spring, MD.: National Council for Social Studies.

Mestenhauser, J. A. (1998). Portraits of an International Curriculum. Un Uncommon Multidimensional Perspective. In Ellingboe, B.J. & Mestenhauser, J. A. (Eds.)*, Reforming the Higher Education Curriculum. Internationalizing the Campus* (pp. 3-39). Phoenix, Arizona: American Council on Education Oryx press.

Miles, M. & Huberman, A. (1994). *Qualitative data analysis: An expanded sourcebook*. Thousand Oaks, CA: Sage.

Mitchell, K., and Parker, W. (2008). I pledge alliances to…Flexible citizenship and shifting scales of belonging. *Teachers College Records*, *110* (4). 775-804.

Mitra, D. (2008). *Student voice in school reform. Building youth-adult partnerships that strengthen schools and empower youth*. New York, NY: State University of New York Press.

Mortenson, G. & Relin, D. (2007). *Three cups of tea. One man's mission to promote piece...one school at a time*. New York, NY: Penguin Books

Myers, J. & Zaman, H. (2009). Negotiating the global and national: immigrant and dominant-culture adolescents' vocabularies of citizenship in a transnational world. *Teachers College Records*, *111*(11), 2589-2625.

Myers, J. (2006). Rethinking the social studies curriculum in the context of globalization: Education for global citizenship in the U.S. *Theory and Research in Social Education*, *34*(3), 2-26.

Myers, J. (2010). The curriculum of globalization. Considerations for international and global education in the 21st century. In Merryfield, M. (Ed.), *Critical global perspectives. Rethinking knowledge about global societies* (pp. 103-120). Charlotte, NC: Information Age Publishing, Inc.

Myers, J., McBride, C., and Anderson, M. (2010). "*I think it is somewhere in between Robert and Alex"; Global civic identity-building in world history classroom*. Unpublished manuscript, University of Pittsburgh.

Myers, J.P. (2012). Developing Global Citizens: Secondary Students'Experiences with ICONS. In B. Maguth (Ed*.), New Directions in Social Education Research: The Influence of Technology and Globalization on the Lives of Students*. Greenwich, CT: Information Age Publishing

NAFSA: Association for International Educators (2008). *Internationalizing the campus 2008. Profiles of success at colleges and universities.* Retrieved March 23, 2009 from http://www.nafsa.org/_/File/_/itc2008.pdf.

NASBE Study Group (2006). *Citizens for the 21st Century: Revitalizing the Civic Mission of Schools: The Report of the NASBE Study Group on Civic Engagement and Ethical Behavior in a Global Society*. Alexandria, VA: National Association of State Boards of Education. Retrieved on April 25, 2014 from http://civicmission.s3.amazonaws.com/118/c3/c/249/NASBECivic_Ed_report.pdf

National Commission on Excellence in Education. (1983) *A nation at risk: The imperative for educational reform. A report to the nation and the secretary of education*. Washington, DC: National Commission on Excellence in Education. Retrievable form http://www2.ed.gov/pubs/NatAtRisk/index.html

National Research Council (2007). *International education and foreign languages: Keys to secure America's Future*, Committee to review the Title VI and Fulbright-Hays International education programs, M.E. O'Connell and M. E. Norwood (Eds). Center for Education, Division of Behavioral and Social Sciences and Education. Washington, D.C.: The National Academies Press.

Nazario, S. (2006). *Enrique's Journey.* New York, NY: Random House.

Nielsen, K. (2013). *Children of the Core. Our kids' futures are at risk. What can we do ti fight back.* Seattle, WA: CreateSpace.

Noddings, N. (2005). Global citizenship: Promises and problems. In Noddings, N. (Ed.) *Educating citizens for global awareness* (pp. 1-21). New York, NY: Teachers College Press.

Noddings, N. (2013). *Education and democracy in the 21st century*. New York, NY: teachers College Press.

Nordgren, R. (2003). *Making schooling relevant for the global age. Fulfilling our moral obligation.* Lanham, MD: Scarecrow education.

Nussbaum, M. (2002). Education for citizenship in an era of global connection. *Studies in Philosophy and Education*, *21*(1), 289-303.

Nussbaum, M. (2010). *Not for profit. Why democracy needs the humanities*. Princeton, NJ: Princeton University Press.

O'Connel, M. & Norwood, J. (Eds.) (2007). *International education and foreign languages. Keys to secure America's future.* Washington, D.C.: The National Academies Press.

Ogle, R. (2010). *Independent and global: School-wide global education in two independent schools.* Doctoral Dissertation. New York, NY: Columbia University. Retrieved from ProQuest Digital Dissertations and Theses. UMI number: 3424984.

Olson, C., Green, M., & Hill, B. (2006). *A handbook for advancing comprehensive internationalization: What institutions can do and what students should learn.* Washington, DC: American Council on Education.

Olssen, M. (2005). Globalization, the third way, and education post 9/11. Building democratic citizenship. In Peters, M. (Ed.), *Education, globalization, and the state in the age of terrorism* (pp. 145-177). Boulder, CO: Paradigm Publishers.

Pannsylvania (PA) Department of Education International education Advisory Council (November 13, 2006). *Pennsylvania international education report.* Harrisburg, PA: Author. Retrieved on April 25, 2014 from http://www.pasa-net.org/Module1InterntlEd.pdf.

Papastephanou, M. (2005). Globalization, globalism and cosmopolitanism as an educational ideal. *Educational Psychology and Theory*, 37(4), 533-551.

Parker, W. (2010). Social studies education and C21. In Parker, W. (Ed.,. *Social studies today.Research and practice.* (pp 3-14). New York, NY: Routledge.

Parker, W. C. (2011). "International education" in U.S. public schools. *Globalization, Societies and Education*, *9* (3-4), 487-501.

Parker, W.C. & Camicia, S. P. (2009). Cognitive praxis in today's "International Education" movement: A case study of intents and affinities. *Theory and Research in Social Education*, *37*(1), 42-74.

Partnership for 21st Century Skills. (2008). *Framework for 21st century learning*. Retrieved January 17, 2011, from http://www.21stcenturyskills.org.

Pattison, D. (2013). *What is Common Core?* Little Rock, AR: MimsHouse.

Patton, M. (2002). *Qualitative research and evaluation methods.* (3rd ed.) Thousand Oaks, CA: Sage Publications.

Pike, G. (2000). Global education and national identity: In pursuit of meaning. *Theory into Practice*, *39*(2), 64-73.

Pike, G. (2008). Global education. In Arthur, J., Davies, I., Hahn C. (Eds.), *The Sage handbook of education for citizenship and democracy.* (pp. 468-480). Thousand Oaks, CA: Sage.

Pollock, D. and Van Reken, R. (2009). *Third culture kids: growing up: Growing up among worlds.* (Rev. ed.) Boston, MA: Nicholas Brealey Publishing.

Powell, K. (2002). The International Baccalaureate Middle Years Programme: a model of program implementation and school reform. (Doctoral Dissertation, University of Pittsburgh. 2002). Retrieved from *Digital Dissertation.*

Ravitch, D. (2007). *Edspeak. A glossary of educational terms, phrases, buzzwords, and jargon.* Alexandria, VA: ASCD.

Ravitch, D. (2010). *The death and life of the great American school system*. New York, NY: Basic Books.

Ravitch, D. (2013). *Reign of Error. The Hoax of the Privatization Movement and the Danger to America's Public Schools*. New York, NY: Alfred A. Knopf.

Reimers, F. (2006). Citizenship, identity and education: examining the public purposes of schooling in an age of globalization. *Prospects*, *XXXVI*(3), 275-294.

Reimers, F. (2009). Leading for global competency. *Educational Leadership Online*, *67* (1), 1-6. Retrieved online October 28, 2009 from http://www.ascd.org/publications/educational_leadership/sept09/vol67/num01/Leading_for_Global_Competency.aspx.

Reimers, F. (2010). Educating for global competency. In Cohen, J.E., & Malin, B. (Eds.), *International perspectives on the goals of universal basic and secondary education*, (pp. 183-202). New York, NY: Routledge.

Rippberger, S. J., & Staut, K. A. (2003). *Pledging allegiance: Learning in America's schools*. New York: Teachers College Press.

Rizvi, F. (2007). Internationalization of curriculum: A critical perspective. In Hayden, M., Levy, J., & Thompson, J. (Eds.) *The Sage handbook of research in international education* (pp. 390-403). Thousand Oaks, CA: Sage Publications.

Robinson, K. (2011). *Out of our minds. Learning to be creative*. Fully revised and updated edition. Chichester, UK: Capstone Publishing Ltd.

Rogers, A. (2005). *Student voice: Bridge to learning*. Doctoral Dissertation. Washington, D.C: University of Washington. Retrieved for ProQuest Digital dissertation.

Romm, J. (1993). *Defining national security: The non-military aspects.* New York, NC: Council of Foreign Relations.

Rose, M. (2009). *Why school? Reclaiming education for all of us*. New York, NY: The New Press.

Rothman, R. (2013). *Fewer, clearer, higher. How the common core state standards can change classroom practice*. Cambridge, MA: Harvard Education Press.

Rudduck, J. (2007). Student voice, student engagement, and school reform. In Thiessen, D. & Cook-Sather, A. (Eds.), *International handbook of student experience in elementary and secondary school* (pp. 587- 610). Dordrecth, the Netherlands: Springer.

Saito, H. (2010). Actor-network theory of cosmopolitan education. *Journal of Curriculum Studies*, *42*(3), 333-351.

Sanders, T. & Stewart, V. (2004). International education: From community innovation to national policy. *Phi Delta Kappan*, *86*(3), 200-205.

Schlechty, P. C. (2009). *Leading for learning. How to transform school into learning organizations.* San Francisco, CA: Jossey-Bass.

Schneider, A. (2003). *Internationalizing teacher education: What can be done?* Washington, D.C.: U.S. Department of Education.

Schneider,A. (2010, June 30). *Internationalization and Title VI: New challenges*. Paper presented at the annual meeting of the Association of International Education Administration. Washington, D.C. Retrieved May 1, 2014 from http://www.internationaledadvice.org/pdfs/A.I.Schneider-Brief.610.pdf.

Schoen, L., & Fusarelli, L., D. (2008). Innovation, NCLB, and the fear factor: The challenge of leading 21st century schools in an era of accountability. *Educational Policy*, *22*(1), 181-903.

Seidman, I. (2006). *Interviewing as qualitative research* (3rd ed.). New York, NY: Teachers College Press.

Sheenaz, N. (2008). *Child of Dandelions*. Honesdale,PA: Boyds Mills Press

Siaya, L., Porcelli, M., & Green, M. (2002). *One year later: Attitudes about international education since September 11. Public Opinion Pull*. Washington, D.C.: American Council on Education. Available online at http://www.acenet.edu.

Sjogren, C. & Campbell, P. (2003). The International Baccalaureate: A Diploma of quality, depth and breath. *College and University Journal, 79*(2), 55-58.

Skutnabb-Kangas, T. (2006). Language Policy and Linguistic Human Rights. In Ricento, T. (Ed.), *An Introduction to Language Policy. Theory and Method* (pp. 273-288). Ricento, T. Oxford: Blackwell.

Spring, J. (2011). *The American school: A global context from the Puritans to the Obama era*. (8th ed.) New York, NY: McGraw-Hill.

Stake, E. R. (1995). *The art of case study research*. Thousand Oaks, CA: SAGE Publications.

Stewart, V. (2007). Becoming citizens of the world. *Educational Leadership*, *64*, 8-14.

Stewart, V. (2012). *A world –class education. : Learning from international models of excellence and innovation*. Alexandria, VA: ASCD.

Stormquist, N. & Monkman, K. (2000). Defining globalization and assessing its implications on knowledge and education. In Stromquist, N. and Monkman, K. (Eds.), *Globalization and education: integration and contestation across cultures* (3-25). Lanham, MA: Rowman & Littlefield Publishers Inc.

Suarez-Orozco, M. & Sattin, C. (2007). Introduction. In Suarez-Orozco, M. (Ed.), *Learning in the global era: international perspectives on globalization and education*. 1-37. Berkley, Ca: California University Press.

Suarez-Orozco, M. (2007). Wanted: Global citizens. *Educational Leadership*, *64*(7), 58-62.

Sutton, M. (1998). Global education and national interest: The last fifty years. *The International Journal of Social Education, 13,* 6-28.

Swanborn, P. (2010). *Case study research. What, how and why.* Thousand Oaks, CA: SAGE Publications.

Sylvester, R. (2005). Framing the map of international education (1969-1998). *Journal of Research in International Education*, *4*(2), 123-151.

Tarc, P. (2009). What is the 'international' in the International Baccalaureate?: Three structuring tensions of the early years (1962-1973). *Journal of Research in International Education*, *8*(3), 235-261.

Tate, N. (2011). International understanding. In Walker, G. (Ed.) *The changing face of International Education: Challenges for the IB*. 38-53. Cardiff, Wales, UK: International Baccalaureate.

Thomas, G. (2011). *How to do your case study. A guide for students and researchers*. Thousand Oaks, CA: SAGE Publications.

Tochon, F. V. (2009). The key to global understanding: World languages education-Why schools need to adapt. *Review of Educational Research*, *79*(2), 650-681.

Torres, C. A. (2009). *Globalization and education. Collected essays on class, gender, and the state.* New York, NY: Teachers College Press.

Trilling, B. & Fadel, C. (2009). *21st century skills. Learning for life in our time*. San Francisco, CA: Josssey-Bass.

Tyack, D. & Cuban, L. (1995). *Thinkering toward utopia*. Cambridge, MA: Harvard University Press.

Tyack, D. (2007). *Seeking common ground. Public schools in a diverse society*. Cambridge, MA: Harvard University Press.

Tye, B., & Tye, K. (1992). *Global Education. A study of school change*. Albany, NY: State University of New York Press.

Tye, K. (2009). A history of the Global Education movement in the U.S. In T. F. Kirkwood-Tucker (Ed.), *Visions in Global Education* (pp. 3-26). New York, NY: Peter Lang Publishing, Inc.

U.S. Department of Education, Office of Postsecondary Education, (2008). *Enhancing foreign language proficiency in the United States: Preliminary results of the national Security Language Initiative*. Washington, D.C.: U.S. Department of Education.

U. S. Department of Education. (2012, November). *Succeeding Globally Through International Education and Engagement outlines the U.S. Department of Education's International Strategy for 2012-16.* Retrieved April, 25th, 2014 from http://www2.ed.gov/about/inits/ed/internationaled/international-strategy-2012-16.pdf

Urban, W. & Wagoner, J. (2009). *American Education: A History* (4th ed.) New York, NY: Routledge.

Vinovskis, M. (2009). *From a Nation at Risk to No Child Left Behind. National educational goals and the creation of federal educational policy*. New York, NY: Teachers College Press.

Wagner, T. (2010). *The global achievement gap*. New York, NY: Basic Books.

Walker, G. (2000). Connecting the national to the global. In Hayden, M. & Thompson, J. (Eds.), *International schools and international education* (pp 193-204). London, UK: Kogan Page.

Walker, G. (2004). *To educate the nation 2: Reflections on an International education*. Saxmundham, Suffolk, UK: Peridot Press.

Wartgow, J. (2008). *Why school reform is failing and what we need to do about it. Ten lessons from the trenches*. Lanham, MA: Rowman & Littlefield Education.

Weiss, L. (Ed.) (2008). *The way class works: Readings on school, family and the economy* (pp. 169-179). New York, NY: Routledge.

Wiggan, G. (2009). Paying the price, globalization in education: economics, policies, school practices, and student outcomes. In Wiggan, G. & Hutchinson, C. (Eds.), *Global issues in education: Pedagogy, policy, practice, and the minority experience* (pp. 21-34). Lanhman, MA: Rowman and Littlefield Education.

Wikan, U. (2007). Rethinking honor in regards to human rights: an educational imperative in troubled times. In Suarez- Orozco, M. (Ed.), *Learning in the global era: International*

perspectives on globalization and education (pp. 280-312). Berkeley, CA: University of California Press.

Wiley, D., & Glew, R. (Eds.) (2010). *International and language education for a global future. Fifty years of U.S. title VI and Fulbright-Hays Programs*. East Lansing, MI: Michigan State University press.

Wiley, T. G. (2002). Accessing Language Rights in Education: A brief History on the U.S. Context. In Tollefson, J.W. (Ed.), *Language Policies in Education. Critical Issue* (pp. 39-64). Mahwah, NJ: Lawrence Erlbaum Associates Publishers.

Williams, C. (2000). Education and human survival: the relevance of the global security framework to international education. *International Review of Education*, *46*(3/4), 183-203.

Wishnietsky, D. (2001). *American education in the 21st century*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

World Savvy (2012, July 26). *Global competency research results*. Retrieved April 25, 2014, from http://worldsavvy.org/assets/documents/uploads/Final_WS_Market_Research_Study_Aug_2012.pdf.

Yamamoto, Y., & McClure, M. (2011). How can social cartography help policy researchers? In Weidman, J., & Jacobs, J. (Eds.), *Beyond the comparative: Advancing theory and its application to practice* (pp 153-170). Rotterdam, The Netherlands: Sense Publishers.

Yin, R. (2009). *Case study research: design and methods* (4th ed.). Thousand Oaks, CA: SAGE.

Yin, R. (2011). *Application of case study research* (3rd ed.). Thousand Oaks, CA: SAGE.

Young, I. (1989). Polity and group difference: A critique of the ideal of universal citizenship. *Ethics*, *99*(2), 250-274.

Zhao, Y. (2007). *Education in the flat world: Implications of globalization on education*. Phi Delta Kappa International, *2*(4), pp 3-19. Retrieved at http://zhaolearning.com/wp-content/uploads/2011/02/KappanEdgeZhao.pdf.

Zhao, Y. (2009). *Catching up or leading the way. American education in the age of globalization*. Alexandria, VA: ASCD.

Zhao, Y. (2012). *World class learners. Educating creative and entrepreneurial students*. Thousand Oak, CA: Corwin.