

# International Education: Overview

Presentation to the Steering Committee

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*“Washington is its own small nation in this world economy; and we are uniquely suited to succeed. We are innovative; we have the human capital, research institutions and the natural resources to take full advantage of the opportunities presented by global trade.”*

- Governor Chris Gregoire

## International Comparisons

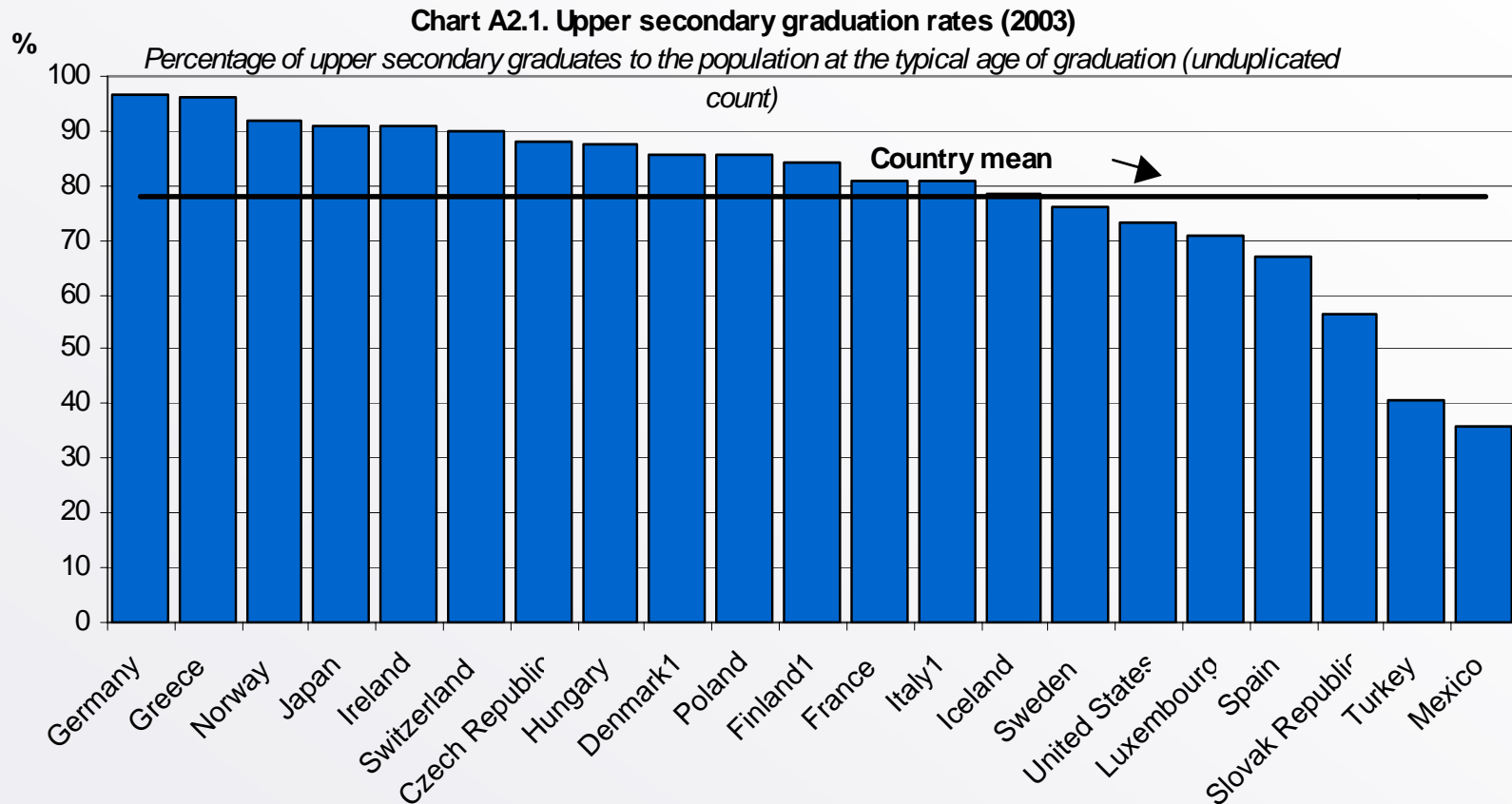
# Participation for G8 Countries and Graduation Rates for OECD\* Countries

- ✓ **Early Learning:** Participation of three- to five-year olds is lower in the United States than all but one of the G8 countries (Canada).
- ✓ **Elementary School Participation rates:** near universal for all G8 countries.
- ✓ **Upper Secondary graduation rates:** The United States rates lower than all the OECD countries with the exception of Luxembourg, Spain, Slovak Republic, Turkey and Mexico.

*Source:* U.S Department of Education, National Center for Education Statistics

\* Organization for Economic Co-operation and Development

# Upper Secondary Graduation Rates, 2003

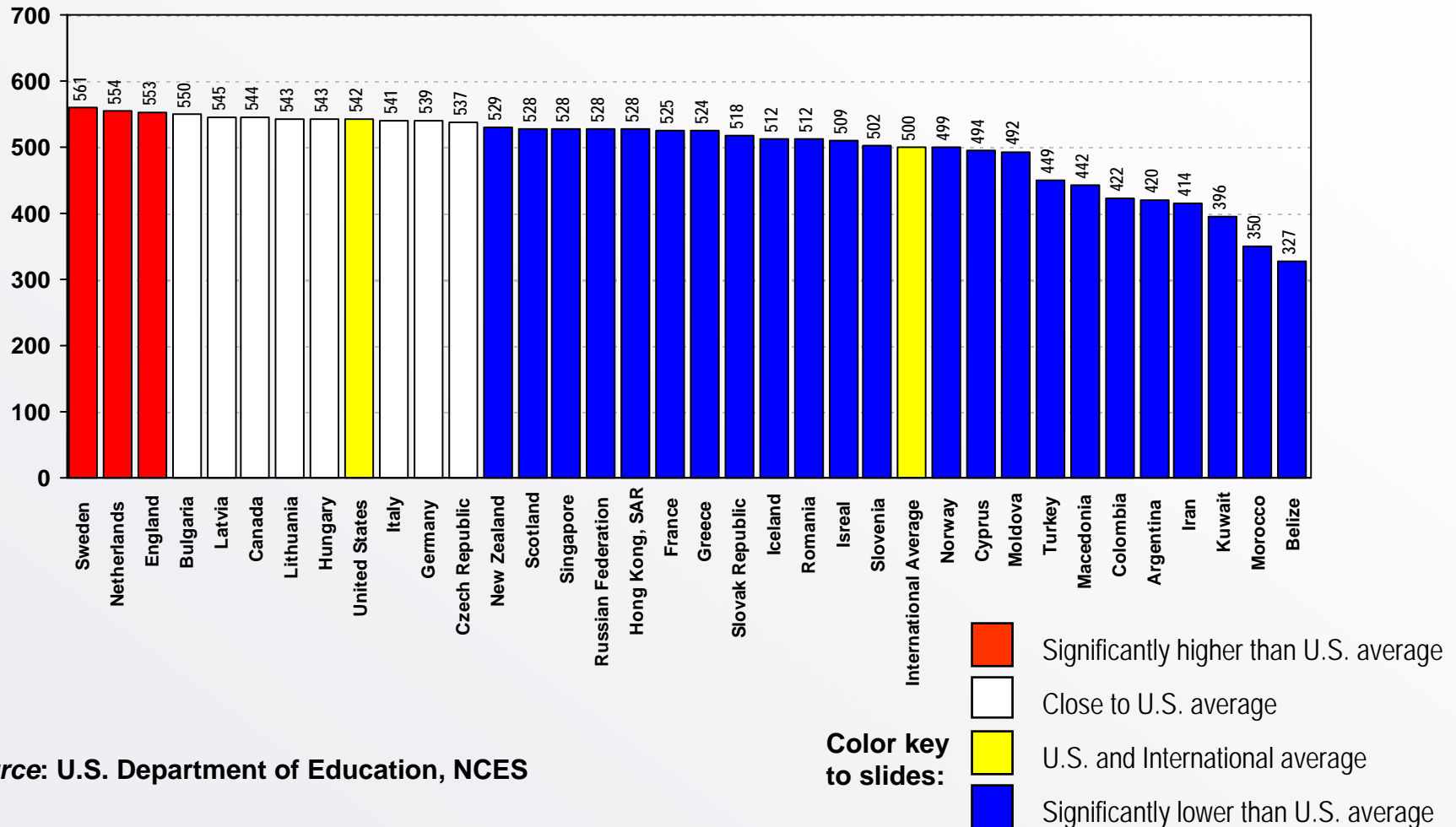


**Source: OECD**

# ***International Comparisons Based on Achievement***

- Progress in International Reading Literacy Study (**PIRLS**)
- Trends in International Mathematics and Science Study (**TIMSS**)
- OECD's Program for International Student Assessment (**PISA**)

# Progress in International Reading Literacy Study (PIRLS) 2001

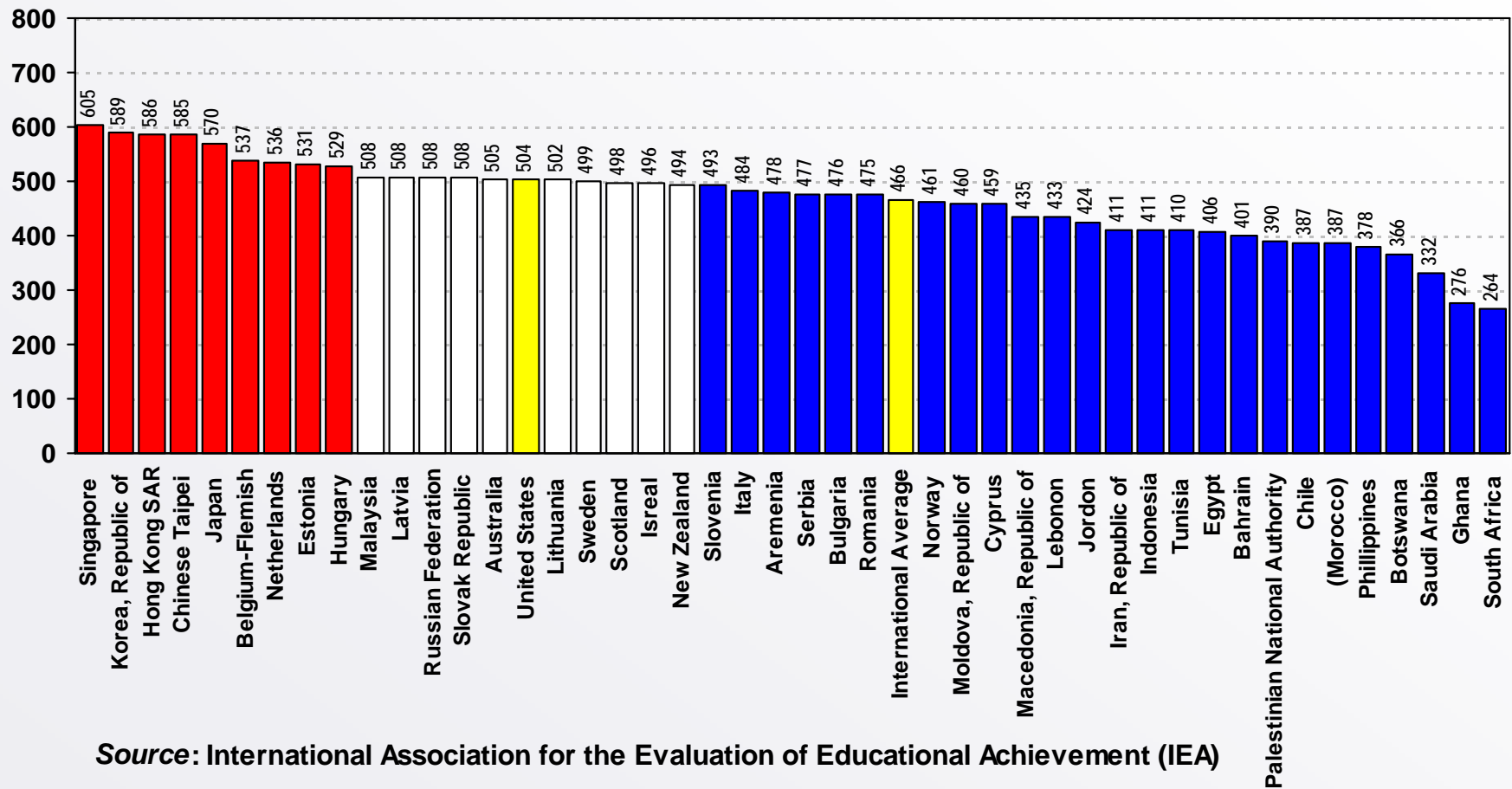


Source: U.S. Department of Education, NCES

# Comparison of Key Features: TIMSS and PISA

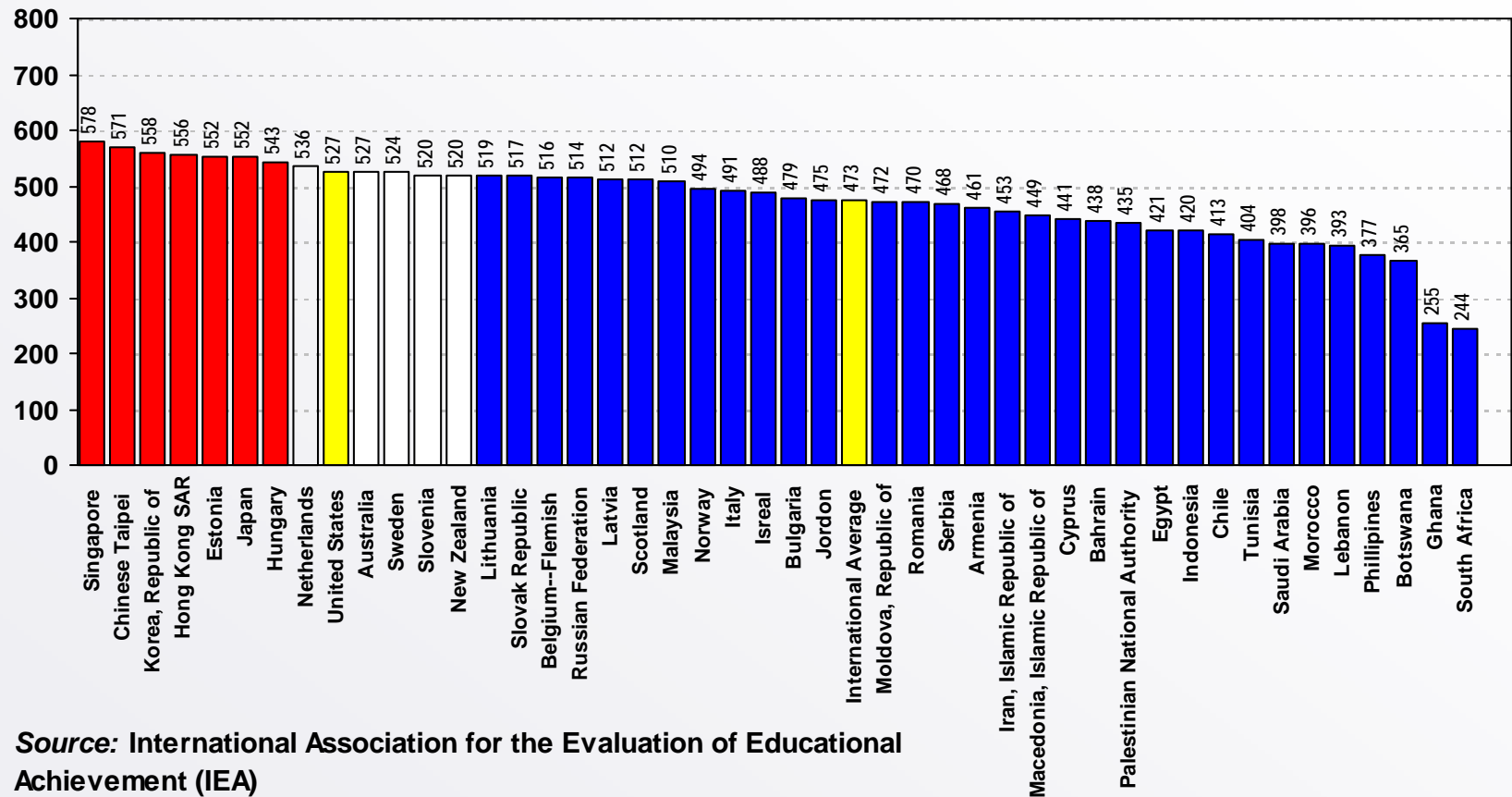
	TIMSS	PISA
Country Participation	<ul style="list-style-type: none"> <li>• 46 total countries.</li> <li>• 24 countries in grade 4</li> <li>• 45 countries in grade 8</li> </ul>	<ul style="list-style-type: none"> <li>• 40 countries; 29 OECD countries.</li> <li>• Age 15</li> </ul>
Purpose	<ul style="list-style-type: none"> <li>• Assess student achievement in mathematics and science in relation to curricula, instructional practices and school environments.</li> </ul>	<p>Assess how well students can recognize, formulate and tackle mathematics problems in the context of real life.</p>
Cognitive Skills	<p>Solving routine problems, reasoning, using concepts, known facts and procedures.</p>	<p>Reproductions (simple operations), connections (bringing together ideas), and reflection (deeper mathematical thinking).</p>

# TIMSS Average Mathematics scale scores of eighth-grade students by country:2003



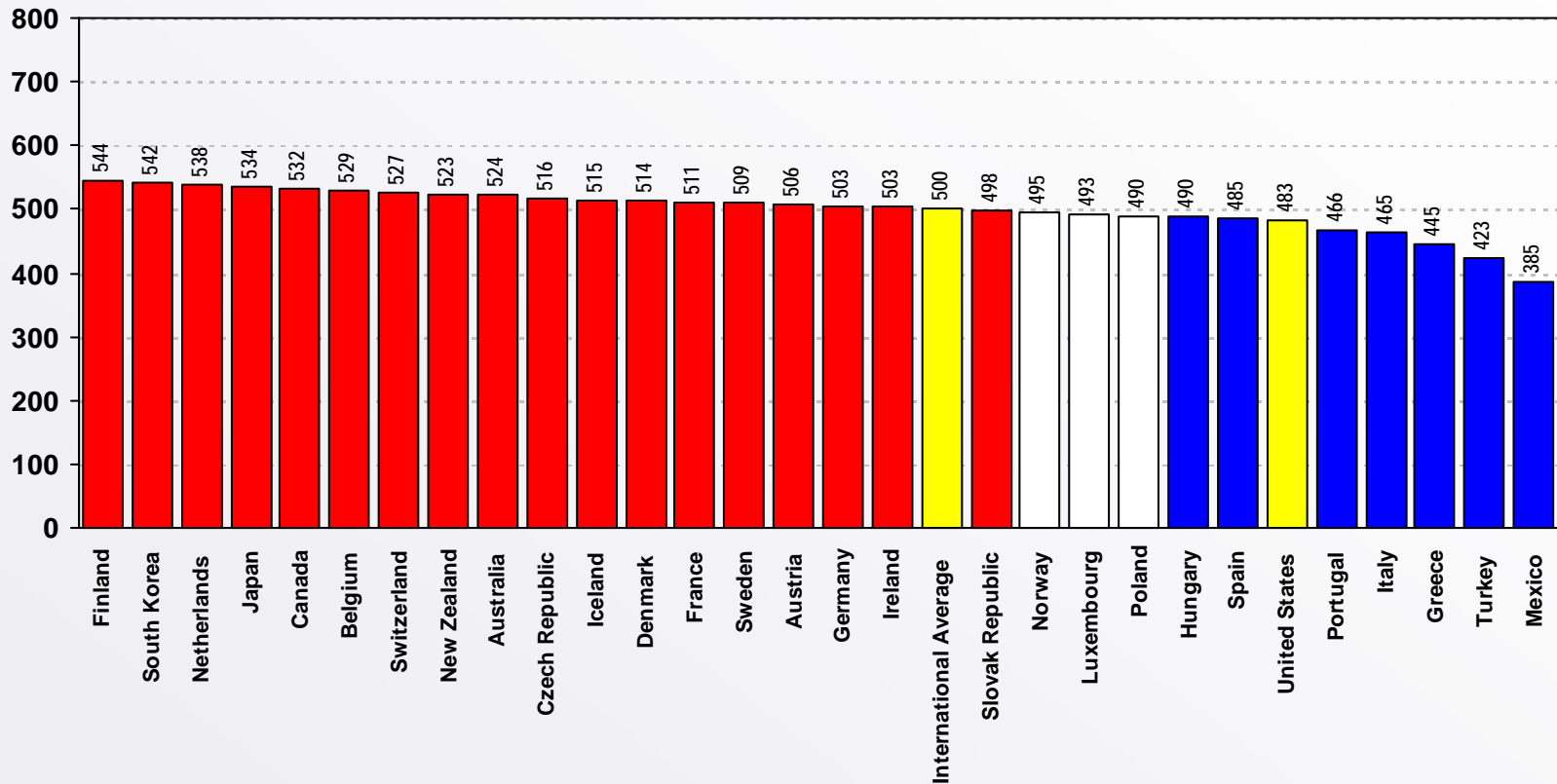
Source: International Association for the Evaluation of Educational Achievement (IEA)

# TIMSS Average **Science** scale scores of eighth-grade students by country:2003



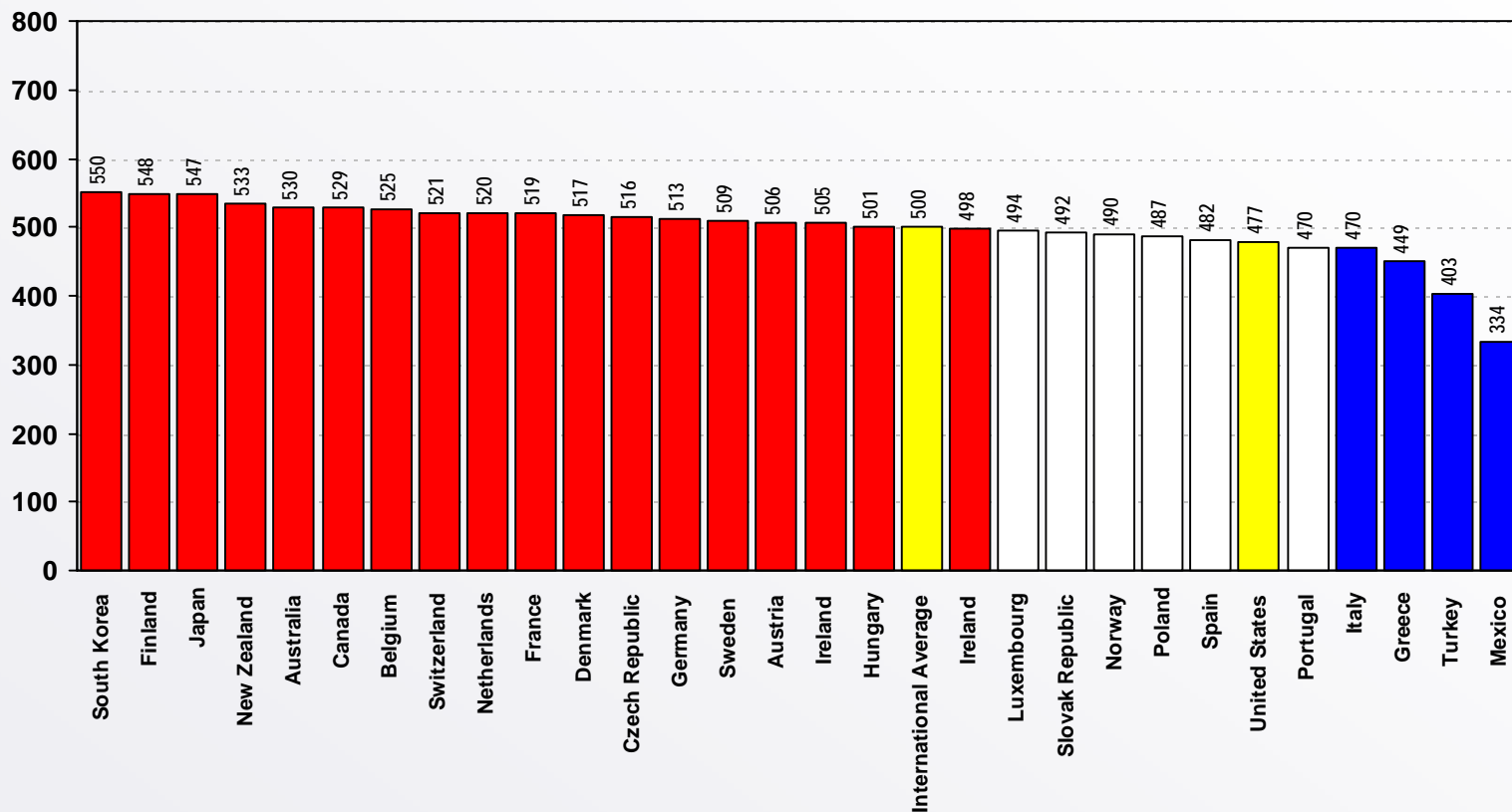
Source: International Association for the Evaluation of Educational Achievement (IEA)

# Average Scores for Mathematics Literacy, PISA 2003



Source: OECD

# Average Score for Problem Solving: PISA 2003



Source: OECD

# Cross-comparison results for TIMSS and PISA

- U.S. students outperform their international peers on elementary school mathematics and science (TIMSS)
- U.S. students fall behind the international average on mathematics achievement in high school (PISA).
- Experts concluded that weaker achievement of U.S. students resulted from weaker secondary mathematics instruction.

*Source:* See Cavenagh, S and Robeten, E (2004) "U.S. Students Fare Poorly in International Math Comparison", Education Week, December, 7th.

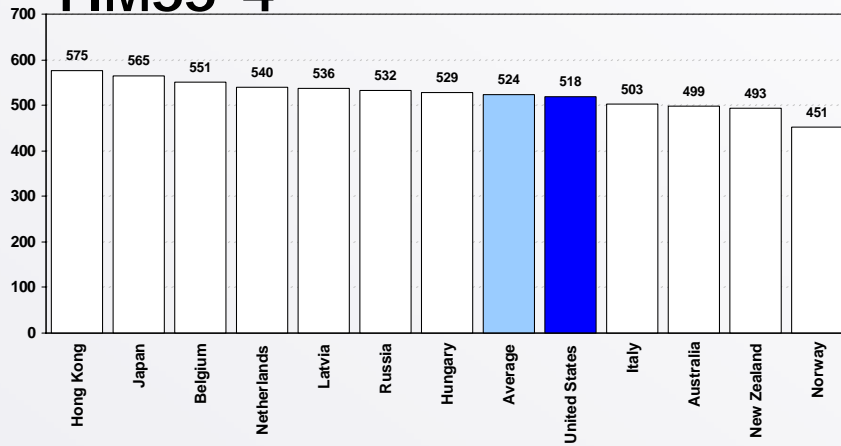
# Cohort group of 12 industrialized countries: TIMSS and PISA

- New study on validity of cross-comparing TIMSS and PISA data.
- Premise: higher performing European countries that participated in PISA (and contributed to the lower U.S. rating) were absent in TIMSS.
- New cohort assesses achievement in the most industrialized countries : **Australia, Belgium, Hong Kong, Hungary, Italy, Japan, Latvia, Netherlands, New Zealand, Norway and the Russian Federation.**

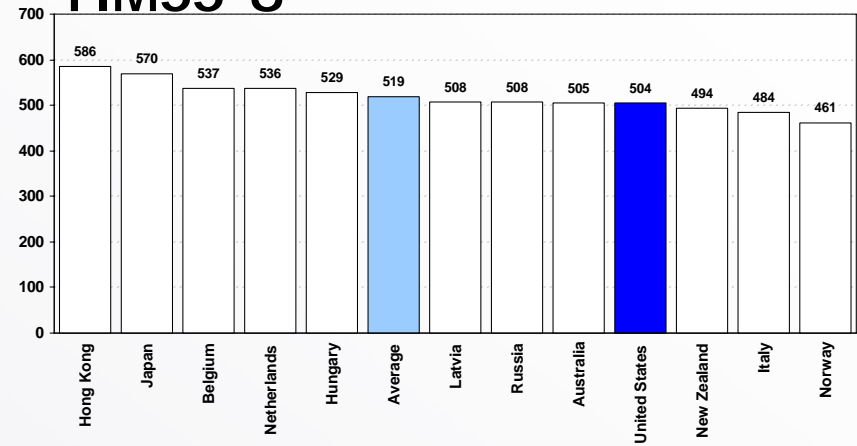
*Source:* Ginsburg, Allan, Cook, G, Leinward, S, Noell and Pollock, E (2005), Reassessing U.S. Mathematics Performance: New Findings for the 2003 TIMSS and PISA, American Institutes for Research, November

# Cohort Group of 12 Industrialized Countries

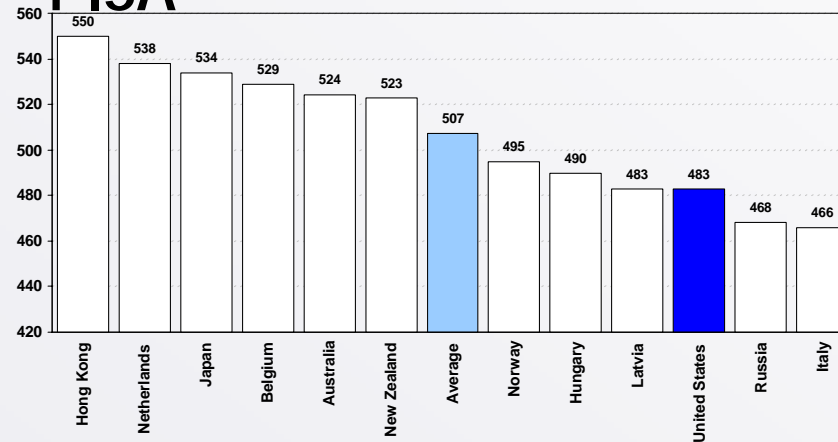
## TIMSS-4



## TIMSS-8



## PISA



# Results: Cohort of 12 Industrial Countries

- The United States consistently **underperforms** on mathematics achievement.
- Hong Kong, Japan, Belgium and the Netherlands emerge as the top achieving and most competitive countries.

# International Programs

## In Washington Schools

# What is International Education?

- World Languages
- International Perspectives in Curriculum
- International Exchanges

## *What are the Challenges?*

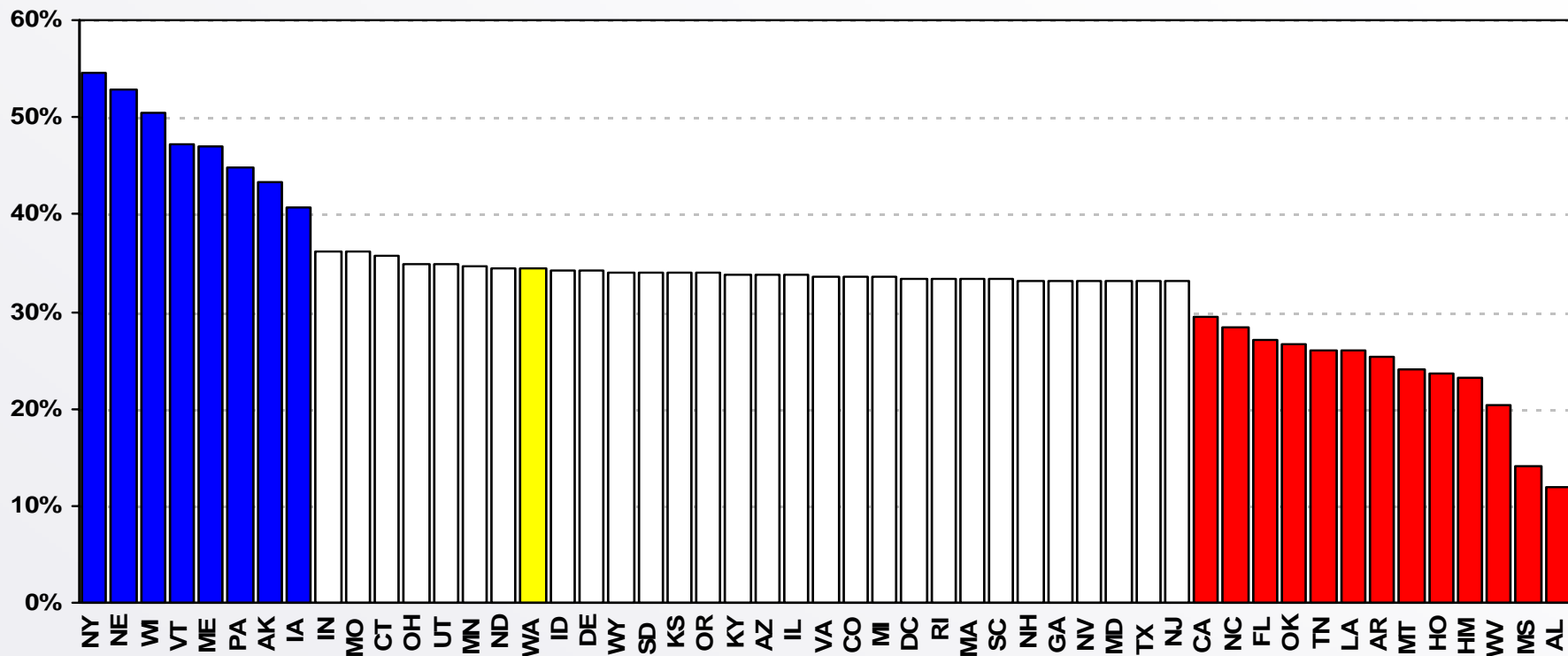
- Narrower curriculum in response to state and federal accountability reforms.
- Irony: many schools have had to limit opportunities for students to study the world in order to help them become more globally competitive (In math and science particularly).
- While it is possible to include both through careful curricular integration, many schools perceive it as an either/or dilemma.

# Washington State: World Language Survey 2004

- **431 responses** (very limited sample 19.5% of 2,212 schools)
- **213 schools reported NO language programs (42%)**
  - 76% Elementary,
  - 44% Middle School,
  - 16% High School
- **3,867 sections offered (in 431 schools)**

Spanish: 56% of sections, French: 19%, German 11%, ASL: 6%, Japanese: 5%, Chinese: 1%, Latin: 1%, Russian: .06% and Arabic: 0.3%

# Foreign Language Enrollments in Public Secondary Schools Fall 2000, Chart 8



Source: American Council on the Teaching of Foreign Languages

# Other States : International Languages

- Wyoming and New Jersey, have mandated language instruction in schools.
  - 1996: New Jersey required elementary and secondary schools to offer language instruction.
  - 1999: Wyoming enacted a law mandating that every child in grades K-2 have the opportunity to learn another language.

**Source: Asia Society**

# Washington State: International Curriculum

- **Washington State** has required standards that include explicit references to international topics (e.g., Civics 3.1.2a “Describe and explain how national interests affect international relations”).
- However, districts are not currently required to assess student learning of these specific standards.
- HB 2195 (2004) and HB 2579 (2006): require schools to develop and implement a project-based assessment in social studies by 2008-09.
- Project-based or classroom based assessments (CBAs) require students to use their skills in social studies to address subjects that are internationally and locally relevant.

# State Comparisons: International Curriculum

- Both **New York** and **Virginia** have integrated international curriculum since the 1980s.
  - New York offers a two year Global History and Geography Course.
  - Virginia integrated the study of international curriculum into state standards and professional development.
- **Delaware, South Carolina, Connecticut** and **Wisconsin** are in the process of beginning to examine ways to integrate international curriculum some of which is tied to statewide assessment standards.

*Source: Asia Society*

# Washington State: International Exchanges

## *Teacher Exchanges run through OSPI*

### Teacher Exchange Australia-Washington.

- Partnership with the Australian states of South Australia, New South Wales, Queensland, and Victoria run through social studies/International Education Office.

### Teacher Exchange with Spain/Mexico

- Partnership with the bilingual program and a center at the University of Washington.

### Exchanges with China

- Superintendent Terry Bergeson and Governor Gregoire expressed interest in creating a “Confucius Institute” that would facilitate teacher and student exchanges with China as well as the teaching of the Chinese language in Washington.

# Organizations in Washington State Promoting International Education

- *The Washington State Coalition for International Education*
- *Washington Association for Language Teaching (WAFLT)*
- *Jackson School for International Studies at the University of Washington*