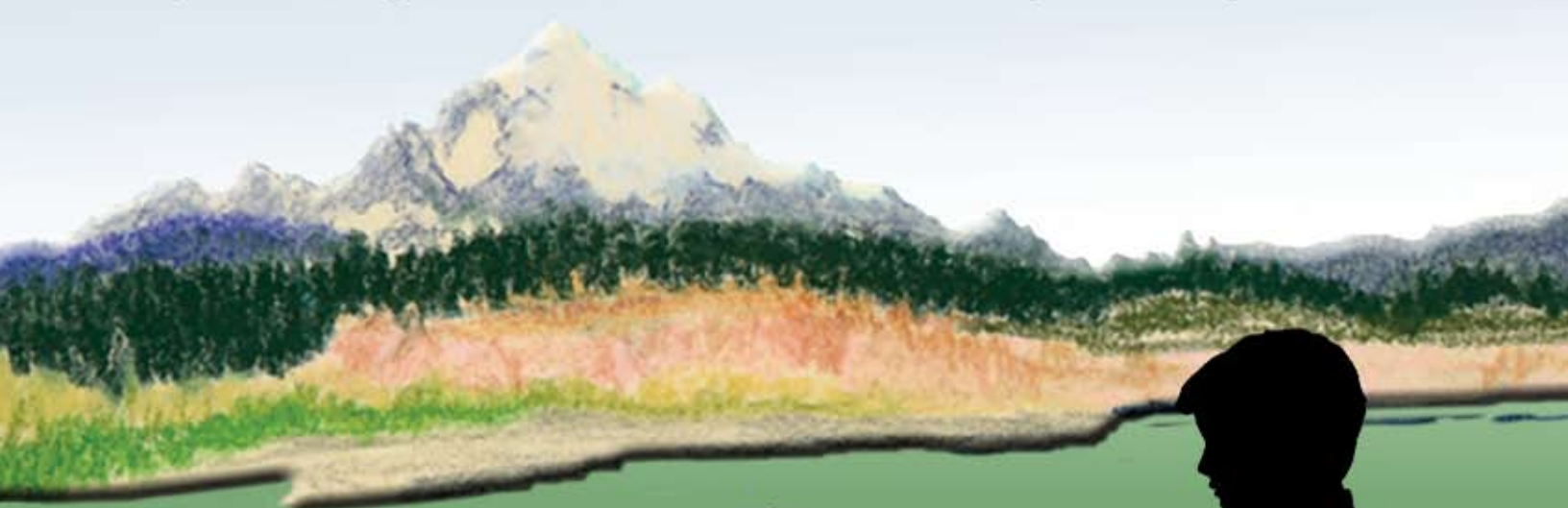


WASHINGTON STATE KAPPAN

a journal for research, leadership, and practice



*Preparing Students
for Responsible Citizenship
in a Global Society*



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MESSAGE FROM THE EDITOR

by Mary Lynne Derrington, EdD

Welcome to the first issue of *Washington State Kappan*, a journal for research, leadership and practice. Our parent journal Phi Delta Kappan provides national leadership on issues, policies and trends impacting education. It is our vision to create a similar journal, but one which emphasizes the effects on our State of these national trends, issues and policies. The focus of this issue “**Preparing Students for Responsible Citizenship in a Global Society**” is the theme of the first Washington State PDK Research conference that was held on the WWU campus in September 2007. Many of the presentations at the conference are now articles printed in this issue. The theme was also the topic of the PDK International Summit held this fall in Vancouver, B.C. Both the international Summit and the State research conference provided an opportunity to consider the global education challenges and implications for Washington State.

Aligned with our mission as a journal for research, leadership and practice, we will strive towards a balance of research and application. On behalf of the editorial board, we hope you find this first issue a strong beginning for Washington engagement in national topics of importance.

CONTENTS OF THE FIRST ISSUE

The theme of this first journal edition is “**Preparing Students for Responsible Citizenship in a Global Society**.” We identify important topics for discussion and debate, which give shape to what we do in preparation for tomorrow. The authors present thoughtful ideas that provide opportunities for reflection on curriculum and its role in preparing our young people for the unknowns of the future.

The first article, “‘International Education’ in U.S. Schools,” Walter C. Parker helps us to grasp the meaning of global and international education in the current era. This article provides the broad outline for which our subsequent articles color in some fascinating details. Searching for examples, I interviewed Karen Kodama, Seattle’s International Education Administrator. In my article, “Global Education: Not Just for a Few,” she provides ideas

for classroom activities appropriate for any teacher engaging students in the development of a global perspective.

In the third piece, “World Languages: State of the State,” Michele Ancaux Aoki reminds us of the importance of learning other languages, and provides an update on Washington State’s readiness at the grassroots level to embrace languages, but notes the apparent reluctance at the state level to make this a priority.

Controversy is usually seen by many as an unpleasantness to be avoided. However, in their article, “Controversy and Citizenship,” Shelby Sheppard and Bruce Larson tell us of the need for being able to discuss controversial issues, and moving beyond mere knowledge and skills into the area of dispositions. According to Sheppard and Larson, the ability to engage in this way will foster a citizenry who is not only able, but willing to engage in the healthy and necessary debate affecting their future.

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MISSION STATEMENT

The mission of Phi Delta Kappa is to promote high-quality education, in particular publicly supported education, as essential to the development and maintenance of a democratic way of life. The mission is accomplished through leadership, research, and service in education.

The Washington State Chapter is chartered for the purpose of furthering the mission of the association through forums, networking, professional development, mentoring, volunteering professionally, and leadership skill development.

The *Washington State Kappan*, a journal for research, leadership and practice provides members an opportunity to participate in the PDK mission through a focus on educational research and best practices concerned with leadership, issues, trends, and policy.

MESSAGE FROM THE EDITOR

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John Korsmo and Trula Nicolas, in their article, “Responsible Use of Privilege in a Global Society,” focus on the concept of privilege as it applies not only to our society but to our society’s place in the world. Their involvement in on-going original research on the impact of privilege and results to date are provided.

Involved at the state and national level and leading us on the green pathway Victor Nolet, in his article, “Sustainability Education in Washington,” provides a guide for framing the issues. We glimpse what is to come in teacher education in Washington.

The final three articles focus on specific examples in Washington State. Tim Bruce and Kathleen Shoop in talking about the Swinomish tribe give us a window into the past and a door to the present. They concretely illustrate a “glocalization” a word coined by author Tom Friedman in the new edition of his book, *The World is Flat*. He defined it as the degree to which a culture can absorb global best practices and meld these with its own traditions.

Donald Orlich and Glenn Gifford, in their article, “Test Scores, Poverty and Ethnicity,” remind us that the economy and socioeconomic status must be addressed in both a global and a local society. Whether we like it or not, poverty does play a role in the education of our youngsters which will, in turn, impact their future.

Mickey Venn Lahmann, pulls together the opinions of leading Washington educators in a response to the latest PDK national Gallup Poll findings in her article, “Washington Leaders Respond to the Gallup Poll.” We greatly appreciate the time and thought-

ful responses from our four Washington leaders. A special thank you to Dean Stephanie Salzman who provided a commentary and example of what universities are doing to prepare students for the global world.

Keeping our focus on Washington State, Marlene Fuson provides a review of *Research on Educational Innovations* by Washington author Arthur Ellis.

THEIR GLOBAL FUTURE

Today’s students will dwell in the “house of tomorrow,” to paraphrase Kahlil Gibran, artist, poet, philosopher and author of *The Prophet* (Gibran 1923). We cannot know precisely the details of that house our young people will inherit. Yet we must prepare them to inhabit it. A new global neighborhood is under development because of leaps in technology and the incredible economic and political interconnections which characterize our world. Our children must be taught to live and thrive in these new structures. Will we provide a foundation sufficient for our young people to live in the neighborhood of tomorrow, which will be global? This issue endeavors to engage educators and policy makers in this dialogue because progress lies *not in enhancing what is, but in advancing toward what will be.*

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ABOUT THE EDITOR

Mary Lynne Derrington is Assistant Professor, Educational Administration, Department of Educational Leadership, Woodring College of Education; Western Washington University, Bellingham, Washington. She is a former superintendent, principal, and teacher. MaryLynne.Derrington@wwu.edu

WASHINGTON STATE PDK CHAPTER CHARTERED

September 17, 2007, marks the creation of the first statewide chapter in the 102-year history of PDK International. Individual chapters are now unified into a Washington State-wide organization through an overwhelmingly positive vote of members.

The newly formed state chapter will continue to lead as an advocate for quality public education, careful and objective research, professional development and fellowship among its members. The formation of this new statewide chapter is an invitation to all local educators and future teachers to become part of the visionary and inspirational work of PDK. Read newsletters and learn more at www.pdkwa.org.

GUEST COMMENTARY

by **Stephanie Salzman, EdD**

As emphasized in the Governor's *Washington Learns* call to action, our world is being drawn closer together by an interconnected global economy and through advances in transportation and communications. Boundaries of time and distance are being erased. Insightful understanding of issues such as poverty, literacy, lifelong learning, cultural pluralism, and health and well-being require highly skilled and caring professionals who are prepared to address the complexity of these issues.

Over the last 100 years, beginning with our tradition of a state normal school for the preparation of teachers, Woodring College of Education at Western Washington University has aspired to address these challenges. By preparing our graduates to embrace change and to play an active role in the international world, we have the power to shape the future.

At Woodring College of Education, we are passionate about our role as agents of change – and so are our graduates. They are not only responsive to change, they are wise enough to see the need for it – and dedicated enough to see it through. In addition, to dreams and vision, they have practical insight. Woodring College of Education helps graduates become pathfinders and leaders, providing them with

learning opportunities that go well beyond the walls of our institution. Our faculty and students are actively engaged in research, scholarship, and practice. They possess the skills to serve as effective leaders of change at all levels of society.

All individuals within our College community promote the highest ideals of learning and achievement for all students and the positive development and well-being of children, adult learners, and families. Our work is shaped through teaching, research, policy analysis, and service. We bring together our alumni and friends to support our missions to prepare and support teachers, school leaders, and other education professionals. Embracing Mahatma Gandhi's concept, Woodring College of Education is committed to becoming the "change we want to see" within the global community.



ABOUT THE AUTHOR

Stephanie Salzman is Dean of the Woodring College of Education, Western Washington University, Bellingham Washington.

RESEARCH - VISION - ACTION

Message from President of Phi Delta Kappa – Washington State

by **John W. Armenia, PhD**

Congratulations to WA-State Kappan's Editor, Dr. Mary Lynne Derrington and our journal's Editorial Board for creating a high quality research journal for the purpose of uncovering insights and knowledge essential to improving educational leadership, curriculum initiatives and teaching practices.

Preparing Students for Responsible Citizenship in a Global Society is the 2007 theme for this issue of our journal; and PDK-Washington State's Research Conference (September 29th, Western Washington University, Bellingham, WA) and PDK-

International's Summit on Global Education (October 18-20, Vancouver B.C. Canada). Presenters and participants in the research conference and summit and the contributors to this journal are focused on helping us rethink our teaching of the knowledge, skills, and dispositions our children and youth need to participate socially, economically, environmentally, and politically in their local and global communities.



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“International Education” in U.S. Schools: The Second Wave

by **Walter C. Parker, PhD**

Educators in the United States are caught up in a new wave of concern and activity surrounding something called “international education.” Strong statements are made about what schools are and aren’t doing, and what they must now dedicate themselves to doing. There is an array of initiatives: new “international” schools,

both elementary and secondary; yearly conferences on international education and an “international education” week; incentives such as the Goldman Sachs prizes for “international” schools; and funded initiatives to expand the teaching and learning of certain “critical need languages.”



The first occurred in the 1960s and '70s, and the second was a product of the globalization frenzy of the 1980s and '90s...

In research currently underway, I am trying to grasp the meaning of “international education” in the new wave. In this article, I suggest that there are multiple and divergent meanings, that some of these are backed by more institutional power and funding than others, and that there is a strong discourse of nationalism at the center of the movement. My aim is not to discourage supporters of “international education”; quite the opposite, I want to encourage educators to take it more seriously.

INTRODUCTION

“International education” is nothing new in the U.S.: the term has been used regularly since the 1860s (Sylvester, 2002). My examination of the period since WWII has found two waves of concern and activity. The first occurred in the 1960s and '70s, and the second was a product of the globalization frenzy of the 1980s and '90s, which continues today.

The earlier phase emerged in a milieu where new terms such as “global village” (McLuhan, 1964) entered mainstream parlance and photos of Earth taken from space first appeared on television. This wave’s high-water mark occurred in 1978 with the publication of Robert Hanvey’s *An Attainable Global Perspective*, which made the case for a transition from “pre-global” to “global consciousness.” Hanvey argued that this entails two things: understanding that we live in an interconnected world system, and developing “perspective consciousness,” which is

the recognition or awareness on the part of the individual that he or she has a view of the world that is not universally shared, that this view of the world has been and continues to be shaped by influences that often escape conscious

ABOUT THE AUTHOR

Walter C. Parker is Professor of Education and Adjunct Professor of Political Science at the University of Washington in Seattle. He studies democratic education, social studies education, and international education, and is the Research and Practice editor at the journal *Social Education*. His books include *Education for Democracy* (Information Age, 2002), *Teaching Democracy: Unity and Diversity in Public Life* (Teachers College Press, 2003), and *Social Studies in Elementary Education* 13th ed. (Prentice Hall, forthcoming). denver@u.washington.edu

detection, and that others have views of the world that are profoundly different from one's own (1978, p. 5).

This wave came to an end with the renewed nationalism of the Reagan administration in the 1980s, a decade that saw fierce contests over the meaning of "international" and "global" education in the schools. In 1986, a regional office of Reagan's Department of Education released a report entitled "Blowing the Whistle on Global Education" (Cunningham, 1986). It accused the movement of pacifism, anti-capitalism, and capitulation to foreign enemies. The term "global education" became suspect, and this may account for the widespread use of the term "international" rather than "global" in the second wave.

THE SECOND WAVE

I studied the more recent wave by interviewing a sample of participants, observing in a sample of the new "international" schools, and examining a variety of documents, including the policies of government and non-profit organizations. I have found that the new wave contains a jumble of meanings. Only when viewed from some distance is there any coherence, something one could point to and call "international education." But that turns out to be an illusion conjured by the shared use of the name. Three of the more prominent meanings in circulation are global perspective, national security, and cosmopolitanism.

I. GLOBAL PERSPECTIVE

This first conception is a continuation of "global perspective" that featured prominently in the first wave. Because I introduced the term already, I will only reinterpret it in today's parlance and provide an example. Today, "global perspective" is in a re-scaling of "multicultural education" from the national arena, where it normally is contained, to the global arena. This entails an extension of the key principles of multiculturalism (e.g., knowledge, recognition, and respect for diverse cultures) from *within* the nation to cultures *outside* the nation. In other words, the slogan "celebrate diversity" is taken out of the national box and extended to peoples everywhere. The problem that this approach wants to tackle is the provincialism and exceptionalism of American

society along with high school graduates' documented lack of knowledge about the world.

The faculty of a new "international" school in Washington embraces "global perspective" as the defining characteristic of the school curriculum. Admirably, they post their thinking on the school's website. They ask, "What do we mean when we say we are teaching a global perspective?" And they respond: "These are the types of objectives in global education that we are striving to meet in our school:"

1. Global Challenges: Examine and evaluate global issues, problems, and challenges. (E.g., students understand that global issues and challenges are interrelated, complex, and changing, and that most issues have a global dimension.)
2. Culture and World Areas: Study human differences and commonalities. (E.g., students understand that members of different cultures view the world in different ways.)
3. Global Connections: Analyze the connections between the United States and the World. (E.g., students can describe how they are connected with the world historically, politically, economically, technologically, socially, linguistically, and ecologically.)

II. NATIONAL SECURITY

A second meaning circulating in the current wave puts national defense front and center. There are two dimensions: economic competitiveness and military readiness. Joined together, we have what President Eisenhower (1961) famously called "the military-industrial complex."

For the economic dimension, consider this statement by Secretary of Education Margaret Spellings. "Through the No Child Left Behind Act, we are committed to having every child in the United States learn and succeed in our global economy...." Here, school reform is linked simply and surely to success in today's world, which is defined in economic terms. The link is just as straightforward in this statement from the Asia Society, a U.S. nonprofit organization that sponsors an annual conference

that brings together high-level delegates from two dozen states... to address a significant

problem in American education: the wide gap between the growing economic and strategic importance of Asia and other world regions to the United States, and US students' limited knowledge about the world outside our borders.

Now we see a different problem to which "international education" in the schools is proposed as the solution: How can the U.S. maintain its competitive edge in the new, "flat" (Friedman, 2005), and intensely competitive world-wide economy of the 21st century, and how can schools help by producing the enterprising individuals who will be successful on this new landscape? This is the vocabulary of globalization and neo-liberalism with its calculus

of markets, entrepreneurs, cheap labor, risk, and urgency. It appears to have become the new "common sense." *Everyone*, it seems, understands the economic need for "international education," without which, it is believed, America will lose its competitive edge or, if it already has been lost, never regain it (Cremin, 1990).

But there is a military dimension, too. Here the national security problem is how to speak the enemy's language. The emphasis is on strategic non-western languages. As stated in the *National Security Language Act* introduced into Congress in 2003, "We need to do more to make sure that America has the language professionals necessary to defend our national security... And we can only do that by investing in the classroom... in foreign languages of critical need, such as Arabic, Persian, Korean, Pashto, and Chinese."

This bill was a forerunner to the "National Security Language Initiative" which funds "teaching language for national security and global competitiveness." This initiative was launched in 2006 at the Department of State to an audience that included the secretaries of the federal departments of state, defense, and education along with the Director of National Intelligence, several foreign service offi-

cers and ambassadors, and dozens of university presidents. President George W. Bush gave the keynote address, in which he clarified that this

is a broad-gauged initiative that deals with the defense of the country, the diplomacy of the country, the intelligence to defend our country. We need intelligence officers who, when somebody says something in Arabic or Farsi or Urdu, knows what they're talking about... We need diplomats to help us convince governments that we've got to join together and fight these terrorists.

Summarizing, there are at least two national security discourses in the current wave: one of economic competitiveness and one of military preparedness. They overlap, as Eisenhower saw. The dual language immersion programs that are a popular centerpiece in many of the new "international" elementary schools are a product of these national security concerns, and they attract business roundtable support and federal government funds for this reason. But they can also serve another master: "global perspective." Language ability, it appears, cuts across the first two of our three meanings, for language can be used to more deeply recognize, respect, and participate in humanity's cultural diversity and/or it can be used to sell coffee in China and/or, as the President says, to "convince" others in their own language of the rightness of U.S. foreign policy.

III. COSMOPOLITANISM (WORLD CITIZENSHIP)

There is a third meaning, but it is found more often in philosophical and social science literature and academic symposia than in schools. Relative to the other two, it is hovering above practice, not influencing it much. Still it is a presence in the movement and is subject to intense debate. Boldly, it shifts the territory of "international education" from nationalism to world citizenship (*kosmou-politês*), which raises questions about primary loyalties and the scale of belonging (Mitchell and Parker [in press], and Parker, Ninomiya, and Cogan, 2002).

In contrast to putting the nation first, cosmopolitanism puts humanity and Earth first. In a popular essay, the philosopher, Martha Nussbaum, propos-

There are two discourses: economic competitiveness and military readiness.

es a cosmopolitan civic education for students in American schools. She wants schools in the United States to teach children not that they are, above all, citizens of the United States, but that “they are, above all, citizens of a world of human beings...” (2002, p. 6). “What is it about the national boundary,” she asks, “that magically converts people toward whom we are both incurious and indifferent into people to whom we have duties of mutual respect?” (p. 14). Don’t we undercut the case for multicultural respect in our nation when we fail to make the case for a broader cosmopolitan respect? If the first of the three meanings takes cultural education beyond the national container, this third one does the same for political education. In most states, recitation of the Pledge of Allegiance (to the nation) is required by law. The cosmopolitan member of a school board will ask if it isn’t time to pledge allegiance also, or instead, to a larger civic community: the whole human family.

This approach to “international education” reaches beyond its closest relative, “global perspective,” by tackling not only the problems of provincialism, exceptionalism, and ignorance of the world but also *nationalism*. In one school this may be expressed by quietly dropping the morning Pledge ritual, in another by stronger forms of global environmental education (e.g., www.earthcharter.org), and in another by teaching a unit on international humanitarian law (e.g., www.ehl.icrc.org).

CONCLUSION

There are at least three meanings circulating in the second of the two waves of “international education” in the U.S. since WWII. If my analysis is correct, these three focus on different problems and risks, and then advocate different solutions. There are more meanings, to be sure, but these three serve



to demonstrate that “international education” is fundamentally a plural movement. Furthermore, its meanings can be at odds with one another. Nationalism and world citizenship aren’t necessarily compatible. Finally, despite its name or because of it, “inter-national education” contains a hefty amount of nationalism.

Educators will need to take all this into account as they deliberate how, and in what direction, to advance the movement.

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My thanks to Sheila Valencia, Gene Edgar, and Roger Soder for helpful comments on an earlier draft, as well as to the participants in the PDK research conference at Western Washington University, Bellingham, October 2007.

Global Education: Not Just For a Few

by Mary Lynne Derrington, EdD

Tom Freidman's book, *The World is Flat*, provided a glimpse of the global society today's students will inherit. The need for an education which prepares young people to face these challenges is evident. Less clear, however, is the means by which we will specifically infuse required skills and attitudes to meet future needs into the K-12 classroom curriculum.

Currently we see a lack of a well-defined public vision or definition of global education. Many describe it as a curriculum consisting of a foreign language or geography studies (Bales 2004). Some propose increased math and science requirements. While necessary, merely more is an unlikely "fix". Broader, deeper changes in skills and attitudes will be needed to meet the future. Students will need a global perspective to live and work in the world society currently under construction. Others have defined the issue. It is up to us to define the curriculum.

It is an old adage but a truism that people will not support what they don't understand. Thus, advocates for global education must engage citizens in a compelling and clear way illustrating the power and impact of preparing students for a global society. Without a clear and well-stated message about the importance and promise of global education, this issue is unlikely to take precedence over other public goals that Americans are eager to address (Bales 2004). The U.S. cannot afford to be isolationists in the new global context. Likewise school leaders require an understanding of international affairs in today's interconnected and interdependent world.

Linking global education priorities to current ones rather than trying to create a new priority is recommended (Bales 2004). The public already supports education that provides opportunities for education and preparation for success in the workplace. The public already supports development of social skills such as respect for and valuing others, citizenship development, and cooperation across cultures. If global education is described as inherent in the

definition of a world-class education not as a separate priority, it will become transformative not additive (Bales 2004).

THE JOHN SANFORD INTERNATIONAL SCHOOL AND ITS FOUNDER

In October 2007, I attended the PDK International Summit on Global Education in Vancouver B.C. I had the opportunity to listen to Karen Kodama Seattle Public Schools International Education Administrator describe the work of the John Sanford International School. The school is named for the late John Stanford the charismatic and inspirational superintendent of the Seattle Public Schools from 1995 until his death in 1998. He envisioned a world-class public school system with an international school focusing on language and culture to prepare students for success in a global village. He recruited Karen as the developer and first principal because her vision of an global perspective matched his own. JSIS is just the first step in the development of a comprehensive, K-12 international education in the Seattle Public Schools.

Three key components make up the JSIS mission: language development, academic excellence and global perspective infused in all areas of the curriculum. It is the development of global perspective that immediately caught my attention. While JSIS is exciting and forward thinking, it is evident that they can serve only a small number of students in Washington State. Replicating an innovation and scaling it up for a large population is a challenge.

Nonetheless, I wondered if all public schools could learn from the JSIS experience and incorporate components of its curriculum into an existing curriculum.



I interviewed Karen on October 29, 2007 to learn about international education best practices which could apply to all schools. She generously shared examples of learning activities in the JSIS curriculum that any schools could adopt. We focused our conversation on the question, “What does the Seattle International School do to prepare responsible citizens for a global society that all schools can do?” The following is a summary of her thoughtful answers and examples.

INTERVIEW WITH KAREN KODAMA

Q: What is the vision and mission of the JSIS?

KAREN KODAMA: Our mission is to educate and prepare all students to achieve today and tomorrow in a global community and economy. Cultural competency is at the center of a ven diagram. Academic excellence, global perspective and world languages overlap and surround the center focus, cultural competency (jsisweb.com).

Our vision calls for the creation of a culturally diverse community of life-long learners who demonstrate advanced skills in communication, international language and technology—and whose performance exemplifies the highest academic standards.

Q: What does global perspective mean to you?

KAREN KODAMA: It means that when teachers teach any content they should view it with more than one lens. Overlay a global view. By doing so, you give students a larger perspective. It is not just the content we focus on at JSIS. I ask teachers to infuse content with a global look.

For example, when reading a story of children in another country or folk tales in different parts of the world, a teacher can ask whose perspective the piece is written from. Or he/she can ask the story were written by a person from another culture, would it be different?

In physical science can you connect the learning to other parts of the world. Erosion for example it's not only a problem here but else where as well.

In natural science we look at the migration of the butterfly from Massachusetts to Mexico. Then the children talk to a class in Mexico via video conferencing.

When studying nutrition the students examine the lack of good nutrition and its effects on kids in other countries. They look at labels on fruit, veggies and boxes to see where our food comes from. Then we look at where we send food to.



Teaching social skills and the anti-bullying curriculum becomes both local and global. Yes we look at how bullying affects others around us but we also examine how it feels for a person from another country to experience bullying.

As an example of understanding our similarities across cultures, a teacher made an audio tape of kids in another country. Although the children did not understand nor speak the language there were human commonalities and connections that were evident. The teacher asked if there are similarities between these kids and us? Students quickly noted laughter and other human responses as the same across world cultures.

Q: How do you work with teachers to infuse global education into the curriculum?

KAREN KODAMA: I ask teachers to consider multiple ways to look at the content or an issue. I encourage them to think more globally. If we focus just on languages or culture it is too narrow. I ask teachers, “How can you put a global look on content?” What are issues, problems, challenges in the world that can tie in? For older students historical, political and economic connections can be made.

A global perspective has to be something you embed into the curriculum. It has to be a mindset or how you think. I ask teachers to write learning goals in academic subjects that have a global perspective. I ask them to make it evident – anyone should come into the classroom and notice that it looks a little different. The international flavor is evident in the classroom and in the curriculum.

Q: Are there other learning opportunities in JSIS that any school could incorporate or perhaps something they already do which could readily include a global perspective?

KAREN KODAMA: Yes, service learning with a global perspective is something every school can do. There is a distinction between community service and service learning. Community service is more limited albeit an important contribution to the community such as cleaning the neighborhood or raising funds for Katrina victims. Service learning on the other hand makes the learning more explicit. Giving back to the world becomes not just another thing but part of the learning. As one example first grade students learned that some schools in Mexico had no books. The teacher decided how to tie this together into both language arts and service learning. The kids made story books, wrote the stories, used the word processor, and had them translated then sent to Mexico.

Q: How do you use technology to connect students?

KAREN KODAMA:: Projects through technology examples iEARN (International Education and Resource Network (iEARN.org) make connections with kids internationally. One elementary school example of creativity, Language Arts and global perspective is the Teddy Bear project. JSIS student sent a teddy bear to Japan and Japanese student sent a teddy bear to Seattle. The students took turns taking the bear home then emailed students in Japan stories of what the bear experienced. At the end of the year the journals were exchanged. I also recommend looking at Bridges to Understanding (bridgesweb.org) which engages K-12 students worldwide in direct, interactive, learning and storytelling to build cross-cultural understanding. Additionally, Facing the Future (facingthefuture.org) looks at global issues and sustainability.

Q: Some authors note community resistance to the incorporation of global education. Did you experience this?

KAREN KODAMA:: Our business community is very supportive. They say students need this big-

An International School Global Citizen is a student who is culturally aware, prepared to communicate and achieve.

ger perspective to be better prepared for the world of work. The business community says future students will get the best jobs not just because they can speak another language or know the geography or the cultural nuances but because they have a global perspective. In summary, that is how we define an International School Global Citizen — a student who is culturally aware, prepared to communicate and achieve.

MLD: Thank you for sharing ideas to make global education and the development of a global perspective a reality for all students. It was a pleasure to engage in this conversation with you.

FINAL THOUGHTS

The JSIS incorporation of “global perspective” into the curriculum provides an example of “re-scaling ‘multicultural education’ from the national arena to the global arena” (Parker 2007). Parker notes that this re-scaling is an extension of the key principles of multiculturalism *within* the nation to cultures *outside* the nation. Moreover, it is a celebration of diversity world- wide. It is accepting the world as a global village and the recognition of the need for everyone on this planet to collaborate to ensure basics such as clean air. It brings awareness of shared concerns of nations around the world and a greater understanding of the universal issues human beings face (Tiedt & Tiedt 2005).

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World Languages: State of the State

by Michele Anciaux Aoki, PhD, PMP

There are two myths in the U.S. that impact our policy and practice in world language education:

Myth #1: Americans don't need to learn other languages because everyone else in the world is learning English.

Myth #2: It's a good thing that we don't need to because we Americans are terrible at learning languages.



...regarding world languages in Washington ... there is an incredible growth in grassroots demand, interest, and action.

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If Myth #1 were true, most branches of the federal government today would not be complaining about a shortage of speakers of Arabic, Chinese, Korean, Russian, Japanese, Farsi, Uzbek, Hindi, and Urdu. Businesses would not be offering differential pay for Spanish speakers. Parents would not be paying extra for their children to attend before and after school language programs.

Myth #2, on the other hand, provides an excuse for not making an effort to teach languages in our schools. Have you ever heard someone say, "I studied two years of Spanish in high school and can't remember a word now"? Thus the reasoning goes, if we're not good at learning languages, why bother teaching them?

Belief in these myths became evident when the Washington State Commission on Student Learning (CSL) enacted Education Reform. When the four learning goals were defined, World Languages were not included. Learning another language was likely not envisioned by the Legislature to be a necessary part of a good, basic education for *all* students.

Fast forward to 2007, and you'll see that not much has changed at the state level regarding the status of world languages. There are no World Language Essential Academic Learning Requirements, no Grade-Level Expectations, and no Washington Assessment of Student Learning for languages. However, digging a little deeper, we see that the current "state of the state" regarding World Languages in Washington shows an incredible growth in grassroots demand, interest, and action.

A HISTORY OF RECENT DEVELOPMENTS

WORLD LANGUAGES SURVEY

In 2004, the Office of Superintendent of Public Instruction, the Washington Association for Language Teaching, the University of Washington, and the Washington State Coalition for International Education, conducted the first survey of World Languages. K-12 public schools received an electronic survey

designed to report on languages taught in our state. Approximately 19% of schools (431 out of 2,212) responded.¹

In addition to providing data regarding which languages are most commonly taught in our schools, the survey allowed teachers to articulate what type of support they desired for world language education in Washington State. Comments were summarized by Caleb Perkins, OSPI Supervisor for Social Studies and International Education at the 2004 P-20 International Education Summit in Olympia as follows:²

1. More support desired – professional development, specific guidelines
2. Advocacy desired – strong State voice for World Languages
3. World Languages to be part of the core curriculum
4. More World Languages at elementary and middle school
5. More than two years preferred and at least two years required for high school graduation

EARLY LANGUAGE LEARNING SYMPOSIUM

Based on the strong interest expressed for beginning the teaching of languages earlier, the University of Washington hosted an Early Language Learning Symposium fall 2005 which attracted over 140 educators. The program featured teachers and principals from the major public school language immersion programs in the Puget Sound area. Symposium participants learned from local experts while the immersion teachers had the opportunity to network with each other.

Most public elementary schools are not yet teaching languages as part of the regular school day. However, we discovered that there are growing numbers of before- and after-school language programs supported by parent groups, PTAs, and community organizations, such as Associates in Cultural Exchange, Successful Schools in Action, and Foreign Language For Youth. In addition, many heritage language communities are expanding their programs.

What these programs strongly indicate is that American students can be excellent language learn-

ers – especially if they start early. A new generation of students is developing language learning skills at an early age if they are fortunate to be in a school where parents and community members have insisted on providing language classes. Thus there is a hidden achievement gap that is not being discussed. Since the education system has not considered learning another language a part of “basic education,” many students in our public schools will never be given the opportunity to develop this critical 21st century skill.

VOLUNTARY WORLD LANGUAGE STANDARDS

In December, 2005, Superintendent Terry Bergeson adopted Voluntary World Language Standards³ for Washington, based on the national Standards for Foreign Language Learning in the 21st Century.⁴ This was a major step forward. While schools are not required to use the standards, some districts, such as Issaquah, have held workshops for their world language teachers to learn about the standards and resources available to support them. Other districts, such as Seattle, are using the standards as the basis for evaluating textbooks in a new adoption for French and Spanish. In addition, we can now tap into the huge array of resources developed by states such as New Jersey and Nebraska that have made a significant commitment to language learning.

EXPANDING CHINESE LANGUAGE CAPACITY

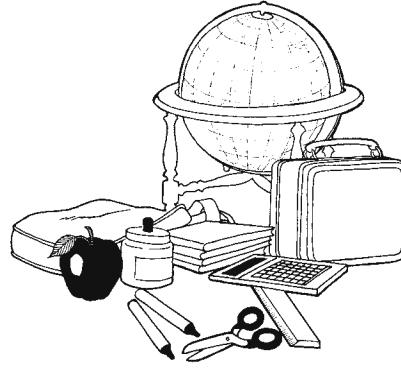
At the P-20 International Education Leadership Summit held in January, 2006, business leaders urged the educators to set an ambitious goal: 10% of Washington students learning Chinese by 2015. The business community understands the critical importance of a workforce with the cultural sensitivity and communication skills required to work effectively with their counterparts across the globe, especially China, which has become one of Washington’s major trading partners. Approximately seventy Chinese language educators in our state have organized themselves into a Chinese Language Teachers Network, and are taking steps to develop a pipeline for teachers of Chinese preschool through college. The Washington State Coalition for International

Education continues to support this effort with a web site⁵ and some funding through our State Innovations Grant.

MAPPING AND ENHANCING LANGUAGE LEARNING PROJECT

In the fall of 2006, four National Resource Centers at the University of Washington's Jackson School of International Studies received funding from the U.S. Department of Education to launch a four-year project entitled "Mapping and Enhancing Language Learning" (MELL) in Washington state. The MELL project⁶ is building on the initial results from the 2004 World Languages Survey and beginning to gather longitudinal data. While the current results are still preliminary, over time, the MELL project will be able to show state policy makers trends in language programs in our state's K-12 public schools. Table 1 below as an example, compares the languages offered based on responses from the 2004 World Language Survey and 2007 MELL Survey.

Caveat: We are not comparing the same schools



in two different time periods. There is overlap, but many schools that responded in 2004 have not provided 2007 data, and many schools that provided 2007 data did not participate in 2004. Over time – with a more complete sample – we will be able to track more accurately trends in languages offered.

What is particularly noteworthy is that approximately 19% of Washington State high schools in 2007 self-report that they do not offer any world languages. This is startling given that two credits or more of world languages are a college admissions requirement for most universities. How will these students be able to meet the basic four year college admission requirements? More importantly, are these high school graduates prepared for the globally connected world of the 21st century?

WASHINGTON LEARNS AND WORLD-CLASS EDUCATION

Launched in 2005 by Governor Christine Gregoire, the **Washington Learns**⁷ initiative promised to look at education in Washington State for the first time

TABLE 1: MELL COMPARISON OF 2007 AND 2004 WORLD LANGUAGE SURVEYS¹¹

Total Public High Schools	367	100%	160	100%	
Offer World Languages	296	81%	N/A		
Do Not Offer World Languages	71	19%	N/A		
Offer Specific Languages:					
Spanish	269	90.9%	137	85.6%	5.3%
French	157	53.0%	98	61.3%	-8.2%
German	80	27.0%	64	40.0%	-13.0%
ASL	64	21.6%	46	28.8%	-7.1%
Japanese	68	23.0%	39	24.4%	-1.4%
Latin	7	2.4%	10	6.3%	-3.9%
Chinese	17	5.7%	7	4.4%	1.4%
Russian	9	3.0%	6	3.8%	-0.7%
Arabic	0	0.0%	1	0.6%	-0.6%
Native American Languages	3	1.0%			1.0%

Calculated based on total schools that do offer languages. Source: http://depts.washington.edu/lc/mellwa/mell_comparisons.htm

in a systemic way – from preschool to college. One of its ten-year goals is: that *All* students will graduate from high school with an international perspective and the skills to live, learn, and work in a diverse state and a global society.



While early drafts of the Washington Learns recommendations mentioned the importance of learning other languages, the final report issued to the Legislature and the public in November 2006 did not. If the intention is to create a *world-class, learner-focused seamless education system to prepare all Washingtonians to be competitive worldwide and participate in a healthy democracy*,⁸ the plan must include world languages. The question now is when.

WORLD LANGUAGES AND COLLEGE READINESS

In the fall of 2006, the Higher Education Coordinating Board published a policy brief entitled “College Readiness in the Arts, Social Studies, and World Languages.” This effort was part of Washington’s 2004 Strategic Master Plan for Higher Education, *Section 8, Helping Students Make the Transition to College*, in which the HEC Board aimed to define college readiness in the subject areas of the arts, social studies, and world languages in order to:

- Define what students must know and be able to do to succeed, without remediation, in two-year and four-year colleges, universities and technical schools.
- Align requirements for college success with the learning outcomes emphasized in K-12 reform.
- Adopt college readiness definitions to be used by K-12, higher education institutions, and employers to improve student transitions to colleges, universities and/or the workplace.

The report pointed out the discrepancies between high school graduation and college admissions requirements in this state. It also referred to a 2006

study by the Conference Board, Corporate Voices for Working Families, The Partnership for 21st Century Skills, and The Society for Human Resource Management, which identified that “*Knowledge of Foreign Languages* will ‘increase in importance’ in the next five years, more than any other basic skill, according to over 60 percent (63.3 percent) of the employer respondents.”⁹

HIGHLIGHTS OF 2007

During 2007, activity around world languages has increased in this state providing an optimistic view of the future. Highlights include:

BILLS INTRODUCED

- House Bill 1517 – Enhancing public school world language instruction, reinstates the position of a world languages supervisor at the Office of Superintendent of Public Instruction.
- Senate Bill 5714 – Creates a pilot program of Spanish and Chinese language instruction and funds a limited number of new programs.

Although neither bill was enacted during the session, SB5714 was passed out of the Senate without a single Nay vote. HB1517 was sent to the Governor as an amendment to a larger education bill which the Governor vetoed. The bill did not specify a funding source and there were questions about some provisions. However, there are indications both bills will be reintroduced in the 2008 session.

FLAP (Foreign Language Assistance Program) Grant. Seattle Public Schools received a FLAP grant to launch new elementary Chinese language programs. Three programs were begun last winter and have now expanded this fall to include all K-2 students in these three schools. The curriculum focuses on teaching math content in Chinese, along with songs, games, and cultural activities.

Startalk. With new federal funding through Startalk, Betty Lau from Seattle Public Schools developed a cohort of Chinese teachers working on alternative route certification. When they can become fully certified teachers in the public schools, a critical step will have been taken to address the shortage of qualified teachers.

Two-Way Dual Language Programs. Two new two-way dual language programs were launched this fall for Spanish/English in Mt. Vernon and Seattle School Districts. These programs serve both native Spanish speakers and non-Spanish speaking students and allow both populations to become fluent in both Spanish and English, while increasing academic success.

Assessment Training. Interest in assessing the oral fluency and listening comprehension skills of language students continues to grow. Three workshops on oral proficiency assessment were presented by the Center for Applied Linguistics this year in Bellevue and Seattle for over sixty teachers.

World Language Endorsement Review. A committee is currently reviewing the endorsement requirements for K-12 teachers in World Languages. The committee's recommendations will be sent to the Professional Educator Standards Board in January, 2008.

STATE OF THE STATE IN SUMMARY

What's working in our state right now? Many people at the grass roots are demonstrating tremendous initiative, creativity, and tenacity in developing suc-

cessful models of language learning across the state. These innovators believe that the opportunity to learn a language must be part of every child's education. It's a matter of equity and fairness. Language teachers are learning to network and are challenging themselves to teach language in new ways. They are moving from traditional teaching methods to content-based instruction and project-based learning.

What's missing right now? A commitment from the Legislature to provide support so that world languages can become part of a world-class education in Washington State. Will 2008 be the year that we move from grassroots activism to state-level leadership?

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RESEARCH - VISION - ACTION

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Leading our new state chapter is a labor of love for many of your fellow educators statewide and me. During the past two years, they have built a solid foundation for which to launch a visionary and exciting professional development plan and program that brings to Washington State the services, networks and professional relationships that Phi Delta Kappa International and its members in our state have developed during the past 102 years. Visit our websites, www.pdkwa.org and www.pdkintl.org and come to our receptions, awards luncheons, summits, and conferences and experience high-caliber professional development and meaningful interaction with the participants.

In 2008, your State Chapter will continue to become a center of inquiry, strengthen its foundational structure, offer exciting and valued conferences, and publish its spring 2008 journal. We invite

you to attend our reception for PDK members and guests at the OSPI Conference (January 30, 2008) in Spokane and our April 19th High Performing Educators Conference and Awards Luncheon that will be held in Tacoma.

We want you to join Phi Delta Kappa – Washington State's Center for Educational Inquiry and become an active member of this learning community by publishing in our new journal and future research and professional development conferences.

PDK-WA is the first state chapter in Phi Delta Kappa's 102-year history. Please join us as we work to be and become a professional organization that collaborates with you and other key leaders to develop a knowledge-base and training opportunities for future teachers and educator leaders at all levels in our public and private schools and universities.

Controversy and Citizenship: Beyond Knowledge and Skills

by Shelby L. Sheppard, PhD and Bruce E. Larson, PhD

Educational leaders at all levels are tasked with the preparation of students for responsible citizenship in a global society. When considering the task, it is important to note that some significant features of our global society are increased global unrest and an escalation of violence. Central to the unrest are conflicting views on a variety of controversial issues. The various political responses to controversy require, or at least assume, some broad public support, which in a democracy is further assumed to be a matter of informed and reasoned judgement on the part of its citizens. Finally, it is worth note that the diverse reactions to current events on the part of U.S. citizens seem to indicate a general resistance or aversion to controversy. There appears to be an unwillingness to engage in discussions about “what is going on” in the world around us.

...how might teachers encourage their students to engage in discussions of controversial issues?

ABOUT THE AUTHORS

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WHY ISN'T EVERYONE ENGAGED?

Many citizens simply *refuse* to recognize that there is a controversy in the first place. They take one side of the issue and claim to know the answer to the question about an issue. Others *retreat* from the controversy claiming that they dislike disagreement or fear that argument will escalate violence. A common reaction is *resignation*, an indicator of apathy or dismissal due to feeling a lack of control or a lack of relevance to one's own life. A final reaction might be called *remedial*, as it includes frustration, anxiety, or a demand for answers and an expressed need for a conclusion. This reaction seems to be based on the assumption that there is a truth or “right answer” in such situations. These examples of reactions share a common assumption, namely that controversy is a vice, something to be resisted if not avoided at all costs. In this sense, the public reactions to controversy are the response required or assumed of a democratic citizenry. Rather, the public reactions to controversy serve as obstacles to achieving the necessary democratic support for crucial political decisions and in fact, serve as negative models for the development of responsible and informed citizens (Sheppard 2006).

Despite the resistance, many educators believe that the classroom may be an important venue for students to examine controversial issues. Students can consider the issue more in-depth and develop skill at discussing topics with others who may hold varying points of view. This creates an apparent disposition quandary for teachers: *If students are not “disposed to” engage in discussions, then how are teachers able to engage students in discussions of controversial issues?* Asked differently, if students are predisposed to avoid controversy then how might teachers encourage their students to engage in discussions of controversial issues?

Much of the research on discussing controversial issues focuses on developing students' knowledge of issues and skills in dialogue with classmates. We contend, however, that knowledge of specific controversial issues and skill in examining and discussing them is necessary but not sufficient to fully engage with controversial issues. The almost exclusive

attention to the acquisition of knowledge and skill development in the literature addressing controversy seems to rest on the assumption that participants in discussions of controversial issues are already willing and able to fully engage in such discussions or that the acquisition of knowledge and skills alone is sufficient to ensure that they will become willing and able to fully engage. This assumption implies that dispositions are either irrelevant to the engagement or that the relevance is automatically developed as a result of knowledge and skill acquisition.

WHAT FOSTERS ENGAGEMENT?

Although “disposition talk” is prevalent in current educational discussions, dispositions are difficult to define or identify and describe with precision. They seem to be relative to the individual, connected to either internal or external motivation. Furthermore, they can be fostered, reinforced or impeded by a variety of factors. In this article, we use the term disposition to refer to an individual’s inclination to act in accordance with what one values or views as worthwhile. This seems quite straightforward in that one would not likely be disposed to do x if one does not value it. Further, one would need at least some basic understanding of why x is deemed valuable in the first place. This simple principle is familiar to all educators, but the value that underlies most contemporary educational decisions and our contemporary lives is *extrinsic value*. That is, something is deemed to be good or valuable if it serves a desirable end, including the avoidance of punishment

Intrinsic value refers to things that are good in themselves, whether or not they lead to a further good. Lack of awareness of intrinsic value is often accompanied by a lack of understanding of why such “goods” might be deemed valuable in the first place. Consequently, intrinsic value may not be included in the reasons why one might be “disposed to” do x. The significance of intrinsic value to education and its role in the development of human potential is noted as far back as Aristotle in his discussion of the achievement of happiness or eudaimonia. An alternate translation of eudaimonia is “satisfaction” which may be a more precise term, given the various contemporary twists currently given to the achievement of happiness. In a recent discussion of Aristotle’s views in her book *Cultivating Humanity*, Martha Nussbaum notes that

eudaimonia refers to people who are, “striving to achieve a life that included all the activities to which on reflection, they *decided to attach intrinsic value*.” She goes on to argue that, “it fits what real people do when they think about their lives – even in present day America” (Nussbaum 1997).

A FRAMEWORK FOR ENGAGING IN CONTROVERSY

We propose that the desired “disposition to engage” in discussions of controversial issues, entails that students do so; a) *voluntarily*: they are self motivated and see the engagement as having some sort of intrinsic value, b) *wittingly*: they are aware of what is entailed in the exercise for which they are volunteering, c) *without coercion*: they are not exclusively motivated by extrinsic concerns such as grades or approval of others. Therefore, we suggest that to resolve the apparent “disposition quandary” is simply to recognize and appreciate both types of value and acknowledge the worthiness of each in a variety of educational pursuits including that of responsible citizenship.

Helping students to recognize and appreciate the intrinsic value of the desirable dispositions is a formidable task, especially in the current educational context with its increasing emphasis on quantification, evaluation, standards, authority, answers, and consensus. It is interesting to note that each of these emphases is justified for its extrinsic value. This observation can seem to raise a second quandary, a *value quandary* for educators, namely, how do we foster appreciation for intrinsic value in a context based almost exclusively on extrinsic value? A “new” approach to controversy needs to navigate these formidable obstacles. This will be hard work, but important as it involves a pedagogical shift that has the potential to benefit students, teachers and leaders at all levels.

SO, WHAT’S NEW?

We propose that the dispositions necessary to engage in discussion of controversial issues are arguably the same dispositions we expect for responsible citizens. These dispositions might include seeking understanding through questioning and reasoning, adopting an appropriate sense of humility about what one knows, maintaining intellectual courage and curiosity in the face of adversity, examining one’s own be-

liefs and reasons for holding them, and open-mindedness when making decisions about one's actions (Sheppard 2006). Although the dispositions may have extrinsic value, they have intrinsic value in the sense that one is better off with them than without them regardless of one's employment, financial or social status. Developing both awareness and understanding of goods with intrinsic value is central to our approach to controversy and to our proposal that specific dispositions are crucial to one's engagement with it.

The approach to controversy that we propose could be called a foundational or conceptual approach. With this some general understandings are developed **before** engaging in discussions of particular controversial issues. The understandings then provide a framework for the ensuing discussions. In this sense, the concept of controversy is used as a vehicle for fostering desirable dispositions, which can then be transferred to discussions of particular controversial issues. Arguably, the dispositions we describe cannot be valued unless they are first recognized and understood. The reasons for holding them to be valuable must be examined and discussed. We call this approach the Virtue Framework (Sheppard, Ashcraft, Larson 2007). The framework consists of several categories of desirable understandings or goods that are valuable in terms of the intrinsic value we noted earlier. We contend that if one recognizes and appreciates the value of these understandings, one would be more likely to be disposed to engage in discussions of controversial issues.

FOUR UNDERSTANDINGS IN THE VIRTUE FRAMEWORK

The first of understanding we aim for is the recognition of semantic distinctions of terms that are related to controversy. For example, the reasons why people discuss controversial issues in the first place include the difference between extrinsic and intrinsic value; what counts as controversy includes the difference between conflict in accord with reason and disagreements over individual tastes or preferences. What counts as reason leads to the difference between empirical and conceptual investigations. We also recommend a discussion of what is involved in conceptual analysis and the importance of identifying and analyzing pivotal or central concepts that

may influence one's perspective on a controversial issue. Of crucial importance is examining the general assumptions that may underlie any issue. These assumptions should be revealed and critically examined by all participants before engaging in discussion of the issue itself.

The second understanding concerns the emotional responses that play a significant role in whether or not one is disposed to engage in discussions of controversial issues. We include for example, the human tendencies to avoid confrontation, the human need for certainty and the human tendency to reify abstract concepts (to think of a concept such as 'democracy' as a thing which has physical properties). Of particular importance in this category is the recognition of what contributes to one's world view or perspective and the influence of sociocultural norms and values on that view. Also worthy of examination are the limitations of one's individual experience, language and knowledge.

Discussions of controversial issues usually include knowledge claims on the part of the participants. Therefore our third category includes understandings gained from an examination of the conditions of knowledge, theories of truth, epistemic questions, the important difference between epistemic dependence (reliance on authority) and epistemic independence (thinking for oneself). The epistemic understandings are closely related to the virtues noted by Aristotle which he calls (ethical) qualities of character.

Our fourth category includes understanding of those characteristics that contribute to informed and responsible citizenship. These understandings include the aspects of critical thinking, the difference between problem posing and problem solving and the implications of the sequence of the two. In our framework, citizenship is viewed in terms of the qualities of character and habits of mind that dispose one to act in ways that would count as responsible citizenship. When groups of people who value the qualities come together, they form what are called communities of inquiry—environments designed to foster and support the desirable dispositions.

In summary, our virtue framework is based on the idea that IF we have the opportunity to recognize and appreciate the intrinsic value of the understandings gained from engaging with controversy, we will

be more likely disposed to engage – voluntarily, wittingly and without coercion. Most importantly we would choose to engage for the right reasons: the intrinsic value of the understandings.

WHAT CAN EDUCATIONAL LEADERS DO?

The proposed approach to controversy requires some significant pedagogical shifts not only in terms of what we are doing in respect to controversy but in the way we think about what we are doing. The pedagogical shifts require enlightened leadership at all levels. The shift in thinking would involve fostering and supporting the development of communities of inquiry from the district to the individual classroom. It would involve helping others to understand the sorts of distinctions we have noted and providing the opportunities for others to gain the understandings we believe are necessary to be disposed to engage in controversial issues for the right reasons.

Leaders would become advocates of difference as a learning opportunity, invoking conceptual as well as empirical distinctions and promoting intrinsic as well as extrinsic value. Primarily leaders would see themselves as providing both the guidance and the opportunities to learn about dispositions and qualities of character as well as promoting knowledge and skills.

There are many educational benefits and practical considerations that follow from our proposal, some of which include a new approach to character development. It is important to note that with our approach, character development is more than a matter of knowledge and skills. However, our approach does not replace knowledge and skills but adds to and deepens the development of the whole person – the knowledgeable, skilled and responsible citizen.

Understanding the dispositional value of discussing controversial issues provides a supportive conceptual framework for preparing responsible citizens for a global society. The framework is closely aligned to some current trends in educational theory and practice, in particular those trends involving the preparation of pre-service teachers and preparing experienced teachers for National Board Certification. In this sense, there are strong educational warrants for including a deep understanding of controversy in the curriculum. For example, recent recommendations for improving teacher practice include teaching

for understanding, the development of reason and judgment. Teachers are expected to help their students accept the responsibilities of democratic citizenship and to make informed decisions. These recommendations require that students learn to think “with” and “about” important abstract concepts and become participants in communities of inquiry.

In conclusion, we do not intend to diminish the importance of knowledge and skills when citizens discuss controversial issues. However, we do suggest that particular dispositions also need to be developed if we want citizens to value the engagement for its own sake. These dispositions do not develop naturally, but require fostering through the recognition and appreciation of the intrinsic value they offer. Helping students explore intrinsic value and dispositions are not easy tasks for educational leaders. However, if students are not prepared to voluntarily engage in these explorations, then engagement with and in public issues may be in peril.

A global society is marked by diversity and controversy on a global scale. Such a society requires a global citizen who neither fears nor avoids controversy but rather, is willing, able and eager to engage with it. The global citizen has decided upon reflection, to view the engagement with controversy as an activity which has intrinsic value. The engagement with controversy is at the very least, an opportunity to learn more about ourselves, our world and our relation to it on a broader and deeper level. At best it is an opportunity to develop a global perspective from which we can engage in the important work of promoting human betterment for all global citizens.

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Responsible Use of Privilege in a Global Society

By John Korsmo, PhD and Trula Nicholas, EdD

The discussions of privilege in our workshops begin as may be expected. Privileged individuals often in idyllic campus settings gather together. Appetites for food and drink are tended to, air quality and temperature is carefully adjusted, and relatively few worries exist in the groups. A series of rhetorical questions are then asked: “What comes to mind when you think of privilege?” and “In what ways are you privileged?” Participants think about and discuss their own points of privilege, or lack of it, and a general definition of terms is offered. Through the activities, everyone has the opportunity to become more aware of themselves and others, more connected and networked to an expanded circle of privileged colleagues, and at least slightly more able to relate to and engage with diversity.

A simulation activity was used in the workshop settings to create a shared experience.

ABOUT THE AUTHORS

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PURPOSE OF THE STUDY

The purpose of our study is to capture the voices and stories of people in the field – to learn from and teach each other in our collective effort to become increasingly culturally competent and responsible with our various points of privilege. While numerous scholars have been discussing multicultural education, and postulating theories of various privilege points, for many of us the consideration of our own place of privilege and its effect on our practice as educators and human service professionals has not been intentionally discussed. Few have had the opportunity to participate in institutional discussions of the topic. While it may be commonly accepted that privilege exists, it is not as commonly understood how to use our privileges to benefit our students and clients.

The work of Peggy McIntosh on unacknowledged male privilege gave way to an understanding of her own previously unacknowledged “white privilege” (McIntosh, 1989). Since that time numerous authors have addressed white privilege (e.g. Dyer, 1997; Barrett & Roediger, 1996; Wildman & Davis, 2005; Johnson, 2005; Jenson, 2005). Some authors, such as Wildman and Davis (2005) have also expanded this to include the idea of “heterosexual privilege” and “socioeconomic privilege.” In our work we expand this further to include, among other things, privilege associated with ability, age, education, religion, and physical appearance. In thinking about educating for global citizenship, we would like to take this one step further – relating privilege to national origin and citizenship. From a global perspective we propose that those who are born in the United States and other industrialized nations hold a position of privilege.

A BROADER DEFINITION

We begin by borrowing from the writings that focus primarily on race for defining and understanding the characteristics of privilege. Defining societal norms is one of the characteristics of privilege. According to Johnson (2005), privilege “allows people to define reality and to have prevailing definitions of reality fit their experience” (p. 102). Wildman and Davis (2005) further explain that the “characteristics and attributes of privileged group members are the societal norms – the way things are – what is normal – [and] what should be normal” (p. 98). For even more clarity of how the privileged group defines societal norms Wildman and Davis (2005) state that “normalization of privilege means that [we] are judged and succeed or fail, measured against the characteristics that are held by those [already] in [positions of] privilege” (p. 99).

Looking at this idea from a global perspective, we propose that mainstream U.S. culture in particular defines the global norms. We, in the U.S., define “what is normal [or] what should be normal” (Wildman & Davis, 2005, p. 98), and we judge what success is and what failure is by measuring it against our own privileged characteristics. Without an understanding of this global lens of privilege as our students study current and historical events they may evaluate and judge based on privileged norms. As our students engage in study abroad programs or participate in mission trips, they may judge and evaluate other cultures through a privileged lens. As they work with clients or students who recently im-

migrated to the U.S., they may make assumptions based on norms as defined by our global position of privilege. For these reasons, educating for global citizenship must include an understanding of privilege. Privilege generally allows people to assume a certain level of acceptance to a degree that it is automatic and not visibly or emotionally apparent (Johnson, 2005; Wildman & Davis, 2005).

METHODS

We have been engaging in community education workshops related to diversity and cultural competence as service to the community. We decided to merge our discussions in order to broaden our reach in terms of who we can talk to about the responsible use of privilege. The primary method through which data is being obtained in this study is through our joint and individual community workshops. Through a combination of interactive discussions, a group simulation exercise and debrief, and a pre- and post-workshop questionnaire, we are learning of the individual experiences of hundreds of human service professionals and educators throughout the country. Field notes from observations, direct quotes from participants, and results of the questionnaires are being thematically analyzed for common trends in how people choose to act responsibly with their individual privilege points, or choose not to.

The simulation activity (Korsmo, 2000) is used in the workshop settings to create an artificial shared experience, through which participants can draw comparisons to their work and private life. The simulation is described below in some detail in order to provide the reader with understanding of the principal method used to engage participants in dialogue around this very personal subject matter.

Participants are randomly assigned a role within one of four groups: the Highlights, the Middle-Towns, the Strugglers, and the Oh-No's. As can be inferred from the moniker, the roles of the four groups vary along a continuum of privileges, or resources – with the Highlights having the most points of privilege and the most resources, and the Oh-No's having the least amount of privilege and the most challenge or obstacles to success. Each group is ‘assigned’ what on the surface seems like the same simple task: complete the jigsaw puzzle and then cel-



celebrate success with resources that are provided.

Each group is given an overview of what could be considered their cultural norms, an explanation of their respective task, and all of the resources needed in order to fully engage in the simulation. The Highlights are generally made up of a significantly smaller number of individuals than the other groups, with the Strugglers and Oh-No's comprising the majority of the population. The puzzle the Highlights are responsible for completing is already put together for them – with the exception of the

final piece – in order for the group to enjoy the culmination of their achievement. The Middle Towns are fully responsible for putting their own puzzle together, the Strugglers generally have no cover/template to guide them in understanding what the puzzle is to look like upon completion, and several pieces are missing. The Oh-No's, similarly have no template to guide their creation, and have pieces missing, however they are provided a significantly larger puzzle with small, more advanced-level pieces. In other words, this group is

set up to fail from the outset, whereas the Highlights are set up to succeed.

Additional details of privilege points associated with being a Middle-Towner or a Highlight include seemingly arbitrary rules and expectations placed on the two other groups for example, the inability to speak or the need to hop on one leg. The arbitrary rules also include the need for the Oh-No's to hold onto inflated balloons which the Middle Towners and Highlights often like to pop for entertainment.

The Highlights receive an over-abundance of resources in their simulation kit, including chocolate, candies, toys, and even ice cream, whereas the Oh-No's receive virtually no treats. There are various methods outlined in the simulation for the Strugglers and Oh-No's to 'earn' treats, however they gener-

ally come at a great expense. Upon completion of the twenty- to thirty- minute simulation, we debrief with the entire class, and participants draw parallels and comparisons to their real life experiences. This debrief provides opportunity to gain insight from participants about what they experienced during the simulation as well as stories of how they deal with ironically similar circumstances in their workplace and communities.

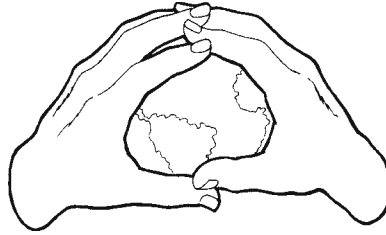
RESULTS

While this study is currently underway, we have obtained data from more than 100 participants in five different workshops that have preliminarily indicated three fundamental themes associated with privilege:

1. We are all privileged and lack privilege in some aspects of our lives. Each individual makes meaning of the simulation and workshop based on his or her previous life experiences, drawing parallels between the simulation and 'real life'. Participation in the simulation sheds light on the many ways privilege is taken for granted and otherwise not utilized responsibly.
2. There is a need for increased action-oriented (Argyris & Schon, 1992) reflection and alteration of practice in our daily interactions. Participants overwhelmingly remark on the need for ongoing consideration of privileges in practice, while in reality privilege is generally ignored in the workplace.
3. There is a tendency for participants to follow societal norms regardless of their arbitrary nature as prescribed norms set forth in the simulation are generally carried out. Participants tend to stay with others who are assigned the same group (Highlights, Middle Towns, Strugglers, or Oh-No's), even when there is opportunity to mix with other groups. Participants regularly share an increased awareness of opportunities to use his or her privileges responsibly upon reflection of how 'naturally' they slid into arbitrary norms of their group.

Without an understanding of this global lens of privilege as our students study current and historical events they may evaluate and judge based on privileged norms.

Additionally data indicates a concern among participants related to a frequently simultaneous sense of *guilt* and *pride* because of the privileges they hold. Participants engaged as a member of the 'Oh-No's' and 'Strugglers' groups frequently share a sense of pride in resiliency and ability to overcome or otherwise adapt to obstacles. Members of the 'Middle Towns' and 'Highlights' often share a perceived inability to help members of the other groups and a sense of being under-appreciated when they do attempt to provide assistance. All data is being codified for further thematic analysis, and results will guide future studies.



Awareness and acknowledgment of the privileges associated with national origin and citizenship is essential as we educate student to be effective global citizens.

DISCUSSION

Awareness and acknowledgment of the privileges associated with national origin and citizenship is essential as we educate student to be effective global citizens. Assigning readings, writing papers and conducting in-class discussions are traditional ways to engage students in these topics. However, simulations such as the one described in this article create a shared experience. Simulations further offer participants an opportunity to engage in dialogue around complex and sometimes difficult topics such as privilege.

It is clear that more data must be collected and analyzed before we can draw any conclusions about the impact that this work has on educators and human service professionals. It is equally clear that there are many dimensions to be explored. One of our main interests is to investigate, with workshop participants and students, ways one can proactively use privilege responsibly.

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AN INVITATION TO JOIN WASHINGTON STATE PHI DELTA KAPPA

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Sustainability Education in Washington

by Victor Nolet

Sustainability is a broad term that refers to a concern for promoting intergenerational equity. The big idea is that when sustainability has been achieved, the current generation would be able to meet its needs without jeopardizing the ability of future generations to meet their needs. A sustainability perspective views environmental, economic and, social justice processes as interconnected systems that must be considered simultaneously.



“All common schools shall give instruction in... science with special reference to the environment... . All teachers shall stress... the worth of kindness to all living creatures and the land.”

Recently, the term sustainability has become widely used and it may seem like just another buzzword. However, the values that underlie sustainability are ancient: Share with others who have less; leave something for the next and future generations; revere life in all of its forms and; clean up after yourself. Unfortunately, these are lessons about which humans seem to need frequent reminders.

CHALLENGES

Today we face unprecedented challenges that are the result of over-consumption of natural resources and destruction of natural systems. Gross disparities in the distribution of wealth around the world leave large numbers of the planet’s human inhabitants in crushing poverty with limited access to health care. At the same time, the most recent Intergovernmental Panel on Climate Change Fourth Assessment Report (IPCC, 2007) made clear that global climate change is real and there is a very high likelihood that humans are exacerbating if not causing it. There is a growing recognition that climate change and environmental degradation already are exerting a devastating impact on economic and cultural well being around the world, and that those impacts are being experienced disproportionately by poor and indigenous people. People around the planet face immediate loss of natural systems that provide water, food, and livelihood.

However, the responsibility for this planetary crisis is not equally distributed. Per capita production of the greenhouse gas carbon dioxide (CO₂) in the wealthiest countries is 6 times that in developing regions (United Nations, 2005) so those of us who live in the most industrialized regions of the world bear primary responsibility for the impacts of climate change. Yet, most Americans perceive climate change as posing little immediate risk to themselves or their families and only a moderate risk to individuals and non-human species living in other regions of the world (Leiserowitz, 2005).

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WASHINGTON RESPONDS

The good news is that educators in the Washington have begun to recognize that the forces that create injustice and environmental degradation around the world are identical to those that create inequities here: racism, classism, and an irrational expectation of privilege. As a result, a number of initiatives are underway in Washington to infuse sustainability literacy in the K-12 curriculum and in the preparation of teachers. Indeed, for over a decade, environmental and sustainability education have been a required part of the required common school curriculum and recently became a required component of program approval for teacher education programs.

For nearly two decades, state law and regulation has required schools to provide natural resource and environmental education, defining environmental education as part of basic education and mandating its instruction in public school at all grade levels in all subject matters RCW 28A.230.020 mandates that *“All common schools shall give instruction in ... science with special reference to the environment. ... All teachers shall stress... the worth of kindness to all living creatures and the land”*. The 1990 State Board of Education implementation rule for this RCW (WAC 180-50-115) makes environmental education part of basic education and requires *“...instruction about conservation, natural resources, and the environment ... at all grade levels in an interdisciplinary manner through science, the social studies, the humanities, and other appropriate areas with an emphasis on solving the problems of human adaptation to the environment”*.

The Washington legislature recently renewed its commitment to environmental and sustainability education and in the 2005-07 biennial operating budget provided funding for OSPI to provide direct services and support to promote integrated, interdisciplinary approaches to instruction in conservation, natural resources, sustainability, and human adaptation to the environment, with a specific focus on science, math, and the social sciences. Similarly, EHB 2910 was passed in the 2006 legislative session, requiring OSPI to conduct an environmental edu-



cation study in partnership with public and private entities. The results of the “2910 Study” are due for release in late Fall, 2007 and will provide empirical evidence to show how environmental, natural science, wildlife, forestry, and sustainability education benefit Washington’s students, families, and communities. EHB 2910 also calls on OSPI to provide exemplary

models, and recommendations focused on: (a) career development; (b) good citizenship as proven through service learning; (c) graduation requirements, specifically addressing senior culminating projects; (d) underserved youth and demographic groups; and (e) models of professional development for community-based service organizations and local agencies.

A comparison of the language in RCW 28A.230.020, which was drafted in the late 1980’s and the 2006 EHB 2910 shows that the Washington legislature has developed a more complex and nuanced understanding of what environmental and sustainability education entails. In this respect, the evolution of the Washington State legislature’s thinking is consistent with the larger theoretical and philosophical movements in this field. The focus today is on preparation of sustainability literate citizens who see the interconnectedness of environment, society and economy, and who have knowledge, skills, and dispositions that will promote intergenerational equity, rather than a more narrow concern for protection of natural resources associated with extraction industries or with protection of species habitats.

TEACHER EDUCATION

This broader understanding of sustainability as a dimension of citizenship

The values that underlie sustainability are ancient: Share with others who have less; leave something for the next and future generations; reverse life in all of its forms and; clean up after yourself.

was clearly articulated in a newly revised standard for approval of teacher education programs that was passed in July, 2007 by the Washington State Professional Educators Standards Board (PESB). Currently, 22 college and university programs in Washington are approved by the PESB to offer programs leading to the Residency Certification for new teachers. These programs prepare approximately 3200 teachers each year (OSPI, 2007). The new program approval standard, Standard V, pertains to the evidence that these programs will need to provide about their candidates pedagogical knowledge and skills. Under the new standard, programs will need to provide evidence that is based in candidate performance as well as in the performance of those candidates' K-12 students. Section 5.3 of the new standard focuses on candidates' knowledge of their students' development in social contexts. One of the criteria of this section of Standard V requires teacher education programs to provide evidence that "...all students are prepared to be responsible citizens for an environmentally sustainable, globally interconnected, and diverse society". Furthermore, teacher candidates will be expected to "...seek information from multiple communities; consider student learning in the context of social, political, environmental, and economic systems; and create opportunities for students to participate in responsible civic engagement, including developmentally appropriate self-governance".

With the approval of Standard V by the PESB, Washington assumes a leadership role in the nation in the preparation of sustainability literate citizens through K-12 education. It is clear that in Washington, sustainability is not just a buzzword but really does represent a new paradigm for teaching and learning. It involves a very different set of ideas about the way humans should interact with the natural world and the purpose, goals, and methods of education. This view of sustainability is premised on the understanding that transformative changes in

belief and values systems will be necessary to change destructive patterns of behavior (Sterling 2004).

NINE THEMES OF SUSTAINABILITY

Sustainability literacy involves knowledge, skills, and values that inform an individual's mental models and day-to-day behaviors. A sustainability literate citizen has the ability and disposition to engage in thinking, problem solving, decision-making, and actions associated with achieving sustainability. However, sustainability literacy entails more than simply knowing things about the environment, economics or equity and justice issues but rather involves a willingness and ability to engage intellectually and personally with the tensions that are created by the interconnectedness of these systems.

Based on an extensive review of literature, Nolet (in press) identified nine themes that recur frequently in the sustainability discourse that seem to represent the core knowledge, disposition, and thinking associated with sustainability literacy. Those themes are:

Stewardship. Caring about and therefore caring for the environment. The theme emphasizes the importance of establishing an ecological ethic for managing, restoring, and preserving the biological integrity of ecosystems.

Respect for limits. Living within nature's means, this theme is concerned with protection of biodiversity. It focuses directly on the extent to which life and nature are threatened by over-consumption in developed nations.

Systems thinking and interdependence. This theme addresses the inextricable links among ecological, economic, and social systems.

Economic restructuring. The underlying premise of this theme is that current economic systems depend on growth models that are untenably exploitive of people and the environment. To achieve the goals of sustainability, new ways of thinking about economic success and prosperity must evolve.

Social justice and fair distribution. Sustainability considers social justice and equity as equal in importance with preservation of wilderness areas and biodiversity.

Global citizenship involves civic engagement and a commitment to equity on the world stage.

Intergenerational perspective. This theme encourages consideration of the impact of actions on subsequent generations, as far out as 150 to 500 years into the future. Individuals as well as organizations and governments would prioritize decisions according to the likely impact on children's, grandchildren's, and great grandchildren's lives.

Nature as model and teacher. Advocacy for models and designs that are in accordance with the needs and cycles of the natural world characterize this theme. It suggests that humans have much to learn from the billions of years of evolution of the Earth's living systems.

Global citizenship. This theme relates to the interactive and interdependent nature of global political, economic, and social systems. Global citizenship involves civic engagement and a commitment to equity on the world stage and may be associated with a concern for number of issues such as peace, environmental justice and economic equity.

Importance of local place. Considered in this theme is idea that our understanding of environmental, social, and political events occurs in the context of "place". Place being the distinct interrelated natural and social system where one lives

CONCLUSION

The weeks, months, and years ahead will be exciting times for educators in Washington who see the role of schools and the work of teaching as something more than preparation of workers for the global economy. Sustainability education offers an avenue for renewal and for a return to the fundamental purpose – to improve lives and to make the planet a better place. As OSPI implements the recommendations in the 2910 Report and as teacher education programs implement Standard V, new opportunities for research and collaboration will emerge in areas such as community and problem-based learning, integrated curriculum, and evidence-based practice. By most credible estimates, in the absence of immediate

The stakes are
huge and time is
limited.



and substantial behavior changes, our current patterns of profligate consumption and accelerating destruction of natural systems will result, by the end of the current century, in a planet that is warmer than at any time in the entire history of human evolution. It is very likely that the children who entered Kindergarten in 2007 will live out their lives in a world in which nearly every natural system that provide services for humans is under stress or on the verge of collapse. The stakes are huge and time is limited.

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Globalization: Resilience of the Swinomish Tribe

by Tim Bruce, PhD and Kathleen A. Shoop, EdD

Globalization provides a view of the world beyond their villages to remote and unconnected cultures. While global connections are not forced on villagers, it has the potential to impose a new cultural vision and thus forever change their lives. The resulting unintended consequences is a familiar story. Poor, rural peoples give importance to current technologies and thought while abandoning the culture taught to them by their ancestors. This is frequently accompanied by a land grab.

“As globalization shatters both the distances and walls which define nations and cultures, the trappings of the economically powerful continue to permeate all cultures, seeping into and changing traditional norms and values others hold dear” (Tomlinson, 1999).

ABOUT THE AUTHORS

Tim Bruce is in his eighteenth year as Superintendent of the La Conner school district. Raised on the Coeur d’Alene Reservation he has a passion for the preservation of native culture and language. He is currently working with the Swinomish Tribe to embed their Lushootseed language into the school curriculum. tbruce@lcsd.wednet.edu

Kathy Shoop worked for 32 years in the La Conner school district. With Tim Bruce, she was instrumental in the creation of the Lop che ahl Early College High School, where classes such as Native History, Lushootseed, and Carving are offered for high school and college credit. She currently is the Assistant Superintendent for Teaching and Learning at Northwest ESD in Anacortes, Washington. kshoop@ESD189.org

There are two main characters: the initial land inhabitant whose economy, educational practices, cultural values and traditions are tied to the land and the more powerful character who sees a new, more economically lucrative purpose for the land. To achieve his economic goals, this more powerful character imposes the standards and values of his new dominant culture with little respect for the suppressed. This familiar story has been played out in North America as colonists and immigrants “discovered” in 1492 a land inhabited by a collection of Native tribes whose local historical record has been carbon-dated as far back as 8000 BCE as bands of local tribes, including Lummi, Tulalip, and Swinomish, left evidence of their cross-mountain journeys near the summit of Cascade Pass (Luckmann & Mierendorf, 2005).

SWINOMISH BEFORE GLOBAL CONTACT

In traditional Swinomish education all members of the tribe had a part to play in the educational process: “the planning of teaching is... the responsibility of family, imparting wisdom the responsibility of elders, listening the responsibility of the child... and monitoring adherence to the teaching the responsibility of the community” (Clarke, 1989, p. 17). An Upper Skagit Elder, Vi Hilbert (1985), shared: traditional education was to learn to live, to have the skills to keep yourself alive and to make certain the life you led was proper.

School was not confined to a particular space or time; learning was connected to each day’s events and continued for a lifetime. During the day children learned the livelihood of family members; in the evenings grandparents taught through stories. These stories were much more than entertainment; they were full of messages about life and how to live.

In traditional teachings the individual learner was accepted and respected by Indian people. Students were not expected to excel in everything, but were honored for their unique special talents and gifts. Individual differences did not necessarily set people apart from the group. On the contrary, they were seen as complementary gifts, which tied individuals to the whole. Each individual brought something special to the group and was at the same time dependent upon others for

those strengths, skills or knowledge which he/she lacked (Swinomish Tribal Mental Health Project, 2002, p. 186).

EFFECTS OF CONTACT ON SWINOMISH

Immigrant trappers and traders first explored the Puget Sound region in the early 1800s. In 1854 Territorial Governor Isaac Stevens, under pressure to assimilate the Natives, organized the seemingly ill-defined groups under chiefs and then began the process of allotting Indian land so that settlement could continue. From 1869-1880, the population west of the Cascades jumped from 5,000 to 25,000 settlers.

With the Native population on the decline (due to the immigrant-delivered smallpox epidemic) and major treaties in place, the time was ripe for the U.S. government to step up efforts on an assimilation program including an education program designed to prepare productive hard working citizens. "The Dawes or General Allotment Act of 1887, keystone of the assimilation program, conferred citizenship on all Indians who accepted allotments and renounced tribal ties" (Harmon, 1998, p. 138). With this in mind Henry Pratt established the first Indian boarding school in Pennsylvania. A former military leader, Pratt's motto regarding Indian schools was "Kill the Indian and save the man" (Mintz, 2003). Writing off older Indians as set in their ways, Indian Office personnel focused their hopes on the young. Many children were forcibly removed from their parents and placed in such schools.

Most boarding schools were begun with a religious association; the Tulalip School was Catholic. In 1857 Father Eugene Casimer Chirouse started the first voluntary attendance boarding school. In addition to academics, the boys were taught land clearing, agriculture, and road building. The girls were taught housekeeping skills such as washing, ironing, sewing, embroidering, and tailoring. The Catholic Church maintained control of the school until 1896, when a Congressional Act allowed no federal funds to be used to fund religious schools (Louise, 1932; Pester, 1951).

In the fall of 1901, the Tulalip School became a government-run Indian boarding school. Students attending Tulalip remembered school superinten-

dent Dr. Charles Buchanan as a very strict disciplinarian. Discipline methods attributed to Buchanan included: spanking for bed wetting, making students wear a ball and chain (weighing 31 to 47 pounds) for 30 days, spending time in jail for running away, and "clubbing" for resisting medical exams (Nugent, 1981, p. 16-17). Generally the tone of the schools was one of obedience and military-like authority. Students wore uniforms, marched from place to place, and followed a strict schedule. For the most part their language was silenced and religious traditions were forbidden.

In the early 1900s the practices at Indian boarding schools came under public criticism. With the national economy in dire straights, and public sentiment turned against Indian boarding schools, the federal government recommended that Native students be educated in their local school districts. The Tulalip boarding school officially closed its doors at the end of the 1931-32 school year.

The boarding school era has left scars that families are still coping with today. By denying parents the right to raise their own children, stripping them of the very culture that enabled them to persevere long before the white man arrived, current and future generations are struggling with the task of rebuilding lost lives as well as cultural, language and educational traditions. Boarding schools are seen as major agents in the loss of Indian languages. "Children who were caught speaking Indian languages were rapped on the knuckles or made to stand in corners with rags tied around their mouths. Many children forgot their languages or became ashamed to even admit that they knew them" (Swinomish Tribal Mental Health Project, 2002, p. 45). Language continues to be the major carrier of a culture, with many words, sounds, rhythms and meaning lost in translation. "Nothing has done more to weaken Indian culture than the attack on Indian languages made in B.I.A. boarding schools" (p. 45).

*"The new teachings
were harsh, forcing us
to do things we didn't
understand"
(Twohy, 1999).*

SWINOMISH EDUCATION TODAY

Contemporary schools have inherited in part the sins of boarding schools because “many parents and grandparents alive today have bitter memories of boarding school experiences, which are inevitably conveyed to younger family members” (Swinomish Tribal Mental Health Project, 2002, p. 47). Swinomish Tribal Chairman Brian Cladoosby (personal communication, March 2007) responds to this past injustice: “We are not an island; we cannot isolate ourselves. We must

“Whether we like it or not, we have to live in two worlds. We have to make sure our kids can do the same” (B. Cladoosby, 2007).

keep our culture at heart, work to revive it, maintain a sense of community, and protect our homeland. So many elders are gone – the job of keeping the culture is ours.”

Friedman in his interview with Nayan Chanda (2005) states that the burden belongs to all of us; we must be-

come social activists who desire a strong economy that fiercely protects, values, and respects all the distinct cultural groups within that economic system.

How do we as educational leaders prepare our students to successfully function in a global society while honoring each of the members of our global family? In essence, how do we all learn “to live in two worlds?” (B. Cladoosby, personal communication, March 2007). Wheatley (2002) suggests that, as leaders, we can’t forget that we are all connected in a web of life; we must take the time listen to the indigenous people with whom we live, “Their traditional teaching can help us remember that, in this web, we are welcomed as family members, not as greedy consumers” (p. 107). Singer (2002) reminds us that, “how well we come through the era of globalization (perhaps whether we come through it at all) will depend on how we respond ethically to the idea that we live in one world” (p. 135).

Schools must closely examine their practices to determine if they are doing enough to welcome all of their constituents as part of the school community. Some questions to consider:

PEOPLE

- Does your staff reflect its community? If 35% of your students are Native American, your goal should be to staff in the same proportion.
- Are your volunteers representative of your community groups?
- Do all feel welcome?

SETTING

- How does your physical space (classrooms, hallways, grounds) represent the myriad of community members?
- Do your various communities all feel part of the buildings?
- Is your space used beyond the school day and calendar? Is it the heart of the community?

CULTURE AND COURSES

- Are you informed about the cultural values of your various constituents?
- Do you honor cultural expectations and traditions?
- What languages are used in your school? Is the indigenous language represented?
- In general, are the history, literature and art that of the dominant culture – or do all your community members see themselves in those classes?
- Who owns the curriculum and the learning?

LEADERSHIP

- Have you attended gatherings within your various cultural communities? Are you a good neighbor?
- Have you celebrated and mourned together?
- Have you shared a meal with all your communities?
- Have you taken the time to listen, to have meaningful conversations and to build relationships with your various cultural communities?
- Can you as an educational leader honestly say your communities trust you?

Traditional Swinomish educational practices called for acceptance of and respect for individual learners, with each student recognized for the particular talents which benefited the larger community. Although American schools have been dominated by

Western thought since their inception, leaders must recognize that the community beyond our school walls has gifts to share with us. Wheatley (2002) agrees, stressing that the conversation necessary to shape civilization will take time, “We need time to sit together, to listen, to worry and dream together” (p. 5). Educational leaders should use time wisely; promoting the idea that globalization means choosing the best of what each culture offers; together remembering where we’ve been while dreaming of where we might go.

As Chief Dan George said, “Everyone likes to give as well as receive. No one wishes only to receive all the time. We have taken much from your culture... I wish you had taken something from our culture... for there were some beautiful and good things in it” (George & Hirnschall, 1974, p. 41).

EPILOGUE

While interviewing Swinomish Tribal Chair Brian Cladoosby we posed the following question: How do you enter the mainstream of a globalized economy while preserving the culture so dear to you and your people? How can you do both? Cladoosby’s thoughtful response illustrates his strengths as a leader and commitment to his People:

“I think, at its roots, it’s a false dichotomy: culture or adaptation. Indian people have been adapting to new technologies, peoples, concepts, diseases, ever since the invasion of the Americas began in 1492. Native culture has continued to thrive, even while Native existence has been under attack for 500 years.

“We’ll prepare Indian kids to compete with the best of them globally, by exactly what the Senate has been doing – prioritizing, supporting them through K-12, providing incentives and support beyond, ensuring quality health care and housing, working to build opportunities for them once they graduate, and caring for their elders to keep them grounded. It’ll take generations to undo what has been done, but as long as everyone keeps their eyes on the prize and pulls together, rather than looking for quick personal gain, we can do it.

“Indian culture has never been in conflict with globalization. Coast Salish tribes traded with the Plateau and Canadians long before the Europeans arrived and with the Spanish, French, and English when they turned up. The Coast Salish reaction to the newcomers was classic: hospitality and a mutual exchange of goods and benefits. That’s the model for current reactions to globalization – welcoming and joining in the exchange.”

... traditional education was to learn to live, to have the skills to keep yourself alive and to make certain the life you led was proper (Vi Hilbert, 1985).

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Test Scores, Poverty And Ethnicity: The New American Dilemma

by Donald C. Orlich, PhD and Glenn Gifford, PhD

Policy-makers and advocates, who endorse high-stakes testing as the economic engine to drive school improvement, have ignored questions involving the role of socioeconomic status and social capital as it is reflected in the apparent bias of test scores. John W. Gardner (1961) observed how schools have long been used to stratify children in his classic book, *Excellence: Can We Be Equal and Excellent Too? In Standardized Minds*, Peter Sacks (1999) shows that tests now sort and classify a wide spectrum of groups as well. Thus, it behooves any advocates of high-stakes tests to at least ask, “What is the impact of student poverty on test scores as a mechanism of dehumanizing children?”

There appears to be a pattern showing that a child’s socioeconomic status may be used as a predictor of success or failure on high-stakes tests.

ABOUT THE AUTHORS

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Glenn Gifford completed his PhD in the Department of Educational Psychology at WSU. He specializes in educational psychology and applied psychometrics and is currently a consultant in California.

LITERATURE REVIEW

Ronald C. Nyhan and Mohamad G. Alkadry (1999) statistically analyzed the relationship of class size, expenditure per student and socioeconomic status on student achievement test scores in three south Florida counties. Poverty was the primary determinant of student achievement. A parallel finding was also reported when English, Scottish, Welsh and Irish student test scores were analyzed (McCallum and Demie, 2001).

Mark Hornbeck (2001) wrote that one in five, or about 600 Michigan schools would fail to meet that state’s standards. Again, there were correlations with family income. Similarly, Alan H. Schoenfeld (2002) provided data showing that economic status has a negative learning impact on poor children and children of color. Jaekyung Lee’s (2002) analysis of several social factors showed parallel patterns to those above.

Alan Gottlieb (2002) showed that high concentrations of low-income elementary school children in Denver performed “...significantly better on standardized tests when they attend[ed] schools where fewer than 50 percent of the students are poor” (p. 1).

Craig Bolon (2001) reviewed mathematics tests scores from academic high schools in metropolitan Boston and also concluded that: “Community income is strongly correlated with test scores and accounted for more than 80 percent of the variance in average scores for a sample of Boston-area communities’ schools. ... Large uncertainties in year-to-year score changes tend to make the score changes ineffective for measuring performance trends” (p.1).

THE ACT AND SAT

Similar findings tend to be found when examining SAT scores (Fleming and Garcia, 1998; Adelman, 1999-2001; Nairn, 1980). The 2004 SAT scores of college bound high school seniors form a near perfect 45 degree linear function between parental income and students’ SAT scores (*Fair Test Examiner*, 2004). Using a regression



analysis plotting family income vs. SAT total, the proportion of shared variance was calculated at 0.97 by the authors. Using the same analysis, family income vs. ACT Composite, the proportion of shared variance was 0.99 (using zero order regression, bivariate correlation). These correlations are not “causal,” but show an extremely high relationship and should be of concern to every member of the education community. When using the regression analysis of ethnicity, the proportion of shared variance was calculated at 0.92 for the SAT Composite and 0.93 for the ACT.

The test data from the ACT and SAT illustrate an ethnic component related to achievement on high-stakes tests. These data tend to indicate that scores of various ethnic groups most probably are related also to socio-economic conditions. Poverty and ethnicity appear to be inextricably related. David C. Berliner (2005) analyzes these points, and his data corroborate the above conclusions. Collectively, these studies suggest that our findings do not represent an isolated phenomenon.

WASHINGTON STATE FINDINGS

Martin L. Abbott and Jeff Joireman (2001) published a study examining the relationship of achievement to low income and ethnicity. Their extensive review of literature for the period between 1990 and 2000 demonstrated a definite correlation between poverty and low-test scores. Scores on the *Washington Assessment of Student Learning* (WASL) were analyzed for the total population for whom WASL scores were collected. The proxy for poverty was free and/or reduced lunch. They reported that “reading scores are

negatively correlated with the percentage of students on free lunch in a given school ($r = -0.72$)....” (p. 11). In Table 3 of their study, they reported the following correlations: Math, -0.68 ; Listening, -0.67 ; and Writing, -0.60 . This analysis indicates that as poverty increases, scores on the WASL decline.

A TWIST ON THE TALE OF TWO CITIES

Let us now introduce published data showing WASL comparisons of two divergent socioeconomic groups in Washington. Table 1 illustrates the WASL test scores of one of the State of Washington’s highest family income school districts and all children from low-income homes in the state. Low income is defined in that the children are eligible for free and/or reduced lunch at school. The data are shown simply to illustrate the impact that living in a low-income household has on a child’s WASL test scores. It is not the intent of the authors to single out any school district.

Embedded within the social context of the school is a concept called *social capital*. Social capital is broadly defined as a sum of interpersonal relationships that provide support or encouragement. Sources of social capital include families, communities, public institutions, churches, clubs, social relationships and collaborative networks. Children living in poverty have very limited sources of social capital. (Marzano, 2004; Putnam, 2000)

Table 1 provides evidence supporting our thesis that socioeconomic factors affect achievement. Examining the data in Table 1, one observes a pronounced and significant difference at every grade level and for every subject. We believe that advocates

TABLE 1. PERCENT OF STUDENTS PASSING THE WASL BY GRADE LEVEL: LOW INCOME CHILDREN COMPARED TO STUDENTS FROM AN AFFLUENT SCHOOL DISTRICT, 2002-2003.**LOW INCOME CHILDREN**

Grade Level	Mathematics	Reading	Writing
4	40.2	51.8	40.3
7	19.6	29.5	44.7
10	24.1	42.9	44.7

CHILDREN FROM AN AFFLUENT SCHOOL DISTRICT

Grade Level	Mathematics	Reading	Writing
4	86.8	86.2	85.2
7	80.7	84.0	89.6
10	78.7	83.0	84.1

SOURCE: Washington State Report Card. Files of Office of State Superintendent of Public Instruction.

of the WASL and other high-stakes tests have ignored the social context of schooling.

THE PATH OF POVERTY

On March 1, 2005, The United Nations released *Child Poverty in Rich Countries: 2005*, The Innocenti Report Card No. 6 (2005). The Nordic countries had the lowest levels of child poverty in the “developed” countries of the world, primarily due to very highly subsidized social benefits paid directly to families. The United States of America and Mexico had the world’s worst child poverty rates. For Mexico, the percentage was 27.7 and for the USA it was 21.9. The report also noted that *there is a close correlation between poverty and educational underachievement*; leaving many children by no fault of their own, at a great social disadvantage.

Poverty is a powerful force in educational deficits, and you will not find advocates of high-stakes testing addressing this social issue. Discussions about the ACT, SAT and Washington Assessment of Student Learning (WASL) by Achieve, Inc., the Partnership for Learning, Business Roundtables and state education agencies appear to ignore this phenomenon. One simply has to ask, “Why the silence?”

There appears to be a pattern showing that a child’s socioeconomic status may be used as a predictor of success or failure on high-stakes tests. Applying the *fairness doctrine*, this is a strong indict-

ment against the high-stakes assessment movement. Policymakers are penalizing children for conditions over which these youngsters have no control.

SOCIAL CLASS AND SCHOOLING CONSIDERATIONS

While the focus of this article is on poverty and school achievement, it is necessary to at least consider the general aspects of “social class and schooling.” Summarizing the findings of Michael S. Knapp and Sara Woolverton (2004) the following findings relate to social class and its effect on education.

1. Social class, prestige and socio-economic ranks impact schooling.
2. Social class is related to the concept of “meritocracy.”
3. There is a universal correlation between social class and educational outcomes.
4. The correlations between social class and educational attainment tend to hold over time and across cultures, worldwide.
5. Social class is fluid, not fixed, with education being a strong determinant.
6. Social class and ethnicity tend to be explicit bases for tracking.
7. The economic and social aspects of class affect a student’s ability to learn.
8. Poverty plays a detrimental role in student achievement.

Taken collectively, social class, poverty and ethnicity are factors that must be considered by the U.S. Congress and every state legislature as high-stakes tests become mandated as a sorting mechanism that serves as the primary determinant of high school graduation. The children of the working classes are at risk.

DEPOSITING SOCIAL CAPITAL

Poor children tend to have zero balances in their social capital accounts. However, all school employees can help make deposits in those passbooks. Below are abstracted suggestions from works of Pedro A. Noguera (2006) and Thomas H. Sander and Robert D. Putman (1999) that may help.

- Model positive interactions between and among school personnel, parents and students.
- Stress positive student-to-student interactions.
- Create a supportive and caring school culture.
- Maintain the school as a source of stability for all students.
- Marshall civic groups, churches, business and non-profit organizations to help.
- Encourage parental involvement.
- Stress participatory civics.
- Create opportunities for meaningful contributions by students.
- Create a wide array of extracurricular activities and projects.
- Involve students in meaningful decision-making.

We offer this list as a starting point for administrators, faculty and staff dialogue.

Changing the school's culture is a journey, not an event. The plethora of state-high-stakes-tests has created **The New American Dilemma**. The poor, disfranchised, minority, and disabled children have fallen into education's "achievement gap."

...there is a close correlation between poverty and educational underachievement; leaving many children by no fault of their own, at a great social disadvantage.

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Washington Leaders Respond to Gallup Poll

by Mickey Venn Lahmann

Each September for the last 39 years, educators have come to anticipate and review the Phi Delta Kappa/Gallup Poll on the public's attitudes toward public schools. The poll serves many purposes which have evolved over the decades. Educators compare the national opinions to locally held beliefs serving either as mirrors of affirmation or contrasting markers. The poll increasingly serves as a source of information from which policy-makers base the direction their initiatives. At the very least, the PDK/Gallup Poll provides opportunity for reflection, stimulating dialogue and debate about public opinion of our public schools. The editorial board for Washington State Kappan chose to investigate a Washington state response to the 39th Annual PDK/Gallup Poll.

The PDK/Gallup Poll provides opportunity for reflection, stimulating dialogue and debate about public opinion of our public schools.

Members of the board identified distinguished educational leaders willing to share their opinions on related questions and findings in the PDK/Gallup Poll. Our intention was not to conduct a similar poll in Washington State, but to gather different perspectives from highly regarded state leaders from both higher education and the K-12 setting. The procedure involved an editorial board member contact or interview, followed with a written response from each respondent. The topics include: The Biggest Problem, Improving Student Achievement, Curriculum, Closing the Achievement Gap, School Effectiveness, International Education and a locally generated topic regarding the Greatest Strength of Washington State's public school system.

We hope the following responses provide readers with perspectives that broaden their reflection of the 39th Annual PDK/Gallup Poll in their considerable efforts on behalf of the students in Washington State.

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CONTRIBUTORS

The *Washington State Kappan* editorial board is indebted to the following recognized Washington State leaders for their insightful contributions:

Marion Evenson, Principal, Nooksack Valley School District, 2006 National Distinguished Principal State of Washington; 2005 NCLB Blue Ribbon School – Nooksack Elementary.

Judy Mitchell, PhD, Dean, College of Education, Washington State University

Larry Nyland, PhD, Superintendent, Marysville School District, Washington State's 2007 Superintendent of the Year by the Washington Association of School Administrators (WASA).

Andrea Petersen, National and Washington State Teacher of the Year, 2007, Granite Falls School District.

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Many thanks to contributing authors of the Washington Kappan editorial advisory board for their enthusiastic commitment to getting the great responses from our state leaders: Dr. Monte Bridges, ESD 121; Bunker Frank, Member, State Board of Education; Dr. Gene Sharratt, WSU; Cathie West, Granite Falls School District.

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A complete copy of the PDK/Gallup Poll report can be found at <http://www.pdkintl.org/kappan/kpoll.pdf> .

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1. BIGGEST PROBLEM

Historically, the PDK/Gallup Poll asks the public to select a "biggest problem" facing public schools from a list provided. Over the years issues such as use of drugs, discipline, and fighting have been the top issues. The 2007 poll public identifies funding as the major problem our schools must face, yet it has "no practical significance unless we can find ways to translate this sentiment into better funding for schools." In Washington State, it is safe to say that public acknowledgment of funding being a problem for our schools and the public will to support systems to ensure stable and greater funding continues to be a gap.

Q: What do you believe to be the biggest problem(s) the public schools in Washington State must deal with?

MARION EVENSON: The problems facing public education in Washington State are not solely the fault of public school performance, but the result of larger societal problems. Changes in the social-economic picture have presented urgent questions for educators and community agencies. Community responsibility and involvement in public issues are necessary to bring parents, educators, community leaders and public officials together to solve problems that reach beyond the schools and classrooms.

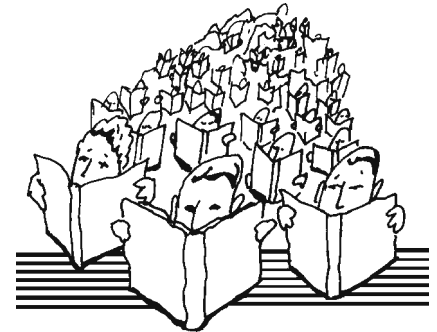
JUDY MITCHELL: Recognizing when children “start ahead they stay ahead,” we must provide opportunities to address the health and learning needs of our youngest learners. Investments in our early learning programs pay dividends later in life in increased learning, a higher probability to high school graduation and a stronger economic future.

LARRY NYLAND: We need leaders who know in their “DNA” that we can in fact close the achievement gap because they have seen it play out on a day to day basis in the schools. We need to support the development of powerful teaching that connects to students who struggle in school. We need reasonable assessments that hold us accountable for growth over time. We must balance high expectations and strong support to maintain both morale and the urgency.

ANDREA PETERSEN: The biggest problem any school has to deal with is meeting the needs of ALL students. As in any state, we are striving to reach students from such a wide array of backgrounds, both academically and culturally. The truth is the schools simply can’t fill those needs alone. It is imperative that we start seeing education as a partnership between schools, families and the community. Each child is an individual, with gifts and talents unique to him/her. Our teachers, our parents and our community members need to get involved in fostering these gifts and using them to help each child reach their potential.

2. IMPROVING STUDENT ACHIEVEMENT

Public knowledge of No Child Left Behind (NCLB) grows with increasingly less favorable responses since the 2003 PDK/Gallup Poll. Many believe the law focuses on the wrong standard of school success – preferring that improvement shown by the students is favored over percent of students passing a test. This year’s poll asked whether NCLB is hurting or helping public schools. Nationally, the poll found 68% of the public believe the law is hurting the performance of schools or making no difference.



Q: Do you believe the emphasis of NCLB on reading and mathematics resulted in less instructional time spent on science, health, social studies and the arts? Please explain whether or not this is a concern for you.

MARION EVENSON: Science, social studies, health, and the arts have received less instructional time because emphasis has been placed on reading and mathematics during the early stages of implementation of NCLB. In addition, progress has been impacted because educators needed to learn about the school improvement process while improving curriculum and instruction simultaneously. With these additional expectations the following must be considered: adjusting school schedules, providing additional teacher preparation time, providing job-embedded professional development and summer institutes, additional support staff to share the teaching responsibilities, and better utilization of student support programs.

JUDY MITCHELL: While I strongly believe in the core content areas, i.e., reading, writing and mathematics, our focus must always be on educating the “whole child.” Science, social studies, music, physi-

cal education, art and health education are essential elements of a strong educational program. We know students must read well to succeed in other content areas and our focus to ensure all students are effective readers must receive our highest priority. Our careful attention to not narrow the curriculum will serve our students and schools well.

LARRY NYLAND: Yes. The narrowing of the curriculum is a concern. Each and every school system (and the state) is in the throes of renegotiating the social contract, to strike a balance between two goods: giving extra support to high SES students and fulfilling the responsibility to provide adequately for the success of all students.

Q: The principal strategy for the implementation of NCLB is the use of standardized testing. Washington State uses the WASL to measure student achievement in grades 3-8 and grade 10 in reading and mathematics to meet this requirement. Do you believe the increased testing has helped, hurt or made no difference in Washington State public schools?

MARION EVENSON: As educators, we must accept the responsibility for high standards and accountability for student achievement and school performance. However, measuring students learning and school effectiveness with a single test does not provide an adequate assessment for all evaluation purposes. Our evaluation procedures should include multiple measures with some attention to rewarding progress over time to recognize individual needs of Special Education and English Language Learners.

LARRY NYLAND: Increased testing has helped put the focus on raising learning expectations for all students. The assessments, however, are not user friendly, not timely and not diagnostic.

Assessment like everything else we do has a pendulum. For the last 30 years we have been on the social promotion portion of the pendulum. Now the pendulum is swinging back toward accountability for districts, schools, teachers ... and students and parents ... that we are accountable for results. How far the pendulum should swing toward accountability? That is one key question for our time.

Q: What do you believe should happen as NCLB comes forward in Congress for reauthorization?

MARION EVENSON: There should be more emphasis on teacher training. Excellent teachers are essential for improving student achievement. In recent years, students have made great progress toward becoming proficient in core academic subjects because much has been done to ensure teachers have the tools they need to help their students achieve. Teachers require training and support to learn research-based instructional methods.

JUDY MITCHELL: I fully support a “growth model” for determining school and district success. A growth model recognizes that not all students begin at the same starting line, but with support, time and resources can finish. A growth model also provides teachers, parents and students with the needed recognition that their efforts are reflected in continuous achievement.

LARRY NYLAND: The uniform bar needs to be replaced with an individualized “growth” bar for each district. Rich districts would then have the same accountability to show gains that the poor districts have now. We need a better way to assess English Language Learners (ELL) and Special Education (SpEd) students. As we continue in the creation of this new civil right – the right to read and do math well – we need funding that reflects what it costs to bring all students up to standards. We need a return to research to help districts find and implement best practices with some assurance of accuracy and truthfulness.

3. CURRICULUM ISSUES

In light of the increased attention on standards, testing and accountability, the PDK/Gallup Poll asks the public to respond to a variety of questions regarding learning. Addressing a variety of issues related to instruction for students, one finding reflects general support and the expectation that schools appropriately address behavior, social and emotional needs in addition to academic education.

Q: In addition to being responsible for students’ education, most national poll respondents

believe schools should also be responsible for the behavioral, social and emotional needs of students. Do you think this is the job of Washington public schools as well? How well are we attending to this in Washington?

MARION EVENSON: Educators have no choice but to deal with all children regardless of the problems they bring with them to school. Schools have a responsibility to help children become healthy, caring and contributing members of society. When schools attend systematically to students' social and emotional needs, the academic achievement of children increases, the incidence of problem behaviors decreases, and the quality of the relationships surrounding each child improves. Schools are already producing significant impacts on student social and emotional learning, but our programs must move from fragmentation to coherence to be more effective.

JUDY MITCHELL: Schools have always been one of the community's most effective models of appropriate behavior. It is in schools where home and community values are reinforced. Students learn the value of group norms, socially appropriate behavior, and a shared sense of purpose, values and civil duties and responsibilities. This essential purpose of schooling is at the heart of "local control" and grass roots democracy. Washington schools are doing well in this regard.

LARRY NYLAND: Students now come to us with wide ranges of behavioral norms. If we are to be able to teach academic success we should also be able to teach students what we expect in terms of behavior. We owe it to all students to make our standards of behavior explicit. Research shows that if someone (parent, guardian, uncle, aunt, big brother, teacher) takes an interest in a student they are far more likely to keep trying in school. Teachers can only reach one or two of those students out of the 150 they see on a daily basis. Small learning communities can help; however a lot more community, social, and family support is needed.

ANDREA PETERSON: Before I ever entered kindergarten, my parents taught me to work hard; they taught me to keep working even when I was frus-

trated; they taught me to finish things I started; they taught me to share and to wait my turn; they taught me to tell the truth even when I knew I'd done wrong; they taught me to apologize and they taught me to forgive. The truth is that every year I meet more and more first graders who don't know these things. They spend most of their early years in public education trying to figure out how to survive without these tools; leaving precious little time for them to learn those elusive 3 R's: reading, writing and arithmetic. So, I would say that we don't even have the luxury of debating this issue. If we don't teach to the social and emotional needs of our students, large segments of our population will suffer and by extension, we will all suffer.

Q: The Gallup poll public is equally split between whether we emphasize "the right amount" or "not enough" emphasis in teaching math and science. How do you view this emphasis in our state and how do you believe our state should be responding?

MARION EVENSON: The teaching of math and science is very important and we need to assure excellence in these subject areas. However, when we examine other cultures in the world with which our children will be competing in the future we see that well rounded individuals have an advantage. Art, music and social studies are as important as science for individuals to excel.

JUDY MITCHELL: There is no question effective math and science learning is essential for students to secure a sound K-12 and post-secondary education. A changing world requires a changing focus on math and science education. Our educational systems must evolve as post-secondary and work demands change. I favor more rigor in math and science classes. Our state has this as one of its highest priorities, from our Governor to our local schools, and I believe their efforts are sincere and genuine.

LARRY NYLAND: Deciding where to set the bar is an issue. We want students to have the skills needed for success in school and life, however, I am not sure that we know yet what that content should be. So far we are simply repeating what we learned in school and then working backward to say what we think is

a logical learning sequence. We need to know more about how students' brains are wired mathematically. Students need to "see" the connection between what they are learning in school and where it is used in life.

ANDREA PETERSEN: I feel very strongly that we're really asking the wrong question here. It is not so much a matter of whether we are emphasizing math and science enough, as it is whether our expectations are high enough.

Far too often, our society accepts mediocrity as satisfactory. We tell children that it is acceptable to do things incorrectly, as long as they feel good about themselves. The intrinsic problem, of course, is that human beings never feel good about themselves unless they are achieving. We need to challenge students, instead of lowering our expectations so they can all achieve a standard that is lower than it should be. We need to be doing this, not only in math and science, but in every subject.

It is not so much a matter of whether we are emphasizing math and science enough, as it is whether our expectations are high enough.

4. CLOSING THE ACHIEVEMENT GAP

The PDK/Gallup Poll asked the public to respond to four ways to accomplish this: more instructional time for low performing students; additional voluntary preschool and kindergarten care for low performing students; provide parents the ability to enroll them in any public school of their choice; and provide parents with voucher to cover part or all of the cost of a private school. Generally, the public believes that more time, more assistance and increased time outside the regular school day will help close the achievement gap. Vouchers have consistently failed to attract majority support of the public polled.

Q: What is your impression of these methods and how do you propose our state address these needs? Is Washington on the right course of action to address this gap?

MARION EVERSON: Programs for extended learning are as important as providing after school child care for families with two working parents. Extending the school day for academic and other learning experiences requires the support and collaboration of the entire community to provide a wide range of activities such as clubs, sports, art, music, and an extensive list of other enrichment programs.

JUDY MITCHELL: We know students come to school with a wide variety of skills and abilities. We accept them all at age 5, but know the range of learning is wide. We move them through a structured system, by age, not ability, and expect them all to finish at the same time, with the same level of competencies and academic skills. It is not surprising the achievement gap is actually increasing for some comparison groups as many of the reform efforts have benefited traditionally high achieving groups more than historically underperforming groups.

LARRY NYLAND: The original research says that all kids can learn given enough time. Yes, time is a factor; however we can't do what we have done before – slow down learning, dumb down the curriculum, subject students to the soft bigotry of low expectations. Needed are high standards and an urgent pulling of the alarm bell when students fall behind. Needed are more teaching skills to address gaps in the regular classroom. More time for teachers to get to know each student.

Intervening after the student has failed the 10th WASL is like giving oil change coupons for a car that has not had an oil change in 10 years.

ANDREA PETERSEN: Children spend 19% of their waking hours in public education. The remaining 81% of that time must become an opportunity to learn. That may mean extending school hours for some students. But, more importantly, I think it again points to the need for communities to become involved in the education of Washington's children. We are all teachers, either formally or informally. Children watch what we do, listen to what we say and emulate that. We all need to be much more intentional about what we are teaching our children in school and out of school.

5. SCHOOL EFFECTIVENESS

The PDK/Gallup Poll respondents generally do not perceive major problems with either meeting the needs of highly capable students or the adequacy of high school education for a variety of postsecondary choices.

Q: Describe how you believe we are or are not meeting the needs of high achieving students and preparing our students as they leave our Washington high schools.

MARION EVENSON: Many people believe that gifted learners can learn in any environment and that they have no special needs. Students who have intellectual, creative, leadership, or physical gifts need to be in settings at least part of the time where they can be challenged by their peers and can have opportunities to develop their capacities even further. Another important focus is to encourage students to balance activities as they develop academically and emotionally for a balanced pursuit of learning and exploring life.

JUDY MITCHELL: When we say all students will learn, do we really mean all students? I believe we do. All students means addressing the learning needs of our high achieving students as well as those students working at different levels and rates of learning.

We must take every learner from where they enter the system or classroom and facilitate learning to their next step or level. AP, IB, Running Start and College in the High School are just a few of the examples available to students, but we can do more. Ensuring that rigor, relevance and application are part of all students' curriculum ensures our highly capable students move their academic learning forward.

LARRY NYLAND: College Knowledge (2005), by David Conley, documents that we as educators know far too little about what it takes for a student to be prepared for college. Many, if not most students think they are going to college. Far too many, however are not taking the right courses to be accepted or do well in college. Furthermore we probably focus too exclusively on content and not enough on transferable skills like thinking, writing, oral presentation, group discussion, study skills that would

help students figure out how to succeed in a college setting.

High schools have been given an impossible task. [a] Do all that we expect for the comprehensive high schools of the past (social as well academic). [b] Rescue 30-50% of the kids who have been falling further behind each year for ten years. [c] Prepare all kids for college.

It can be done. Evidence proofs abound. We should not spend more money to replicate or rescue the large comprehensive high schools that have done over the last 100 years only a passable job for half to two-thirds of the students.

ANDREA PETERSON: Very often, our highly capable students achieve standard on our state tests. As a result, we feel they are doing fine. But the truth is, if a child has the tools to pass the WASL at the beginning of 9th grade, we need to be expecting something far greater by the time he/she reaches 10th grade. It is so imperative that we identify our students' unique gifts, and use those abilities to help them learn-regardless of level.

6. INTERNATIONAL EDUCATION

There is general understanding among the Poll public that our world is becoming smaller, more global and student learning need to be aligned to this reality. They view the need for increased learning about other nations, acquisition of languages in addition to English and learning a second language at an earlier age. While "laudatory" PDK points out that this would broaden the curriculum at a time when is has been accused of narrowing.

Q: How do you think our state compares to these view and what steps would you propose our state take to address this need?

MARION EVENSON: Most experts agree that the earlier a child is introduced to a second language, the greater the chances for the child to become truly proficient in the language. In addition to developing a lifelong ability to communicate with more people, knowing a second language ultimately provides a competitive advantage in the work force by opening up additional job opportunities and develops a deeper understanding of their own and other cultures.

JUDY MITCHELL: We live in a global world. We must respond with a focus on global education. This includes a focus on foreign language in our schools, greater study in the area of social studies and history education where students understand the interrelationship between global communities. A greater understanding of global inter-connectiveness, cultural traditions and economic interdependence assists our students in entering and succeeding in an ever changing world.

LARRY NYLAND: Increasingly we live in a global society. Learning English is far easier in other cultures where they see the need daily as they interact with other cultures and

...thinking for a living is an essential skill for the future of our students, our state and our nation.

use English as the common language. In the U.S. however, we do not see the need for learning other languages. Therefore the best that we usually do is mediocre world language acquisition. Rather than focus on world languages, there are two life skills that are needed for students to live and be and learn

in the world. One, they need multi-cultural understanding and communications skills. How do we find ways of being in cultures where we do not know the norms? This is a real skill needed in the U.S. daily and in the world. Two, thinking for a living is an essential skill for the future of our students, our state and our nation.

7. STRENGTH OF WASHINGTON STATE'S PUBLIC SCHOOLS

A question that rarely gets asked in polls and is not included in the current Gallup Poll was used to learn from our respondents what assets or strengths they view our school system to have. We thought it would be interesting to learn what these key Washington state educators considered to be assets or strengths of our public school system.

Q: What do you believe to be the greatest asset or strength of our Washington state public school system?

MARION EVENSON: The State of Washington has a number of strengths in the public school system. The first is the presence of a number of strong and talented leaders that are capable of moving the state forward in the field of education. The state has also funded a great number of professional resources that are available to teachers and school districts. Connecting the state efforts with the similar strengths in the communities has created a public school system for which Washington educators, parents, and students can share a great deal of pride.

JUDY MITCHELL: Our strength lies in our unwavering support for education. Indeed, as outlined in the state constitution, "It is the paramount duty." This paramount duty extends itself from the "grass roots" efforts and leadership provided by local school boards to the Governor and legislative offices where leaders continue to express a sincere interest in supporting schools and student learning.

It is said, "Communities are known by the schools they keep." This reflects the focus Washington stakeholders have for their schools. Indeed, "Washington is known by the schools it keeps." We are doing well in Washington in meeting this need and demonstrating our commitment to great schools. Of course, we know great schools are a result of strong parent and community involvement, highly effective teachers, competent building and district leadership, higher education leadership and training, and legislative guidance and support. We have these components operating in Washington.

LARRY NYLAND: Our strengths include an educated work force that espouses the value of schooling and a cadre of dedicated educators that do their best each day. Funds from Initiative-728 and Title II together with many strong professional development organizations help grow instructional skills. Our universities focus doctoral research on real-world instructional problems.

Not asked in this survey is the question, what else do we need? What we really need is the total quality, continuous improvement approach that has now been documented for effective schools, districts, and business. We need a purpose, an approach, and the determination to ask and find out how it is going. Then we need to use that data to tweak the sys-

tem in ways that intentionally improve the system. And – my bias – that approach will lead us back to the essence of our profession more ongoing, job embedded, professional development where we can see our great educators day by day making a difference for all students, including those who now struggle academically.

CLOSING THOUGHTS

In closing, we sincerely thank our Washington state respondents for their candid, informed and pas-

sionate responses to our reflective questions. Indeed, they expressed similar and diverse insights related to the PDK/Gallup Poll. In light of these representative responses from a superintendent, a principal, a teacher and a dean, we hope readers can consider their own reflection on the progress of K-12 education as we continue the good work of continuous improvement of our schools for the students in Washington State.

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BOOK REVIEW

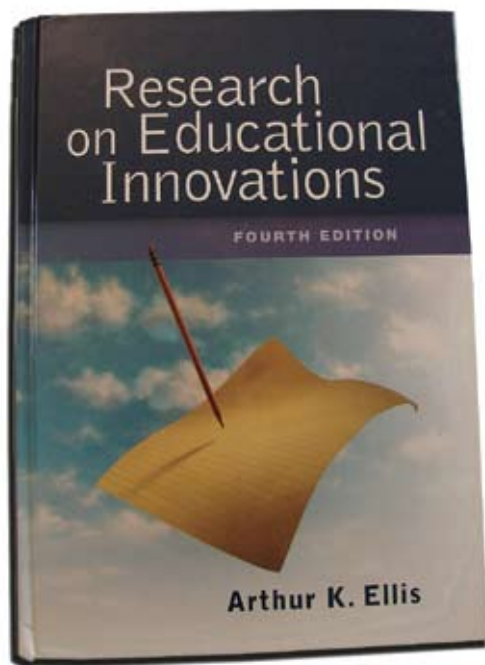
Research on Educational Innovations

by Arthur K. Ellis

Reviewed by Marlene Fuson

As the clarion cry for research-based practices continues to permeate educational policy, Arthur Ellis' fourth edition of *Research on Educational Innovations* provides a framework to describe how research in education comes to light. The complexities of applying theoretical research to practical application are confounded by the term "research-based", but Ellis' book sets out to demystify the process of research for educators.

Ellis' book sets out to demystify the process of research for educators.



ABOUT THE AUTHOR

Arthur K. Ellis is Professor of Education and Director of the International Center for Curriculum Studies at Seattle Pacific University. Previously, he taught in public schools in Oregon and Washington and at the University of Minnesota. He is the author and coauthor of 18 published books and numerous journal articles, book chapters, and scholarly papers. He consults to numerous government and private agencies and foundations and to various school systems in the United States and abroad.

The book begins with a clear description of how research emerges from theory. The author has developed a construct of levels of research to illustrate the varying degrees to which a practice can truly claim to be research-based. Level I exemplifies pure, scientific research, while Level II exemplifies the implications to practice resulting from Level I research. Finally Level III moves from researched implications to practical applications and evaluation of programs in schools and classrooms.

Level I describes the theoretical process and scientific exploration of the theory to understand why some phenomena occurs. This typically includes statistical analysis, use of control and experimental groups, and other processes of empirical research to prove or disprove a theory, or to elaborate on an understanding of the theory.

Level II takes the findings from Level I and tests these in a practical setting. This typically includes qualitative research, but can also be quantitative in nature or may blend the two research models. Level II seeks to understand whether the theory developed in Level I research applies in a given setting such as a classroom or school.

Level III is the evaluation of programs developed from Level II research. Level III tests to what extent the findings from Level II can be widely replicated with the same or very similar outcomes found in Level II. This is often the most-neglected aspect of education practices claiming to be research-based and, as the author points out repeatedly, the reason so many educational practices become a mere fad.

Once the author defines the levels of research, he models how these levels apply to commonly used

and often cited educational innovations. These educational innovations include brain-research, self-efficacy, teaching for intelligence, thinking skills, direct instruction, assessment, mastery learning, integrated curriculum, cooperative learning, and literacy with a full chapter devoted to each. The chapters provide a definition and historical perspective of the innovation by citing the researchers who were instrumental in the development of the theories behind the innovation. The author then breaks each innovation down by applying the level analysis to the innovation so the reader can see how the author interprets the efficacy of the program and its research base.

One such example is the chapter, "Teaching for Intelligence." Dr. Ellis opens with a definition of intelligence and a review of the researchers' theories of intelligence. Citing the works of Reuven Feuerstein and his *Instrumental Enrichment*, Howard Gardner and his theories of *Multiple Intelligences* and Robert Sternberg's work on *Triarchic Theory of Intelligence*, the author provides a brief overview of the foundational ideas and the research background. His thorough reviews of the work provide an understanding of the ideas developed by these researchers. The author then describes the significant connection between the theories of teaching intelligence and the work in thinking skills. Dr. Ellis states the scientific theories of teaching intelligence serve as Level I research and represent an underpinning for the development of programs in teaching thinking skills representing a practical application to Levels II and III research. He reviews the programs and their claims for increasing student achievement and offers a series of questions for the reader to consider as they contemplate the usefulness of the innovations.

Throughout the book, Ellis is careful to remind educational consumers of the importance of understanding the difference between a theory developed in a research setting and an innovation making claims based on the scientific theory. It is the difference between stating something is research-based

and stating something is based on researched theories. The author offers three question sets to aid in this analysis. These sets include questions such as:

- What is the theoretical basis of the proposed program? How sound is the theoretical base?
- What is the nature of the research with particular consideration to the quantity and quality of the research done in classroom settings?
- Is there evidence of large-scale replication and program evaluation of the implementation?

The author describes the significant connection between the theories of teaching intelligence and the work in thinking skills.

Dr. Ellis offers particular caution in purchasing programs that make claims of being research-based and urges educators to look carefully at the Level I research. He further urges the exploration of the program or innovation to understand whether there is significant research at both Level II and III to support the claims made. These critical questions will aid not only educational consumers looking at innovations to improve student achievement, but can also serve as a basis for educators to question programs and innovations they regularly use.

As Dr. Ellis argues throughout the text, understanding the implications of educational research needs to be informed by educators' applications of these innovations. As he states on p. 18, "The practical application of ideas by teachers and students in real-world educational settings represents the best test of an idea's staying power." *Research on Educational Innovations* serves as a resource for those educators who are considering different innovations and for those who want to develop the critical thought process to analyze programs and innovations for themselves.

ABOUT THE REVIEWER

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Washington leaders at all levels K-12, University faculty, basic or action researchers and policy makers are invited to submit an article of 800–1200 words to be considered for publication in the spring issue. Selected articles should discuss research, leadership or practice and focus on the current state of instructional and leadership coaching in Washington State. Models and examples from various size school districts across the state will be considered.

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