2016 - 2017
DCPS GLOBAL EDUCATION

YEAR IN REVIEW

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GLOBAL ACCESS, WORLD READINESS

Providing the resources, expertise and opportunities necessary to ensure that every DCPS graduate is an inquisitive, informed and active world citizen, prepared for success in college, career and life in an increasingly diverse international community.
INTRODUCTION
Global education is an interdisciplinary approach to learning the content, concepts and 21st century skills necessary to succeed in an increasingly interconnected and culturally diverse world. DCPS Global Education works with school leaders and partners to provide students with an understanding of world languages, global cultures and international issues, cultivating students’ global competence.

**WORLD LANGUAGES**

To prepare our students for a more connected and interdependent world, DCPS has invested in world language programming in all schools, from the early childhood level through advanced high school courses. DCPS students’ world language experience will prepare them as global citizens who effectively communicate and collaborate with diverse audiences. In each grade and across the district, students have the opportunity to read, write, speak and listen in new languages. Schools offer at least one of seven world languages: American Sign Language, Arabic, French, Italian, Latin, Mandarin Chinese and Spanish.

**GLOBAL PROGRAMS**

Through our global programs, we provide all students with equal access to uniquely global opportunities, whether an International Food Day, a partnership with a local embassy or a fully-funded trip abroad.

**GLOBAL STUDIES**

DCPS believes that all students can be global citizens and that all teachers can be global educators. Global education is a perspective and pedagogy available across grades, wards and content areas. From a second grade visual arts classroom to a seventh grade World History classroom, there are many ways to utilize the rich global resources of our city to ensure that all students across all wards have equitable access to global perspectives and opportunities. DCPS Global Studies works together with partners, content areas and school leaders to develop aligned, innovative and exceptional global studies for students, particularly at our 8 International Baccalaureate and 3 Global Studies school sites.
DCPS Global Education’s work is guided by the following principles:

PROVIDE TRULY GLOBAL ACCESS

Equitable access to global opportunities is an expectation, not an exception, for every student.

All educators, regardless of content or grade, can be global educators.

Every student is a language learner, capable of multi-lingual proficiency.

ENSURE GRADUATES ARE WORLD READY

Cultivating global competence in students will result in deeper understanding, empathy and tolerance within our city and schools.

Global education is a necessary and urgent aspect of a robust K-12 education experience.

Global perspectives and multi-lingual proficiency are critical aspects of college and career readiness.
DCPS GLOBAL EDUCATION:
2016-2017 YEAR IN REVIEW

PROGRAM HIGHLIGHTS
DCPS believes that building multi-lingual proficiency through rich and engaging units of study provides students with a foundation of transferable skills and a lifelong passion for language learning. **In school year 2016-2017, DCPS Global Education launched a brand-new World Language curriculum,** written together with DCPS educators and national partners. The DCPS World Language curriculum is aligned with the national World Readiness Standards and provides students with world-class content focused on building proficiency through interpersonal, interpretive and presentational communication.

“I love the fact that we did not [have] to follow a book. The use of authentic material provided meaningful learning.”
DCPS World Language teacher

### CURRICULUM COMPONENTS

The DCPS World Language curriculum is built on a flexible, open source framework model. Content is divided into the following grade bands: Elementary K-2, Elementary 3-5, Level 1A, Level 1B, Level 2, Level 3 and Level 4. Each grade band and language includes:

- **Scope and Sequence:** outlining the units, essential questions standards, objectives, integrated performance assessment (IPA) and key vocabulary
- **Final Course IPA:** the final integrated performance assessment for the end of the course
- **Language Resource Guides:** with sample target language-specific activities in addition to cultural and grammatical considerations

- **5 unit overviews** for each grade band
- **Cornerstones** for each unit
- **Exemplar lesson plans** for each unit along with associated materials
- **Image Library,** a bank of visuals for teachers to use during instruction
In school year 2016-2017, DCPS launched exciting new initiatives aimed at providing our World Language teachers with greater instructional support.

**GLOBE Fellowship**

The Growth and Leadership Opportunity for Bilingual Educators (GLOBE) Fellowship was launched in school year 2016-2017. The year-long GLOBE fellowship develops teachers as leaders; fellows participate in school visits and discussions on best practices and new developments in the field; visit surrounding counties to make connections and to learn about world language instruction; attend the ACTFL convention; plan world language instruction that aligns with the DCPS curriculum; deep dive into topics such as classroom management, program advocacy, lesson planning, differentiation and high-level questions; work with DCPS Central Office staff to develop resources such as yearly planning documents to support fellow teachers; and promote the program to colleagues.

**LEAP for World Languages**

The Office of Instructional Practice launched the LEAP model for all teachers, including world languages. Every DCPS World Language teacher is now part of an elementary, education campus, middle or high school Professional Learning Community (PLC), led by a District Course Chair, or content expert. PLCs had opportunities to collaborate through district-wide professional development days, monthly professional learning seminars and monthly webinars.

**DCPS World Languages**

**91% of DCPS World Language teachers report they feel supported by the DCPS Global Education team**

“There really helped me get through my first year at DCPS. I loved having support and felt welcome.”
DCPS World Language teacher
**BUILT PROGRAMMING**

**First annual DCPS Chinese New Year celebration**

Over 700 K-12 students and teachers from 12 schools across the city came together for a teacher-organized, student-driven performance event in celebration of both the Chinese New Year and of 15 years of Chinese language instruction in DCPS.

**Increased size and impact of annual World Language Festival**

Over 300 students, families and educators came together to celebrate DCPS World Languages at the second annual festival. Held in May 2017, the Festival brought together 23 local and global partners and hosted interactive sessions, international food and a performance stage throughout the day.

**Received a grant from Qatar Foundation International to increase Arabic language programming**

DCPS Global Education was awarded a Qatar Foundation International grant to provide a full-time Arabic language instructor at Kelly Miller Middle School in school year 2018-2019. Aligned with DCPS Global Education’s goal to ensure aligned pathways to proficiency, this investment will allow students who move from C.W. Harris's Arabic language elementary program to continue developing their language skills and expand the language offerings for all Kelly Miller Middle School students. The grant will also help DCPS Global Education in realizing the 2020 goal of increasing the percentage of DCPS students studying a critical language to 25%.

*"My students' parents always tell me that their children are teaching them French at home or they have been to a restaurant and their children started speaking French to a customer who is from a francophone country."
DCPS World Language teacher*
IMPACT: GLOBAL COMPETENCE

DCPS World Language teacher responses to the following end of year survey question: "To what extent did you see student improvement in any of the following skills and attributes throughout the course of the year?"

DCPS World Languages

Investigate the World: 100%
Recognize Perspectives: 95.5%
Communicate Ideas: 96.5%
Take Action: 84.4%

IMPACT: ASSESSMENTS

DCPS World Languages

397 DCPS students took a World Language AP exam in 2017, with an average score of 3.2

“My students participated in a language exchange with pen pals comparing and contrasting presidential elections. We also held a school-wide election to determine what country we will focus on next school year.”
DCPS World Language teacher
EXPANDED PROGRAMMING

EMBASSY ADOPTION PROGRAM

Founded in 1974, the Embassy Adoption Program is a partnership between DCPS and Washington Performing Arts. Since its founding in 2014, DCPS Global Education and Washington Performing Arts have worked to expand the Embassy Adoption Program from 50 to 100 classroom and embassy pairings by 2020. In school year 2016-2017, the program welcomed 80 participating pairs, an increase of nearly 63%.

"The EAP helps pique students' interest and understanding of life beyond their immediate communities. They absolutely love learning of the different clothing, food, music, and traditions of those from other nations.

Through my participation in the EAP, I feel that I am opening my student's eyes to the challenges in the world, teaching them how these challenges are addressed on an international scale, and pushing them to innovate better solutions for global problems."

Embassy Adoption Program teacher

INTERNATIONAL FOOD DAYS

As part of its annual collaboration with the Office of Food and Nutrition Services and the local diplomatic community, the DCPS Global Education team hosted four district-wide International Food Days celebrating the cultures and cuisines of other countries, including Bahrain, Bolivia, Slovenia and South Africa.

DCPS STUDY ABROAD

The second year of DCPS Study Abroad brought 422 students and 69 educators to 15 countries on 22 fully-funded trips around the world. 1251 students applied for DCPS Study Abroad in school year 2016-2017. By August 2017, DCPS will have facilitated global travel on 40 trips in 17 countries for approximately 900 students and educators.
DCPS STUDY ABROAD WAS AWARDED:

- INSTITUTE OF INTERNATIONAL EDUCATION GENERATION STUDY ABROAD AWARD
- GOABROAD INNOVATION IN DIVERSITY AWARD

INCREASED ACCESSIBILITY OF DCPS STUDY ABROAD

- Adjusted eligibility criteria to include students in Certificate 3 special education programs
- Created interview round and rubrics that assess students’ engagement and interest in the world
- Selected final number of students based on each schools’ Title 1 percentages

Embassy Adoption

100% of Embassy Adoption Program teachers report they feel supported by the EAP team.

“...I've always wanted to travel abroad...it's something that every person deserves a chance to do, because it gives you a chance to evolve and look at yourself. You can evolve in other ways, but this is one of the best, purest ways because you're outside of your comfort zones and that's really where we grow.”

DCPS Study Abroad student
The DCPS Global Education team was awarded a grant from the Longview Foundation to launch a new global education program, rooted in local resources available in DC, called Local Global Spaces. Local Global Spaces will be an enrichment program serving middle and high school students who apply for fully-funded global travel with DCPS Study Abroad but are wait listed. Up to 80 students and 12 educators will be invited to participate in four learning tours of DC to learn more about the global nature of the city. Partners include the Leading Men Fellowship program, the Ronald Reagan Building and International Trade Center, select Smithsonian Institutes, the Pulitzer Center on Crisis Reporting and Washington Performing Arts.

In collaboration with the US Department of State & Washington Passport Agency, DCPS Study Abroad hosted 4 passport application days for accepted students to complete the passport application process for free.

DCPS provided 252 students with a passport in SY16-17; in total, 533 students have received a passport through DCPS Study Abroad to date.
IMPACT: GLOBAL COMPETENCE

DCPS Global Programs' teacher responses to the following end of year survey question: "To what extent did you see student improvement in any of the following skills and attributes throughout the course of the year?"

**EMBASSY ADOPTION**

- Investigate the World: 100%
- Recognize Perspectives: 98.4%
- Communicate Ideas: 96.8%
- Take Action: 96.8%

**STUDY ABROAD**

- Investigate the World: 100%
- Recognize Perspectives: 98%
- Communicate Ideas: 100%
- Take Action: 94%

IMPACT: COLLEGE AND CAREER READINESS

- **10.6** average number of college applications for DCPS Study Abroad alum
- **87%** of DCPS Study Abroad alum complete FAFSA
- **98%** of DCPS Study Abroad alum students completed the SATs, with a 1030 average score
- **4.7** average number of DCPS Study Abroad alum college acceptances, above the district average of 2.9
BUILT GLOBAL STUDIES SCHOOLS

In August 2016, DCPS launched three Global Studies schools: H.D. Cooke Elementary School, MacFarland Middle School and Roosevelt High School. Each of these schools will become a hub of global learning within the District, and provide a model that can ultimately be replicated in other school sites across the city.

Global Studies Coordinators

Each Global Studies school had a dedicated Global Studies Coordinator. GS Coordinators work to bring global partners and international opportunities to the students and educators at each Global Studies school. This year Global Studies students met with dozens of fellow global citizens and international visitors, including a visit from Aung San Suu Kyi, First State Counselor of Myanmar, in September 2016.

Harvard University's Project Zero

DCPS worked together with Harvard University's Project Zero to provide designated teacher fellows at the three Global Studies schools with ongoing professional development, aimed at helping teachers incorporate global competence in their instructional practice. Fellows participated in 8 monthly seminars and bi-weekly Professional Learning Community meetings, all held with leading global education researchers over the course of the year.
In May 2017, DCPS Global Education hosted the first showcase of International Baccalaureate (IB) Diploma Programme (DP) student work, together with Eastern High School and Banneker High School. Students shared stories, images, artwork and conversations about their IB projects and the impact of the DP experience with fellow students and parents.

DCPS Global Education launched the Middle Year Programme (MYP) Community Project program for Central Office staff this school year. Over a dozen Central Office staff members were paired with student groups at Deal Middle School and Eliot Hine Middle School to help them develop, review and refine their required MYP Community Project.

Eastern High School completed the necessary steps to begin MYP candidacy in school year 2017-2018. This will be the first time DCPS has offered an MYP cohort in grades 9 and 10, and will increase DP access and on-ramp opportunities to Eastern students.
IMPACT: DIPLOMA PROGRAMME

DCPS IB DP

181 Total Exams Taken
57 Total DCPS IB DP Students

IMPACT: COLLEGE AND CAREER READINESS

12.1
AVERAGE NUMBER OF COLLEGE APPLICATIONS FOR DCPS IB DP STUDENTS

84%
of DCPS IB DP students complete FAFSA

98%
of DCPS IB DP students completed the SATs, with a 1013 average score

7.1
average number of DCPS IB DP college acceptances, above the district average of 2.9
GLOBAL SNAPSHOT: GUIDE MAP

Global snapshots provide a quick glance at the global programs, actions, and nature of our city as a whole, alongside a ward-by-ward comparison. The numbers reflect the programs and opportunities that took place in school year 2016-2017 and include the following global indicators:

**DCPS STUDY ABROAD STUDENT TRAVELERS & TRAVEL AMBASSADORS**
The number of students and educators who participated in DCPS Study Abroad, with a note indicating how many were first time travelers

**COUNTRIES VISITED WITH DCPS STUDY ABROAD**
The number of countries visited by students and travel ambassadors through DCPS Study Abroad

**ENGLISH LEARNERS**
The number of students who are proficient in a language other than English and are currently learning English. These students are identified by and served through the DCPS Language Acquisition Division

**DUAL LANGUAGE STUDENTS**
The number of students currently enrolled in one of DCPS’s 11 dual language schools. These schools are supported and served by the DCPS Language Acquisition Division

**COUNTRIES REPRESENTED AMONG DCPS STUDENTS**
The number of countries that are represented among the DCPS student body. These countries are identified as students’ country of origin by the DCPS Language Acquisition Division

**EMBASSY ADOPTION PROGRAM PARTICIPANTS**
The number of students and countries participating in the Embassy Adoption Program

**SEAL OF BILITERACY RECIPIENTS**
The number of juniors and seniors awarded the DCPS Seal of Biliteracy, a diploma recognition awarded for demonstrated proficiency in reading, writing, and speaking in English as well as a language other than English. Seal applications are reviewed and awarded by the DCPS Language Acquisition Division

**POESIA PARTICIPANTS**
The number of students participating in Poseia, the annual multilingual poetry festival hosted by the DCPS Language Acquisition Division

**PASSPORTS PROVIDED**
The number of students who received a free passport through DCPS Study Abroad

**STUDENTS STUDYING A WORLD LANGUAGE**
The number of elementary and secondary students studying each of the languages offered by DCPS
GLOBAL SNAPSHOT: DC

15 COUNTRIES VISITED

- 422 DCPS STUDY ABROAD STUDENT TRAVELERS
- (263 FIRST-TIME TRAVELERS)

131 COUNTRIES REPRESENTED AMONG DCPS STUDENTS

NUMBER OF DCPS STUDENTS STUDYING A WORLD LANGUAGE

- 64 SEAL OF BILITERACY RECIPIENTS
- 80 EMBASSY ADOPTION PARTNER COUNTRIES
- 69 DCPS STUDY ABROAD TRAVEL AMBASSADORS
- 252 PASSPORTS PROVIDED
- 3000+ POESIA PARTICIPANTS

- 6149 English Learners
- 3372 Dual Language Students
- 1980 Embassy Adoption Program Students

ASL (62)
ARABIC (279)
CHINESE (2288)
LATIN (719)
ITALIAN (198)
FRENCH (3186)
SPANISH (25526)
DCPS GLOBAL EDUCATION: 2016-2017 YEAR IN REVIEW

LOOKING AHEAD
As DCPS Global Education looks ahead to school year 2017-2018, we have set ambitious, measurable goals that build on the work of past school years. Below are selected highlights from our school year 2017-2018 goals:

**World Languages**

Launch and support the Global Language Corps (GLC) program in partnership with the Office of Talent and Culture and the Peace Corps.

Returned Peace Corps volunteers, vetted and selected by DCPS, will be placed as World Language teachers and participate in a 2 year fellowship led by DCPS Global Education. At the end of the program, successful fellows receive a DC teaching license credential. The program will help DCPS meet the national demand for bilingual educators, and bring diverse global voices and experiences to DCPS classrooms and students.

**Global Studies Schools**

Develop Global Competency Portfolio Assessment (GCPA) for Global Studies schools.

The GCPA will be rooted in the global competency matrix and social emotional learning attributes, allowing DCPS Global Studies sites to quantify student-generated qualitative projects at the elementary and middle school level.
Connect DCPS IB students with more college and career opportunities.

In partnership with the DCPS College and Career team, DCPS Global Education will follow IB DP students’ college data year-round, connect IB DP students with smart college choices, and create student-facing resources focused on the IB-to-college connection (colleges that accept IB students at higher rates, international college options, and IB credit accepted by college).

Launch a global partner database for schools.

Create a centrally-supported, school-facing database of global partners and programming searchable by topic and type of partnership, to ensure teachers have increased access to global perspectives in the classroom.
Refine "Making Global Local" student project to reflect social emotional learning focus.

Revise this culminating DCPS Study Abroad project to better tap into students’ intrinsic motivation, with a focus on cultivating global competencies and building social emotional skills through project work.

Embassy Adoption Program

Create content to assist teachers and embassies with classroom experience.

Work together with veteran Embassy Adoption Program teachers to develop at least 10 lesson plans, units, and classroom tools that ensure greater quality across all programs.
International Food Days

Increase awareness of International Food Days, to ensure that students across the district have an opportunity to make a meaningful cultural connection.

Identify engaged educators at every school site who can work together with DCPS Global Education to promote the 4 annual International Food Days, utilizing resources and materials for the school community.

Advocacy and Outreach

Create a Global Student Advisory Council

Comprised of at least 8 students from across the city who are engaged in a variety of DCPS Global Education programs, the council will meet 5 times throughout the school year, to provide insight and input on DCPS' global initiatives and the student experience.
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