GLOBALIZATION, CURRICULAR ELEMENTS,
ORGANIZATIONAL STRUCTURES
AND PERCEIVED STUDENT OUTCOMES
IN CALIFORNIA SCHOOLS

by

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A Dissertation Presented to the
FACULTY OF THE USC ROSSIER SCHOOL OF EDUCATION
UNIVERSITY OF SOUTHERN CALIFORNIA
In Partial Fulfillment of the
Requirements for the Degree
DOCTOR OF EDUCATION

May 2011

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Ricardo Vigil
Dedication

I would like to thank and dedicate this effort to a few people...bear with me, this degree is like my Oscars.... To begin, thanks to God and my faith, because it continually drives my hope in the beauty of humankind. I would like to thank my mom who has helped me in so many ways has always loved me and supported me no matter what. Thank you to my sister, cousins and family who bring smiles to my heart; thank you. To all of my close friends who never doubted me and are still my friends with me even though I am well aware of how difficult I can be to be around; thank you.

I would also like to dedicate this dissertation to my partner and best friend, Grizelda. Through all the stress your endless love and support fueled me. You are always there for me, are still there for me and I know how proud you are of me; thank you so very much. I share all my crazy ideas with you and I know I want to keep attaining more and more knowledge with you. I am fortunate to have found you and I know together we are going to change the world.

A dedication as well to all the people in my life who have shaped who I am today; I can only hope that you are proud of what I have accomplished so far and please know that I am working hard every day to earn the love and support you have given me throughout my life. Last, but certainly not least, a thank you to the simple things that make my life wonderful; Pebbles, the Moos, the LA Galaxy, Television, the Internet, Los Angeles and to all of my cell phones... you guys are all tEh awesome. And now, the action begins...
Acknowledgments

Before I move any further I would like to look back and acknowledge/thank many of those who have helped me through these difficult but fulfilling three years, culminating with this dissertation.

I begin by acknowledging my committee members; Dr. Laurie Love and Dr. Dennis Hocevar and my chair, Dr. Stuart Gothold for the expert advice and guidance through this dissertation process. As for Dr. Gothold, I can only hope to impact the lives of others the way he has and I am grateful and fortunate to have worked together with such a distinguished professional. I would also like to acknowledge my USC Cohort: the Ninjas. I know that together we will be a powerful force in education. Final acknowledgements go out to my co-worker Paula, for being a friend and not letting me forget things; and to all of my students (past, present and future) many of you whom I can now call my friends; one word, inspiration.
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Abstract

The world is becoming increasingly connected and this has begun to affect the political, economic, cultural and societal aspects of our lives. Globalization will push individuals to have sensitivity to foreign cultures, fluency in foreign languages and an understanding of international trade and technology while also having the ability to reshape what people think about nations, boundaries and identities. How people react to globalization will depend heavily on who is viewing it and this complexity brings with it values and tensions from various parts of the world. Consequently, globalization carries tremendous ramifications for education and whether or not globalization is accepted, the forces and trends it is presenting are too strong to ignore. So the questions at hand are now: what are schools doing to address this idea, what are schools doing to educate students about globalization and has the idea of global citizenship been addressed?

This study addresses what education in the United States is currently focused on and what education is doing in consideration of globalization; specifically what role students will play in a globalized world. The intent of this study was to identify global curricular and organizational elements that are present in California schools and what associated student outcomes are produced. Furthermore, the idea of global citizenship is now a distinct possibility; an idea that begins to blur current ideas of citizenship in an era of nation-states. The idea of relating to others now goes beyond national borders in ways that make it necessary to be aware of political, economic and social issues in other nations. This study also examines what it means to be a global citizen and what are schools doing to make this happen.
As part of a thematic dissertation group of eight at the University of Southern California, this study focused on one school in California and found many elements that support globalization. These included a well developed curriculum, organized leadership, international faculty, exchange trips abroad, a focus on 21st century skills and more. The results of these organizational and curricular ingredients include altruistic projects, community service, and academic excellence and can be useful to policymakers and school-builders who are trying to integrate globalization into schools. Ultimately, this study, in combination with the others in the thematic dissertation team, have the potential to make the curricular elements, organizational structures and student outcomes found in this study significant in attempting to address questions of globalization in schools.
Chapter One: Background

Introduction

The idea that the technology of this world has increased and caused our world to become progressively more connected is undeniable. Globalization has begun to define our current era and has spurred debate on the implications that globalization will have on economic, social and political realms (Suarez-Orozco & Qin-Hilliard, 2004). Yet the effect of globalization on education is something that has, thus far, not taken the forefront. The world of the next few decades will not be the same world of today; technologies are allowing for unprecedented movement and connection amongst nations of the world. Consequently, this rapidly transforming and connected world has profound implications for change in today’s education system.

Currently, education in the United States is led by a big push for accountability amongst the various levels and structures. Much of this accountability stems from a 1983 report funded by the federal government that stressed the urgent need for improvement in our nation’s education. This report, A Nation at Risk, discovered glaring inadequacies in education and called for immediate short and long term improvement (Nation at Risk, 1983).

Findings from the report concluded that secondary school curriculum had become homogenized, diluted and diffused to the point where there is no longer a purpose (Nation at Risk, 1983). The array of classes, without guidance or focus, led to significant lack of structure and preparedness for college and/or the world after high school. Findings also noted that time and expectations were of concern as well as a shortage of competent teachers. This formula led to the vast ineffectiveness of the education system
in the United States while pushing the federal government towards finding necessary solutions to this enormous and transforming problem.

The report then recommended changes in content, standards and expectations, time, teaching, leadership and fiscal support (Nation at Risk, 1983). Many of the recommendations are a staple of education today while others have yet to be implemented effectively or have been challenged by further research. Among other things, the report led towards pushing grades as indicators of academic achievement, raising of admissions requirements to four-year universities and revamping of textbook and technologies. The report even argued that students in high school should be assigned far more homework than they had been receiving (Nation at Risk, 1983). All of these elements were done with good intentions but, unfortunately, were short-sighted in the overall purpose of a K-12 education system. Many of the recommendations failed to account for the growing diversity, socio-economic gaps and the burgeoning technology of an increasingly globalized world. Of the recommendations, the elements that truly had an impact were standards and accountability. A Nation at Risk led to a much greater emphasis for accountability in order to help measure the implementation of many of the recommendations from the report.

Thus, years of frustration and reports such as A Nation at Risk led to the creation of No Child Left Behind (NCLB), a government mandate calling for yearly progress and serious consequences for schools that do not measure up. NCLB is perhaps one of the federal government’s most important pieces of educational legislation in the history of education in the United States. It has pushed schools to meet yearly progress goals and
failure to meet those goals could come with serious consequences such as a school takeover and even school shutdowns.

The push for accountability in schools is coupled with a strong reliance on standard-based instruction and standard-based testing. More and more schools educational curriculums are set by mandated state standards that subsequently guide the teacher towards instructing on content that will be tested at the end of year. This standards-based approach purportedly makes it easier to track progress of students within different states and makes education as a whole, more transparent to the public.

Both standards and the push for accountability come with varying arguments. These movements have the potential to increase the focus of teachers and administrators and keep them constantly pushing for improvement. For students, the push for standards has also changed accountability; the CA high school Exit Exam (CAHSEE) is a perfect example of this. All students in California must pass this exam with proficient marks or risk not graduating with their class. Arguments against overemphasizing standards and accountability include a lack of creativity in the curriculum as a result of a narrowing selection due to mandated standards. In addition, focusing on tests has taken away from other student strengths and has created a bored and uninspired American student.

Despite the merits in both of the arguments, it is becoming increasingly clear that accountability and standards based instruction will continue to be a major force in education. As more and more money is poured into education, the public sector demands measurable-transparency and positive results. It is, of course, difficult to assess and track student data with any given assessment but it is nearly impossible without standardized exams, regardless of what the exams actually mean. Furthermore, current President
Barack Obama’s administration has introduced the *Race To The Top* program designed to push schools towards changes that will bring better public schools. Intended to give money to states that achieve high academic standards and improve teacher quality, some elements in this program go as far as trying to link teacher performance with payments that are based on student test results. Fair or not, it is evidence that parts of accountability and standards-based instruction are not going to disappear anytime soon and are part of the educational landscape for the foreseeable future.

With this in mind, it is important to note that accountability measures have exposed many flaws in our current education system. Though dropout rates vary from state to state and even district to district, the alarming overall indicators are that as much as one-third of public school students never graduate and that number is worse among inner-city minorities (Bridgeland, DiIulio, Morrison, 2006). There is no single explanation why students are not finishing high school but reasons range from a combination of failing classes, lack of motivation, lack of interesting classes, and an overall sense of defeat before they even begin secondary school (Bridgeland, DiIulio, Morrison, 2006). The reality then, is that there is a severe problem in US schools.

Meanwhile, educational programs have not always helped with the desired results. After reviews of dozens of reports, studies, articles and policies relating to dropouts, the conclusion was that most programs did not reduce dropout rates by statistically significant margins (Bridgeland, DiIulio, Morrison, 2006).

Even students who are graduating from K-12 schools are not all prepared for the skill-set needed in a twenty-first century world. Currently, most of the nation’s schools have not adequately responded to the array of academic problems they are facing.
Although accountability programs have taken over as a means of assessment there is a severe lack of vision for the twenty-first century among many schools in the United States. American students lack sufficient knowledge of other world regions, languages and cultures and currently only one-third of seventh to twelfth graders study a foreign language (Education for Global Leadership, 2006). Other data points to the fact that only twenty-five percent of our college bound high school students cannot name the ocean between California and Asia and eighty percent do not know that India is the world’s largest democracy (Levine, 2005). These numbers are only small samples of the lack of preparedness American students have in relation to today’s global world.

Accountability and standards-based instruction are not necessarily negative elements in education but the drive for educational responsibility has not kept pace with a rapidly changing world. Not only are American students struggling to simply graduate from a mundane, methodical school system but upon leaving high school they are often not prepared for the rigors of university/college life. As we enter the second decade of the twenty-first century our world has faced, and will continue to face, unprecedented changes in economics, politics and societal elements as a whole. Technology has improved to the point where communication from one end of the world to the other is not only possible but also almost instantaneous. Yet, education has not jumped on board with these changes and the results could have serious consequences for the nation.

Public schools focus on the same standards-based driven curriculum while the United States is facing growing economic competition. While our public schools focus on Academic Performance Indicators (API) and Annual Yearly Progress (AYP) the nation faces a shortage of translators in key languages that affect national security
(Education for Global Leadership, 2006). Politically, the United States runs the risk of being run by students who are not culturally aware of the changing world even a few miles away from them. So while the world has become international our schools have remained local. Thomas Friedman the author of On Education in the Flat World argues that the world is flattening, implying that it is becoming easier for people around the world to interact and therefore compete with each other (Friedman, 2006). Friedman does not argue that accountability and standards-based learning need to disappear, but they do need to be integrated with other subjects so that there is a symphony of pieces working for a higher objective (Friedman, 2006).

Ultimately, it is obvious that the goal of our current K-12 education system is to graduate high school; in bare-bones stripped reality a diploma is the goal and anything after that is left for the universities or the working world. The world, however, has become far more complex than the curriculum many high schools are offering. Essentially, the world is becoming increasingly global and yet, the majority of American schools have remained local. Therefore, it is a critical time to study global educational factors because there is a pressing need to develop students who understand the dynamics of the world. Students with knowledge of world history, languages, global health and international affairs will be able to make informed decision as voters about domestic issues influenced by global circumstances and a lack of this could put the United States at a competitive disadvantage (Levine, 2006). In the end, this study is not focused on eliminating accountability and federal mandates such as NCLB, but instead on the integration of those programs with an effective synthesis of global perspective that our schools currently lack.
Statement of Problem

For the most part we are unaware of what globalization looks like within our current educational structure. There are elements of globalization that are evident in schools that have characteristics such as a global mission and vision, a global culture including leadership and teacher buy-in, studying of foreign languages, integration of global curriculum, partnerships, professional development, collaboration, project based learning and an overall sense of global citizenship that includes service and environmental awareness. However, what remains problematic is determining which of these elements are present and/or necessary.

Research from current literature points to the deep effect that globalization will have on education. The idea that schools should have global elements is supported by current research; research that gives a clear purpose as to why the idea is present. There are schools that have global elements and are currently demonstrating current best practices pertaining to globalization. The research literature has created the need to identify what particular curricular elements are present in schools that do have a globalized theme and what are the student results that are produced from this globalized perspective.

Purpose of Study

The purpose of the study was to identify curricular elements and their associated student outcomes among California schools that address globalization.
Research Questions

This study addressed the following research questions:

1. What are the curricular elements in schools embracing globalization?

2. What organization structures support globalization? In other words, what are they doing on purpose to organize globalization into their school?

3. What perceived student behaviors/outcomes are seen as a result?

Importance of Study

The ability of American students to continue leading the United States as a global world leader will be determined by our students’ ability to interact with other nations and the skills they can bring both domestically and internationally. Technological, economic, political and social forces are all pushing our world to become increasingly globalized and all of these forces carry positive improvements for the lives of our students. However, they also spawn concerns on important elements such as national security, diversity, cultural awareness and economic competition.

With the aid of technological advancements in communication, media and social networking, global changes are happening rapidly. Therefore a world that is globally connected needs students who are globally aware. If American students are to be prepared for the twenty-first century they are in need of global characteristics and perhaps as sense of what it means to be a global citizen.

The 1983 report A Nation at Risk concluded that declines in educational performance are in large part the result of disturbing inadequacies in the way educational process itself is often conducted (1983). As if A Nation at Risk knew the difficulties that
would result, the report concludes by stating that the children born in that year would graduate in the year 2000 and that recommendations from the report would hopefully prepare these children for far more effective lives in a far stronger America. It has been nearly thirty years since the report came out and though progress has been made, particularly in terms of accountability, it is clear that there are still many difficult questions from the report left unanswered from and many of the inadequacies of the educational process still exist today.

One of the most pressing concerns rests with a lack of global elements in our current educational structure. Most schools across the nation are not concerned with developing global citizens who are capable of understanding and adapting to world-wide trends. The simple goal is to get students to graduate and maybe, if you are lucky, attend a four-year university. It is as if the K-12 system exists as a holding place for students and once they are out of high school there is a wash my hands of this situation type of attitude. The problem of course is that once students enter the work force it is not a domestic and simple environment. The economic, social and political aspects of our world are quickly forcing students to be able to understand and adapt to various cultures around the world. This has led to concerns over how prepared our nations students will be when it comes time to compete in a global market and the alarming trend is that young people in this country are at risk of being competitively disadvantaged with others around the world because of a lack of preparedness.

There are schools, however, that have begun to think ahead and have implemented important elements in their curriculum to help students become globally aware. This study seeks to find which elements are visible, important and necessary in
order for the school to successfully develop students who are ready to function not only domestically but also internationally.

This study will be useful to practitioners in pointing out many of the curricular elements present in schools that currently employ global elements. This study will help showcase many of the positive movements that are happening in our nation’s schools and the rationale behind their approach. If our nation is to continue as a global leader it will require schools where students will not only graduate with a diploma from high school, but with a set of skills that primes students as competitive candidates not only domestically but on the international front.

Additionally, this study could be useful to policymakers in helping them understand the importance of integrating globalization into curriculum. This study is not an argument against accountability and standards-based measures; as mentioned earlier, those elements are not going to disappear anytime soon. Rather, this study can aid policymakers in combing federal mandates with necessary curricular changes that are required if the United States newest students are to remain competitive in a global market.

For researchers, this study is a gate that opens the doors for further studies on the successes and failures of schools that have global curriculum and the elements that make them so. The idea that students will leave the K-12 setting as global citizens is not easy to quantify and track. However, it will become increasingly necessary to study if the curricular elements found in this study will work with the accountability push of today.

Hopefully this study will lead to changes in the overall goals of educational systems in the United States. It is imperative to realize that success can be measured if
there is a goal in mind. Our goal, our focus as a nation, however has persisted in a very narrow-minded scope. It is time to think globally, it is time for our students to understand the various ebbs and flows of the world around them. Optimistically, it would be pleasing to observe more and more schools develop with a different mindset and that this goal of developing global citizens can be supported by research-based best practices and research-based curriculum implementation.

Limitations, Delimitations, Assumptions

As with many case studies there are limitations and delimitations. Although the need for assumptions is usually negated by stating these limitations there is one assumption that is worth noting. This is that the entire study must be conducted with the assumption that people involved in the study are being truthful. With that noted, it is also vital to discuss the limitations and delimitations as well.

The first limitation is that as researchers going to observe curricular elements in schools we can only listen to as much as we are allowed to hear and we can only see as much as we are allowed to see. Essentially we are taking what we get and have no control over the truthfulness and accuracies. Furthermore, this study is only a snapshot of that particular location at that particular time. Therefore, patterns and information is only as valid from what is collected at the time of data gathering period. Add to this the fact that ethical issues could arise if a study cannot mask the identity of the organization and/or individuals who were studied (Gall, Gall & Borg, 2003).
There are also two delimitations to this study. One is the criteria used to select schools for the study. In this case the schools selected needed to have the following conditions:

**School Selection Criteria**

In order for a school to be eligible for the study the following criteria was selected by the thematic dissertation group:

1. CA elementary or secondary
2. School must have the following elements
   a) Technology as instructional learning tool and communication vehicle
   b) A foreign language program meshed with cultural awareness
   c) Problem-solving and/or critical thinking activities
   d) Global curriculum including multiculturalism
   e) International programs such as International Baccalaureate
3. Globalization present in Mission Statement/Vision/Purpose

Secondly, there are specific global elements that the study is looking for. These elements were again selected by the thematic dissertation group because they include a variety of perspectives including organization structure and curricular elements while staying true to the value of globalization.
Globalization Elements

1. Technology as instructional learning tool and communication vehicle
2. Foreign language/cultural awareness
3. Problem-solving/critical thinking activities
4. Global curriculum--multiculturalism
5. International programs
6. Professional development
7. Collaboration
8. Sustainability

Though these limitations and delimitations can be detrimental, they are countered by detailing that there are multiple data sources and methods of collection in the study. In addition this case study is one of eight and (as will be expanded upon later) this helps with the triangulation process. More of about this will come in chapter three.

Definitions

The following are definitions for the various acronyms that will be present in this study:

*PI: Performance Improvement:* This is the idea that you can measure the outcome of a process or procedure, in this case schools, and then work to improve their effectiveness and efficiency.
API: Academic Performance Indicator: Is the measurement of performance and progress for California schools. This stems from an accountability act passed in California in 1999. Scores can range from 200 (the lowest) to 1000 (the highest)

AYP: Annual Yearly Progress: Is the measurement of performance and progress from a federal standpoint. This stems from the No Child Left Behind Act passed in 2001 and compares standardized reports for each school.

IB: International Baccalaureate: Is an education foundation that is international and based out of Switzerland. This program ranges for uses with various age-groups but ultimately its rigorous curriculum and academically challenging aspects are intended to produce students who are inquisitive, knowledgeable, and respectful of cultures around the world.

NCLB: No Child Left Behind: A largely, bi-partisan Federal Act passed in 2001, that helped fulfill many aspects of standards-based education. It is based on the idea that setting high standards and establishing plans to achieve those measureable goals will improve education. The Act is not nationally based however, as each state sets their standards.

CAHSEE: California High School Exit Exam: This is required exam in order to receive a diploma and graduate from California High Schools. The test measures math, reading and writing and was first implemented for 2006.
Moving Forward

The following chapters will focus on what we already know and how and why this case study will collect data the way it does. Chapter two will be a closer examination on what we know about globalization in education from a conceptual and often specific level. The chapter will also give reasoning for why globalized curricular elements are important in a changing educational landscape. Lastly, the chapter will delve in some of the best practices from schools that are already including globalized curricular facets in their school.

Chapter three will examine the methodology in the case study including the problem, purpose, research questions and data collection. This chapter will explain many of the elements included in a qualitative study while giving reasoning behind the collection methods and the data analysis.

Chapter four will provide the results from the data. This chapter will allow a detailed showcase of the study and what the various instruments tell in connection with the research question. The case study will be laid out using appropriate methods of data coding and presented with appropriate themes. Finally, chapter five will present emerging themes from this report that will attempt to make sense of the various findings of the study, while providing recommendations and areas for further study.
Chapter Two: Literature Review

Introduction

Globalization will undeniably become a moving force in education given its already growing importance in the areas of politics, economics and social-cultural realms. The bigger question lies in how education responds to the forces of globalization. It is therefore essential to learn and understand what we already know about this rapidly moving issue. This section will seek to answer questions about what globalization is and where it has derived from. In addition, this chapter will begin to make connections between globalization and education and what the rationale behind the need to teach globalization in our schools. Lastly, this chapter will look to find what the research says on the best practices in schools that have already integrated globalization and international themes into their curriculum as well as what elements have made them successful and what practices in those schools are worthy of further study.

History/background of globalization

Most definitions of globalization include ramifications that affect political, economic, cultural and societal views. The idea that the world is becoming increasingly connected has created changes in the way businesses are run and has fostered competition not only within a nation but between nations. In addition, governments around the world have become increasingly interested in working not only on domestic issues but international issues. All of this has changed the way people live their lives. Changes in transportation, communication and technology have spawned a society that can now communicate across thousands of miles with the click of a button. These changes have
connected the world in a way that has never been seen before in history. Thus, the newness of globalization has led to difficulty in accepting one official definition for the word although it is clear that no matter what definition is used there are political, economic, cultural and societal ramifications when discussing the subject (CED, 2006).

Globalization can be very complex and means different things to different people due to varying values. Therefore globalization must be developed by examining its impact on various aspects of the world. The answer to what is globalization is different in the United States than in Brazil, France, or Egypt and those definitions could be different from others in China, Australia, or Russia (Rothenberg, 2003). This is because of the varying standards and cultures of each different region. Furthermore, if you ask a farmer in China you might get a different definition than from a teacher in Sweden or a government official in the United States. It is important to remember that people around the world value different things and the impact that globalization may or may not have will vary on the local cultures and influences in each region. With this idea as a foundation the question that arises is if globalization is a movement that is welcomed, shunned, something seen as indifferent or simply something that is and that cannot be ignored (Rothenberg, 2003). The answer to these questions depends on the values held in different parts of the world and how nations interact with each other.

Regardless of the differing values of globalization, however, there are few cultures that are completely isolated and cultural interaction has been a staple of civilizations for thousands of years (Rothenberg, 2003). Throughout history there are countless examples of interactions between civilizations whether through trade or conquest. The Phoenician’s were able to spread their knowledge of words to Greece who
used it write countless ideas that influence the world today. The Arabs were quickly able to spread their monotheistic Islamic faith across much of the Middle East, Africa, and Southern Asia beginning in the early seventh century. The inventions of gunpowder and printing during the late Tang dynasty in China eventually carried their way to Europe. These examples are four of many that show that cultural, political, and economic interactions between civilizations have existed for a very long time. Yet all of this occurred in a world that was, for the most party, heavily agrarian and only loosely connected. Never has the idea of globalization caught on as it has now due in large part to a rapidly industrialized and technology-driven world. The word globalization has only recently been used to describe these interactions but it is quickly gaining importance due to the speed at which cultural interactions are occurring.

It is crucial to remember that these exchanges exist and, due to technological advances, are becoming more commonplace not just with governments or those with money but with the common person as well. It is not unfathomable to find a high school student in urban inner-city Chicago sending an instant message to communicate with a friend in some elite part of London. In the end, the idea that the world is quickly intensifying interactions and integrations of political, economic, cultural and social aspects (Rothernberg, 2003) cannot be ignored. How you perceive these interactions and integrations depends strongly on what you value and how prepared you are to understand the complexity of a shrinking but still very different world.

One of the growing elements of globalization is that the blending of borders, cultures and communication has become increasingly easier to notice and is a growing part of normal everyday life. The ease and improvement of communication now plays out
in our communities, social areas and in our schools everyday and cultural differences are becoming increasingly normal (Suarez-Orozco, Qin-Hilliard, 2004). The aforementioned cultural interactions have occurred throughout history but it has not been until very recently that the majority of people have intensified their capacity to expand their contact with the outside world. The eras of industrialism and imperialism and the burgeoning technology of the world have begun to expose the cultures of more and more people. Industrialism and imperialism, however, are time periods that have lasted for hundreds of years and some would argue have yet to infiltrate many parts of the world. Technology of today has taken this slow process and accelerated it beyond what we thought was possible. Whereas the village or city might have been the imaginary border of one’s ability to communicate, today the world is a different place. During World War I, it took the world a relatively long time to realize the atrocities of the Holocaust in Europe. Presently, world events, including atrocities and natural disasters are almost instantaneously delivered to the world through expansive television production as well as through social networks and personal delivery through improved means of communication. This is the world we are in today; a world where the Mexican national soccer team can play home games in Dallas or New York and attract more fans that the American national team; a world where borders have blended and cultures are meshing. This of course changes the realities of our communities. In the past it might have been common to not know what was happening even a few miles away from you. Today communities are linked in a way that it is common place to know what is happening thousands of miles away more than in your own neighborhood.
Meanwhile, the world is experiencing major industrial changes that affect all aspects of our lives, including education, and people are becoming drawn in together by a process that is quick and technologically advanced. Companies that were once focused only on domestic issues have become international as they combine foreign investment and meshing of production and distribution on a global scale (Suarez-Orozco, Qin-Hilliard, 2004). Much of this is due to advancements in communication. Long gone are the days of slow delivery of information and small scale media events. Today, communication facilitates exchanges in a near instantaneous manner which in turn connects people across the world regardless of geographical location (Suarez-Orozco, Qin-Hilliard, 2004). There exists now the ability to share information through phones, television, internet, computers, satellites, and more. In turn, this has forced companies to rethink products and how they market to different regions. The dominos continue to fall when it becomes evident that a workforce is needed that understands not only the area around them but also foreign areas. In an era of instant communication, it is clear that technology has drawn people together to the point where culture and values are being affected.

All of this then forces us to ponder what role education plays in this globalized movement and makes it imperative to understand how globalization is perceived. The research shows that globalization has manifested itself through markets, technological advances and can also be seen through transfer of capital, free trade, worldwide recruitment and cheap labor (Mortimore, 2000). The search for markets, for example, has always been a driving force of companies and as the world continues to become more accessible it has become a new way for these businesses to promote products to
audiences that were unreachable before. In addition, globalization conveys the needs for an employee who can work, not only domestically, but with others around the world. Globalization is also observed through increasing free trade that has placed not only companies, but also governments, on alert due to uncertainty in the markets. The labor force in these free markets makes globalization visible through the questions companies and governments must answer. Do companies seek to improve profits regardless of national loyalty? It would seem that a company’s goal is to find the cheapest way to produce a product and so they will seek not only cheap labor but the best tax breaks and most favorable infrastructure (Mortimore, 2000). These options were not readily available just a few years ago and if they were, certainly not at the speed we are experiencing presently.

The idea that companies must now be aware of not only domestic, but also global markets, reminds us that globalization comes with tensions that must be carefully taken into account before making connections between globalization and education. Recall that cultural values play a critical part in defining globalization and, as evidenced by international companies, so do conflicting economic ideologies. These elements of globalization bring to light three inherent tensions in globalization that are between individual choice and societal choice, free markets versus government intervention, and lastly local government versus federal or national governments (Rothenberg, 2003). When it comes to individual choice and societal choice it becomes a question of holding on to identities. Do nations seek to purposefully isolate themselves from forces that are successful at implementing a global strategy? For example, the popularization of American culture is not something that every country would want and therefore might
prevent increased global exposure; but what about the individuals in that nation who actually want to be part of American culture? In addition, we have battles between free markets and government intervention in economic markets. Take, for example socialist nations who have heavy government intervention in their economies. Will nations take the steps of restricting private companies from operating as efficiently and effectively as possible? In a globalized world, the question of who handles globalization policies also is important. As the world becomes progressively more linked, why could a local government not make international decisions on its own? Going even further, is there a need now for global governments to help enforce rules and who makes those rules to begin with? It is almost a certainty that the values of various nations will conflict and rules will not be universally accepted. All of these tensions call to mind the notion that globalization requires careful analysis and the integration of globalized curriculum in education will not be a black and white affair but a much more complex process.

The conflicting forces of free market governments, socialist governments, capitalist markets, and varying economic ideologies creates scenarios that do not have simple answers. It remains to be seen whether globalization will produce positive results in the form of economic equality across the globe or bring about potentially dangerous implications fueled by competition and an inability to understand each other. Either way, education will play a huge part in beginning to answer these questions. There is no evidence that globalization will bridge the gap between the rich and the poor or that a globalized world will mean a democratic world. In addition, there is no current evidence that governments will not become global and begin to play the role of big brother or that governments will become much more locally concentrated and allow a free market
system. What is evident is that globalization, defined as the acceleration and intensification of the interactions and integration of people, companies, and governments of different nations is happening today (Rothenberg, 2003) and education needs to keep up. The fact that globalization is happening requires individuals to have a sensitivity to foreign cultures, fluency in a foreign language, understanding international trade, being technologically savvy, the ability to manage complex work in international teams, and above all, a strong ethical core (Education for Global Leadership, 2006). Whether globalization will be viewed as a detrimental movement or as advancement for a better world is unknown but education can help people understand the complexities of a technologically and rapidly changing world.

The role of education on globalization will depend largely on the social, cultural, political and economic factors that are valued. A meshing of cultures requires knowledge of cultures and the blending of ideas requires understanding the positions that others might hold. Globalization cannot be ignored or deemed irrelevant; already globalization has affected education through communication and information. For example, the ability to find information has becoming increasingly easier with the explosive growth of the internet. Meanwhile, the quickness and the overall reach of communication has grown to the point where you can sit at home and video chat with other students thousands of miles away. Politically, it has become increasingly clear that understanding cultural diversity will be critical to the survival of a strong government (CED, 2006) and economically countries must be prepared for the competition that will surface from a better connected world. All of this requires that globalization play a role in education.
Currently, most schools are not adequately prepared to meet the challenges of a twenty-first century globalized world (CED, 2006). Many American students lack the ability to speak more than one language and even more disturbing, many American students lack knowledge of world regions and their cultures. In an era where students need to understand globalization’s affect on political and economic factors there needs to be a better understanding of how globalization will transform education (Suarez-Orozco, Qin-Hilliard, 2004). Although many parts of global education are still undefined, one clear aspect is that it will entail various disciplines (Anderson, 2001). A good approach towards examining global education is that it does not have one perfect blueprint that can be bounded by restrictions of a subject. Globalization can be about foreign languages and it can also be infused within other contents. A global education is just that; one that encompasses not one view, region or group but rather many views, many regions, many groups and all are centered on the idea that we are connected and therefore must understand each other.

**Rationale**

In order to truly understand political, social, and economic trends students must be aware of a global world. Put simply, the world of today is different and in terms of globalization it is clear that today’s world requires a different set of skills than even a few years ago. To attain those skills, however, students need to be knowledgeable about world regions, cultures, and global issues (Stewart, 2008). To aid this goal the term global citizen is an appropriate one to use when framing what the aims and goals of educating our students should be (Braskamp, 2008). The idea of relating to others has
now stretched beyond the boundaries of a school, community, state and even national level. The idea of relating and working with others now goes beyond national borders in ways where it becomes necessary to become aware of the political, social and economic values and trends in other nations. Any leader of today or tomorrow needs to understand world cultures, languages, religion, economics, science, and technology in a way that is sensitive and respectful to various cultures (Braskamp, 2008). This is something that was not as evident even a few years ago. School districts twenty years ago did not put an emphasis on learning the cultures and values of other nations. Today, however, with a few clicks, a classroom in the United States could collaborate with another classroom in China. The emphasis on learning the values of others has evidently increased dramatically enough to start thinking about how we can best educate American students about globalization. Even the idea of using education to get a job in a surrounding local area has morphed into at least thinking about attaining a job position somewhere in another country. Braskamp (2008) writes that the goal of undergraduate education, for example, should not be “know yourself” but rather “know yourself, know your world”.

A globalized education should be a major objective for schools in order to provide them the knowledge, skills and understanding needed play a constructive role in the 21st century. A lack of knowledge, skills and understanding can severely hamper a student’s ability to work with and understand various world cultures, languages and cultures (CED, 2006). What that knowledge consists of is of course debatable. Some would argue that globalization is just another fad that will come and go while others believe that the idea of globalization will define an era. Either way, it would be a mistake to completely dismiss globalization in education. Even the notion of international trade should be
enough to seek knowledge of other nations and particularly the idea that companies want to be “internationally” competitive is becoming more widespread (Rodrick, 1997). This idea of international competitiveness requires knowledge of the international. Furthermore, Americans find themselves in an increasingly interconnected world in which stability requires knowledge (Engler & Hunt, 2004). This stability can only be achieved if there is an understanding of different cultures and values as well as educating our students about the rest of the world. Lacking this stability can create situations where misunderstandings will be prevalent. Presently, American students know far too little about the world and are dangerously uniformed about international matters (Engler & Hunt, 2004). This deficit of knowledge places American students at a disadvantage across various levels; education, the workforce, and politically. This combination prevents students from playing a constructive role in the 21st century and further calls for a globalized education to be a major objective for schools.

From a standards-based perspective, Americans have made many strides, particularly in deciding what and when students should learn things, but the standards lack the ability to gauge competitiveness in an international workforce and understand effective world cultures and languages (Engler & Hunt, 2004). Certainly, the ability to teach students to succeed not just within the boundaries of the United States but also around the world requires a global education. The ability to grow and expand will come with forays into foreign markets that require knowledge of those markets. Even the capability to possessing a job in the current workforce will become increasingly dependent on foreign markets. The loss of jobs to other countries, for example, may or may not be attributed to globalization but is a pressing concern for education in the
United States and it is becoming increasingly evident that American workers need new skills to compete in markets that are moving technologically quicker than ever before. The loss of lower-skilled jobs to foreign markets is a call for greater knowledge and skills and the loss of high-skilled jobs to foreigners in general leads to a similar conclusion. The ability to take make global education part of curriculum is necessary in order for American students to attain international exposure, understanding of cultures, and ultimately remain competitive in a global market.

Making economic, political or societal changes without understanding all aspects that affect the decision is not suitable to success. If we want students to grasp the nature of the world they live in they must have the capacity to make decisions and choices based on a thorough understanding of every situation (Leeuwen, 2002). It is also important to remember that learning about the cultures, languages, and societal aspects of other nations provides students with a better understanding of the world. Furthermore, if we want students to be creators and producers in a world arena then we need to be aware of how the formation of a production will run in a global market. You cannot, for example, expect someone to make business decisions in increasingly multicultural cities without understanding the various cultures in the city. Language, of course, plays a key role and is another example of where education is needed; the world is becoming increasingly linked but that does not mean the rest of the world will speak English. Knowledge of languages then is a key method in providing students understanding of the world around them.

In addition, various economic and societal trends further highlight the need to educate students about understanding differences is our increasingly multicultural
societies. Economically, there is no denying that the strengthening of Asian economies and the eventual industrial growth of Africa will only require further education of global culture. Although this could be viewed from the perspective of competition, it can also be seen as an avenue to open up communication of collective growth as a world rather than as individual nations. Regardless of perspective, American companies expect the majority of their growth to be in overseas markets which means that they will require internationally competent students (Stewart, 2007). Technologically, the innovations of communication are continuing to show that as a planet we are becoming more and more connected. Even from a national security standpoint, every issue from the environment, diseases, energy, water resources and the threat of terrorism has an international dimension (Stewart, 2007). To see the future of this country decided by a block of voters who do not understand other cultures and markets around the world would be placing the nation at risk. In regards to education, a sticking heads in the sand feeling or the idea of isolationism, similar to the US prior to WWII, should not be an option. It will simply be ignoring the growing needs of a globalized world.

Furthermore, the economies and politics of our nation will need to adapt to the complex forces of globalization that will require new forms of teaching and learning. Currently K-12 education does reflect many of the realities in our world today (Levine, 2005). Levine (2005) further adds that only one-half of our high students study a foreign language and only an elementary level; and teachers are not prepared to teach about the greater world. These details, of course, can have serious consequences for the future of the American nation as we currently know it. If you are not educated about the forces of globalization, it will be difficult to make informed decisions on issues affected by the
greater world. As economies change and politics follow suit, we will need the capacity to adapt to those changes. Issues such as poverty, terrorism, diseases will require increased knowledge of other world religions, cultures and Languages (Levine, 2005). These realities continue to push schools to think about the rationale behind the necessity of a global education.

Despite the fact that the United States is a world leader in many aspects, the nation also continues to be characterized by a growing cultural diversity and so it is imperative to educate students about our world (Lieber and Weisberg, 2002). It is undeniable that the United States plays a major role in the greater world considering the nation’s impact on economics, politics and culture. Lieber and Weisberg (2002) point out that the United States accounts for a fourth of the world’s economic activities, is a leader in information technology, accounts for three-fourths of the world’s Nobel prizewinners in science, medicine and economics while also playing roles in banking, private enterprise, entertainment and more. Consequently, this has led to the United States becoming a major world contributor but also can lead to heavy backlash when considering the growth of globalization. Depending on which society you visit, you can have an accepting society or a very skeptical society in regards to values and culture. Is globalization really just another form of American intrusion or something that is out of the control of American ideology? The answer lies deeply with the values of a society and it is becoming more apparent that if you believe that the idea that globalization is not a force governed exclusively for the economic benefit of the United States, then you must be able to defend your rationale. This comes with understanding the values and cultures of other nations. The reaction of globalization and America’s role in it can take on many
different and roles and intensities depending on where you visit (Lieber and Weisberg, 2002) and so it is imperative to know the places that you visit so that stability and dialogue ensues as opposed to misunderstandings. The roots of this idea lie in the education of our students towards understanding the cultural diversity of the world while still being able to compete in the same global market; not through force or even mistakes but rather with knowledge.

Inevitably, globalization brings to the surface many challenging issues such as poverty, terrorism, privacy, disease, culture and more and in turn this requires syntheses of knowledge and processes to understand the issues on a grander level. Globalization is creating changes that can be as revolutionary as the changes the Industrial Revolution created three centuries ago and in turn, this requires a fundamental rethinking of the aims and processes of education (Suarez-Orozco, 2004). Continuing to teach without including international facets is denying even the possibility that globalization is happening and this could be a critical mistake for our students and ultimately the United States. This is itself, is reason enough to think about how to make these changes happen in education. The issues of poverty, terrorism, privacy and disease can lead to extreme divides in the way different societies think about those issues, however, when it comes to culture the impact of globalization is seen as more of a side effect (Lieber and Weisberg, 2002). Even culturally, however, globalization can be seen as the promotion of integration and the removal of barriers as well as many other negative aspects of cultural ignorance; globalization can also been viewed as an evil movement that promotes capitalist agendas of multinational corporations and institutions (Lieber and Weisberg, 2002). This duality cannot be ignored in the realm of education. To be educated about
the world and its many facets does not make one or the other more correct. In reality, education systems that focus solely on a narrow minded perspective that ignores global perspectives on challenging issues may very well become obsolete and the education systems that do focus on a globalized curriculum might be better suited to find success.

To compete successfully in a global world American students need knowledge of foreign languages and cultures to work effectively with other parts of the world. Students need to understand how those cultures and values work with the political, economic and societal complexities of the globe. These same students require knowledge of the environment, languages and integration of all these features. The idea of a global citizen then, could be defined as a student who has knowledge of the various aspects of foreign cultures and is able to understand how those cultures integrate politically, economically, and socially in a technologically connected world. If part of discovering and knowing oneself is knowing about the world, then global citizenship is an appropriate way to frame what the aims and goals of what education should begin to think about (Braskamp, 2008).

Ultimately, education must begin to think about a curriculum that incorporates the numerous growing globalized trends and imparts globalized skills so that students are ready to participate in the global world. This includes a growth in international studies and how various values and cultures connect and integrate in our political and economic realms (CED, 2006). Education must also begin thinking about how to train teachers on international affairs, how to create internationally themed schools, how to integrate foreign languages into curriculum, how to modernize our communication and technology so that students are better prepared for a newly connected world (Levine, 2005). All of
this will set students to be understanding of other cultures but also compete in a global market because of it. Saying the world is getting smaller or saying the world is getting flatter is almost cliché but it does not make it untrue. Therefore, it is vital not to limit perspectives of how education can prepare students for this global world. Economically it makes sense, politically it makes sense and socially it makes sense. Even in terms of global citizenship education should seek to develop a curriculum that is about understanding, respect, justice, equity, fairness and how we as a planet can work together to achieve those virtues (Braskamp, 2008). Suarez-Orozco (2004) notes that education should seek to combat the inequities across the world so that a global education does not ignore a growing number of immigrant students that are vital to the growth of the United States as a peaceful and stable nation. In the end the forces of globalization are too strong to ignore and education must begin or continue to provide an international curriculum. With some notable exceptions, many schools are not doing a good job of teaching our students about our world outside of the American border (Levine, 2005). The next step then is to locate schools that are making attempts to educate about globalization, and uncover what they are doing to make this happen.

**Best Practices**

Building education’s capacity to infuse international content and perspectives within rigorous and engaging course work, addresses many of the concerns about globalization. As noted earlier, it would be unwise to ignore globalization in education and it is important to see what needs to be done and what is being done in terms of a globalized curriculum. The committee for economic development (CED, 2006), for
example, believes that international content should be taught across curriculums and on all levels in order to expand American students' knowledge and understanding of world cultures. Specifically, international content should be integrated into K-12 standards and should require every student to demonstrate global literacy (CED, 2006). This global literacy could mean proficiently learning another language but also overall knowledge of geography, issues, and cultures around the world. This globalized cross-content curriculum would benefit students by not taking away their current core subjects, but instead fusing it with a global theme. Those that would argue for more localized curriculum should know that it is becoming increasingly difficult to think of even localized history and curriculum without the element of multiculturalism. In addition to the fusion of curriculum, teacher capacity must be built in order for teachers to have the necessary skills to teach what even they may not be familiar with. Whether this is through professional development or teacher education programs it would be beneficial to boost the capacity of teachers in an international realm.

Some schools, such as the Network schools, have provided detailed frameworks, curriculum units and intensive professional development already (Jackson, 2008). They have made learning other languages, like Asian languages, a strong part of the schools curriculum. In addition, they have supported a teacher’s ability to thoughtfully infuse international content and performance standards (Anthony Jackson, 2008). These examples showcase a school that is gearing up for a better future and, at the core, have a curriculum that emphasizes college-ready skills and global awareness. Some of these Network schools have been running since 2003 with initial support from the Gates Foundation and a partnership with the Asia Society who in turn partner with school
districts and charter foundations to create International Studies Schools Network (Jackson, 2008). As of 2008, Network Schools have been running a curriculum based on integrating knowledge of the world and the necessary skills to compete in it. These partnerships and schools serve as an example of the necessary framework needed in order to find success in running globalized schools. From able leadership, partnerships, development of teachers and integrated curriculum, the examples showcase some of the best practices in a K-12 setting.

International study schools should prepare every student for post-secondary education and for working and living in global society. It is important to note then, that there is no one-size-fits-all blueprint for an international curriculum nor should thinking about curriculum be a “frosting” on top of existing curriculum (Jackson, 2008). Instead, schools need to prepare for post-secondary education by providing students with an integrated curriculum with detailed planning and room for development. Subjects such as science, social studies, mathematics can be taught with a world perspective while mixing in necessary skills those students will need in the future. At an International school in Texas, for example, all sophomore students participate in a Model United Nations experience that requires thorough research and later represent a country’s position on an important world issue (Jackson, 2008). This, example showcases the ability to use skills such as analysis, interpretation, presentation and more with the added element of international exposure. Across all subjects, it is not a matter of superficially adding something over existing things, but a matter or rethinking how and why content is being taught.
Global schools also emphasize world languages while using the best available technology to get lessons across. A great example of this is found in Chicago where the Walter Payton College Prep school, founded in 2000, prepares students for leadership in their community, the nation, and the world (Stewart, 2008). All students in this school study a world language for four years and experience a home-stay exchange with sister schools in China, France, north Africa, Japan, Switzerland, Chile, Italy or South Africa (Stewart, 2008) and while this experience gives valuable exposure to American students it also provides a framework for cultural understanding in a way we have not seen in education. All of the Network schools mentioned earlier provide students with a similar opportunity of studying a language for their school careers including at least one Asian language and this experience aptly gives students the opportunity to understand the behaviors, norms and traditions of everyday life other cultures (Jackson, 2004). This, of course, is not a watered-down language course that is taught superficially and from which students leave with minimal functionality in the language. These global schools have infused technology including videoconferencing, social networks and more (Stewart, 2008). Global schools are ones that add importance to language by targeting world knowledge and allowing students the opportunity to utilize global skills in a language other than English. A Network school in Denver, for example, frequently holds World Language Days that allow students to use their language skills through conversations with native speakers in local Chinese Markets, Spanish-Language media, cultural fairs and other community settings (Jackson, 2008). All of these are examples of placing importance to the need for cultural awareness while also giving American students invaluable use of other languages that will bode well for them in the future.
All of this does not mean that creating and maintaining global-minded schools will be easy particularly in urban school districts. Schools that run International Baccalaureate (IB) programs have been shown to be important signs of college readiness but there is little empirical evidence to justify these types of schools and/or programs to stimulate high academic achievement among low-income Latino and African American students without the implementation of academic and social support mechanisms to ensure that students could meet the numerous challenges of an IB program (Mayer, 2008). All of the aforementioned content, from language to international subject melding, requires careful support so that programs do not crumble under lofty expectations. Not every school has selective enrollment and this important facet, along with the fact that these programs should be available to all students regardless of socio-economic status, mean that students will enter with various levels of academic readiness. The IB program in Jefferson High in California, for example demonstrates a school that had to carefully prepare their program due to open-enrollment (Mayer, 2008). This example shows that there is no one blueprint for success, that global-minded schools can achieve success urban school districts and that each school needs to find a careful balance and support system in order to establish a successful international program. For Jefferson High, support came with direct student counseling, academic enrichment opportunities such as after-school tutoring, and social scaffolds such as peer groups (Mayer, 2008). For any school that attempts an international curriculum, particularly in urban school districts, it is imperative to understand the necessary supports and scaffolds that will be necessary in order for the program to work. Without these you will be throwing students
into a lake without teaching them to swim. Although that approach works for some students it will more likely than not keep most students and schools under water.

Partnerships and connections to political and cultural organizations will also play a key role in the success of globalized schools. International education needs to include contact with students in other nations to address the tremendous misinformation about the US among students around the world and there is a great need for US students for greater understanding of the myriad of cultures that will be presented to them throughout their lives (Engler and Hunt, 2004). It will require a host of partnerships in order to make globalized education a reality. These partnerships must foster the necessary background, growth, implementation and reflection to allow the internationalization of curriculum to occur. Possible connections range from universities, to school districts, to parents, to other domestic and international schools and even the private sector. Connecting policy to education can have positive influence on understanding what needs to be implemented.

Universities, meanwhile, will play a vital role in educating teachers on how to teach about a globalized world. In a rapidly connecting world our understanding of other nations and regions will help empower our students to find success in the current market place (Engler & Hunt, 2004). One Network school is working in partnership with Stanford University to develop a digital portfolio system that will provide a better gauge of whether students are truly prepared for college success and global citizenship (Jackson, 2008). Ultimately, the word globalization implies a connection that is not a fallacy in our current world and so connections should be made in order for any school to find success.
Communities and small schools will also play a role in the success of globalized schools. All of the Network schools are small, roughly one-hundred plus students per grade level and each school has an advisory component as part of a relationship driven environment (Jackson, 2008). Working with parents will allow the school to understand the schools own culture and education will be the spur for parents to understand other cultures. It would not be far-fetched to say that one of the first steps in a globalized education is to engage parents in the same international frame of mind necessary for the demands of our world. Advisory components also have the ability to nurture teacher student relationships in many positive ways. The guidance and support of these types of relationships can prove to be pivotal as students work towards understanding of other cultures. It is culture, in all its various forms, that serves one of the primary carriers of globalization and values and understanding culture means understanding relationships. Building these relationships as a fundamental core in internationally-minded schools will ease the ability to do this.

This also means that teachers need to be adequately prepared in order to make a globalized curriculum possible. Existing teachers require professional development to prepare them to teach about an international curriculum and teacher-education programs will need to broaden their approach to content-specific teaching methodologies. All states will need to work through their own certification process and with higher education in order to internationalize teacher-education programs (Stewart, 2008). This will, of course, be much easier said than done but can and should not be overlooked in this entire process. As usual with any change in direction or policy, it will be teachers in a classroom implementing and this will require teachers who are able to understand other
cultures, is able to teach global-minded skills and is able to understand that their respective subjects are inextricably linked in a ways that require partnership and innovation. Once again, you do not want a situation where students have learned to swim and you throw them into a lake but there is no one to guide their direction.

Ultimately, globally oriented schools have key elements such a global vision, international aware faculty, integration of international content into the curriculum, and the belief that a globalized education must help students understand that they can learn new things, remain committed to their own traditions and, congruently, be open to other cultural, social and political possibilities. Each globalized school has elements of integration of international content, teacher development, use of world languages, use of technology, awareness of own culture and other cultures and necessary supports to make all of it mesh. National and state leaders, universities, districts, parents will all need to be involved in this process. It is important to note once more that globalization is not an ideology; it is a reality that requires American students to be ready for a different world. Ideally there should be a redefinition of what is required from our students in order to achieve K-12 graduation and there should be accountability involved in all of this. What existing schools have shown is that there can be measured success with an international curriculum.

**Implications/Further Questions/ Conclusions**

Globalization will continue to be a powerful movement of worldwide change and we need to better understand what factors can best be used to prepare children to engage in a global world. Not all questions have been answered. Though there is a basic
framework for what is needed and what certain schools are doing these are only pockets of success. What can be done to convince parents, schools, districts, universities and policy makers that a globalized education is necessary for the success and survival of our nation?
Chapter Three: Methodology

Introduction

The purpose of the study was to identify curricular elements and their associated student outcomes among California schools that address globalization. For this study, a specific school was selected as part of a thematic dissertation team of eight. The eight schools were chosen because they fit the criteria set for what it means to address globalization. The thematic group qualified schools that, among other facets, contained a global mission and vision, a global culture including leadership and teacher buy in, studying of foreign languages, integration of global curriculum, partnerships, professional development, collaboration, project based learning and an overall sense of global citizenship that includes service and environmental awareness.

The research literature has steered this study through awareness of globalization in history, specifically within education. In addition, there is a clear rationale for having globalized curriculum and other global aspects in schools. The research also demonstrated to the dissertation team the current best practices that are taking place in schools that have some elements of globalization. This combination of research literature created the need to identify what particular curricular elements are present in California schools that do have a globalized theme and what are the perceived student results that are produced from this globalized perspective.

This case study was one of eight in a thematic dissertation group. The group met from November of 2009 through April of 2010 to share resources such as literature reviews and other information on globalization. In addition, the group developed research instruments, designed the course of study, while setting deadlines for completion
and approval. The group evaluated the findings from the literature and compiled the questions and instruments needed to continue the study. Each of the case studies stands alone as an individual case that is unique to the school but the combination of each case study adds further evidence in answering and fulfilling the purpose of the study as well as addressing the necessary research questions. When all the studies are combined they add knowledge into what specific curricular elements that are present in schools that address globalization and what the related student outcomes were.

Case studies have a variety of methods to fulfill the purpose of the study and answer the research questions that cannot be accomplished through quantitative research. The depth of each case study has the potential to enrich a study through examining a phenomenon from varying perspectives. Included in this is the idea that for case studies, a substantial amount of data is collected in a variety of forms about the specific case selected to represent the case (Gall, Gall & Borg, 2003). In terms of answering the appropriate research question qualitative studies can bring a case to life in a way that is not possible using standard statistical methods and case study reports have a better foundation for developing patterns and descriptions (Gall, Gall & Borg, 2003). The variety in data collection and the vividness of descriptions can take analysis deeper than just numbers on a page. Furthermore, case studies give the researcher the flexibility to change a point of study or adopt new data-collection methods (Gall, Gall & Borg, 2003). This allows for instruments to be tweaked and different questions to be asked whenever necessary.

Case studies also have limitations and delimitations, however. If this particular study was the only one that was developed, it could make it difficult to develop
associations from it. Furthermore, the fact that ethical issues could arise if a study cannot mask the identity of the organization and/or individuals who were studied (Gall, Gall & Borg, 2003). Also, most case studies are also a snapshot in time which is a limitation; they are only as valid from what you gathered at the time of the actual data collection period. The first limitation of this discussion, the fact that it was only one, was eased by the fact that this case study was not singular but rather one of eight in a thematic dissertation group. Each individual case was unique but each study was striving to fulfill the same purpose and answer the same research questions. For example, it would be telling if one curricular element was found to be important but it would be a stronger case if that element was found in all eight schools.

Furthermore, this case study uses triangulation, a process where researchers use multiple data-collection methods, data sources, analysts, or theories to check the validity of case study findings (Gall, Gall & Borg, 2003). This process will help to eliminate biases that could arise from relying exclusively on any one data-collection method, source, analyst or theory.

**Research Questions**

This study addressed the following research questions:

1. What are the curricular elements in schools embracing globalization?
2. What organization structures support globalization? In other words, what are they doing on purpose to organize globalization into their school?
3. What perceived student behaviors /outcomes are seen as a result?
These research questions were aimed at finding what particular elements were included in schools that do embrace globalization in their curriculum. In addition, this study aimed to find the organizational structures that aided each school in supporting a global curriculum. The research questions helped to address the question of how curriculum was structured and how are the different functions in the school organized so as to allow the fusion of a global curriculum. Additionally, the student behaviors/outcomes that result from the globalized curriculum will be observed.

These research questions were developed by a thematic dissertation team that met from October of 2009 through April of 2010. To develop the research questions the thematic dissertation group collected research on what globalization is, the rationale behind using globalization in curriculum and the current best practice on globalization.

To check that each research question was being answered in more than one way we created the research triangulation matrix (Appendix G). This matrix highlights each of the research questions and shows how each of the research questions will either be observed or noted in an interview or survey.

**Conceptual Base**

The conceptual base for this case study relates to human capital theory. Human capital refers to elements such as knowledge, competencies or personality attributes towards the ability to produce something of value (Salamon, 1991). This specific study was based on the foundation that skills and knowledge can increase human productivity but they are also unpredictable and cannot be placed without context. The foundations of
this case lie with the belief that our environment is pushing demands on leaders and programs and how those leaders or programs adjust to better produce human capital.

![Conceptual Model](image)

**Figure 1**

**Conceptual Model**

For our case study our thematic dissertation group met to discuss how our purpose and research questions fall conceptually. Ultimately, the group decided that the environment places demands on education and this includes globalization. When globalization begins to place demands on the environment there is a very simple logic to how to work with these demands. The environment causes needs and it is up to the
leaders to develop programs that produce desired student outcomes. The environment can also place demands on existing practices that again affect programs and their associated student outcomes. This reciprocates because understanding and reflecting on student outcomes again forces leaders to examine what is being done correctly and which practices are or are not working. All of this is encompassed by ever present environmental demands.

Specifically for this case study globalization and the background and rationale described in chapter two is forcing institutions and their leaders to think about how their programs are working and what results are being produced. Recall that human capital theory is about using human knowledge and it is widely believed that our secondary schools are not producing major gains in this respect (Salamon, 1991). Salamon (1991) states further that our nation’s public schools lack the systems capable of meeting the nations’ labor force and research further argues that our labor force must become increasingly globalized. The model then demonstrates how leaders influence programs and how those programs and activities produce student outcomes. The arrow linking everything together highlights the need to constantly reflect on leadership, programs and outcomes and how they are influenced by the environment and what changes are needed to produce desired outcomes.

Research Design

This study used a method where the research design included a combination of qualitative case-study research methodology. The methods of data collection included
observations of individuals and activities at a select school site, interviews, questionnaires, and the examination of existing school documents.

In a case-study that is qualitative in nature, the design of each study is specific to the phenomenon being studied as well as the researcher conducting the study (Gall, Gall & Borg, 2003). In addition, the essence of a case study according to Alan Peshkin (2000) is interpretation. The dissertation team the sought to design research instruments that were specific to the phenomenon we wanted studied while making sure that we could give importance and order to the study.

Case studies also focus on depth not breadth. In case studies, a substantial amount of data is collected about the specific case from a variety of angles. This allows for the study to have more meaning by adding valuable perspectives not only from quantitative sources but from unquantifiable sources.

In anticipating the need for laying the foundations for this study the thematic dissertation group began reviewing literature in October of 2009 on the historical background of globalization, the rationale behind globalization and the examples of best practices of schools that have elements of globalization. In February of 2010 the dissertation group used the knowledge from the literature and the combined research to develop a conceptual model for the study and to create research questions. Once this was finished, the group moved forward with identifying the criteria for schools that qualified for our research.

The next step was going back to the research question and deciding what evidence would be needed in order to answer each part of the research questions: curricular elements, organizational structure and student outcomes. It became clear that in order to
achieve the purpose of this study the dissertation team would need to develop specific tools to help sort through the criteria. Eventually, the thematic dissertation group focused on four ways of collecting data. These include observations, surveys, interviews and examination of documents. Each of these tools allows the dissertation team to triangulate the data.

The process of collecting data in multiple methods helps check the validity of the case study findings (Gall, Gall & Borg, 2003). However, the key to triangulation is in varying the approach to data collection and this helps cross-check qualitative data even with quantitative data. This is not only used to find consistencies but also contradictions amongst the different case studies. With this in mind, the dissertation team assembled a combination of data collection to help evaluate the results.

Population and Sample

This case study focused on one high school that meet all the criteria decided upon by the thematic dissertation team. These elements included:

- Global education in its mission statement.
- Can be elementary or secondary schools.
- Public or private.
- Reputation/title
- Programs (ISSN, IB)
- Embrace globalization
- In CA.
Instrumentation

For the purpose of this study the dissertation team developed the following forms of data collection: observations, surveys, interviews and document analysis.

These four data collection instruments were developed with the help of Bolman and Deal’s (1997) four frames of leadership. Using the Political, Symbolic, Structural and Human Resource Frames of Bolman and Deal (1997) was an effective means towards understanding the case study. The various curricular elements, organizational structures and student behaviors within the school can be separated into these lenses in order to understand the data in application to the context of the school. The Symbolic Frame is useful in understanding the culture of the school and the symbols that are important to it. The Political Frame helped the dissertation group understand the key objectives and goals of the school and how resources are allocated to meet those needs. The Structural Frame assisted in comprehending the beliefs and the values that the school holds. Lastly, the Human Resource Frame is useful in understanding the human interactions at the school. The combination of these lenses allowed questions to be developed that connected with political, structural, human resource and symbolic elements but all relate with either curricular and organizational components as well as with student behaviors.

The research instruments for this and the other seven case studies from the dissertation team were developed to fit within those frames and also are supported by the current research literature. First the survey questions (Appendix C) were developed. These questions were designed to ask about the curricular and structural elements of the school that support globalization. The survey is also used to identify perceived student
outcomes. A scale of one to four was used with one being the lowest degree and four being the highest degree. This survey is given to the school faculty including the administration. Questions range from student awareness and knowledge to the logistical aspects of the school; such as staffing, materials, and the overall curriculum.

The observation framework (Appendix D) was developed to help organize data collected through observations. The instrument will focus on observing interactions and the overall environment of the school and in the classroom. The observation is looking specifically for staff interactions, greetings, integration, extra-curricular activities, lunch activities, awareness of the school vision and mission, the course objective, student work and the structure of the programs and institutions at the school.

Interview questions (Exhibit B) was developed to assess the staff’s opinions on various questions that could not be answered in the questionnaire. The interview also allows for greater depth in answer questions about curricular elements, organizational structure and perceived student behaviors. The interviews were designed to not take longer than thirty minutes and were made for interviewing a variety of different people including administration, teachers, parents, leadership teams and aids and assistants. Determining who was interviewed depended on the justification on why that person needed to be interviewed. The interview questions ranged from familiarity and execution of globalized curriculum, fusing of cultures, technology, hiring process, professional development, programs and student results and behaviors.

In addition, all of the interview questions were examined to decide what the focus of each specific question was and what time period data would be collected. (Appendix F) highlights what the interview questions focus on ranging from behaviors, opinions,
feelings, knowledge, sensory and background. It was determined that most of the data collected from these foci would come from the past or the present experience and only a couple would indicate something about the future.

Lastly, the analysis documents (Exhibit A) were asked for in order to provide additional information that helps to answer the research questions. The dissertation team carefully picked documents that would provide a snapshot of the school setting, curricular elements and perceived student outcomes.

As mentioned earlier, all of these instruments were developed by the thematic dissertation team and allows for the various instruments to be sorted in response categories based off the respective research questions.

**Data Collection**

Data collection took place on the school site over a period of a week. Additional information was obtained through phone interviews, web sites and document review.

**Documents included:**

- Curricular Elements
- **School site** Language plans (online, site level administration, district) opportunities, purchased materials to meet goals such as technology purchases and upgrades, budget allocations
- District/school level textbooks
- School handbook (parent/student/faculty)
- Mission statements (website, handbooks, classrooms, agendas)
• Websites

• Test Scores (looking for addressing the needs of the significant subgroup population to ensure that there is No achievement gap) should be addressing diversity (meeting the needs of all students) should see a closing of the gap as globalization has been implemented

• WASC

• Master Schedule (what foreign language is offered and when?)

• Posters in the classroom to show examples of student work/ teacher models of higher level thinking (Blooms, Depth and Complexity, Thinking Maps)

Organizational Structure

• Staff Handbooks (committee lists)

• Staff Bulletin boards

• Staff/school/district calendar (to see what activities are being implemented)

• Staff directory list (IB classes, GATE clusters, Foreign language offerings/teachers, classified staff)

• SARC (school accountability report card)

Perceived Student Behaviors

• Administrators in charge of discipline for SARC, AERIES, Infinite Campus, school/district wide information data systems

• School Globalization theme embedded Rules
Any posters, written examples of positive incentives for global citizenship

Portfolios

Projects (Globalization theme, relation to outside of the school)

Test scores (API)

Artifacts (websites, newspaper articles, etc) that represent that the students are becoming global citizens and applying what they are learning

Websites:

The websites included the main school website as well as any pertaining links.

Interviews:

Interviews were completed at the school site and took place over the course of thirty minutes. Each interviewee was given the questions in advance and their responses were recorded. The recorded responses were then coded and separated by research question.

Observations:

Observations were conducted over the course of one consecutive. Observations were then divided up into themes and questions depending on how the observable data fit the criteria of the question.

In April of 2010 the thematic dissertation team met with the University of Southern California’s Institutional Review Board (IRB). This was to complete the proper permission to be able to conduct the case study. Every member of the dissertation team
signed up to USC’s I-Star system and completed the necessary coursework to be approved to conduct the case study and specifically to study human subjects.

**Overview of School**

Global Academy has elements in their curriculum that address globalization and the mission of Global Academy adheres to the globalized elements necessary for them. For the purposes of this study a school was needed that included global vision, mission statement, and purpose. The school also needed to have a foreign language curriculum, use technology to enhance learning, and have partnerships and international programs. Global Academy fulfills all of these requirements while maintaining high academic standards. Global Academy also seeks to offer students an opportunity to be prepared for complex, sophisticated, diverse and increasingly interconnected world. Lastly the school pushes for students who are truly internationally-minded, critical thinkers, articulate and passionate global citizens.

Given that Global Academy was selected as a focus of this study because it offers all of these elements and will be a key move towards fulfilling the purpose of our research case study which was to find the curriculum elements present in school that address education in CA and what the student outcomes are.

Global Academy is a private school that is selective with admissions but maintains a diverse school in regards to international cultures. Due to the school’s private background there are no specific numbers on the exact demographics of students although they do publicize that students are represented from over 50 nationalities around
the world. Additionally, Global Academy also fits the criteria through the diverse faculty present at the school. The teachers represent at least twenty five different countries.

**Validity and Reliability**

As noted earlier, being able to attain validity and reliability in a qualitative case study are important in understanding the results of the data collected. The reliability and validity of this study were attained through triangulation. The various forms of data and instruments all helped in tackling the case study from a variety of perspectives. This depth provides adequate enough data to associate behaviors, outcomes and patterns.

In addition, the review of the literature that included the background, rationale and best practices of globalization in schools helped to attain validity. Lastly this case study was one of eight in thematic dissertation groups. The eight dissertations help establish patterns that can support or dispute many of the claims derived from the data. The eight case studies also create a basis for comparison among the dissertation team and make it increasingly unlikely that generalizations will be made.

Another instrument (Appendix E) highlights who will be interviewed and how they will be interviewed. The principal, for example, will provide data through a structured open-ended interview, and open-ended written questionnaires. Other parties, such as department chairs will be interviewed through a structured open-ended group interview and open-ended written questionnaires.
Data Analysis

The following six steps of data analysis and interpretations outlined by Creswell (1997) were used for the purposes of data analysis in this case study:

1. The researcher organized and prepared for data analysis using appropriate methods for each data type
2. The researcher read through the data to get a broad view of responses and a sense of major themes
3. The researcher used a color coding method to chunk the data into identifiable areas
4. The researcher generated detailed descriptions and themes from the chunks or identifiable areas
5. The researcher created a qualitative narrative from the themes that addressed the perspective of the participants studied
6. The researcher interpreted the data and drew conclusions from the findings that addressed the research question, confirmed connections to the previous research literature and led to suggestions for further study.

For the purpose of this study all of the data collected was connected over the period of a week and then later sorted. Data was coded to either one of the research questions including the curricular, political and student outcomes as well as by the data collection instruments. The researcher interpreted the data and drew conclusions from the findings that addressed the research question, confirmed connections to the previous
research literature, as well as leading to emerging themes, recommendations and suggestions for further study.
Chapter Four: Findings

Overview

The purpose of the study was to identify curricular elements and their associated student outcomes at a California school that addresses globalization. Chapter four presents the findings from the case study at Global Academy and discusses the curricular elements, organizational structures and associated student outcomes of a school embracing globalization. The data collection and analysis were completed to answer the following research questions:

1. What are the curricular elements in schools embracing globalization?
2. What organization structures support globalization?
3. What perceived student behaviors /outcomes are seen?

The data collected was primarily qualitative; however, quantitative data was also obtained. The data collected by the researcher was generated from document reviews, observations, interviews, and teacher surveys.

Background of Global Academy

Nestled almost inconspicuously in the middle of an urban California city, Global Academy almost blends in the surrounding environment as another building. Once spotted, however, the school’s presence becomes increasingly noticeable on the street, as well as in the surrounding community. Global Academy is a small independent (private) four-year high school centrally located in a sprawling metropolitan city; a city with
visibly abundant riches but also noticeable poor. During its’ near thirty-year history in this city, Global Academy has managed to maintain a co-ed, college preparatory school whose essential value is that of diversity. Diversity is the cornerstone of Global Academy’s mission statement and the school attracts many students of various backgrounds into their campus. This is not the diversity that one would think of in California schools, however. Instead, the diversity in Global Academy is more of an international variety.

Global Academy has students from varied and international backgrounds and boasts accreditation by the Western Association of Schools and Colleges (WASC), The French Ministry of Education, the Council of International Schools (CIS), the California Association of International Schools (CAIS) as well as being a member of the European Council of International Schools (ECIS). These memberships and accreditations allow Global Academy the partnerships and memberships it needs to truly fulfill its’ mission of a diverse and international high school.

The student population of Global Academy is approximately three-hundred and forty students, definitely a small student body, but among those three-hundred and forty students there are over twenty nationalities represented. The teachers and staff at Global Academy, many whom hold advanced degrees, derive from at least eleven nationalities. This international combination gives students the remarkable opportunity to embark on education and cultural exchanges abroad, learn modern foreign languages and take part of a curriculum geared towards preparing students for the current and future world; a world that is tied closely with pressing global implications.
Global Academy has both the International Baccalaureate (IB) and the French Baccalaureate (FB) in their curriculum that provides an eclectic and diverse learning experience for its students. Mr. Landon Bruce, the school principal, notes in his introductory letter that this curriculum provides students with the breadth and depth of education that builds a foundation for success not only for university preparation but also for a life in an increasingly connected world. The school offers not only French as one of its languages but also teaches Chinese, Italian, Spanish and German. These languages, coupled with a rigorous academic curriculum, tie closely with Global Academy’s belief that students should be internationally-minded, critical thinkers who articulate well and are also passionate global citizens.

Global Academy’s mission is the following: *Guided by the principles of academic rigor and diversity, Global Academy offers programs of study in French and English to prepare its graduates for a world in which the ability to think critically and to communicate across cultures is of paramount importance.* This mission is the cornerstone and backbone of everything it wants to accomplish and is the same mission that the school began with over thirty years ago.

Guided by this vision, it is evident that Global Academy’s focus is an international one that establishes thorough expectations for its students. Global Academy would like its students to be multi-lingual while developing a deep understanding of global context that transcends the typical American high school experience.

Global Academy also makes it clear that one if its goals is to get students into, and succeed in, top universities across the country and the world. Global Academy actively seeks to give its students an international perspective along with a high level of
knowledge, liberal arts, critical thinking, languages, critical analysis and the ability write clearly and concisely while simultaneously allowing each student an understanding of what it means to be a global citizen. In addition to the curriculum and testing, students in the International Baccalaureate program are required to take a Theory of Knowledge course and ultimately produce a personally researched 4,000 word “Extended Essay” and are expected to complete 150 hours of (CAS) Creative, Action oriented, and Service related activities.

Students at Global Academy are guided through an intense academic environment where practically all graduating students will move on to four-year colleges and/or universities. Although students do not have to, most will select to participate in either the International or French Baccalaureate programs. These rigorous programs require a level of commitment and motivation from students in order to attain success and most students at Global Academy are competitive about their education. In fact Grade Point Average (GPA) distinctions are so small at Global Academy that the school no longer ranks students individually. For the class of 2008 the GPA break down was the following

<table>
<thead>
<tr>
<th>GPA Range</th>
<th>Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>4.24 - 3.90</td>
<td>30 Students</td>
</tr>
<tr>
<td>3.89 - 3.35</td>
<td>51 Students</td>
</tr>
<tr>
<td>3.34 - 2.89</td>
<td>15 Students</td>
</tr>
</tbody>
</table>

Table 1: Class of 2008 – Average GPA
In addition, 2009 saw 38 of 49 students awarded the full International Baccalaureate diploma and all 16 students who participated in the French Baccalaureate were awarded the diploma, 11 of them with honors.

Below are the mean scores for the SAT I and II:

**Table 2: Mean SAT Scores -2010**

<table>
<thead>
<tr>
<th>SAT I Mean Scores</th>
<th>Math: 624</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Critical Reading: 631</td>
</tr>
<tr>
<td></td>
<td>Writing: 639</td>
</tr>
<tr>
<td>SAT II Mean Scores</td>
<td>Literature: 614</td>
</tr>
<tr>
<td></td>
<td>Math I: 616</td>
</tr>
<tr>
<td></td>
<td>French: 746</td>
</tr>
<tr>
<td></td>
<td>World History: 666</td>
</tr>
<tr>
<td></td>
<td>Math II: 615</td>
</tr>
<tr>
<td></td>
<td>Chemistry: 667</td>
</tr>
<tr>
<td></td>
<td>Spanish: 642</td>
</tr>
</tbody>
</table>

Between 2009 and 2010 Global Academy also had 6 semi-finalists for the SAT’s National Merit Program and 12 Commended Scholars based of their SAT scores. These numbers show that Global Academy is above average in regards to the few standardized exams students at the school participate in.

It is important to note that Global Academy is part of a K-12 system that begins with a French Immersion K-5 and a 6-8 middle school. All of these schools are tied
under the leadership of one organization and Head Master. The Head Master controls the
greater organization of the schools while the various principals run the day to day
routines and exercises at the local schools. The elementary and middle schools provide a
path for students to have a global curriculum from a very early age. However, not all
students at Global Academy feed in from the elementary and middle schools in this
private school system. More than half the students at Global Academy come from other
middle schools in the area. Although the greater school system that Global Academy is
part of began in 1962, Global Academy’s history began in 1977 and it was not until the
mid 1990’s that the school moved into its new building. Still Global Academy has had
over thirty years of experience with global curriculum.

The entire school system has an average of nine-hundred and fifty students in the
schools at one time and the school establishment is the largest French/English school in
the state of California and offers an international curriculum with both French
Baccalaureate and International Baccalaureate certification.

The school system is managed by a Head of School who works with the Head of
an Adjoint au Proviseur who oversees the fidelity of the French program. There is also a
lower school principal, middle school principal and of course the principal at Global
Academy: Landon Bruce. At Global Academy, Mr. Bruce overseas the day to day
operations of the high school while reporting to the Head of School. Working with Mr.
Bruce there is a Director of High School Admissions, an Assistant Principal, and a Dean
of Students. The greater school program also has a Chief Financial Officer and a
Director of Marketing.
The management team also works with a Board of Trustees, a group of committees and related governance entities. These include an Executive board for Accountability, and Audit board, an Advancement board, a Governance board, a Building and Grounds board and a Finance board. Other committees include an endowment board, director for international schools and a board member election process board. This structure seeks fulfill the mission of the school across all facets of the schools.

Global Academy is clearly a private institution but to understand the school a greater appreciation of the urban city is also needed. Unlike many districts in California, this school district sees as many as one-third of its students go to private schools for a K-8 and/or high school education. Due to this high number of private school students, it is quite often the private schools that must actively recruit top students to their campuses rather than the students hoping to get into the schools. There is plenty of competition from other private schools for Global Academy; schools that are larger both in student population and also in over-all land space. Global Academy must therefore do a great job at recruiting top students while justifying their high cost; close to thirty-thousand dollars a year.

Along with Global Academy being private there is also the issue of money. Although at initial glance Global Academy is not overtly seen as a school full of resources, it is eventually obvious that the school does have a lot of economic resources; much of that coming from the high tuition. The entire six floors of the building are owned by the greater school system and the top two floors belong exclusively to the high school. The school has also purchased an adjacent campus that houses their music and arts programs as well as a gym. For the 2008-2009 school year the greater school had
over a million dollars of revenue with the bulk of that (thirty-six percent) coming from parents. The rest comes from events, foundations, alumni parents, board of directors, corporate partnerships and smaller family contributions. The bulk of the money (sixty percent) goes to faculty while the rest is divided between paying a bond; keep the facilities, the administration team and program/materials and trips. Global Academy has its’ own endowment fund created as separate not-for-profit corporation early in the past decade. This endowment was hit hard by the recent financial crisis but still had over four million dollars available. Some of this money is used to pay off school costs and another allotment is for financial aid. The money is mentioned because it was also a recurring theme amongst those interviewed; there is no denying that many of the interviewees felt that money played some part in the school being able to fulfill its mission and continually stay abreast of global issues. The school does not have unlimited resources but the near thirty-thousand dollar a year tuition is more than enough to keep many from even consider applying to the school.

**Global Academy Open House – First Observations**

The first introduction to Global Academy began most appropriately with the good fortune of being able to attend the school’s open house. This was an opportunity for Global Academy to showcase its program and curriculum to the various prospective families and students. This open house also provided an occasion to carefully observe how Global Academy presents itself to the community.

The damp and drizzly morning began with faculty and security escorting prospective families to the school’s gymnasium. Once gathered and settled the day began
with a stirring live musical performance that combined the expertise of both students and teachers alike. The music came alive with adroit performances on bass, guitar but also bongos, xylophone and a powerful student vocal. It was a lucid first impression to prospective families; Global Academy is not a cookie-cutter traditional school but instead provided a truly eclectic education that was symbolized appropriately by the international music of the opening number.

The musical performance was backed by a running picture show projected on a giant screen. This projection highlighted student activities including trips to foreign nations and played on a continuous loop; as the music stopped the principal took to the podium. After a brief introduction by the principal, dean of students and dean of admissions highlighting many of the school’s attributes and characteristics, some teachers took the stage. The teachers proceeded to give vivid descriptions of curriculum and how Global Academy distinguished its curriculum from other top private schools in the area. They spoke of lifelong learning communities, the French and International Baccalaureates and also noted that they wanted to guide students to think critically while solving problems. They were not shy in their desires to teach in ways that would allow students to communicate among cultures and be ready for a 21st century world that would be shifting towards international trends.

The final part of the gymnasium presentation included student speakers. Current students spoke of a curriculum that challenged them and gave clear and vivid examples of how classes could be run in a normal, mundane and perhaps typical manner or as they are in Global Academy; with the opportunity to branch out in inquisitive and global ways. An alumna of the high school also spoke of how the school helped prepare them across
various universities not just academically but in social and cultural ways. The student spoke on how a specific Ivy League university was clearly trying to move in a more global direction and how her experience at Global Academy allowed her to navigate the university’s shift in a seamless fashion given her multi-lingual and international education. These opening speeches and presentations were only a small indicator of what the school could offer but also demonstrated evidence of how students were already benefiting from a global curriculum.

The day’s open house continued with families deciding on various presentation and panels ranging from the different academic departments including languages, arts, sciences, math, social studies as well as extra-curricular activities, student life and trips abroad. This next phase of the open house provided the first real glance at the school’s interior.

As noted earlier, the exterior nearly blends in with the surrounding building and the appearance of a school is seen only through a playground visible on the campus’ main street. The initial feeling is that the building hosts only elementary or middle school students. It turns out that Global Academy has two floors (the top two floors) of the school’s building that belongs to them as well as full use of the gymnasium and an Arts building across the street from the main campus. The ride in one of the two elevators up to the fifth floor was quick and as soon as the doors opened, the feel of a high school was present at Global Academy. Students were present and happily giving out directions and advice on which sessions to attend. The walls coming out of the elevator were filled with vibrant posters and announcements, many with global themes. In various hallways the school was adorned with flat screen TV’s that constantly showed the activities of the
school, announcements for that day and of course constant slides of student accolades, activities and school accomplishments.

Parents were quickly moved to various rooms to begin the first of the many sessions of the open house. The presentations from the various academic departments began with a quick of an overview of the curriculum and each department was careful to note how their respective courses carried out the rigorous curriculum but also offered students the freedom to inquire and probe other avenues and angles, particularly global aspects. Other presentations were student-led including panel discussion of current students and how they dealt with the intense curriculum. Students spoke of peer counseling groups where older students guided younger students through the difficult first year at Global Academy while also highlighting freshman retreats that immersed students into the school. Another panel focused on student experiences with trips abroad and how that changed their lives and of course how they were able to afford it. A final panel gave students an opportunity to demonstrate their knowledge of the college admissions process.

Of the presentations, one that quietly garnered attention was that of the extra-curricular activities. Parents and prospective students alike were keen on outside school activities that ranged from clubs and groups to sports and music. Global Academy made sure to make their activities known through a session and also through a color, glossy brochure that provided information and accomplishments of the athletic department. It was apparent that Global Academy placed much importance in a balanced school life; a characteristic they felt embodied what a global citizen would encounter in the working world.
When the panel discussions were over, it was becoming more and more evident what type of school Global Academy was and the type of students they were interesting in having. Global Academy was doing everything to live up to its’ international vision, curriculum and mission and Global Academy was looking for students and families who had dedication and were willing to put in the hard work while genuinely desiring an international curriculum. It was already clear that Global Academy was not just a name for a high school that peppered and/or sprinkled its’ curriculum with hints of an international and global program. The very mission of international education and global citizenship is the foundation of Global Academy and this ideal appeared to run through the cultural and structural veins of the school. From the leadership, teachers, programs and students it was a definitely positive first impression that left one wondering how closely Global Academy could hold on to this ideal on a day to day perspective. In order to get a better understanding of how Global Academy seeks to infuse its’ school with a global curriculum, the following account of a typical day at Global Academy will highlight much of the schools’ culture and structures while attempting to see how much of the open house was an everyday reality in student outcomes and behaviors.

**Typical Day at Global Academy**

The seven in the morning sky was gloomy and gray with a strong possibility of rain and the threatening clouds moved slowly, a stark contrast to the bustling movements and activity of a typical morning at Global Academy. In contrast to the open house, (held on a Sunday) this time the mixture of elementary school students playing in the playground, middle school children and young adult high school students filtering into
the building made the entire small city block unmistakably a school zone. Traffic attendants were out moving and protecting the pedestrians and from all sides you can see students with headphones and cell phones or having regular conversation with their peers. This city block was certainly not a car friendly block, given the one way traffic, but that was not of concern to many of the students of Global Academy who not only come from various locations also but make good use of the decent public transportation available around the school’s campus.

Global Academy and the adjacent sister schools not only own the main building on one side of the street, but also a separate building on the other side that hosts its arts facilities, the gymnasium and additional classrooms and playgrounds. Although the schools do not own all of the buildings on the streets it is located on, it is apparent that the schools are nonetheless a clear asset to the surrounding community. In one direction, not more than a block away, is a major city street and the other areas are littered with café’s, small markets, local pharmacies and public transportation stops. On this morning, as with most morning, the students are making full use of these locations.

On the playgrounds, the elementary school students are yelling, running, playing soccer and basketball and they make up the bulk of the noise but nonetheless it is clear they are not the main presence on campus. That distinction belongs to the high school students of Global Academy who slowly funnel into the buildings greeted by traffic attendants, parents, security and even some faculty. Upon entering the main building the security is at hand eyeing everyone going in and out of the building, particularly adults who are not accounted for. This is not a security check because of fear of students but rather as a protection for students; the air around the entrance is not that of fear but
instead of warmth. Most parents and the lower grade students filter downstairs or upstairs to their respective classrooms and many greet you with smiles and hellos. The high school students take a different route; up elevators that are the only way to avoid having to climb up five floors of stairs.

Global Academy is located on the fifth and sixth floors of the building, a strange location in some cities perhaps, but typical of this one. When the doors of the elevators open up, you are greeted by noise and movement. The floor opens up and gives you the option of going right and into the administrative offices or left and adjoining hallways and classrooms. Global Academy’s campus is definitely not built on the width of their building but the length. Its two floors, as all the floors of the building, are ample and long but narrow. There are two large and modern flat screens on the wall that are showcasing the day’s early announcements and any pertinent information for the day as well as constantly showing slides of the accolades of the school.

Today the elevator area is adorned with a couple of tables, one advertising a club and the other advertising a study abroad trip to India with a time and location for an informational meeting later that afternoon. Most students come out of the elevator and instantly go to their destinations, but many stop to glance at the flat screens and some stop to read the information on India with one student commenting to another about how wonderful her experience had been the prior year. Immediately exiting from the elevator, there was a sense that Global Academy wanted to itself with an international flavor.

Most students are heading to classrooms although many were already present in early morning classes, meetings or clubs. There is a clear vibe in the morning of activity and action on the fifth floor of the building. Teachers are seen in the classroom already
meeting with students, and some administrators are even out greeting students in the hallways. By the time the first bell rings most students are already where they need to be. Interestingly enough, the bell is not loud and grating; it’s rather soft and subtle almost inaudible even when it goes off in the morning. Some students are seen still mulling around the hallways or empty classrooms. These are not students ditching but students whose schedules have them off during the first period. There does not appear many students rushing to get to class for fear of being late and when pressed most in the school agreed that tardiness was not a very large concern. Students, it seems, were typically responsible enough to be in their classrooms on-time and had legitimate excuse if they were not.

It is easy to get lost along the long corridors particularly if you are new, but it can also take you a long time to get through the hallways just because you want to stare at all the information on the walls. There were posters advertising school events, including sporting events and various subjects; languages, social science, math and science and many of these posters had a global them to them. The walls were not just full of domestic news but with articles on global issues. Pictures of past student trips to continents like Africa, Europe and Asia adorned many of the walls as well. It was not clear if this was done with definitive intentions or if this is simply a product of the schools mission coming alive on the walls of the school in a seamless manner.

The students’ day began with classes that could include languages, science, math and social studies. They bell schedule is flexible for most students with most running tracks from approximately eight in the morning to a little past three in the afternoon. Most students have classes or activities that carry them beyond that time and often this
does not even include athletics. Before the lunch bell ninth and tenth graders could very well have analyzed books like The Catcher in the Rye or The Great Gatsby and the course catalogue notes that the goal in these classes is to have their horizon’s widened to tackle topics such as conformity, rebellion, belief systems, sexuality the nature of evil while focusing on writing comparative literature essays. Or perhaps some students have a morning language class where they take continuing or advanced courses in French, Spanish, Chinese, German or Italian. Most of these courses are instructed by a faculty member that is from the country of the language being taught.

If not languages, students could be taking various levels of Algebra and/or Geometry and some even pre-calculus by grade ten. These math courses often include at least one hour of built in preparation for the SAT. Science courses are also present from biology, chemistry and physics. Although not explicitly mentioned, many of these courses have a global tilt to them that challenges students to tackle analysis from various perspectives. In addition, all of this ninth and ten graders also take geography where they are presented the world as a background for both world history and US history.

Eleventh and twelfth grades students have completed many of the aforementioned courses, but their typical day is just as busy if not more so. By eleventh grade the option to have taken the French Baccalaureate or International Baccalaureate has already manifested and most students have taken this rigorous track that includes studies in native and foreign language, history, science, math and electives. This is supported with a Theory of Knowledge course that, according to the course catalogue, challenges eleventh and twelfth graders to critically integrate the diverse fields of study that have been engaged in for their entire scholastic careers. Ultimately, this class will allow students to
produce a paper of over a thousand words that encourages them to integrate human knowledge through the lenses of ethics, math, science, history, reason, art and more.

On a typical day, a twelfth grader at Global Academy could also be working independently on an extended essay. This essay is a massive 4,000 word research paper on a student-selected academic topic that could range from the fusion between the art of dance and music, cryptography, choosing a mate, feminine power, terrifying worlds, Edgar Allen Poe and so much more. This essay is guided by a mentor teacher that encourages outside research and the final product comes together as a reflection of student who has synthesized various forms of information to produce a paper that includes a question, abstract, methodology, conclusions, citations and an extensive bibliography.

All of this could potentially happen before the bell for lunch even rings and when it does the activity becomes noticeably higher. Students at Global Academy are on an open campus, a term they use to note the fact that students are allowed to freely come and go during their free time. There is no distinct cafeteria on either floor although there is an open air seating area on the top floor of the building that offers fresh air and a view. There are also benches on the ground level but most students prefer to use their freedom to grab a bite to eat in the surrounding community cafés and local stores. The time given is relatively short, forty-five minutes, but enough time given the proximity of the local cafés and stores.

If students are not off-campus many are involved in lunch meetings, attending the myriad of clubs available or are meetings as part of the student government. Clubs include typical book clubs, chess clubs, film and photo clubs but the aura of global
citizenship is also present in other clubs. Organizations such as Amnesty International, Appreciating Societies in Asia, Gay-Straight Alliance, Model United Nations and more show that Global Academy students are interested and keen on global issues. Student government, meanwhile, is an elected group of peers who seek to communicate the needs and interests of the student body in the best possible manner. These elected students are expected to support diversity in the school and community, seek to awareness and action in the environment and truly help build a community that monitors and takes ownership of its actions.

After lunch students could go back to their core classes or they could also take part in many of the electives offered at Global Academy. One elective is yearbook production where the class seeks not only to build a typical yearbook but also an understanding of publishing in a diverse, journalistic and technological world. Another elective is speech and debate where students learn rhetoric and the art of persuasion in order to become better public speakers. Physical Education is present and this class is also not just about movement but about the importance of being an informed and responsible citizen and developing healthy lifestyle choices.

A typical day at Global Academy also includes the visual arts where classes range from music, theatre, film and visual arts. In these courses students are given the opportunity to develop creatively while continuing to think critically. Students are encouraged to solve problems using art as a language of diversity and constructive criticism. Art is not just a means for to fill an elective at Global Academy but instead used as a way to provide stimulus that tackles global issues from various perspectives.
Ninth and tenth grade students in theatre work on performance and stagecraft and collectively work on movement, critiques, costume and scenic design, lighting, and production culminating in performances that can be in English or very possibly in any of the many languages that are prevalent at the school. Students of film and video work in small groups to come up with, write, storyboard, shoot and edit a short piece of their choice. This is in conjunction with analysis of existing films that often have historical and global connections. Visual arts push cognitive activity that is both intellectual and emotional, producing works that are unique, creative and inspired by cognitive and critical thinking. Students in the visual arts focus on more than one style and technique and are asked to understand historical art-concepts while being aware of the multiplicity of art from a variety of cultures. Musically, students study world music and jazz while working on listening skills, basic music theory, and ear-training skills while also performing.

By the time, students are in eleventh and twelfth grades students begin to take the arts to another level. By this time students are asked to develop solo music making skills, developed through exploration and investigation of musical elements. In addition students are asked to have an understanding of music in historical context. In the International Baccalaureate level theater students not only are studying music but making it. They piece together historical, cultural concepts with the skills of senses and emotions culminating in at least one production. Visually students are creating portfolios of their own work while also critically researching and analyzing work from more than one culture. In film, students are working on a research project where they compare at least four films and create and produce an original video complete with their very own trailer.
A typical day for Global Academy does not end with core courses, electives or even the arts. For many the bell that marks the end of the final period is the beginning of extra-curricular activities. Global Academy takes pride in its burgeoning sports program that seeks to model many of its core beliefs. Even on this level Global Academy seeks not just success in sports but core values of principle, respect, inspiration, diversity, excellence and pride. Sports is seen as means to learn integrity, communication, trust, protection of the environment as well as way to foster leadership, inclusion and a sense of community pride. On any given day the sports program at Global Academy is an extension of its mission. Sports offered include cross country, tennis, volleyball, soccer, basketball, badminton, baseball, swimming, track/field, and occasional intramurals.

Students at Global Academy do not take sports for granted as their campus is not designed to house many of these sports programs. Often it is the students’ responsibility to get to practice, not on campus but in various parts of the city. This often means half-hour to hour commutes, practice and a final commute home before homework begins. Students who endeavor in sports are made clear that dedication and commitment are needed. Even with the rigorous academics and difficulty with its location in relation to fields and courts Global Academy has at least seven league titles in the past decade as evidence that winning is also a desired result.

Students also have an additional component in order to fulfill their school and International/French Baccalaureate requirements; that of community service. This, of course, is mostly done in after school hours and requires time and effort in the form of 150 hours. Community service is part of a larger Creative-Action-Service (CAS) initiative, although the creative and action parts are often fulfilled through physical
education (sports) and the artistic electives. Students are encouraged to seek community service projects or create one of their own culminating with a reflection by the end of 12th grade. Students can stick to one project or tackle smaller projects but it is all up to the student to have the initiative to seek what projects they would like to take and whether or not this is individual or with a group. Ultimately, Global Academy would like to see students balance their curriculum with a genuine desire to give back to the community and consequently move their education beyond the classroom. In turn, this will continually aid the goal of guiding students towards becoming global citizens.

A typical day at Global Academy can be rigorous, demanding but often fruitful. From the morning classes, activities during lunch, afternoon classes and the associated homework, students are already busy. Most students undertake sports, clubs and community service as an additional component of their day that sees them commuting home in the early evening if they are lucky. Although busy and difficult the curriculum is geared towards preparing students for an international world using international skills such as critical thinking, writing, interpretation and an eye towards ethical global citizenship.

Findings by Research Question

Reflecting on what the research already says on globalization it is useful to remember the purpose of this study and what the research states about the subject. The purpose of this study is to identify curricular elements and their associated student outcomes at a California school that addresses globalization. Globalization can be a very complex subject and can mean different things to different people depending on values
held. However, regardless of the differing values of globalization it is significant to mention that there are very few cultures that are completely culturally isolated. The idea of globalization and the cultural exchanges that it spawns are largely due to technological advances. The blending of cultures has become increasingly noticeable in the United States and the overall experience is beginning to affect many aspects of our lives, including education.

The role that education will play in a globalized world requires a close examination of markets, technological advances as well as political and societal points of view. Businesses, for example, cannot survive entirely on a domestic plan and the conflicting forces of free markets, socialist markets and other ideologies make the understanding of globalization necessary for an effective education. The role of education will depend largely on social, cultural, political and economic factors and how each of these factors is valued. The research states clearly that understanding cultural diversity will be critical to safe and global world otherwise economic competition could lead to problems that are avoidable through discussion.

Currently, many schools are not prepared for these challenges. In order to understand political, social and economic trends students need to be aware of international affairs and lacking this knowledge could severely damage their ability to work with, and understand, other cultures. Notable research states that learning about other cultures, languages will provide students with a better understanding of the world and therefore a better grasp of their own lives.

So what is Global Academy doing to answer many of these questions? Global Academy is attempting to give its’ students an understanding of the political, economic
and social complexities of the world. Global academy has placed a curriculum and organizational structure that is producing student behaviors that align with what research is informing us is needed. Global Academy is providing students with the knowledge of the environment, languages, and cultural experiences and integrating these features with a curriculum that is providing 21st century skills required in an international economy. The idea of a global citizen is prominent for Global Academy; they have a strong desire to teach students knowledge of the various aspects of foreign cultures and how these cultures integrate politically, economically and socially. Ultimately, Global Academy is aware of the globalized trends and seeks to impart the skills needed to work within those trends but also for future developments.

The next section will give ample evidence of how Global Academy is providing this curriculum to its students. Much of this evidence is supported through triangulation from the various research instruments developed by the dissertation team. From the curriculum to the organizational structure, Global Academy has embraced globalization, supported it through international means and student behaviors/outcomes are seen as evidence of all of this.

**First Research Question:**

*What are the curricular elements in schools embracing globalization?*

From the initial observations at Global Academy there is evidence of many curricular elements that demonstrate utilization of globalization. During Global Academy’s open house much of the early talk focused on the school’s curriculum and how it provided the necessary skills for the 21st Century. The very first thing mentioned
about the curriculum was not its rigor but rather its’ ability to create critical thinkers who could clearly communicate among cultures. As students came up to give examples of what they did in their classes on a day to day basis it was evident that creativity was valued. It was not about learning history for facts but rather interpreting history from the perspectives of other cultures. English class was not about writing an essay for a rubric but rather an essay that challenged their ability to synthesize world issues with effective writing. The students who spoke of the Theory of Knowledge course that is offered at Global Academy reveled in the idea that topics were limited only by your imagination. An alumna also spoke of how this same class allowed students the ability integrate knowledge from so many facets of their education into unique ideas; a skill that proved valuable in college.

The teachers who spoke at the open house shared their belief that creative thinking was critical thinking and much of this was manifested in classroom observations. In a Global Academy Spanish class there was a significantly small amount of students: seven. This small amount was a mixed Spanish group; four of them were fluent and/or bilingual and three students were not and so the teacher was forced to teach differently to the two sets of students. Still this was not such a large deterrent and, regardless of the fact that none of the students were native speakers, the entire class was still conducted in Spanish. The lesson was on the subjunctive, but immediately a global element was brought in when the teacher began with various phrases in places where Spanish is spoken around the world. This transitioned to the heart of the lesson, a discussion on spanglish and its uses and/or acceptances around the world. The teacher read spanglish phrases and specific words that have become common uses in the Spanish
language despite not being Spanish words. This mixture of a language within various cultures is not something that is discussed in a classroom every day and the approach was not in correcting these phrases into a linear Spanish. Instead, the discussion was on whether or not these phrases should be adopted into the common Spanish vernacular. This led students to discuss the language of text messaging and something they had not considered: just like there is an English text messaging language there must also be a Spanish text messaging language. A simple word like text in English has become a common Spanish world texto. This word, which does not exist in the Spanish dictionary, has become widely adopted across the Spanish speaking world. Would pure language be destroyed by the current bilingual or slang phrases that our current world is using? The discussion of this question was hampered on this day because the students were supposed to have listened to a podcast the night before but unfortunately, they were given an incorrect link by the teacher. Regardless, students were able to think about the question and add to the discussion while being taught a lesson on the subjunctive. The lesson did not disparage current technology and/or the phrases that were invading the purer language. Instead the lesson allowed students to come up with their own conclusions while examining both the pros and the cons to the situation. Research notes that students should have an understanding of world cultures and be able to integrate it in a way that demonstrates global literacy (CED, 2006). This Global Academy Spanish class dealt not only with a lesson on the subjunctive but also on cultural issues around the world.

Much of the research on globalization and education also states that students should be taught with world perspectives while mixing in the skills students would need in the future. This was again evident through observation in a math class at Global
Academy and the walls around the room are littered with posters of historical math figures and from math concepts around the world. The teacher was energetic and kept this group of ninth graders on their toes. The lesson dealt with word problems and how to attack them. The problems were not from the text book but given by the teacher who was using real world examples in the problems. The teacher allowed students to use any tool they wanted to solve the problem including the class textbook, a computer or a graphing calculator and, interestingly enough, the students wanted to share computers to conserve energy; a small but telling demonstration of global citizenship. One of the algebraic word problems was about measurements and this led into a debate on American measurement markers versus the metric system that is used around the world. The teacher did not shut down the ninth graders curiosity but instead urged them to probe deeper. Students went on the internet to compare the measurements and to get the days lesson back on the world problems, the teacher asked students to come back to class the next day with a history of why the United States does not use the metric system. It was not a forced assignment but many of the students immediately made note of it in their planners and two were observed being excited about looking it up. Another world problem brought up the names of measurements such as knots, leagues and furlongs and again the students and teacher dialoged about where this came from and why there are various definitions for measurements. A discussion about ninth grade algebraic world problems now had some global elements instilled as part of the curriculum and what was most noteworthy was the genuine curiosity in the students. There was very little disinterest in the subject from the ninth graders and much interest in actually solving problems in a variety of ways.
The research literature has also shown that to compete successfully in a global world, students will need knowledge of foreign language and cultures. Through examination of the Global Academy Course Catalog is becomes clear that the school supports the research by having an array of languages in their curriculum. Global academy currently offers French, Spanish, Chinese, Italian and German. This is further corroborated though an interview with the school’s principal, Landon Bruce, when he explained the reasoning behind these languages. French is taught because of the school’s obvious connection with the French Ministry of Education and the fact that the feeder schools in Global Academy’s larger school system are French-American schools. Spanish is taught because the greater region of school’s city speaks the language and it could prove to be a valuable language in the local community. Chinese is taught also because of the needs of the city that the school is located in and also as a continuation of a Chinese-American middle school in the building. Mr. Bruce also noted that China is becoming an increasingly important country and it was important for at least some students at Global Academy to graduate being bilingual (or more) in English and Chinese. This foresight shows that some languages are not there because of whims but because schools have taken note of the greater scope of the world and have chosen to imbed a skill into their curriculum. Italian is taught because of the high demand from many families attending the school and German is taught because it is a language that is tied closely with the geographical location of France.

It is the goal of the school to not teach their students languages at a superficial level. Essentially, the school is geared towards being able to think critically in two languages. It is less about fluency and more about being truly bilingual. New languages
are not frowned upon either. In an interview, Mr. Bruce acknowledged that there had recently been a discussion about including Arabic in the curriculum. Mr. Bruce recognizes the political, economic and cultural advantages of learning a Middle-Eastern language and the possibility of including it in the school has been entertained. A new language curriculum for Global Academy requires heavy investment, however. It would take research and investment both economically and academically from an early age (i.e. the elementary and middle schools). A new language also requires the hiring of new teachers and investing in them as well. That is not to say that it will not happen. It does show that Global Academy is constantly thinking about new languages and might very well add Arabic, but the school also takes the necessary time to do their research and not jump into it just because it might be a trendy thing to do.

The embracing of globalization is also evident in Global Academy’s history and geography courses. An observation of an eleventh grade United States History showed students being taught by a friendly teacher who greeted everyone and then proceeded to sit students in round-table status in the classroom. The students had read a primary source for the day’s lesson; a British article that feared the rise of an industrial Germany prior to World War I. When probed about making this article relevant for today, students made the connection that China and United States might be going through the same process in our world today. The discussion continued on about how the United States could fear China and create tension much like they felt the British had or attempt a different path and how that might turn out. What was most amazing about this discussion was that these some of these students, none of whom were Chinese, were already bilingual in the Chinese language and had travelled to China at some point during their
time at Global Academy. This of course enriched the discussion that again highlighted a curriculum built to teach history through a global perspective.

A geography course was discussing immigration not more than two doors down. Observation in this classroom showed the students were making connections between geographical elements and immigration in France. The walls in this room were filled with demographic maps of the world and discussion deviated to include Swedish elections, the immigration law in Arizona connecting with topics of immigration and what stresses immigration can bring. The discussion was Socratic and most students seemed genuinely engaged. The teacher used these discussions as well as PowerPoint and the white board to make points. All of this culminated with the teacher showcasing a stream from the popular blog: ted.com. The video was about population change and gender as well as the role and status of women around the world. The powerful video highlighted the struggles that women face around the world and how something very simple can help make a huge difference in the lives of women around the world. Most notable was the point that not educating women of the third-world nations meant wasting a valuable resource that human’s have: the brainpower of third-world women. All of this sparked an enriching discussion by a group of eleventh graders who were making global connections not with an American perspective but with an international one.

Another curricular element that Global Academy uses to embrace globalization is the arts. The film class was working on an American horror movie unit but in an interview, the instructor was quick to point out that foreign films are used as a means of comparison and perspective. The observable easy-going nature of the teacher-student relationship allowed for interesting discussions both on the basics of filmmaking (the
students were working on the very early version of their scripts) as well as perspectives. In the drama course students were working on acting exorcises as well as discussing an upcoming project. The performances could be performed in either English or French (and I’m sure other languages if the students would insist) while students were encouraged to dive deeper with a character sheet assignment. The visual arts showcased a wide array of creativity and social, political and cultural angles. One picture’s intent was to display corporate greed through the use of photography while other projects artistically portrayed aspects of engineering and modern technology. The combination of global elements and art resulted in wonderful portfolios that clearly were a staple of the curriculum. Lastly, the music was another example of curriculum at work. The students were using music scales from around the world to play a modern day UK song by a popular music group known as the Gorillaz. The fusion of modern songs and musical scales led to a great hands-on learning environment. The class had guitars, bass and drums but also included an old ancient Chinese instrument, bongos, pianos and other windpipe instruments. This was not a garage band atmosphere but rather an environment where students were looking to collectively harmonize their instruments following the world scales on the board. When pressed, the instructor noted that both the foreign and historical instruments as well as the musical elements played a key role in the classroom. This was not intended to be just a music class but a music class that allowed for a greater appreciation of world cultures.

Further documentation in the course catalog showed that Global Academy also has courses that include Theory of Knowledge, English courses, Science courses and other classes that make some claim to using global elements in their curriculum. In an
observation of an English course, for example, showed students studying the novel Great Expectations and the themes it dealt with both on a personal level but also from a global perspective. The various selections that the class used were designed to allow students to go beyond the literature of American culture.

Other elements present in Global Academy that highlighted a desire for international perspective and global citizenship included the grade level meetings, student council meetings and sports. All of these are embedded as part of the mission of the school but are present through its entire course offerings. In an observation of a student council meeting, the focus was on various topics that all required knowledge of global issues. One of the topics was a potential anti-hate campaign that displayed the student’s ability to solve problems diplomatically and showed a keen awareness to the sensitivity of other cultures. During the school’s spirit week the students decided, would be an opportunity to wear purple to show support for the recent gay bullying that had led to the deaths of two students in separate university campuses across the country. In an interview, the teacher responsible for running the meeting pointed out that this was not an item that was on her agenda and it was the student’s themselves who had made this all come about. This campaign that was largely as a result of interest on Facebook, showed an awareness of issues, use of technology and the integration of this knowledge in action. The research notes that globally oriented schools need a global vision throughout their entire curriculum and with the belief that students can learn new things while remaining committed to their own traditions. This was a perfect example of this at work.

Global Academy also makes great use of technology. The principal noted that it was not just about throwing smart boards and the latest and greatest trends at teachers,
but rather about working with teachers to acquire the technology necessary to make the school and their classrooms fulfill the mission of the school. This means that Global Academy is certainly wired with internet access and it is also important to note that they do not restrict internet usage on its campus. Students are free to check Facebook when they want but the freedom also comes with the responsibility of a rigorous curriculum that rarely allows time for social networking during class. Facebook is, however, not shunned on at the school. The principal is aware of the uses of Facebook, Twitter and the internet as a whole, but sees these sites and many others as another avenue towards global awareness for the students. Subsequently, students are aware that responsible balance of this technology is needed.

In addition, the grade level meetings displayed Global Academy’s belief that educating the whole person is an important part of 21st century skills. The ability to deal with pressure and with stress was not lost on Global Academy. An observation of grade level meetings showed the ninth grade students receiving a lesson on drugs and its effects on the brain while the twelfth graders were being reminded of the various outlets students had at their disposal in order to maintain a proper and healthy mind and not get overwhelmed with stress. One of the clearest elements present at Global Academy was a sense of organization in that every part of the curriculum was a piece that built a larger structure of global citizenship. These built-in times for meetings were just as valuable as the content courses to certain students.

Another observation that is a key element in global education is the ability for Global Academy students to take cultural, linguistic and academic trips abroad. Research has numerous examples of schools that provided opportunities to expose students to other
cultures. A brochure and the school magazine all highlighted the possible trips that students could take and posters and pictures shown on the flat screen showed some of the valuable cultural experiences that the students had attained. Global Academy allows students to take at least one trip to various places around the world during their four-year stay. Although not required, most students take advantage of these opportunities at least once during their four year stay at the school. Within this calendar year, for example, students had the option of going to Egypt/Israel, France, Nicaragua, Senegal, Germany, Guatemala, India, Italy, Tahiti and Taiwan. In most of the interviews conducted it was clear that everyone felt that these trips provided a valuable cultural experience by allowing students the opportunity to immerse themselves in the culture by living with families from those nations for at least two weeks. Other students are away for an entire semester providing ample time to understand cultural behaviors, norms and traditions of other nations. The appreciation of the diversity of foreign cultures is a strong part of Global Academy’s global curriculum and these trips abroad allows the school to offer an exceptional hands-on experience of their mission.

Overall, the surveys used for this discussion showed positive feedback from the faculty and staff in regards to curricular elements at Global Academy. On average, the faculty felt eighty-five percent certain that their instruction included global issues. This was corroborated with many of the observations seen during the study. The respondents were also ninety-five percent positive that their instruction and curriculum included teaching critical thinking and problem solving skills. This again was something that was strongly evident in observations of classrooms. Already this is a strong indication as to what Global Academy staff values. Again the faculty and staff felt over ninety-five
percent sure that Global Academy’s students are exposed to international and cultural issues and challenges. Interviews of the administrative team, teachers and counselors all confirmed this by all of them agreeing that students are purposefully exposed to global issues and challenges. Observable student behaviors in the classroom as well as teaching in the classroom furthered matched data from this question. The faculty was less sure (seventy-two percent) about how the school addressed global issues, connections and cultures in their textbooks and supplementary materials; perhaps a sign of an aging resource and the faculty’s preference to use newer technology such as PowerPoint’s, online articles, online videos and other burgeoning technology. As observed in classrooms and confirmed in an interview with the principal there is a confidence in regards to use of technology at Global Academy. The assurance level in regards to the use of technology for global purpose was again high at around eighty-two percent. Many of the respondents also felt strongly that Global Academy addressed its mission of global education through their curriculum. Some noted that it was the curriculum, and the focus on multiple cultures, that was the foundation of the school’s success. Seven of the respondents noted clearly that is was the multi-layered and multi-perspective curriculum that best allowed the school to fulfill the mission of guiding students towards international and 21st century skills.

Of course the global elements present in the curriculum could not be present without a sound level of organizational structure. The second question addressed in this paper will discuss the organizational elements present at Global Academy that allow it to be an truly international and global school.
Second Research Question:

What organization structures support globalization?

The organizational structure of Global Academy is not necessarily typical of most schools. The larger organization continues a hierarchy of a Head Master and Principals as well as various other boards and officers that share responsibilities and duties. All of these positions, however, attempt to work in unison to fulfill the greater vision and mission of the school; that of a global education for a global citizen.

The curriculum of Global Academy is organized to support global elements in the school. In an interview with assistant principal it was noted that the structure of the curriculum, from the array of classes offered to the French and International Baccalaureates, create not only a rigorous set of classes that universities like to see, but also allow the flexibility for the curriculum to be imbedded with global elements. As evidenced by many of the classroom observations, the freedom afforded to most teachers while still adhering to strict International Baccalaureate standards is a structure that allows for the growth of creative and critical thinking.

Global Academy's cultural, linguistic and academic trips abroad are another example of an organizational structure with global elements. Research is littered with examples of schools that prepare students for leadership in their communities, the country and the world such as the Walter Payton College Prep school Chicago, Illinois, (Stewart, 2008) a school recently visited by the president of China. Students in this school study a world language for four years and experience a home-stay exchange with sister schools in places such as China, France, northern Africa, Japan and many more places (Stewart, 2008). At Global Academy a similar experience is seen through the organizational
structure of the school. Through interviews with teachers and administrators it was clear that the students at Global Academy have ample opportunities to not only learn a language but immerse themselves in the behaviors and norms of that language with certain trips. This was also evident in documents such as their IB Theory of Knowledge essays and observed in the classroom and through the many positive comments students made about their experiences in other countries. A student panel at the open house, for example, had many students sharing how their experiences helped shape their views of life with more global aspects. These trips are not random and done on accident. The school’s leaders understood the importance that this exchange/abroad opportunity provides for most of the students.

Another organizational structure that supports Global Academy’s attempt to fulfill an international mission is that of its faculty. Global Academy is not shy in sharing its desire to have an international faculty and proud of the international faculty currently at the school. The school principal mentioned in his interview that this was an essential component of their organizational structure. Global Academy purposefully seeks out at least a minimal amount of international experience. For Global Academy this was to continually seek the perspective of the other as Mr. Bruce put it. In other words, they are looking to have international teachers who can bring the perspective of the nations they are coming from into the classroom and add that to the existing school culture. The school’s assistant principal Mr. Edson Jones stated in his interview that Global Academy actively seeks a faculty who are well educated, generally happy people and who have international experience. This global faculty is the backbone to much of what Global Academy wants to accomplish. This international element is clearly observed in the
classroom as teachers often shared their valuable insights with students. The school is well aware that to be global you must act global and therefore an international faculty full of global experience and perspective is necessary.

In addition to the international faculty, Global Academy also supports globalization through their professional development. The assistant principal highlighted that many of the faculty members attend various International Baccalaureate workshops around the world. He also noted that there are various trainings in place to help with understanding global issues and that Global Academy is a place where new initiatives are heard and discussed. In an interview with the school counselor, Ms. Bianca Franklin, she noted that professional development and global issues are one of the main reasons she works at Global Academy and that they are part of the organizational structure of the school that allows for innovative expansion of ideas. Even with the straightforward idea of International Baccalaureate workshops or seminars, Global Academy is keenly aware of the need to stay abreast of current and future trends in a global world.

Research has also stated, however, that simply having an international curriculum is not enough and often organizational support comes in the shape of academic support for students. Although Global Academy has selective enrollment the curriculum can be daunting and difficult for many students. Both the principal and a school counselor stated that newer students need the help the most and that mechanisms are in place to ensure students can meet these demands. This was supported during the open house; a student panel noted various organizational elements to help deal with the rigors of the curriculum. Students highlighted a ninth grade retreat as a way to help the transition from middle school to high school. In addition, students pointed out that they not only
had traditional counseling but also peer counseling; a way for older students to guide newer students through the difficulties of the curriculum. During the twelfth-grade level meeting, the principal reminded students about the importance of stress management and the various outlets that the school provided to help in event of stressful problems. Even an observation of a student council meeting showed class representatives stressing the importance of communicating and advertising where students could go to get various forms of academic and personal aid during the school year. An international curriculum is not an easy one at Global Academy; it is filled with as much rigor as it is with global elements and this requires the necessary organizational support to make sure that the curriculum holds up. Without this, Global Academy could run the risk of having a rigorous curriculum where students continuously struggled and did not learn the important skills from their education.

There is also a large need for students to have greater understanding of the various cultures they will encounter throughout their lives (Engler and Hunt, 2004) and partnerships can play an important role in the success of global schools. For Global Academy partnerships are a must given the high cost to run the school and this organizational structure helps organize the various global elements that the school has. This is best illustrated in La Lettre the school’s quarterly magazine. In the fiscal year of 2008 to 2009 Global Academy was able to secure economic partnership with many huge companies such as Bank of America, Electronic Arts, Citibank, Google, Microsoft, Oracle and more. The magazine shows that the school has economic partnerships with smaller local businesses around the community. The principal also stated that the school also partners with sister schools around the world to help the cultural, linguistic and
academic foreign exchange trips. There is also physical evidence of student run groups and projects that are making connections with community groups to further causes. One example is when students partnered with *Save the Children* an organization that joined force with Global Academy students to build a school in a remote area of Ethiopia in 2005. These partnerships provide not only financial backing but also offer real-world expertise that is passed on to students and the school in general.

Not to be lost in the organizational structure is the leadership team at the school. The level of organization at Global Academy is tight but also flexible enough to provide necessary feedback and change when necessary. In an interview with the school counselor, it was noted that leadership played a strong role in how global elements were imbedded in fabric of the school. The Dean of students pointed out that the Head of School is absolutely international and in complete support of a global curriculum. This of course disseminates across the rest of the principals and the schools leadership team. Never was this more visible than during an Academic Consul Meeting; a meeting between various teachers and administrators of the high school as well as the principal of the middle school. The observation of this meeting showed the staff examining various elements of the school and including a debriefing on the open house. The administration discussed the locations of the various panels and strategies to make the next open house better. The various department heads were able to voice their opinion on how they felt their expositions went. The meeting also allowed for a discussion on which students would best represent the diversity of students given that the students in attendance for this particular open house were all what they would consider their *superstar* students. The best of example of how this meeting time organized global elements, however, was in the
second half of the meeting. The middle school principal gave out a piece of paper that summarized a speech by a man named Ted Robinson, a renowned educational speaker, who spoke about changing paradigms in education. The ten-minute video that accompanied the speech was a moving piece of how creativity was being killed by the factory-like settings that many schools have today. Ted Robinson’s speech was especially poignant given that this experience of American schools was in the state of California. The video guided the staff towards various discussions of what Global Academy was doing right and wrong in their school. They were almost embarrassingly aware that their school’s finances afforded them an ability and flexibility to change curriculum as well as to stay abreast of the current research. However, this was not a hindrance in asking greater questions about education and how Global Academy could open its doors to those of lower socio-economic status. Here was a school that was clearly attempting, and often succeeding, in being a global school in many areas yet they were not resting on their laurels. Instead, their discussions continued to push what they could be doing better in their classrooms and as a school in general. The meeting was a forum for intellectual individuals who had a keen interest in the global education of students. Clearly this organizational meeting was not one taken lightly or seen as another obligation but as a sincere way to improve and stay atop the current educational research.

Undoubtedly, the leadership team at Global Academy was a linchpin in their attempts to fulfill a global mission. Observing the principal for just afternoon before an interview, you could see the involvement and planning involved in the entire school. Just one morning consisted of meetings with ninth and twelfth grade students, a meeting with the French Director of Curriculum, a lunch time meeting with the student council and
afternoon meetings with outside organizations. The curriculum, the meetings, the entire organization of the school is not left to chance but rather to fit into the bigger goal of Global Academy. Even small problems like technical issues that required creative thinking showed evidence of strong leadership. When the school technical director was overwhelmed with tech issues the leaders at the school created the *mouse squad*; a group of students who would go around to various teachers and classrooms solving technical issues when needed. Here was an example of a problem that was solved and, subsequently, taught some student’s valuable technical skills needed in for the 21st century.

The school is aware of the need to continually grow and so the leadership team also includes a director of marketing. It is apparent through documents such as brochures, custom pens, quarterly magazine and other artifacts that the school was very good at promoting itself. The athletic department and the cultural exchange program have a color, glossy 8.5 by 11 inch paper promoting their vision and agendas. The student course catalogue is well organized and details the goals and aspirations of every class offered at Global Academy. The school’s magazine clearly promoted the achievements of the school as well as the global accolades that the school had. From school plays, music concerts, depictions of inspirational trips and much more, the magazine was clearly intended to show that the school was living up to the international element of its’ name.

The website of Global Academy and the web portal to greater school system in general, is effective and efficient. The website clearly states the school’s mission and how the school is working to achieve this goal and offers links for counseling and student
support including online resources to help students with studying and learning in general. Global Academy has a paper newspaper but also has an online version as well as online daily bulletins that students have access to. Admission, academics, travel blogs, high school parent association and much more is visible on the website. When asked about this the principal, teachers and other school leaders noted that use of this technology is vital in organizing a curriculum.

The surveys given to some of the staff members shows there is a strong sense of confidence in Global Academy’s organizational structure in regards to supporting globalization. Respondents were eighty-four percent confident, for example, that a global and international focus is evident in Global Academy’s extracurricular activities; a strong indicator that the organizational supports allow for this to happen. This was evidenced by many interviews as well as observed in meetings and events such as the open house. Furthermore, nearly ninety-percent of all respondents were sure that Global Academy partners with schools outside the United States as well as other businesses and universities. One respondent noted that the school has extensive ties with the French Ministry of Education and this allows for the French Baccalaureate to exist. Global Academy, this respondent commented, also has sister-school relationships with a school in India and is accredited by the Council of International schools. The partnerships are also present in documentation such as the quarterly magazine and in the many student-led organizations and these are just some of the examples of the partnerships Global Academy has built to support international elements in the school. The staff also felt ninety-three percent confident that teachers are provided professional development opportunities for the purpose of global education. One respondent commented on the
various overseas opportunities that provide valuable experience and international insight and this particular respondent wrote that they were going to Switzerland, Monaco and Nice just the following month for professional development.

A couple of other points that the survey pointed out dealt with parents and time for curriculum planning. Respondents were seventy-five percent confident that the interest and involvement of parents in the school enhances global learning. The number is not remarkably low but it is not as confident as most of the answers in this area. Unfortunately, no parents were surveyed or interviewed and so the connection between parents and global learning is a little murky. In addition, respondents were only seventy-percent confident in that the staff has time for curriculum planning to include a global perspective. This was also seen in an interview where a respondent noted that there is never enough time but it is not so different in other schools and that they do the best they can. Two other respondents noted that Global Academy was working on it and that time is still an issue. A final respondent stated that the International Baccalaureate was an intense curriculum and that teaching the skills it requires will always make time an issue. Even on this end you get the sense that Global Academy is aware of this time crunch and has the supports in place for discussion and perhaps change. Change is not unworkable and Global Academy as all the administrators interviewed noted that feedback and data played a constant role in how the school supported its’ organizational structure which in turn, hopefully supports its vision.

One of the more interesting organizational structures that dealt with globalization was in how Global Academy interpreted their indicators of success. As a private high school, Global Academy is not an academic institution that is after high test scores. They
are proud of the achievements they do have (including several SAT merit scholars) but they do not measure success by simply one test.

Instead, one of the better indicators for Global Academy is how many students get into the schools of their choice after high school. In that regards, Global Academy has evidence of great success. The school website, for example, shows that all sixty-eight members of the twelfth grade class received acceptance to a school. Some of these schools included Ivy leagues schools such as Yale, Princeton, Brown and Harvard. Fifteen students were accepted to the University of Oregon and over fifty to University of California campuses such as Santa Barbara, Santa Cruz, San Diego, Berkeley and Los Angeles. Others went to the Massachusetts Institute of Technology, ten went to the University of Southern California and some even gained acceptance into schools in other countries such as the Parsons School of Design in Paris. This wide array of acceptances comes at a time when admissions have become increasingly more difficult in campuses across the country and so these achievements are something at Global Academy that teachers and administration mention as one of its indicators of success.

Almost all the individuals interviewed from the principal, assistant principal, dean of students, teachers and counselors all noted that the effectiveness of global programs and curriculum was seen in the achievements of the students. For the principal, Mr. Bruce, it was the graduation speeches that could success could be seen. Global curriculum was also present in the cultural exchange trips for many teachers and administrators and in the service learning initiatives that students continued working on long after their required hours were fulfilled. For others, it was acceptances into top universities and international universities coupled with student projects and initiatives.
Ultimately, Global Academy measured its success through the examples of its students and this was evident in the interviews, observations, documentation and surveys.

To further this point the third research questions will look at perceived student outcomes and behaviors at Global Academy.

**Third Research Question:**

*What perceived student behaviors /outcomes are seen?*

One of the more visible global elements present at Global Academy is that of student outcomes and behaviors. From the start of the school’s open house it was clear that students were the main protagonists in the day to day fulfillment of a global mission. The first observation of the day began with students performing an eclectic mix of music with some of their teachers, displaying an understanding of basic musical instruments but also global musical awareness. The rest of the open house demonstrated numerous examples of student driven participation. One of the panels was completely student-led and allowed students to discuss what the spirit of the school was with potential new parents and students. Student presenters also talked about how the school focused on creativity and inquiry rather than rote test-taking. Students also showed leadership in giving clear examples of how teachers challenged them in the classroom through projects, writing, discussions and more. During the languages session, students spoke about the depth of knowledge many of their teachers possessed having come from the home land of the language they were learning. They also noted that learning a language was not simply a linguistics mechanism but rather a tool to learn about the very culture of the language. Finally, a former student of Global Academy came in to speak about her
experience at a university and was quick to point out that while her current university was in the early stages of acknowledging globalization, she was well ahead of the curve because of her high school education. From the student speakers to the student performances the open house served as a good summary of student outcomes that related to globalization.

In the classroom there were numerous observable examples of students solving problems, analyzing and evaluating global issues. The film classes had not only analyzed foreign films but many of the finished projects tackled global issues as well. The art portfolios were heavily influenced by not only domestic but global influences and causes. In the music class, students spoke of having the freedom to explore their musical range and, though contemporary music was not forbidden, most students chose to mix modern music and instruments with global perspectives. The song they were working on during this observation also allowed the teacher the ability to teach global musical scales and incorporate more obscure instruments. One instrument, a more ancient Chinese stringed instrument proved attractive to many students in the class. Observation of the performing arts class showed that students can perform in whatever language they are comfortable with and prior productions tackled global issues of tolerance. The school’s quarterly magazine documented a story on the The Laramie Project, a production based off the killing of Matthew Sheppard, a young homosexual who was murdered outside a small town in Wyoming. This project was not just an opportunity for acting but an opportunity to raise awareness about a controversial issue. In fact, some students even made the journey to Wyoming to visit the scene of where all of this took place. The trip ultimately turned out to be about struggling humanity and asking questions of why something like
this could take place. In an era of globalization, the research shows that it will be increasingly important to understand various cultures and beliefs and Global Academy’s students behaviors showed a willingness to move towards this ideal.

Ninth Graders in an algebra class showed other 21st century skills even though they are less tangible. While students were working on world problems the level of questions that came from the students demonstrated critical thinking and an inquisitive nature. A simple word problem that required a specific unit of measurement led to questions about why those measurements exist and what they mean. Students also demonstrated an awareness of the environment by insisting on sharing computers to find required information and vocalizing their reason; to conserve energy. As the algebraic lesson continued it was clearly observable that the students were encouraged to solve real world problems not by the teacher showing step by step instructions but by allowing the students to ask the right questions. The outcome of this class was a group of students who were now interested in asking why the United States uses a different form of measurement than that of the rest of the world. In addition, the students were curious in learning about different forms of measurements used around the world; again another example of student behaviors that lead to a better, well-rounded and global student.

Two other strong examples of student behaviors that result from the global curriculum were in the history and geography classes. In the eleventh grade United States history course, students were immediately instructed to sit in a round table and from the onset it was clear that this was not going to be a lecture course. Instead it was an expectation that the students would contribute to a discussion. The discussion that day focused on British and German relations prior to the First World War. Each of the
students took out a primary source article that they had read in anticipation of the day’s lesson. Most had little notes or highlights on the paper and as the discussion began students were expected to back up their statements and/or questions with something from the text. This analysis-skill is perhaps not uncommon in other schools but it was still clear that these students not only could analyze but were willing participants in the discussion. The talk eventually led a comparison of British and German relations with that of the Chinese and the United States today. The teacher interjected when necessary and asked timely questions while keeping some of the quieter students involved. The discussion turned when one student wondered if the greater population of the United States would grow to fear China and begin to create policy based off that fear much like the British did; a move that slowly led to World War I. Using support from the text, this inquisitive thought was clear evidence of a global curriculum at work at Global Academy. As the bell rang marking the end of the lesson it was apparent that students had left that classroom with a better understanding of international history and current issues. Afterwards, in a short interview, the teacher noted that some of the students in the class were fluent in Chinese, had visited China and that that combination led to great global experiences that they used for discussion.

Geography was another observed course where more evidence of global curricular elements was at work. Although this lesson did include a lecture from the teacher, many students were not shy in asking questions and bringing in outside references into the classroom. French immigration issues, of which the French instructor was keenly aware of, resonated with students’ recent knowledge of the then recently passed immigration law in the state of Arizona. The discussion continued with questions on why United
States police officers could not check for immigration status and how the issue of local
governments versus the federal government was a key factor of this. All of this tied in
neatly with the teachers attempt to show students how various population changes could
affect the greater political, economic and social landscapes of the area. The discussion
then turned to gender and after the teacher showed a video on the discrimination
(primarily in third world nations) of women around the world. The first video then led to
a separate video of a speaker from the popular ted.com blog. Combined, the students
now had knowledge of websites that they go to and learn more information as well as
links to sites that could spur them into action. The discussion was again mostly student-
led and at the end most students left with a greater understanding of the wider world
while also have clues as to how to make a difference. Two girls left the classroom
discussing how they could use microcredit organizations such as kiva.com to help make a
change in the lives of women around the world. This powerful lesson on rates of changes
in populations again resulted in students emerging with global perspectives.

Other examples of global student behaviors included an observed lunch time
student council meeting. This meeting was a clear example of students solving problems,
analyzing, understanding global culture and student driven participation. The meeting
began with the student body president putting up an agenda for the rest of the
representatives. The first item was the improvement of the school’s multi-purpose room
and the library. Word had gotten around the representatives that some students,
particularly older students, were not happy with the noise level in the upstairs library.
What they felt should be a quiet place had turned into more a social group meeting. Each
of the representatives of the various grade levels discussed their viewpoints on the matter
and ultimately it was determined that having moved the computers away from the multi-purpose room and into the library had created a need for students to go upstairs and into the library not to do work but to be on social network sites such as Facebook.

Acknowledging this piece, the principal made a note to look into making some changes so that students who wanted to go to a quiet place could and those students seeking more of a down/play time on the computer would have options as well. This diplomatic procedure was efficient and quick. The second order of business on that day also demonstrated 21st century skills. The entire week was dedicated as spirit week and each day there was a different designation of what students could potentially wear. One day, for example, was an expression day where students were encouraged to clearly wear something that marked who they were. One day in particular marked an awareness of outside issues; students decided that on one of the days they would change the day to a “wear purple” day. When the principal asked what that meant, the students informed the teacher that on that day, across the nation, people were going to wear purple to raise awareness against bullying of homosexuals on school campuses. This student body was certainly aware of the recent suicides in the news and so they voted to change one of their spirit days to a wear purple day. This anti-hate campaign, as they called it, was a clear sign that they understood more than superficial issues. The meeting proceeded with students discussing how to get students bussed into games because athletic event attendance was sparse. Although no real solution was given, the students were undoubtedly laying the foundations for some discussion in order to make change happen. The rest of the meeting loosened the mood as students began discussing t-shirts and
sweatshirt fundraisers. Ultimately, the meeting was a forum for students to discuss and make change happen and was yet again another example of 21st Century skills at work.

Research has also shown that international schools should prepare students for working and living in global society and some schools are already providing opportunities to participate in activities such as the Model United Nations such as is done in school in Texas (Jackson, 2008). Documents and brochures show that Global Academy allows students to use skills with the added element of international exposure with organizations such as their own model United Nations group. Other student led clubs include Amnesty International, an organization that tries to free unfairly imprisoned individuals, and the A.S.I.A. Club, a group trying to bring some culture of the modern Orient into Global Academy. The organization, Bake-4-Lives, bakes treats in order to give back to the community while the Black Latino Union strives to achieve similar goals as the A.S.I.A. Club. One teacher also pointed out in an interview, Democracy Now and Junior States of America, groups that give students the opportunity to debate and discuss all sorts of political issues. The Foreign Film clubs helps raise awareness of international artistic achievements and movements while the Multi-Cultural Students Association seeks to promote awareness of other cultures. As mentioned earlier some students also help out the KIVA organization in raising and loaning money to individuals in third world countries who are seeking some form of economic independence. The remarkable element of these clubs is that conception and day-to-day operations are almost exclusively student run.

Much of this is linked with CAS (Community, Action, Service) initiative at the Global Academy. By the end of their tenth grade year students are expected to complete
at least fifty hours of community service and/or other CAS experiences. By the end of their year the CAS requirement is raised to 150 hours. Each category of community, action and service requires 50 hours of completion and students are expected to write about each project they commit to as well as submit a final reflection by the twelfth grade. Part of this expectation is that students will use their own initiative to select what projects they want to work on. The clubs mentioned above are an example of this in action. What is even more remarkable is the principal acknowledging in an interview that many students do not simply fulfill their hours and then give up on their projects but instead continue to log countless hours long after their fulfillment. The school’s objective is to encourage students to explore new experiences and commit to long term projects that ultimately see some results. In this regards, there is plenty of evidence showing students who are genuinely serving others, caring about the environment and creating action that leads to positive results. All of these elements are essential in the definition of global citizenship.

Other examples of global student behavior must of course include their cultural and linguistic trips abroad. During the open house it was easy to observe students who consistently went to back to how life-changing these trips were and the level of depth and perspective that they provided. One girl in a United States History class mentioned how her trip to India changed her views on various aspects of her life and this consequently shaped her opinions about the topic on hand. When interviewed, the principal noted that building schools in Ethiopia and a center in Senegal demonstrated the outcomes that Global Academy seeks from students. Other students wrote about their experiences in online blogs with one student highlighting an impromptu encounter with another school
in India and how their group subsequently deviated from their itinerary and instead exchanged stories and songs with this school. In the school website there was documentation of a student who wrote about a detour from Florence, Italy into the smaller town of San Gimignano and how this experience allowed her a breathtaking view of the Tuscan countryside as well as time with an Italian peer who was serving as a tour guide. This young guide pointed out why some of the towers were so remarkable and this experience, among others, underscores Global Academy’s emphasis on teaching students to respect and appreciate the diverse cultures they will encounter in a global world. Research clearly makes note that this exposure provides a framework for cultural understanding that is not typical of most schools. The end result is a group of students who are globally focused in and outside of the classrooms with experience that will stay with them for the rest of their lives.

Global Academy seeks ways to continually push environmental awareness and action. To help with this the school has created a Green Task Force that consists of administrative staff, faculty and parent representatives. This task force seeks to help the school progress in finding new ways to push the “green” movement. Specifically, the task force helps review school policies and decisions and tries to ensure that Global Academy is conscious of environmental consequences. The task force helps devise long-term plans for including the environment in teaching practices and day to day operations. In addition, the task force works with the management team in coming up with ongoing environmental awareness programs and ways to communicate these programs and strategies to staff, students, and parents. Lastly, this group works on finding ways to conserve energy, find renewable energies, minimize fuel use for the school (i.e. school
buses), reduce waste, run recycling programs and help with the operation and maintenance of the buildings and grounds.

The school is also very clean inside and out. Inside the campus there are numerous trash cans and recycling bins as well as clean floors and walls. Most of the rooms were well kept and there was a general sense of environmental awareness seen through posters in the various classrooms. Other than the environmental board of the school, there did not seem to be an overt calling for this but, when pressed, most interviewed noted that the environment was an important part of Global Academy and that students are a vital part of this. The observations inside as well as outside of the school showed a clean school and a school that recycles.

When asked about perceived student outcomes and behaviors almost all those interviewed made mention that students truly are solving real world problems. Many gave examples of community service projects on both the human and environmental levels such as working with Friends of the Urban Forest planting trees, Habitat for Humanity and the museum of modern art. One interviewee stated that community service often was not a requirement but a passion for students at Global Academy and that students end up volunteering not for points, but because they sincerely want to. Others mentioned ongoing programs such as the project in Senegal, a movement to help a health clinic in Peru, working with food banks and more. Again the interviewee mentioned that most students are genuinely invested in the work they are tackling. When asked about the general knowledge that students have about international culture there were more examples of the students trips abroad but also student work in the form of their
International and French Baccalaureate essays and how they incorporate international elements into their writing.

The survey data points towards much of the same results. The respondents of the survey were nearly eighty-eight percent confident that students were developing some sense of civic responsibility by indentifying specific ways that they can make a contribution to the resolution of a global issue. This high number points to the global awareness that students have and was observed in their ability to integrate this awareness with action and service in and out of the classroom. Respondents were also ninety-three percent confident that students understood cultural points with one respondent adding a comment of “more so than their parents.” When it came to asking about student appreciation for diversity and culture, respondents were nearly ninety-eight percent confident that Global Academy students had some sense of this element. This was observed in the school magazine, the open house observations, and classrooms as well as in the evidence provided by those interviewed. This high degree of confidence continues to showcase Global Academy’s success in promoting a global curriculum with visible student outcomes and behaviors. Lastly, respondents were also eighty-four percent confident in students’ ability to explore environmental issues as was noted earlier with various programs and organizations designed to keep the school green.

Ultimately, the purpose of this study was to identify curricular elements in California schools and their associated student outcomes. The observations, interviews, surveys and document review has shown that much of what the research states is evident at Global Academy because there are numerous examples of student outcomes and
behaviors that are seen as a result of the organization structures and curricular elements that support globalization in this school.
Chapter Five: Discussion

Purpose of the Study

The purpose of this study was to identify curricular elements and their associated student outcomes at a California school that addresses globalization. Chapter four presented the findings from the case study at Global Academy and discusses the curricular elements, organizational structures and associated student outcomes of a school embracing globalization. The data collection and analysis were completed to answer the following research questions:

1. What are the curricular elements in schools embracing globalization?
2. What organization structures support globalization?
3. What perceived student behaviors/outcomes are seen?

Data collected by the researcher was generated from document reviews, observations, interviews, and teacher surveys and data from this study points out some very specific answers as well as specific evidence for each of the research questions and the following are the emerging themes from this study and their possible implications

Themes

Leadership

Although often a theme in most studies, it is still important to note the importance of leadership at Global Academy. In regards to organizational structures, the meticulous organization that permeates the school in fulfillment of their mission is admirable. The
meetings at Global Academy are meaningful and taken seriously. The programs are
designed with purposeful intent as is the design of the building. The aesthetics are clearly
geared towards showing an embrace of diversity and cultures. Through flat screens,
computers and state of the art equipment (when needed) Global Academy remains on top
of current technological innovations and they are always questioning how they can better
fulfill their mission through technology. Bell schedules and general schedules are
designed to provide the most effective and efficient execution of the school’s mission.
The organizational structures are also very flexible, however, and the built in time for
academic, grade level and other meetings allows change and action to take place if
necessary.

The principal at Global Academy sincerely believes in the mission of the school
but also realizes that any vision is successful through flexibility and execution of a well
educated, well trained and often international staff. The leaders of this school are not
blind to the peripherals surrounding Global Academy, particularly that of money. They
work within their boundaries and seek to expand boundaries wherever they can. All of
this flexibility however is encased in a strong foundation that is the core belief of what
Global Academy is trying to accomplish.

**International Baccalaureate**

Global Academy clearly wants to distinguish their curriculum and vision with
international elements. It is perhaps the only truly international school in their city and
definitely the only school in the urban area that offers a full International Baccalaureate
and French Baccalaureate. In fact Global Academy qualifies not only as an American
private school but as a fully accredited French private school. Those students fulfilling the French Baccalaureate are receiving the same education most French schools offer in the actual country of France.

Evidence suggests that the curricular elements present at Global Academy that embrace globalization include a curriculum that allows students the ability to think critically as well as creatively. Fidelity to the International and French Baccalaureate programs gives students the opportunity to ask questions and solve problems in a variety of ways, including writing that is effective and clear. In addition classes are taught by a group of teachers who have significant global experience and/or are international in regards to their nationality.

Skills are a vital part of the curricular elements at Global Academy and the International Baccalaureate program is a catalyst for this. These 21st century skills include the ability to investigate and analyze problems. Global academy sets out clear goals for their students that include evaluation of situations and giving out clear opinions that are backed by evidence. Global Academy mixes theses skills into their core classes, electives and extra-curricular activities. Standard courses such as English, Math, and Science are present at Global Academy but most actively look for ways to add international elements into the mix. Other classes of the International and French Baccalaureate such as Geography, Theory of Knowledge and artistic electives allow Global Academy to continually push international themes and issues.
**Languages**

Foreign languages play a significant role as a curricular element that embraces globalization at the school. Global Academy takes careful steps to give their students a thorough understanding of languages that goes beyond learning to speak it fluently. In these classes, Global Academy looks to teach students about the culture of various nations and the backgrounds and traditions that encompass the language. Learning languages such as French, Spanish, German, Italian and Chinese are not viewed simplistically or without a long range plan at Global Academy. The school’s vision of using the languages to impart culture is coupled with the hiring of international teachers. The experiences and knowledge that these teachers bring is a key component in the success of this part of the curriculum. Often the learning of languages is done through linguistic trips abroad where students are allowed to stay with families in foreign nations for at least two weeks. These trips serve to enrich what the students have already learned with an educational immersion experience.

**Global Citizenship**

The curricular elements and organizational structures of Global Academy produced incredible student outcomes and behaviors. From the onset of this study, the students showed remarkable leadership at the open house. They produced an eclectic and international musical performance leading into discussion on how the curriculum challenges them. They have produced plays that centered on tolerance and acceptance and have performed them in languages other than English. Their artistic portfolios are filled with countless examples of awareness of global issues.
In the classroom students are afforded the space to learn critically and creatively. The students ask questions that go beyond the standard lesson and they add to discussion while being careful to back up their words with poignant evidence. They produce well written essays on variety of topics that are close if not on par with college level papers. Most students take advantage of their situation and are alert and interested in the classrooms and generally they are not seen going through the motions. There is little need for teacher discipline as most of the students are willing participants in the class. This is not, of course a blanket statement for all students. This study observed students in some classrooms over a short period of time, however, the level of willing attentiveness was certainly noticeable enough to make mention of in this study.

The students also run various organizations and clubs designed to solve problems, think critically and incorporate global elements. Although students are required to complete 150 hours of community, service and actions hours it was clear that the students often went above this number and did it genuinely. Outcomes ranged from internationally themed clubs such as Amnesty International, Model United Nations and multi-cultural groups to closer to home projects such as Friends of the Urban Forest and the local modern art museum. Each of these groups is, for the most part, student conceived and student led. They have focused on a problem, sought solutions and attempted to provide answers or outlets while remaining aware of international societal concerns.

Other student outcomes include the work done on study abroad trips. Students from Global Academy have travelled many places around the world and have either acquired cultural knowledge and/or have helped other communities in different ways.
Student outcomes include helping out with a health clinic in Peru, building a school in Ethiopia and helping with a center in Senegal. These trips have shown students’ genuine desire to help people around the world and, in a simpler way, have helped them attain a respect for other global cultures. Ultimately, the experience from these trips has shown a clear indication that the international curriculum at Global Academy has the ability to change the mindsets of urban youth who in another school might never have had this kind of opportunity.

**Emphasis on the Mission and Flexibility of curriculum**

Global Academy is a private school and throughout its thirty years of history has not had to deal with the traditional public educational ebbs and flows during this time. The principal stated numerous times that it was an advantage to not have to worry about test scores other than the SAT. He also noted that while he and the rest of the leadership team at the school were unquestionably aware of No Child Left Behind and the recent move to hold schools, principals and teachers accountable, those were not concerns of Global Academy. The school was not worried about standardized exams and the principal noted on several occasions that what was of concern to them was constantly fulfilling the mission that the school has sought to achieve. This was an important theme that developed from this study; an ability to worry about one goal rather than test scores and statistical bands. In various interviews it was noted that the school was free to make changes at will because of this point.

Giving students the opportunity to take action and make their own decisions is another important piece for Global Academy. Active roles in clubs, sports, music, art and
student government allow students the freedom of expression, opinion and ultimately the ability to take action. Global Academy does not look to stifle the creativity and the expressionist freedom of its students, but instead allow it to flourish by providing the mechanism to articulate opinions, debate and take action. In the end, Global Academy’s goal is to have students who have and can understand multiple perspectives about the variety of things they will encounter not only in their community, city or country but also around the world.

This study also shows that the leadership at Global Academy has a mission, believes in it and proceeds to do whatever it can to fulfill the vision with evident flexibility. Their experience has allowed the hierarchy at Global Academy to devise a curriculum that incorporates various international elements and subsequently help students stay abreast of current world issues. They change this curriculum when current research calls for it and are not stagnated by the mandates of No Child Left Behind. This is a key element to their success and shows that they have the organizational prowess to not only stay current but peer into the future as well.

**Small School Size**

Global Academy is also not a large school currently holding an enrollment of roughly three hundred and forty students. This small size allows for small classes when needed. One observed classroom had only six students in the class while the largest class observed turned out to be a ninth grade class where twenty-three students were counted. The advantage of Global Academy seems not to be in the small class sizes in relation to their teacher, but rather that the school as a whole is small. The principal and assistant
principal as well as counselors noted that the school was small and it was much easier to keep track of what students were doing, how they were progressing in this environment than in a larger high school. Global Academy prides itself in a rigorous and international curriculum but the tough academic standards, coupled with the intense French and International Baccalaureate, can take a heavy toll on students, especially incoming freshman and the small size of Global Academy provides various outlets for both academic and social aid.

**Study Abroad Trips**

Global Academy emphasizes teaching students a truly international education. Part of this is their desire to pass on to the students the need for respect, appreciation and a genuine desire to learn from the diverse cultures that are present in our world. Global Academy believes that much of this can be manifested in cultural, academic and/or linguistic trips that they offer to students throughout the year. It is the hope of Global Academy that these trips enrich and enhance the global and international education that students are receiving throughout their time at the high school. Whether to immerse in culture, academics or simply get a better grasp of the language these experiences serve as a key component to the Global Academy curriculum.

An example of the power of these exchanges is the ongoing project in Senegal. The prior year students of Global Academy launched the Senegal Project. This student-driven project helped coordinate fund-raising opportunities in the community in order to help raise eight-thousand dollars to help build a school and community center in an impoverished city of M’bour, Senegal. The center has recently been completed and is
helping poor children (Ages three to five) and their mothers in the area. Plans are in place for students to return to Senegal in February of 2011 in an effort to oversee the project and continue raising funds to see the completion of the school.

Each student is allowed and encouraged to take at least one exchange trip during their four year stay at Global Academy. Although not all students participate a vast majority take the opportunity for at least one trip with many taking multiple experiences. During the 2010-2011 school year students had options to take either cultural, linguistic or academic (long-term) exchanges in Egypt/Israel, France, Nicaragua, Senegal, Germany, Guatemala, India, Italy, Tahiti and Taiwan. Most of the trips are an additional cost to the students and families although there is financial aid money available to students who need to use it.

**Recommendations**

It is quite evident that the organizational structure and the curriculum at Global Academy provided many of the results that current research literature is suggesting. The leadership at Global Academy offers a tremendous advantage by being well organized but flexible. The faculty is international in name and in experience and also seeks critical thinking and creativity from their students. The students subsequently produce genuine examples of global citizenship. All of this is positive in nature and points to some very interesting elements that make the program at Global Academy work. Despite the success, there is always room for innovation and change and as evidenced beforehand, Global Academy has the flexibility to make changes when needed. The the following are
recommendations for both Global Academy and a final recommendation for policy
makers based off the results of this study

**Continue Partnerships**

Programs and partnerships are an important component that resulted from this
study. Global Academy has a mixture of organizations, including various boards for
financial, diverse and environmental factors. These progressive groups seek to
continually improve the school and not allow it to stagnate. This is also supported by the
various partnerships present at the school. From sister schools in other nations to
economic affiliations close to home, Global Academy takes steps to make sure it has the
partnerships necessary to make the school work. It is important to continue these
enterprises given that a global world will require international interactions. By
expanding partners Global Academy can continue the success they have through the
curricular and academic help that comes from these joint ventures. In addition,
partnerships can also help making the school more accessible to others.

**Accessibility**

Another recommendation for Global Academy is to help make the program more
accessible to families with lower socio-economic statuses. Finding avenues to include
lower income families, while providing adequate support for the student, will give others
the opportunity to be part of this globalized curriculum. Clearly there is competition
amongst the various private schools in the city that Global Academy is in. Allowing
more access will require partnerships and financial help, but would further the mission of the school while having a greater impact on the surrounding community.

In addition, although the school has diversity in an international way, there is a noticeable lack of ethnic minorities in the school, particularly of Hispanic and African-American descent. Global Academy does not seem to be diverse in this regard given the majority of the students are White and/or Asian. This is not to say that Global Academy does this on purpose or in any way avoids certain races. It is, however, a microcosm of society; the tuition has clearly prevented many ethnic minorities from even dreaming about attending this thirty-thousand a year school. Although it is important again to note that there are various international backgrounds represented in the school opening accessibility in this way will also help continue a global vision.

**Continue Study Abroad Program**

Global Academy should continue its excellent linguistic, cultural and academic trips abroad but should also look to expand the Study Abroad experiences to include other cultures and perhaps partnerships for lower costs. These powerful exchange trips have the potential to put a global curriculum into a real world perspective for many students at Global Academy. The buzz of past and future trips is palpable as you walk through the school as well as in the classroom. Most students are eager to talk about their past experiences and newer students are eager to get the cultural experience and/or the opportunity to use a language they have learned over the years. It is apparent that these trips are a vital part of Global Academy’s success and so continuing them would only make sense. However, there should be constant innovation in where students are sent as
well as providing necessary financial support to allow every student at Global Academy the opportunity for at least one trip.

Teacher Collaboration

Based on surveys and some interviews, one of the few areas where teachers felt Global Academy was lacking was in the time allotted for collaboration. Most teachers noted that not everything could be squeezed into one day but perhaps this is one area where cross-curricular planning could pay dividends. Allowing more time for teacher collaboration will further fuel the goals of the school by providing realistic long term projects for students that will continue to push the students in creative, critical and innovative ways. Observing the teaching staff at Global Academy showed many adept, knowledgeable teachers who showed the ability to push students to think critically. Allowing teachers the time to collaborate will only enhance the International and French Baccalaureate programs by giving teachers the avenue to combine skills and strategies at will.

Revisiting goals of No Child Left Behind

It is apparent that the general and specific goals of public schools are not appropriate for this rapidly changing 21st century world. School districts, state departments and the federal government would do well to re-examine what they would like to see from students upon exiting a K-12 system. It is obvious that the current goals are not sufficient and/or effective. Students are not only dropping out and not graduating, but those who do graduate are not necessarily ready to hold jobs in a global market. The
lack of languages, cultural experiences, and a deepening lack of critical and creative thinking has hampered public schools in this country. In this regard Global Academy does not have an advantage because of money, but rather its lack of pressure from test scores.

It is not Global Academy’s job to worry about California’s Academic Performance Indicators or end of year standardized test exams. In the discussion had with much of the administration team at Global Academy, one of the biggest factors in their ability to succeed was the ability to be flexible enough to make decisions and changes not for accountability measures of teachers and test scores but rather based on the latest research. It was no accident that the administrators and teachers watched a video based of some of the latest educational research at a staff meeting and all of them were encouraged to expand on this by reading suggested articles and books.

Here is the one fundamental change that derives from this study; the need to rethink the goals of public schools. More internationally themed goals filled with opportunities to truly learn new languages and cultures are needed in our current schools. Politically, economically and socially the changes happening in the world are undeniable, yet our schools have not taken necessary steps to act on this, choosing instead to hang their success on standardized test scores. The Federal government’s most recent agenda (Race to the Top) has among its criteria to receive money, a desire to see districts link teacher performance to test scores as if that would solve even some of our education system’s issues. The problem is not in trying to rate students’ learning ability off standardized tests, but rather in challenging them with a curriculum that forces critical thinking, analysis, problem-solving and culturally-aware skills out of students.
In this regard, money is not the obstacle but rather the goals and aspirations of the schools. Global Academy is not paid to be international, but chooses to be so. It is true that when it first began, Global Academy’s goals were to be a French immersion school but innovative and forward thinking have allowed that first goal to branch out to include other cultures. Today, their curriculum is constantly aware of the changing international landscape. A rethinking of goals will not necessarily require a complete reinvention of the United State’s school system. Global Academy has many of the core classes offered in many schools around the country and the International Baccalaureate program is not unique to Global Academy. All it is requires is a shift in philosophically thinking about the future of our nation’s students. What direction this country heads will be determined largely by education of current students. If politically, economically, socially, technologically and culturally public school students are behind or at a disadvantage with other students either domestically or abroad, this country will be at a huge disadvantage in a rapidly globalizing world. In addition it will be guilty of grossly misusing a large resource; that of human intelligence and creativity.

Rethinking the fundamental goals of public schools is recommended in order to begin making some of these changes happen as well as well as an examination of the resources it would take to flexibly replicate the model that Global Academy presents. Global Academy is not the perfect school and it would be dangerous to think that simply replicating what the school does on an exact measure is what is required. Instead, this study points out some of the elements that make the school successful and the clear-cut goals, mission and vision are a vital first step.
Further Research

Longitudinal study on how this global curriculum has had sustained success

The goals of Global Academy are clear and it is stressed continuously that their jobs are tied in fulfillment of the mission of the school: Guided by the principles of academic rigor and diversity, Global Academy offers programs of study in French and English to prepare its graduates for a world in which the ability to think critically and to communicate across cultures is of paramount importance. This mission has not waivered over the school’s thirty year history and any changes made are to continually push the ideas of global citizenship in an international world.

Ultimately, Global Academy shows how much of an impact a global curriculum can have on its students. Students have not only shown a remarkable desire to succeed academically but also to showcase many of the global citizenship characteristics that could prove to be a major factor in making this global world a peaceful world. Further research is required in examining whether or not Global Academy has had sustained success and what are some of the long term mechanism in place that allow it the ability to be a truly global curriculum in the long term.

Study the impact that tuition has on the success of Global Academy.

For all of Global Academy’s accolades, there is one very large point that needs to be addressed and/or further researched. How much of the success of Global Academy is attributed to its’ thirty-thousand a year tuition, its’ endowment funds and the overall depth of resources that the school can pull from? Is it only the large resources that allow for student linguistic, academic and cultural trips to happen? Is it only the resources that
allow for students and teachers to take trips to the original locations of the artistic plays they are performing? Is it only the resources that allow classrooms that are taught by an internationally diverse staff? It would appear at first glance that in many areas Global Academy can only function because of the large amount of money at their disposal. There are, however, very subtle clues that have nothing to do with large resources, particularly those of student outcomes. The classrooms at Global Academy are not necessarily state of the art with the newest and greatest technologies. Perhaps they could be, but many of the classrooms observed where as simple as desks, a whiteboard, teacher/students and nothing else. It was not the money that grabbed the attention of the students, but dynamic teaching. Furthermore, there is a great amount of interest from students in the classrooms, including asking questions that go beyond wanting to find an answer for a grade.

With the exception of the student abroad trips, the community, service and action portion of the curriculum is also very much independent from deep resources. Students joining clubs and/or creating action-oriented organizations that are globally-aware, does not require a depth of resources, but rather motivation and desire; something many of the students are not short on. In addition, the International and French Baccalaureate programs are, for all intents and purposes, voluntary and not forced on the students.

Study the impact that feeder schools have on Global Academy.

There is also a need to examine the impact that the feeder schools have on Global Academy. Although not all students come from Global Academy’s French-American feeder school, there is clear evidence that many students who have gone through the
entire K-12 system who are well prepared with 21st century skills as well as with extensive global experience. Even the students who have not come through Global Academy’s specific feeder school are still students who have some international exposure through other programs like the Chinese-American School or even other private schools who have language immersion programs. Many of these students have studied a language from an early age and most have been exposed to teaching that pushes critical thinking. What is the impact that these schools have had on the success of Global Academy? Does Global Academy have the potential to take a student from a public school system, for example, and still successfully fulfill their mission with a student who did not come as well prepared for the rigorous international curriculum?

**A review of public schools case studies for replication of Global Academy curricular elements.**

There is also another question when discussing the curriculum of Global Academy. How much of what the school does can be translated into the public school sector? How much of the curriculum and the organizational structures that make Global Academy an international school can be replicated in public schools in California and/or urban cities in general? The answers to these questions will not be easy given the large tuition of Global Academy in comparison to the per-average student spending in California. According to the California Department of Education the 2007-2008 year, for example, the average spending per-student was close to nine-thousand dollars; a number that could very well have dropped given the state’s current economic crisis. Even the
highest per-student average in the country is not even half of the tuition for one student at Global Academy.

Perhaps a good way to begin examining this is how the public school sector and Global Academy spend the money they do receive. How much of it goes to acquiring top-notch educational (and international) talented teachers for the students? How much of the resources are allotted for scholarships, trips and facilities? Global Academy gives readers a good idea of where its money is appropriated in the quarterly magazine. Sixty percent goes to the faculty, five-percent to pay off a bond, eleven-percent to facilities, sixteen-percent to administration and eight-percent to programs/materials and trips. How this compares to public schools is a monetary issue that should be researched. (Attempts to pull data from the California Department of Education required an unknown program and hours to download huge files). So the question is there: Is it the large gap of per-student spending that makes the difference or simply how money is appropriated? Until this is further researched it will be difficult to answer many of the questions that this study presents.

Conclusion

The very idea of globalization begets many political and economic questions particularly in regards to the United States role as a global leader. Technological, economic and political forces are changing the way we live our lives today. Communication between many nations is available with a few clicks on a computer and the tension this creates for local governments is noteworthy. This rapidly
changing world, however, can also carry positive improvements for the future lives of students.

A world that is globally connected requires a need for students who are globally aware. If American students are to be prepared for the changes in this 21st century they must have the necessary skills that make them globally competitive. Most schools across the United States are not concerned with developing global citizens but instead on test scores and graduation rates. The current system appears to be concerned with domestic environments when it is increasingly evident that the work place is far more global.

Earlier it was pointed out that this study will be useful to practitioners in pointing out many of the curricular elements present in schools that currently employ global elements. In addition this study could be useful to policymakers in helping them to understand the importance of integrating globalization into curriculum. For researchers this clarifies questions needed to continually address globalization.

This study of Global Academy has achieved many of these goals. Many of the elements that embrace globalization are evident including a well developed curriculum, organized leadership, international faculty, exchange trips abroad and more. The results of these elements, including altruistic projects, community service, and academic excellence are clearly evident as well and can be useful to policymakers and school-builders who are trying to integrate globalization into schools. Of course this study does give rise to some important questions particularly that of how much impact does money play into the success of Global Academy.

While this study alone cannot bring definitive significance to the research questions it is important to remember that this is one study in a thematic group of eight.
When all eight thematic studies are viewed together and there are possible common findings, this could suggest that much of what is happening at Global Academy is significant. Ultimately the combination of studies has the potential to make the curricular elements, organizational structures and student outcomes extremely significant in beginning to address globalization in schools.
References


Appendix A: Document Review Instrument

This is a comprehensive list including, but not limited to, the following documents for review.

Curricular Elements
· School site plan w/emphasis on looking for globalization elements in criteria
· District/school level textbooks
· School handbook
· Mission statements
· School’s official website
· Test Scores
· Master Schedule
· Classroom Environment
· SARC (test results)

Organizational Structure
· PTA involvement
· Partnership agreements
· Staff Bulletin boards
· Staff/school/district calendar (to see what activities are being implemented)

Perceived Student Outcomes
· Portfolios
· Projects
· Test scores (API)
· College Acceptance Rate and major selection
Appendix B: Interview Instrument

The following is a list of school personnel researchers can interview.

*Justification as to why a person was interviewed is required (how did this person help you answer the research questions?)

- Principal
- Asst. Principal
- Counselors
- Leadership Team
- Teachers/Dept. Heads
- Admin asst.
- Parents
- Program leader/managers
- Director of Technology
- Grade Level Chairs
- Leadership Teams

Curricular Elements

1. How familiar are your students with global issues?
2. In what ways do students learn about global issues?
3. What in your curriculum incorporates international cultures (specific classes, and what foreign language and percent of students)?
4. What influenced your decision to choose the specific languages?
5. How is technology integrated into the school curriculum?

Organizational Structure

1. What role does a globalized background have in the hiring process of new teachers? What are you doing to implement this?
2. What role does globalization have in your professional development (examples)?
3. What organizational structure promotes and supports globalization (i.e. leadership)?
4. Is someone in charge of disseminating information about curriculum and programs related to globalization?
5. How do you evaluate the effectiveness of your global programs and curriculum?
6. How would you go about making changes if they are needed?

Perceived Student Outcomes/Behaviors

1. What examples do you have of students solving real world problems?
2. What examples do you have of students analyzing and evaluating global issues?
3. What examples are evident that your students have general knowledge about international culture?
4. What are examples in the school of student-driven participation in cultural and global issues?
Appendix C: Survey Instrument

Please respond using the scale 1 - 4, 1 being the lowest degree and 4 being the highest degree

*How do feel your school best addresses its mission of global education?*

<table>
<thead>
<tr>
<th>Curricular Elements</th>
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<tbody>
<tr>
<td>1. Your instruction includes global issues.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>2. You teach critical thinking/problem-solving skills.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>3. Students are exposed to international and cultural issues and challenges.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>4. Textbooks and supplementary materials consider global issues, global connections and global cultures. Please explain.</td>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
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<tr>
<td>5. Technology is used as an instructional learning tool for global purposes.</td>
<td>1</td>
<td>2</td>
<td>3</td>
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**Organizational Structure**

1. A global/international focus is evident in the school’s extracurricular activities. 

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2. The school has or seeks partnership(s) with schools outside the United States, another school, business, or university. If so, describe the extent/context of the partnership.

1  2  3  4

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

3. Teachers are provided professional development opportunities for the purposes of global education. Please describe.

1  2  3  4

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

4. Staff has time for curriculum planning to include a global perspective. If so, explain.

1  2  3  4

______________________________________________________________________________
______________________________________________________________________________
______________________________________________________________________________

5. The interest and involvement of parents in the school enhances global learning.

1  2  3  4

Perceived Student Outcomes

1. Students develop some sense of civic responsibility by identifying specific ways that they can make some contribution to the resolution of a global issue.

1  2  3  4

2. Students understand cultural points.

1  2  3  4

3. Students have appreciation for diversity and culture.

1  2  3  4

4. Students explore environmental issues.

1  2  3  4
# Appendix D: Observation Instrument

**Research Questions:**
- Curricular Elements
- Organizational Structure
- Perceived Student Behavior

**Suggestions:** While visiting, consider the following:
- Is there a time to visit that is more useful?
- Consider visiting a day that highlights professional development.
- Consider the following when observing the classroom:
  - Promotes collaborative learning/project-based learning
  - Look for the integration of 21st century skills.
  - Examine the use of technology as a tool to promote globalization.
  - Remember to examine textbooks
  - Examine assessment—consider performance based assessments.

<table>
<thead>
<tr>
<th>School Community</th>
<th>Classrooms</th>
<th>Interactions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Environment reflects school’s mission, vision, culture</td>
<td>Environment reflects school’s mission, vision, culture that promotes globalization.</td>
<td>Environment reflects school’s mission, vision, culture that promotes globalization.</td>
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<tr>
<td>School’s mission/vision is posted throughout the school.</td>
<td>School’s mission/vision is posted in classroom.</td>
<td>School’s mission/vision is posted in classroom.</td>
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<tr>
<td>Student work that is displayed reflects globalization</td>
<td>Course objective/daily lesson addresses global curriculum</td>
<td>Course objective/daily lesson addresses global curriculum</td>
</tr>
<tr>
<td>Partnerships are evident</td>
<td>Student work that is displayed reflects globalization</td>
<td>Student work that is displayed reflects globalization</td>
</tr>
<tr>
<td>Front Office-First impression reflects a focus on globalization</td>
<td>Teacher positively interacts with students</td>
<td>Teacher positively interacts with students</td>
</tr>
<tr>
<td>School building and grounds reflect global themes and ideas that connect students with what they are learning around the world</td>
<td>Students read newspapers, magazines, and books, and listen to radio and television programs that relate to intercultural and international topics</td>
<td>Students read newspapers, magazines, and books, and listen to radio and television programs that relate to intercultural and international topics</td>
</tr>
<tr>
<td>Diversity of student body and their respective cultures reflected in your buildings and school grounds</td>
<td>Technology is being utilized as a tool to promote globalization</td>
<td>Technology is being utilized as a tool to promote globalization</td>
</tr>
<tr>
<td>Is a global/international focus evident in your extracurricular activities evident?</td>
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<tr>
<td>Is your school community ethnically and racially diverse?</td>
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<tr>
<td>Do any individuals or groups representing these ethnic and racial groups make presentations in, or assist teachers and librarians in teaching and learning about other cultures, global connections, or global issues?</td>
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<tr>
<th>4 Frames:</th>
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<td>Notes:</td>
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## Appendix E: Triangulation Matrix

<table>
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<tr>
<th></th>
<th>Semi-Structured Open Ended Interview Guide</th>
<th>Structured Open Ended Interview</th>
<th>Semi-structured Open Ended Group Interviews</th>
<th>Structured open ended group interviews (Focus Groups)</th>
<th>Open Ended Written Questionnaires</th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal</td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Assistant Principal</td>
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<tr>
<td>Counselor</td>
<td>X</td>
<td></td>
<td>X</td>
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<td>X</td>
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<tr>
<td>Leadership Team</td>
<td>X</td>
<td>X</td>
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## Appendix F: Interview Questions Matrix

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<th>Question Focus</th>
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<th>Present</th>
<th>Future</th>
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## Appendix G: Research Triangulation Method

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<th>Research Questions</th>
<th>Interview</th>
<th>Document Analysis</th>
<th>Observation</th>
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<tr>
<td>What are the curricular elements in schools embracing globalization?</td>
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<td>What organization structures support globalization?</td>
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<tr>
<td>What perceived student behaviors/outcomes are seen as a result?</td>
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