

**FRIENDSHIP THROUGH EDUCATION
IEARN AND U.S.DEPARTMENT OF EDUCATION INITIATIVE:
INTERNATIONAL EDUCATION TEACHER
PROFESSIONAL DEVELOPMENT DEMONSTRATION PROJECT
2004
“CONNECTING CLASSROOM COMMUNITIES IN THE WORLD”
(C3 WORLD PROJECT)**

Goals:

For all Teachers: Integration of international education collaborations throughout the classroom curricula.

For all Students: Opportunities for school learning to include collaboration with global peers across cultures and continents.

Report by Kristi Rennebohm Franz, Project Director



Washington State Classroom Teachers at the International Education and Resource Network (iEARN) Annual International Teachers' Conference, Kosice, Slovakia July 2004

TABLE OF CONTENTS

INTRODUCTION

C3 WORLD MODEL: INTERNATIONAL EDUCATION TEACHER PROFESSIONAL DEVELOPMENT

I. Introduce Teachers to Possibilities for Integrating Global Education into Our Schools: *What can be done to bring classrooms to the world and the world to the classrooms?*

- A. Presenting Possibilities
- B. Building Collaborative Community: It Takes many Villages to Build a World
- C. Building Pedagogy for Global Education in Today's World

II. Mentor Teacher and Student Classroom Participation in Global Curricular Collaborations: *How can it be done?*

- A. Teachers as Professional Educators
 - Integration Rather Than Add-ons*
 - Customize to the Classroom: One Size Doesn't Fit All*
 - Tapping the Passions and Purposes for Teaching*
 - Recognizing the Role of Human Relationships in Education*
- B. Classroom Global Learning Demonstration Lessons
- C. Co-Teach iEARN Global Project Classroom Lessons
- D. Develop Ongoing Global Projects Curriculum Design In Alignment with Education Standards
- E. Participation at iEARN International Education Teachers' Conference

**III. Build Learning Success for All Students Through Global Learning:
Transformation Classroom Teaching and Learning for Today's
World: *How does it make a difference for students? How does it
become sustainable?***

- A. Teachers Have Ownership of Global Curricular Project Designs and Implementations
- B. Teachers Provide Leadership in Initiating New Global Curricular Projects
- C. Teachers Mentor Local School Colleagues & Build Ongoing Collaborations with Global Colleagues
- D. Teachers Take Initiative to Get Technical Support and Build Their Technology in Education Expertise
- E. Teachers Inform School, District and State Leadership on International Education Implementation



**The World
Artwork by Student at John Hay Elementary School
Seattle, Washington USA**

KEY FINDINGS AND ACCOMPLISHMENTS

I. Design of the C3 World Model for International Education Teacher Professional Development

- A. The C3 World Model
- B. Basis for Building the Model
- C. Timeline for Implementing the Model

II. Successful Progress and Depth of Integrating International Education Across Classroom Curriculum Subjects Within 12 months:

- A. Efficiency of Integration
- B. Classrooms Connecting with 20+ Countries in 2004
- C. Classrooms Participating in 22 iEARN Curricular Projects in 2004
- D. C3 World Teacher Leadership
- E. Teachers Identify Significant Impacts of C3 World Professional Development

III. Transformation of Education Technology in Classroom Teaching and Learning Through the C3 World Project

IV. The C3 World Model Generates Wider Infrastructure of Support for Classroom International Education:

- A. Teacher Colleagues, Principals, District and State Education Leaders
- B. State Government, Regional International Education Organizations and Community Individuals

CONCLUSIONS

I. Overall Impact of the C3 World Project

II. Essential Ingredients of C3 World Model of Professional Development

A. Local and Global Mentoring by Experienced Classroom Teacher Colleagues

B. Opportunities to Learn Through Ongoing Real Classroom Examples of International Education

C. Build Integration of International Education Within Current Classroom Curricula

D. Powerful Combination of Real-time Face-to-Face Collaboration with Synchronous and Asynchronous Online Collaborative Community

E. Classroom, School and District Infrastructure for Technology

III. Recommendations for Scalability

A. Continue Building International Education in C3 World Schools

B. Disseminate the C3 World Model to Additional Schools

IV. Final Comments

V. Acknowledgements

SUMMARY OF C3 WORLD PROJECT ACTIVITIES 2004

I. January & February 2004 Highlights

A. Announcement of the C3 World Project

B. Selection of C3 World Project Participants

II. March, April, May, June 2004 Highlights

A. C3 World Seminars

B. On-Site Classroom Project Planning and Project Implementation

C. Online mentoring of C3 Teachers

III. July, August Highlights 2004

A. iEARN International Teachers' Conference, Kosice, Slovakia

B. Conference Reflections and Planning for Fall 2004

IV. September, October, November and December Highlights 2004

A. Summary of C3 World Teachers' Professional Development Activities

B. Summary of Outreach and Collaborations of C3 World Project with Regional Organizations and Programs

CATALOG OF RESOURCES

I. Readings

II. Websites

III. Powerpoint Documents

IV. Videos Documents

INTRODUCTION

The Friendship through Education Teacher Professional Development Project “Connecting Classroom Communities in the World” (C3 World Project) is a demonstration project funded by the U.S. Department of Education with leadership from the International Education and Resource Network (iEARN <http://www.earn.org>). The project has generated a model of how teachers can integrate International Education into the curricula using technology to enhance students’ learning in Social Studies, World Languages and other curricular areas, support students in meeting standards of state education goals, and build students’ understanding of our world today.

Goals of the C3 World Model of International Education

For all Teachers: Integration of international education collaborations throughout the classroom curricula.

For all Students: Opportunities for school learning to include collaboration with global peers across cultures and continents.



Kimball Elementary School C3 World Teacher, Karma Sawka Sharing iEARN Global Art Project Artwork from Croatia with First Grade Students



John Stanford International Schools Students of C3 World Japanese Language Teacher, Hiromi Pingry, Doing a Videoconference in Japanese with iEARN Peers in Japan

The C3 World project was launched with 20 teachers in 11 Washington State King. Their schools represent diversity of geographic location, ethnic diversity, economic diversity, and diversity of curricular programs. Dr. Edwin Gragert, Executive Director, iEARN-USA provided leadership for this project with Kristi Rennebohm Franz as C3 World Project Director.

The C3 World project was designed and built upon the successful education experiences of iEARN teachers and students around the world. The research and educational theory for the project is based on Teaching for Understanding with Technology (Martha Stone Wiske with Kristi Rennebohm Franz and Lisa Breit, Jossey-Bass 2005). An additional resource is Better Teaching and

Learning in the Digital Classroom (Chapters (pp51-63 & pp141-158), Edited by David T. Gordon, Harvard Education Press 2003.

The project was centered on school-based coaching for implementation of international education to: 1) advance transformation of classroom practice through international education collaborations to build better understandings of today's world for all students; and 2) build international education into all curricula through student opportunities to learn with global peers using Internet technologies in ways that significantly support successful student achievement of educational standards.

The project was designed to inform education initiatives of international education at the classroom, school, district, state and national levels by demonstrating educational gain for students and evidence of teacher's improving their practice. The design builds an infrastructure of support for international education through collaboration and communication on the project with: classroom teachers, principals and district administrators (including technology support staff), state education leaders, state legislators, and international education organizations at local, state, and national levels.

The overarching goal of the C3 World Model of Professional Development was to demonstrate how new technologies of the Internet can be used for ongoing global collaborative education communities that build global understandings – understandings among people in the world that can push forward processes of peace on the planet.



IEARN Global Art Project: A Sense of Caring

“This is a picture of the beautifully huge universe. I care about a peaceful world because it’s a place for me and you to live and play. Also, it gives people a chance to care about each other.”

Artwork and Writing by First Grader in Classroom of C3 World Teacher, Connie Lawrence, Seattle, Washington

C3 World Teachers in King County, Washington, USA



**Mary Eltayeb
Givens
First Place School**



**Jill Read
Hamilton
Middle School**



**Kosta
Kyriacopoula
Summit K-12
School**



**Donte Felder
Orca Elementary
School**



**Paula Fraser
Stevenson Elementary
School**



**Karma sawka &
Connie Lawrence
Kimbal Elementary
School**



**Jasmine Riach
Aki Kurose
Middle School**



**Hiromi Pingry
John Stanford
International
School**



**Rosa Guerrero
Loyal Heights
Elementary
school**



**Sage McCotter,
Marjories Lamarre, &
Liz Sims, John Muir
Elementary School**



**Mihoko Tsang
John Stanford
International
School**



**Katherine Law
Orca
Elementary
School**



**Barb Bennett
First Place
School**



**Patti Magnusson
& Joana Choi
Loyal Heights
Elementary
School**



**Irene Hrab
First Place School**



**Jennifer Geist
John Hay
Elementary
School**

C3 WORLD MODEL: INTERNATIONAL EDUCATION TEACHER PROFESSIONAL DEVELOPMENT

The following model for International Education Teacher Professional Development was designed from the experiences, successes, and reflections of teachers in the C3 World Project (Connecting Classroom Communities in the World).

The year long project provided multiple opportunities to understand what components of professional development are most essential for teachers to integrate global collaborative curricular projects into their classroom teaching and learning to prepare students for today's world and achieve student learning success.

This model would not have emerged without the community of teachers and their schools who participated in this demonstrations project. The model is presented here with appreciation for their work, the work of their students as well as appreciation for the encouragement and support they received from school colleagues, administrators and district technology support staff.

The three components of the C3 World Model are:

I. Introduce Teachers to Possibilities for Integrating Global Education into Our Schools: *What can be done to bring classrooms to the world and the world to the classrooms?*

II. Mentor Teacher and Student Classroom Participation in Global Curricular Collaborations: *How can it be done?*

III. Build Learning Success for All Students Through Global Learning: Transformation Classroom Teaching and Learning for Today's World *How does it make a difference for students? How does it become sustainable?*

I. Introduce Teachers to Possibilities for Integrating Global Education into Our Schools: *What can be done to bring classrooms to the world and the world to the classrooms?*

A. Presenting Possibilities:

Present to teachers and principals what's possible through participation in iEARN including classroom examples of curricular projects and student learning achievement so that they can begin to understand how internationalizing their classrooms has supports their existing subject area content and student learning goals. Begin introducing them online to teachers around the world

C3 World Teachers Are Introduced to the iEARN Global Community



C3 World Teachers Are Introduced to iEARN Global Curricular Projects



C3 World Teachers Are Introduced to IEARN Communities Around the World



Rationale: Many teachers and principals aren't aware how it is possible to use technology to connect with teachers around the world to implement curricular projects for their students and that those collaborations dramatically improve student learning engagement and success. They often aren't aware of how schools in countries around the world are already using new technologies to connect with schools worldwide. Teachers need to know what's possible and see evidence of what works. It is as simple as having them realize there are teachers around the world who are teaching what they teach with many of the same challenges, hopes and visions and who are eager to collaborate with them. With a virtual introductory tour of the iEARN website, teachers see opportunities for interactive global curricular collaborations. They see a meaningful purpose for the Internet as an environment for dynamic, international classroom teaching and learning.

B. Building Collaborative Community: It Takes Many Villages to Build a World

Build ongoing reflective collaborative community (Wiske, Rennebohm Franz & Breit, 2005) among the participating teachers locally through group seminars so they can work together to identify goals, learn how to plan and implement iEARN Project-based curricula, develop classroom cultures for international collaborations, share experiences, inspire and support one another in taking on challenges toward success. Also build a global collaborative community with iEARN teachers around the world through email, websites, iEARN online forums, iEARN online courses, video from iEARN Country Coordinators, videoconferencing, and face-to-face visits from iEARN teachers.

Rationale: All too often teachers work in isolation in their classrooms. When embarking on new teaching directions that focus on global teacher and student collaboration online, it is critically important for teachers to have a local and global community of colleagues through face-to-face and online connections so they can plan collaborative projects, learn from one another experiences, help one another with challenges, and celebrate one another's successes!

Local Collaborative Community



C3 WorldTeachers Jill Read of Hamilton Middle School, Jasmine Riach of Aki Kurose Middle School, and Donte Felder of Orca Elementary School, collaborate together at C3 World Professional Development Seminar, Seattle, Washington, USA

Global Collaborative Community



iEARN-UzbekistanTeacher, Sobriyan Djurayev visits the classroom of C3 World Teacher, Kosta Kyriacopoulo at summit K-12 school in Seattle to meet students and plan ongoing collaborations.

Global Collaborative Community



C3 World teachers in Seattle, Hiromi Pingry and Mihoko Tsang meet and plan their iEARN project with partner teachers in Japan by videoconference

Global Collaborative Community



iEARN teachers from Japan and Iran communicate about the Comfort Quilt project by email to C3 World teachers and students in Washington

C. Building Pedagogy for Global Education in Today's World and Teaching for Understanding with Technology

Mentor teachers in using *Teaching for Understanding with Technology* (Wiske, Rennebohm Franz, Breit, Jossey-Bass, 2005), as a framework for classroom teaching and learning in today's interconnected world where education takes on the importance of helping students understand how to understand and respond as citizens nationally and globally.

Mentor teachers in building global education classrooms with technology using the book, *Better Teaching and Learning in the Digital Classroom*, Edited by David Gordon, Harvard Education Press, 2003 (Specifically "Building Better School-Home Connections with Technology" by K. Rennebohm Franz and "Global Education for Today's World: Creating Hope with Online Learning Communities" by K. Rennebohm Franz and E. Gragert).

Rationale: Teachers need to know how to design curriculum with technology for global experiences that are generated through connections and collaborations among teachers and students around the world. These curricular collaborations are designed for students learn with global peers including learning actions they can take to make a positive differences in the world with what they learn together. Teaching for Understanding with Technology provides a framework for teachers to design curricula in alignment with standards and assessments where students meet goals of understanding their world today by working on important real-world generative topics within a collaborative global community of peers.



1. C3 World Teacher, Paula Fraser, and Student Using Technology for Class Presentation on iEARN Heroes Project
Stevenson Elementary School, Bellevue, Washington



2. C3 World Teacher, Rosa Guerrero, mentors students in using technology for Global Art Project Writing Assignment
Loyal Heights Elementary School, Seattle, Washington

II. Mentor Teacher and Student Classroom Participation in Global Curricular Collaborations: *How can it be done?*

C3 World teacher professional development director provides a key role of mentoring both teachers and students in the context of their classroom, schools, communities and cultures as a starting place for connecting with the world. It begins with; 1) Recognizing teachers as professionals with expertise, ideas, hopes, and visions for education from their classroom context to the context of the world; and, 2) Providing teachers opportunity to collaborate with colleagues locally and globally by drawing on one another's strengths and contributing support for one another as, together, they bring their classrooms to the world and the world to their classrooms.



Teachers in King County, Washington, USA Gather for a C3 World Project Seminar

Teachers in the C3 World Project said that opportunities to learn with teachers from other schools in the area and build friendships locally at the C3 World seminars were a critically important component of professional development. At the seminar pictured above, Irene Hrab, C3 World teacher from First Place School, brought bread to share as a symbol of friendship and tradition from her country of origin, Ukraine.

At each seminar, teachers built local community as they shared what they were doing in their own classrooms and supported one another's efforts to integrate international education into teaching and learning. At each seminar, teachers learned what was possible using technology to connect their classrooms with schools worldwide and build global community, including learning to use the iEARN online interactive forums, how to use email, digital images, video and videoconferencing. Equally important were opportunities to connect with the global community of iEARN teachers online connections and when attending the annual iEARN International Teachers' Conference.

A. Recognizing Teachers as Professional Educators

Start with a focus on Teachers as Professional Educators. Mentor them in uncovering and recognizing their own strengths, hopes and capabilities for generating powerful learning experiences through a global community of teachers and students including:

- Mentoring teachers in identifying their important international education goals for their classroom and schools and connect those goals to specific curricular focus as a starting point for implementing global learning collaborations
- Mentoring teachers in aligning their specific curricular focus with ongoing iEARN curricular projects by identifying current curricular lessons and student work that could be shared with other schools around the world; making this student work the basis for building global learning collaborations
- Mentoring teachers in building online relationships through email and web-based forums communication with iEARN project coordinators and teachers having similar/same curricular goals; these become the teachers with whom they can to build a global teaching community
- Mentoring teachers in taking the iEARN online Professional Development courses to build in-depth understanding of building classroom curricula with network people and resources
- Co-teaching with teachers in their classrooms honoring their expertise of knowing their students, their classroom and school culture, their curricula, their grade level, school, district and state educational goals, and their pedagogical framework and theory for teaching and learning
- Mentoring teachers in connecting their classroom teaching and learning with Teaching for Understanding with Technology (Wiske, Rennebohm Franz & Breit, Jossey-Bass, 2005) to provide an additional framework of theory, research and practice for global education
- Providing opportunities and support for teachers to attend the iEARN International Teachers conference and beginning involvement in iEARN projects as preparation for the conference

Rationale:
Integration Rather Than Add-ons

Rather than bringing a scripted international education curriculum into the classroom - which a teacher must study and then implement on top of other curriculum, the C3 World model provides opportunity for teachers to begin building international education components in education within and across their existing classroom curriculum and goals. This helps teachers understand how integration of curricula through international collaborative projects can begin with where they currently are with their classrooms. Building from their current classroom context is effective and efficient way to transform their classrooms into global communities of successful student learning because they are not needing to do something completely new. It is a process of mentoring teachers and students to recognize what they know already and how that knowledge can be valued contributions in the global community of iEARN. From this entry point, teachers and students can begin to build global collaborations that extend and open up new understandings of their world today in ways not previously realized, in ways not previously imagined possible.



C3 World Teacher, Kosta Kyriacoupolo, Summit K-12 School, Seattle, Washington, describes how international curricular collaborations integrate with and extend his writing curriculum: “My students, like many students in the United States, are insular and wrapped up in their own world. One student wrote about getting to school and was just writing for me as students write for the teacher’s marks. But when we posted [that writing] on the Internet [iEARN One Day in the Life Project, <http://www.iearn.org/projects/oneday.html>] and read One Day in the Life from a student in Iraq where there were bombings, it really opened my students eyes. Now, when kids come up with questions, they write to find out and ask students [in iEARN]. They’ve become much more aware of the world.”



C3 World Teacher, Katherine Law, Orca Elementary School, Seattle, Washington describes how international collaborations integrate with and extend science curriculum: “Our school has an emphasis on natural sciences. We are going forward [in iEARN] with the study of water (<http://www.iearn.org/projects/waterhabitatproject.html>). My students can see that pollution isn’t just a U.S. problem. We are doing the curriculum that’s necessary and important to learn about their environment but at the same time we are doing so much more. We are doing reading. We are doing writing. We are doing sciences and interpersonal connections with people around the world.”

Customize to the Classroom: One Size Doesn't Fit All

Each school year, each classroom has its own distinct composition of students with diversity of students cultures, academic development, challenges, strengths, and needs. Each student brings his/her background and life experiences into the classroom. Each teacher brings his/her own culture, strengths, perspectives, experiences, pedagogical purposes, academic goals for students and professional development wishlist to his/her endeavors as an educator. Commonalities are also present among students and their teachers.

The C3 World model of professional development seeks to honor the diversities and commonalities within classroom communities of students and teachers including what they know and what they hope to do. International education begins by recognizing and understanding the diversities and commonalities of students and teachers in each classroom. The integration of international education collaborations is built on these understandings in connection with school, district, state, national and international educational goals. Each classroom's entry point and initial participation in international education collaborations is defined by who they are, what they are currently doing with their curriculum, and the what the teacher identifies as important learning goals.



C3 World Teacher, Marjorie Lamarre, John Muir Elementary School, Seattle, Washington identifies her entry point purpose for starting international collaborations within her culturally diverse classroom:

“My students don't know about other cultures, other countries... while they have different cultures [in the classroom] they stay within their own cultures. I want them to view themselves as global citizens and not make such separation as “me” and “them” but “us”. IEARN gives me the chance to bring my students to that level and make them global citizens.”



C3 World Teacher, Karma Sawka, Kimball Elementary School, Seattle, Washington, describes how she could customize her iEARN international collaboration to the cultural experiences she was already bringing to the classroom and extend what her students were already learning:

“A year ago, I spent my summer in India so last year I taught my children about India...about the culture, folktales, art...but now they can actually be able to talk with kids in India...find out what their life there is like...that this is a completely different country and yet we have commonalities. IEARN is a chance to give them a more personal connection they won't just be reading stories [or just learning from what their teacher shows them]. “

Tapping the Passions and Purposes for Teaching

A crucial component of success in integrating international education into classroom teaching is to mentor teachers in articulating a) why they think it is important to do so and b) what they hope their students will learn. In addressing these two questions, teachers discovered they were getting back in touch with why they wanted to be teachers in the first place which included: a) teaching what is important in the lives of both students and adults, including the critical need to better understand today's world; and b) extending their students world beyond what they know at present, stretching their minds and providing educational experiences that make a difference in not only their own lives, but the lives of others, beyond themselves.



C3 World Teacher, Paula Fraser, Stevenson Elementary, Bellevue, Washington, explains how international collaborations connect with and extend important classroom lessons:

“We have a saying in our classroom ‘People cause problems – People solve problems’ which I think is a way to think of having hope in the world...our young people need hope in the future and that they can use their thinking and creativity to come up with solutions to problems. We’re doing that in our classroom but we needed to go beyond our classroom and learn how other people think in the world and reason and feel in the world...to know what are the attributes that are necessary to be a world citizen and to help my students assume some of those attributes.”



C3 World Japanese Immersion Language Teacher, Hiromi Pingry, John Stanford International School, Seattle, Washington explains how connections through iEARN to Japan make a difference in teaching languages:

“I became bilingual and I know that learning two languages opened up my world. I know it is important and beneficial to learn another language. I use only Japanese [in the classroom] but of 28 students, only 2 have Japanese heritage. Others don’t have a need to learn Japanese. Sometimes, it is really hard to motivate them. I have met the [iEARN] delegation from Japan and what they are doing. I can use those projects and those connections so now my kids have a reason to speak and write Japanese – so they can meet them [students in Japan].

Recognizing the Role of Human Relationships in Education

A crucial component of successfully integrating international education into classroom curricula, is mentoring teachers in building their relationships with teachers worldwide, both online and face-to-face is, so that, in turn, they can also mentor building human relationships among students globally. Technologies of email, interactive websites (i.e the iEARN forums), video documents and videoconferencing provide opportunity for teachers and students to meet and collaborate with one another across distance and time in ways not previously possible.

A common quality of excellent teachers is they value human relationships. Teachers' energy and commitment to integrating international education into their classroom teacher and learning is markedly enhanced when they realize it is possible not only to have online teaching global teaching colleagues who share their vision, goals, challenges and passions for teaching but also realize the opportunity to meet one another in person at the annual iEARN Teachers' Conference. Their commitment grows immensely when they realize it is not just about the technology tools, curricular topics, places in the world, but that is about relationships and valued friendships with people - with teachers and students.



C3 World Spanish Teacher, Jennifer Geist, John Hay Elementary School Seattle Washington, identifies how the opportunity for international education with technology connects to her understanding that learning languages means learning about people:

“I’m a language teacher. IEARN is about communication and languages are about communication. What I am trying to teach my students is not just to learn a language but understand that language is an expression of who we are...that other people in other parts of the world use languages that express who they are, what their essence is. By adding technology...the iEARN project opens a window and gives my students a chance to use language in a real way. They are communicating with Argentina in the language of the people of Argentina – it’s real, it’s authentic and that’s hard to come by in language teaching. “



C3 World Teachers, Katherine Law, Orca Elementary School, Seattle, Washington, explains how international collaborations using technology are about human relationships:

“We have many students who are in poverty – they don’t think beyond their immediate needs, immediate world, immediate neighborhood. This [iEARN curricular projects] gives them a vision outside [their immediate world]. It makes the world more human. Hopefully, my students will begin to see the world not as countries but as human beings which is a very important goal.”



C3 World Teacher, Jasmine Riach, Aki Kurose Middle School, describes the important human relationships that come with international collaborations:

“No matter where you are in the world, 13 year olds are about being 13 years old themselves. This is an opportunity for them to understand and get to recognize and respect someone their age in another country. As 13 year olds, they make connections and feelings are shared. They [learn] they may experience different trials and tribulations as far as society – in times of war and times of peace. The idea is that at the end of the day, they realize they got to connect with someone they didn’t know before, that they have never had the opportunity to meet, to get to know and find friendship.”

It is important to build teachers’ understandings that many things are possible in education once the doors of friendship and collaboration begin. By providing opportunities to build friendships globally with teachers and students with whom they share commonalities and realize the values of their diversities, they understand that – when using technology tools in the classroom to connect with places in the world, the dynamics and value of human relationships hold the same importance and significance globally as these relationships hold within our communities and teaching world locally.

What is especially significant is that when teachers have the opportunity to share their global teaching experiences with teaching colleagues locally, they build an even stronger local community – a community that is built around the local common experiences as teachers of taking their classrooms to the world and bringing the world to their classrooms. The shared experiences of building global community is the topic around which they build stronger local community!

B. Classroom Global Learning Demonstration Lessons

Demonstrate whole class global learning lesson with each teacher's students to introduce the students to iEARN, examples of the technologies used in the network and how they can use technologies to learn with global peers. Mentor students in realizing how they can share their own cultures, schoolwork, and knowledge of their local community with others around the world through the collaborative online learning communities of iEARN curricular projects.

Rationale: Because teaching global education using new technologies is a new domain of education for teachers, they greatly appreciated the opportunity to observe lessons on how iEARN is introduced to students. They see first hand how engaged and enthusiastic their students are with the invitation to use technology to connect with global peers. They hear and see their students having ideas about what they can share and learn as they participate in this global education environment. It is the student energy and capability for involvement that provides confirming incentive for teachers to integrate iEARN curricular global learning projects into the classroom.

C3 World Project Director International Education Demonstration Lessons



1. iEARN Global Art Project whole class demonstration lesson on presenting and discussing artwork and writing from students in Croatia on the topic "A Sense of Caring"



2. iEARN Global Art Project small group demonstration lesson that integrates literacy reading/writing with visual arts as children present and discuss the artwork they are sending to an iEARN school in Russia.



3. iEARN Comfort Quilt individual lesson demonstration on student writing an email response



4. iEARN Global Art Project individual lesson on reading & writing on topic "A Sense of Caring"

C. Co-Teach iEARN Global Project Classroom Lessons

Mentor co-teaching of specific iEARN curricular project lessons in the classroom to get student involvement in global learning experiences with global perspective started, including how to use the technology, how to access tech support, how to review and respond to postings of student work by global peers, how to generate their own curricular documents to share online, and how to assess students work.

Rationale:

By co-teaching, teachers have the opportunity to see lessons modeled while also actively teaching. The co-teaching brings together the teacher's knowledge of the curricular content and well-established rapport with his/her students with the professional development mentor's expertise in the dynamics and process of global teaching and learning with technology.

It is not realistic to expect teachers to move from being introduced to what's possible into designing, planning and implementing international education projects into curricula without a significant enduring period of guided and supported classroom practice.

This process is supported by the research and theory of Teaching for Understanding (TfU) with Technology (Wiske, Rennebohm Franz & Breit, Jossey-Bass 2005). To build understandings of integrating international education into classroom curricular, teachers need not only introductory experiences but guided inquiry on how to do it in order to achieve culminating performances of being able to sustain global curricular projects as an enduring component of classroom teaching and learning.



1. C3 World Teacher, Rosa Guerrero at Loyal Heights Elementary School and Project Director, Kristi Rennebohm Franz start to Co-Teach and iEARN Global Art Project lesson.



2. C3 World Teacher, Jennifer Geist and C3 World Project Director, Kristi Rennebohm Franz plan co-teaching for Global Art Project

D. Develop Ongoing Global Projects Curriculum Design In Alignment with Education Standards

Mentor teachers in aligning global curricular projects with grade level, district and state standards for student learning achievement including implementing classroom-based ongoing assessments to measure student performance.

Rationale: In today's classroom, every teaching and learning moment is important. Teachers know what students need to accomplish. By mentoring teachers in aligning global curricular projects with the high standards and expectations for student learning, they can recognize how these global learning opportunities can be designed to address what students need to learn and provide opportunities that invite that learning to happen.



1. C3 World Teacher, Mihoko Tsang, at John Stanford International School, Seattle Washington, integrated the iEARN Side by Side Project with curricular visual arts, technology, communication, and Japanese language reading and writing goals.



2. John Stanford International School Student creating Side-by-Side Project Artwork to send to partner school classmates in Japan



3. John Stanford International School Student typing Japanese writing to send to Side By Side partner school classmates in Japan.



4. C3 World Teacher, Karma Sawka at Kimball Elementary School in Seattle, Washington, integrated the iEARN Global Art Project with reading lessons. She used the envelope of artwork that arrived from Novosibirsk to teach a lesson on phonetic reading strategies.



5. C3 World Teacher, Paula Fraser integrates iEARN Heros Project and Building Bridges of Understanding Project in the Middle East with Washington State Social Studies Classroom- Based Assessments and Standards at Stevenson Elementary School



6. C3 World Teacher, Rosa Guerrero integrates iEARN Global Art Project email messages into Kindergarten and First Grade Reading & Writing Curriculum at Loyal Hights Elementary School

E. Participation at iEARN International Education Teachers' Conference

Mentor teachers in their participation at the annual iEARN International Teachers conference to: 1. present their professional development experiences and how that is changing their education practice; 2. meet global teaching peers face-to-face with whom they previously have only met online; 3. meet many additional teachers from around the world to learn from their experiences and with whom they can plan ongoing international education project collaborations, and 4. understand from first-hand- experience the tremendous value in having human relationships with teachers globally and how those relationships transform understandings of the world today in powerful ways that translate into transforming learning experiences for students in the classroom.

C3 World Teachers from Washington State Meet Teachers from the Middle East at the iEARN International teachers Conference in Kosice, Slovakia July, 2004



Rationale: Through professional development that introduces teachers to the iEARN worldwide community, they can build global curricular collaborations through online communication with schools around the world. New technologies make these connections possible. However, nothing replaces the opportunity for teachers to meet face-to-face at the iEARN International teachers' Conference All of the teachers from the C3 World project that attended the 2004 iEARN Teachers' Conference in Kosice, Slovakia, said that experience powerfully moved their understanding of iEARN and global collaborations among schools forward. They identified the opportunities to build friendships with so many

teachers from so many places in the world deepened their understanding of connecting their classrooms with the world. The human relationships they each established while at the conference in Kosice, Slovakia provides the basis for their building ongoing and enduring international collaborations into their school curricula.

In Kosice, Slovakia, C3 World teachers presented iEARN Comfort Quilts to iEARN-Iran Teachers for children who lost their families and homes in the Bam, Iran earthquake.



1. C3 World teachers Majorie Lamarre and Joanna Choi present comfort quilts made by Loyal Heights Elementary School Students in Seattle, Washington to Moijan Memon, iEARN-Iran country Coordinator



2. Teachers from iRAN accept comfort quilts from Loyal Heights Elementary School C3 World teacher, Joanna Choi.



3. C3 World teacher, Katherine Law, presents a comfort quilt made by her students at Orca Elementary in Seattle to teachers from Iran.



4. Children in Bam Iran receive the comfort quilts.

C3 World Teachers Attend Presentations by iEARN Country Coordinators, attend iEARN teacher/student workshops to learn about projects, and participate in cultural events.



1. iEARN Taiwan Country Coordinator gives keynote address about how teachers can build local and global communities together.



2. iEARN Moving Voices Video Project Workshop



3. iEARN Youth from Egypt present workshop on the global YouthCaN Environmental Science Project



4. iEARN-Egypt teachers gives a program on dacades of their country and then invite iEARN teachers from around the world to join them on stage.



5. Artwork for iEARN Art Miles Mural Project on display at the conference



6. Artwork for iEARN Art Miles Mural Project on display at the conference inspired C3 World Teachers to plan participation in this project.



7. Washington State C3 World teachers with Betty Borgos, iEARN Leader, Suriname

Washington State Teachers give iEARN conference workshop on the C3 World International Education Teacher Professional Development Project



C3 World Project Director, Kristi Rennebohm Franz, introduces the C3 World Model of International Education Teacher Professional Development: Story of how Washington State teachers integrate international education into classroom teaching and learning with iEARN Curricular Projects

1. Professional development focuses on building local collaborative community with iEARN project mentoring in the classroom
 - a. What Global Collaborations are possible?
 - b. How do we do global collaborations in our classrooms that make a difference in student learning?
 - c. How do we sustain global collaborations to continue making a difference for students?
2. . Uses Teaching for Understanding with Technology framework for iEARN curricular projects
3. . Focuses on connecting international education integration with school, district and state education standards and goals

Then, the C3 World Teachers from Washington State Presented their iEARN experiences including :

- 1) Why international collaborations are important and how they have started in iEARN
- 2) Why the iEARN Teachers Conference is an important experience
- 3) Their ongoing plans for further iEARN classroom projects

Here are a few highlights of the teachers comments.



Irene Hrab, C3 World Teacher, First Place School:
"iEARN is something I wanted to do [because] we live very much in a global environment, our problems are global and we need to solve these problems cooperatively and globally and not unilaterally. Global needs to start in kindergarten and be constantly reinforced. If they have those experiences in primary and as they progress through secondary...throughout the whole education process they've had contact with other people and they had had a chance to find out what other people think, what other people believe. All of us, who are educators, are teaching our children because they're going to be the leaders of the next generation.



C3 World Teacher, Donte Felder, Orca Elementary School :

"I teach 3rd grade and to be at this conference is very humbling. For young African Americans in United States, it is hard to travel to [places like] Slovakia or even up to Canada. So I'm thankful for having the resources to travel. When I got here, just to see the smiles, just to hear the hellos, it was amazing to see you all - just to see you coming up to me and saying 'Where are you from?' and 'What's your name?' Sometimes, when I'm walking down my on block, I's hard to get the smiles. This is real. It's refreshing. It's exciting! There's an old Chinese proverb I want to leave with everyone: "Best time to plant a tree was 20 years ago. Second best time is right now." And sometimes we run out of seeds and sometimes we need to go to the store to get more seeds and sometimes we need to come all the way to Slovakia to gather seeds and plant them. I want to say thank you' for the opportunity [to be here], thank you for saying hello, thank you for the smiles and thank you for being you."



C3 World Teacher, Jill Read, Hamilton Middle School:

"Now that I am here - seeing what everyone has done – has better prepared me and gotten me more excited. IEARN is more realistic now that I've seen the projects and how excited everyone is about them. It's nice to get out of the textbooks and actually talk to other people from other countries and not just read about them. It's really nice! I'm really excited!"



C3 World Teacher, Joana Choi, Loyal Heights Elementary :

"My students know just what they know in their little world. My purpose is to expand their world an open it up. I worked with my kids – we studied about Slovakia and did research. For the conference, we [C3 World teachers] all got together and we talked about iEARN. But not until I came here, did I understand how powerful this program [iEARN] is. When I saw all the people from all the countries – that was a very powerful – knowing that I talked with people from Ukraine and Belarus – that just makes it so real for me!"



C3 World Teacher Hiromi Pingry , John Stanford International School:

“iEARN teachers share common values. Those values include respect and investment of hope in our children! And, a commitment to creating learning environments where their voices can come forward.”



C3 World Teacher, Marjorie Lamarre, John Muir Elementary School:

“In th presence of so many teachers from so many different countries, we realize how much e have in common and how committed we are to creating global communities! At the conference, youth are so confident and interactive – it’s an example of what can happen when youth get a chnace to get to know one another and work together!”

C3 WorldTeachers at iEARN Teachers Conference in Kosice Slovakia, July 2004



(See Video: C3 World Teachers’ iEARN Conference Workshop Presentation)

III. Build Learning Success for All Students Through Global Learning: Transformation Classroom Teaching and Learning for Today's World *How does it make a difference for students? How does it become sustainable?*

A. Teachers Have Ownership of Global Curricular Project Designs and Implementations

Teachers are encouraged by successes in mentored experiences and take ownership and responsibility for continuing classroom participation in iEARN projects because, with sufficient mentoring and support to understand new classroom practice, they realizing how connections of classroom subject matter to real world contexts and collaborations with peer globally engages and accelerates learning for all students, The teachers understand the difference international education projects with technology make in students learning important curricular concepts and skills including how to integrate literacy, social studies, science, world languages, visual arts, and service learning. And, they understand how to assess, document and communicate student learning success. Once they realize how the global learning environment enhances students learning, they make an enduring commitment to not only sustain what they have learned to do as teachers, but also take initiative to learn more and further develop opportunities for their students to do even more global collaborations.

Rationale: When teachers are able to take ownership and responsibility to continue what they have learned to do, a degree of sustainability from the investment of teacher professional development is achieved.

Example of Teacher Ownership of iEARN Curricular Project at Orca Elementary School



C3 World Teacher, Katherine Law
And Orca Elementary Students
Took Ownership of Hosting
Uzbekistan iEARN Teacher, Sobriyan
Djurayev 's Visit to Seattle.
When he came to Seattle, Her students
introduced
him to their iEARN Water Habitat Project,
including how to post messages on the
project forum. Katherine and her students
invited Sobriyan's and his students to join
them in doing the Water Habitat project



Water Habitat Project Forum Posting
From Katherine Law's Class

Example of Teacher Ownership of iEARN Curricular Project: C3 World Teacher, Mihoko Tsang
John Stanford International School



After reviewing the iEARN project Book. C3 World Teacher, Mihoko Tsang, decided to do with her students and their iEARN Side by Side project artwork.



Japanese language teacher, Mihoko Tsang. Mihoko communicated directly with iEARN leaders in Japan to identify school partners for the Side by Side Project. She used her classroom computers, which are set up for typing in Japanese, to do her online planning collaboration with her Japanese iEARN colleagues.



Mihoko had her students write their messages to their Side by Side Project peers by hand in Japanese and on their classroom computers, which are set up for typing in Japanese.



Side by Side Artwork by students in Mihoko Tsang's class at John Stanford International School.

Mihoko decided to have a videoape made of their class Side by Side project work. The purpose of the video was to share their project with their partner school in Japan. The video included her students reading their messages in Japanese. She also shared the video with her school community as documentation of using technology to enhance their language program through direct connections in Japanese with Japanese teachers and students.

(See Side by Side Project Video)



Side by Side Artwork by John Stanford international sSchool Students

B. Teachers Provide Leadership in Extending iEARN Projects and Initiating New Global Curricular Projects

Teachers take leadership in further development of their initial iEARN projects and, in addition, design new projects for their students to learn and respond to events that have local, national, and international impact. Teachers realize the full potential of having a global network of teachers and students with whom they can immediately connect for their students to learn about global events with global peers.

Rationale: When teachers take initiative to: 1) select additional global curricular projects for the classroom and 2) design new projects in response to global events, they have understandings on how to significantly transform their classroom teaching and learning to achieve their vision and goal of having their students understand, respond and contribute in today's world as local, national and global citizens.

Example of Teacher Extending Initial iEARN Project and Designing New Project
C3 World Teacher, Paula Fraser, Stevenson Elementary School



C3 World Teacher, Paula Fraser, and her students took leadership in presenting their first iEARN project "The Heroes Project" to Washington State Legislator, Ken Jacobsen so that he could learn how they were integrating international collaborations into their state social studies curriculum. Paula took leadership in giving workshops on iEARN projects at Washington State Social Studies conference. In her collaborations with Caleb Perkins, Director of Social Studies Programs at the State Office of the Superintendent of Public Instruction, she uses her classroom iEARN projects to demonstrate implementation Washington State Classroom-Based Social Studies Assessments.



C3 World Teacher, Paula Fraser, her students and parents show the banner they received from an Arab school in Israel as part of the iEARN project, "Building Bridges to Understanding", that they designed in collaboration with teachers and students at an Arab School in Israel and teachers and students at a Jewish School in Israel. Two of Paula's students and their parents visited the two schools in Israel as part of the project. Paula and the Arab and Jewish teachers first met and starting plans to collaborate when attending at the iEARN conference in Kosice, Slovakia. After the conference, they used the communication capabilities of iEARN to continue planning project online and implementing the project in their classrooms. (See Stevenson Video)

C. Teachers Mentor Local Colleagues & Build Ongoing Collaborations with Global Colleagues

Teachers take on the role of mentoring local colleagues in their building and community who, having seen the examples of what's possible and what works, request to also participate in international education endeavors.

Rationale: Teachers commitment to international education extends beyond transforming practice in their own classrooms to other colleagues also have these experiences that they know will translate into insuring that all students in their school have an international education.

Example of C3 World Teacher Leadership for iEARN Project Work That Builds Local School World Languages Curriculum: Integrating World Languages, Social Studies, Literacy, Arts and Technology for International Learning

C3 World Spanish Teacher, Jennifer Geist used the iEARN Global Art Project to launch her school's participation in iEARN. The Project was displayed at the all-school Arts festival where Jennifer and her students explained the project to fellow students, parents other teachers in the school. In collaboration with Rosy Aguila, iEARN Country Coordinator in Argentina and iEARN teachers in Central America, Jennifer mentored two more Spanish teachers, one at John Hay and one at Loyal Heights Elementary School in doing ongoing iEARN projects as a way to enhance language learning. She has shared her C3 World international education experiences with Seattle area World Language program colleagues, including ongoing plans for Spanish language teachers in the Seattle area to continue doing iEARN collaborative projects with teachers in Argentina and proposals to have iEARN be an integral component of teacher education initiatives at the University of Washington. The Global Art Project at John Hay is used in ongoing teacher professional development as an example of "What's possible?" and "How Can it be done?"

iEARN Global Art Project A Sense of Caring:



Seattle John Hay Elementary Student Artwork of "The World" shared with peers in Argentina
English: "I care about the world because it's a fun place to live. I love the world. "

Spanish: "Me importa la Tierra porque es un lugar divertido para vivir. Yo quiero la Tierra."

Spanish/English Exchange of Artwork and Writing About Caring



Artwork showing "caring hands" by Patagonia, Argentina primary student.

Caring about the world by using hands to do caring actions.

John Hay Elementary School and iEARN Schools in Santa Cruz and Patagonia, Argentina



Santa Cruz, Escuela #72 Elementary Student, Sillvina, in Santa Cruz Student Artwork
Spanish: "Yo cuida a la naturaleza regando las plantas y no tirando papeles."

English: "I take care of the environment by sprinkling the plants with water and I don't throw paper around. "



John Hay Elementary students in Jennifer Geist's Spanish Class studying artwork and reading Spanish message from peer in Argentina.



Argentinian students creating artwork of "Caring Hands": digital Image sent by Argentina students to their peers at John Hay Elementary in Seattle.



Student in Santa Cruz, Argentina writing email response to artwork of global peer.



John Hay Elementary School Spanish Class views the Global Art project Artwork



C3 World Teacher Jennifer Geist leading her students in writing and reading their Spanish Global Art messages to and from peers in Argentina.



The John Hay School Arts Festival iEARN Global Art Show: C3 World Teacher Jennifer Geist explains the iEARN Global Art project curriculum to parents.

English Email from Patagonia Teacher to John Hay Teacher December 11, 2004
Hello, I'm Leandro Allochis, Teacher of Art in Perito Moreno, a small city of Patagonia Argentine.

I've received your Seattle pupils drawings and texts of A sense of Caring. My 4th Grade (Primary School, 9 years old) stayed very happy to have this feedback with childrens from so far! They work again with this pictures, includes ones from Russia, and re-interpreted his ideas!

We show this works in the galleries of our School. Now we finished this scholar year, but I hope keep with this interesting project next year. I send some pics that ours pupils working with your draws. See you soon, Leandro

John Hay students' email response in Spanish to students in Patagonia, Argentina: "Queridos amigos en Mar del Plata: Gracias por sus dibujos tan bonitos! Estuvimos encantados de recibir sus dibujos. Sus manos son muy nitidas y bonitas, y de mucho colores! Usamos las manos para cuidar la gente. Saludamos a la gente con las manos. Hay muchas maneras de mostrar como cuidar el mundo con las manos! Con cariño, Sus amigos en John Hay Elementary School, Seattle, Washington USA

(Translation: "Dear Friends in Mar del plata: Thank you for the beautiful drawing! We are so happy to receive your drawings! Your hands are so clear and beautiful and colorful! We use our hands to take care of people. We greet people with our hands. There are many ways we show we care about the world with our hands! With affection, your friends at John Hay Elementary School.)

John Hay students' email response in Spanish to students in Santa Cruz, Argentina: "Hola Queridos en Perito Moreno! Por fin tenemos respuestas y comentarios de nuestros alumnos. Ojala que llegue con tiempo, antes de vacaciones. ¡Qué les pasan estupendamente las vacaciones! Un abrazo muy fuerte, Jennifer Geist y los niños de John Hay en Seattle, USA

Email response to artwork & writing of Santa Cruz Student: A Silvina, Es una obra de arte muy bella y llena de color. Donde toma lugar el dibujo? Está en casa, en la escuela o en el parque? Nos gusta cómo cuidas las plantas y los árboles. (Translation: This is a beautiful work of art, full of color! Where is the place in the drawing? Is it in a house, a school or the park? We like how you care for the plants and trees.)

D. Teachers Take Initiative to Get Technical Support and Build Their Technology in Education Expertise

Teachers take initiative and leadership in sustaining needed technology support for their global project implementation including: needs for further internet connectivity, hardware equipment and software applications that are necessary to enhance their classroom international teaching and learning. They also take initiative to learn new technical skills and build both their own and their students' expertise in using technology as valued tools for learning.

Rationale: When teachers have had sufficient mentoring in using technology to build international education opportunities, their commitment to: a) using the technology and b) communicating, and acquiring the needed technology support, hardware and software for their classroom is based on how evidence and understanding of how these tools can be used to make significance positive impacts on student learning. The technology is no longer in the classroom because students need to learn about computers, but because access to technology means access to the world. They realize how integrating more technology into their global curricular enhances the communication and collaborations with schools around the world.

Example of Teachers' Initiative with Technology: C3 World Teachers, Hiromi Pingry and Mihoko Tsang, Japanese Language Program, John Stanford International School



Hiromi Tsang works with Jon Glover, Tech Support Staff, to get ready for Japan videoconference.



Hiromi's videoconference connection with Japan teachers Hiromi Pingry first experience with videoconferencing was when she realized this technology could connect her class in real time, face-to-face with teachers and students in Japan. She decided to learn how to do it! She was excited to find that her students were so much more motivated to write in Japanese when they were preparing the texts of their videoconference presentations. (See Video of Hiromi Pingry Reflections & JSIS Videoconferencing)



Hiromi's students talk in Japanese to their peers in Japan



Hiromi coaches her students as they videoconference with their peers in Japan.



Jon Glover, Tech Support for John Stanford International School provided enthusiastic support for Hiromi's request to do videoconferencing

E. Teachers' Inform School, District and State Leadership on International Education Implementation

Teachers give presentations of their international curricular projects at faculty meetings, at district, regional and state meetings and conferences. In this way, Principals, School District and State Education leaders are kept informed of the teacher professional development process and integration of international education into classroom curricular, especially the impact of global collaborations on student learning. They then use these successful examples of classroom international education to take the C3 World model to scale with sustainable support, including having the classroom examples inform education policy and curricula at school, districts and state levels.

Rationale: The C3 World process starts with the grass-roots level of transforming classroom teaching and learning, recognizing that the heart of change in education is with teachers. While teachers can lead from their classroom practice to effect educational change, it is significantly important that their leadership be paired with leadership from a greater community beyond the school. Support and leadership to take the model to scale also needs the advocacy of the C3 World project director and the greater community of organizations that are involved in supporting the classrooms of C3 World teachers. This collaboration of leadership from the classroom with leadership from beyond the classroom, including not only the project director and international education organizations but also the global education leaders and teachers from around the world who have been collaborating with the C3 World teachers in the US, provides a breadth and depth of credible advocacy for scaling the C3 World project to school, district and statewide support for sustainability.

C3 World opening Presentation at the Washington State International Education Coalition Summit, Olympia WA
October 2004

Attended by Teachers, Students, State Education ,
Government, Business and Community Organization
Leaders



Washington Lesgjaltor hears iEARN project Presentation
by students of C3 World Teacher, Paula Fraser

Overview of the Summit

"This year's Summit opened with an impressive presentation by iEARN (International Education and Resource Network), featuring its award-winning innovation in the use of instructional technologies to create global learning opportunities. The multimedia presentation with personal messages to Washington state educators from international teachers at the 2004 iEARN conference in Slovakia talking about the importance of international education alternated with a live panel of students and teachers from Washington, who described their transformative learning experiences."

Summit Report, 2004

Key Findings and Accomplishments

I. Design and Implementation of the C3 World Model for International Education Teacher Professional Development

A. C3 World Model

The funding of this demonstration project resulted in the design of the C3 World Model for International Education Teacher Professional Development. The three main components of the model are:

I. Introduce Teachers to Possibilities for Integrating Global Education into Our Schools: *What can be done to bring classrooms to the world and the world to the classrooms?*

II. Mentor Teacher and Student Classroom Participation in Global Curricular Collaborations: *How can it be done?*

III. Build Learning Success for All Students Through Global Learning: Transformation Classroom Teaching and Learning for Today's World
How does it make a difference for students? How does it become sustainable?

B. Basis for Building the Model

The model was developed from mentoring 20 Washington State 20 in 11 different school contexts to have international education experiences in social studies, world languages, and other content areas through innovative and purposeful uses of technology. This demonstration project provided an important opportunity to build on:

A The proven international education experiences of many teachers and students within the international education global community of iEARN

B. The international education experiences of developing an iEARN classroom in Pullman, Washington that connected international education practice with:

1. district and state educational reform, including initiatives for student assessments and achievement of education standards, redesign of curriculum
and
2. nationally recognized university education research and theory

C. The momentum of the Washington State International Education Coalition advocacy to integrate world international education into state curriculum classroom teaching for all students

D. The vision and support from Dr. Terry Bergeson, Washington State Office of

Superintendent of Public Instruction (OSPI), for all Washington state students have “global awareness”, “21st century tools to access and manage learning”, “to survive and thrive in our complex world.” (From Keynote Address to Washington State OSPI Annual Conference, January 2004)

The C3 World Model of Teacher Professional Development connected classroom international teaching and learning with district and state education goals in schools of Washington State. This model can be replicated in states throughout the country.

The timeline of the C3 World demonstration project, beginning in January 2004 and running through December 2004 proved valuable is recommended for ongoing implementation:

C. Timeline for Implementing the Model

1. By beginning in January, teachers and schools have the second semester of their school year to be introduced to iEARN through seminars and begin participation in global collaborations with teachers and schools around the world by joining existing iEARN projects. These initial experiences provide understandings of how technology can be used to connect with school communities around the world in preparation for attending the iEARN International Education Conference in July.
2. When teachers attend the iEARN International Teachers Conference in July, they have the opportunity to meet face-to-face with teachers around the world whom they have met online and learn first-hand how iEARN curricular projects are being implemented in classrooms worldwide. They deepen the collaborations they began between January and June. During the full week conference, they have many opportunities to meet with global colleagues and initiate new collaborations and projects together.
3. When returning from the July iEARN Teachers' Conference, teachers have time to plan their global curriculum before the new school year begins. During the first semester of the new school year, they are well prepared for ongoing professional development with a strong local to global collaborative community for integrating and sustaining global curricular projects in their classrooms.

II. Successful Progress and Depth of Integrating International Education Across Classroom Curriculum Subjects Within 12 months

A. Efficiency of Integration

The general expectation of school change is that transformation of classroom teaching and learning takes place slowly over years of time. And yet, in the C3 World Project, teachers made significant changes in their teaching practice and curricula with 12 months time.

Classroom teachers were able to reach a level of sustained international education in their classrooms, become examples for colleagues in their buildings, present their work at conferences and become advocates for international education with technology as a school, district and state education expectation in all schools. The following factors were critical to this success:

- a) Introducing teachers to how classroom use of new technologies can connect teachers and students to schools and classrooms around the world for collaborative teaching and learning across curricula;
- b) Providing in-classroom mentoring to implement global curricular projects;
- c) Providing on-going collaborative professional development seminars for teachers to learn curriculum design for global curricular projects using Teaching for Understanding with Technology (Wiske, Rennebohm Franz, & Breit, Jossey-Bass 2005). The seminars provide a valued opportunity for for teachers to come together from multiple local area schools and build a supportive collaborative community of beyond their own school building;
- d) Providing opportunities to take iEARN online professional development courses;

and

- e) Providing opportunities to attend the annual iEARN International Teachers' Conference with teachers from around the world to build an strong and enduring global education partnerships and community

C3 World teachers learned to use international education as a way to integrate subject areas by having student work in global curricular project bring together their learning in social studies, literacy, science, world languages, visual arts and service learning. And as a result, they found their students learned with greater efficiency, commitment to doing schoolwork and comprehension of important concepts.

B. Classrooms Connecting with 20+ Countries Within 12 Months

Within 12 months, teachers and classrooms involved in the C3 World Project made educational classroom connections through iEARN projects with schools and communities in over 20 countries including:

- Russia
- Croatia
- Uzbekistan
- Slovakia
- Belarus
- Argentina
- Haiti
- Japan
- Taiwan
- Australia
- New Zealand
- Netherlands
- Iran
- India
- Lebanon
- Egypt
- Israel
- Senegal
- Gambia
- Botswana
- Kenya

World Languages teachers participating in the C3 World project met their goals of having their students develop their Japanese and Spanish language skills by communicating directly with students in Japan for learning Japanese and Argentina for learning Spanish.

C. Classrooms Participating in 22 iEARN Curricular Projects Within 12 Months

Within 12 months, C3 World teachers' iEARN curricular project experiences in social studies, world languages, literacy, science, visual arts and service learning included:

- Global Art Project: A Sense of Caring
- Water Habitat Project
- One Day in the Life Project
- Holocaust Project

- Kindred Project
- Heroes Project
- Comfort Quilt Project
- Schools Outfitting Schools in Afghanistan Project

- Art Miles Mural Project
- Teddy Bear Project
- Lewin Project
- Side by Side Project

- Building Bridges of Understanding
- The Story of Us
- Malaria Project
- Cultural Recipes Book

- Laws of Life
- Schools Outfitting Schools
- My Hero project
- The Story of Us Project
- Daffodil Project

D. C3 World Teacher Leadership

During the C3 World Professional Development Project, participating teachers continually emerged in leadership roles. Here are several examples:

C3 World teacher, Paula Fraser generated a new social studies iEARN project, “Building Bridges of Understanding”, that connects her classroom in Washington State with classroom of Arab students in a school and Jewish students in a Jewish school, both in Israel. Her classroom’s project work was designed to include Washington State Social Studies Classroom-Based Assessment. The project happened as a result of the three teachers meeting at the iEARN International Teachers conference in Kosice, Slovakia.

C3 World teacher, Kosta Kyriacopoulo, in collaboration with a iEARN teaching colleague he met in Senegal, designed a new integrated social studies/literacy iEARN Project, “The Story of Us” for students to understand how one another’s cultural histories inform their present lives. The project design includes a University of Washington School of Education research study to assess and document student literacy learning through student international collaborations.

C3 World teacher, Katherine Law was a participant in the iEARN BRIDGES project teacher professional development week in New York City with educators from the Middle East that was immediately followed by her school hosting a visiting teacher from Uzbekistan.

C3 World teacher, Irene Hrab, who’s school meets the social, emotional, academic and family needs of children experiencing trauma from violence and homelessness, designed her class participation in iEARN projects to successfully engage her students in active, literacy learning that generated breakthrough performances in education for her students and their families. Irene and First Place School education Director, Barbara Bennett then provided leadership in having her whole school become involved in doing iEARN curricular projects. And implement Teaching for Understanding (TfU) with Technology as a whole school curricular design framework. Their first TfU project has been a focus on student character called “Doing the Right Thing”.

E. Teachers Identify Significant Impacts of C3 World Professional Developments

The two major impacts that teachers identified from having the opportunity to receive professional development through the C3 World Project were:

1. Understanding how to integrate iEARN curricular projects into their classroom teaching and learning so that:

a. their students can be connected to, know and begin to understand the world beyond their immediate neighborhoods

b. their students, by being actively engaged in learning with global peers on important real world projects, are able to make better academic progress

2. Understanding that now, with any global event, issues and need, they realize they have a network of teachers and students around the world (and locally) with whom they can connect and collaborate to:

a. address important issues and events in the world

b. design new projects within iEARN to take action in response to issues and events

The professional development project has made an impact beyond just having teachers engage in existing international curricular projects. The teachers know how to generate new projects. They understand how to use the model of current iEARN curricular projects to generate classroom projects that address additional specific topics, events, issues in the world today that they know are important for their students to understand and respond to as global citizens.

III. Transformation of Education Technology in Classroom Teaching and Learning Through the C3 World Project

In the C3 World project teachers developed understandings of how Internet technologies of email, interactive websites, online courses and videoconferencing are used to build communication and community around important education endeavors with local to global teachers and students. They learned how use of digital still and video cameras with photo editing and video editing software can be used to capture, reflect on, document and communicate important curricular project work within and beyond the classroom and school. They learned about how digital photography can leverage literacy learning and accompany text email for immediate contextualized communication with global teachers and students.

C3 World teachers who already were comfortable using technology were enthusiastic upon learning better ways to apply the technology tools for curricular teaching and learning. Equipment they had was put into more active use. C3 World teachers who found computer technology still a challenge, gained a compelling reason to take on those challenges and learn new skills in what they identified as steep learning curves with new knowledge on why, what and how to request tech support in their buildings. The result for these teachers was greater confidence in their use of these tools as teachers and for their students. All teachers found that by knowing what was possible in global education communication and collaborations for themselves as teachers and for their students, they became advocates for using the technology in the classroom as an essential tool for transforming teaching and learning. They weren't teaching technology just so students would know technology for the 21st Century. They were teaching with technology to make a difference in how students learned important curricular concepts and content that would enable them to be active participants in the world of the 21st Century.

By understanding uses of technologies of email, interactive websites, online courses, digital photography, and videoconferencing to build global learning communities, their vision and use of education technology in the classroom was transformed from basic use to use that significantly leveraged international collaborations to achieve important learning goals. Technology became a more integral component of life as a teacher and their students learning experiences. Rather than having students use technology in the classroom so they would know technology, they understood students' use of technology as an essential tool for connections with the world. Teachers saw the culture of their classroom transformed as students came to class assuming they could connect with people in geographic locations or global events they heard about in the media news outside of school. Teachers and students alike assumed and embraced

technology as an essential tool for international education.

The following books were resources on pedagogy for teacher professional development in the C3 World Project:

Teaching for Understanding with Technology (By M. Stone Wiske with K. Rennebohm Franz and L. Breit, Jossey-Bass, 2005)

Better Teaching and Learning in the Digital Classroom (Edited by D. T. Gordon, Harvard Education Press, 2003)

“Building Better School-Home Connections with Technology”

By K. Rennebohm Franz

“Global Education for Today’s World: Creating Hope with Online Learning Communities”

By K. Rennebohm Franz and E. Gragert

IV. The C3 World Model Generates Wider Infrastructure of Support for Classroom International Education: Involvement of Teacher Colleagues, Principals, District and State Education Leaders, iEARN, Community Programs and Organizations

A. Teacher Colleagues, Principals, District and State Education Leaders

The C3 World project began with teachers who had the support of their principals and teacher colleagues who encouraged them to develop international education curricula by participating in this demonstration project. School technology support staff were invited to participate with their teachers. The project began with knowledge and support of the launch of the project from the Washington State Superintendent of Public Instruction, Dr. Terry Bergeson, as well as the State Director of Education Technology and State Program Director for Social Studies, World Languages and International education.

As C3 World teachers began to implement international education curricular projects in their classrooms, their principals and teaching colleagues learned the benefits of these projects with increasing interest and requests for more school classrooms to participate. Seattle School District Technology Director and Staff took an active interest in becoming further informed about how technology could be used in classrooms to support international education. They came forward to provide technical support to give teachers access to websites for their classrooms and enable videoconferencing to take place. As the C3 World project was coming to the end of its 12th month, two critically important meetings took place as a result of Seattle School District administration knowing about the experiences of teachers in the project:

1. A meeting with the district Technology Leader responsible for implementing technology as an important component of school reform and leads the district technology level initiative led to her enthusiastic support for having the C3 World Project Model inform school reform and provide evidence of the importance of technology levy approval.
2. A meeting with the district Chief Academic Officer led to his taking initiative to plan further meetings with other administrators to move international education integration with curriculum using technology toward becoming a component of K-12 teaching and learning in the all classrooms.

At the January 2005 Washington State Office of Superintendent of Public Instruction Annual Conference, the State Superintendent, Director of Education Technology and Program Director of Social Studies, World Languages, and International Education will receive a full report on the C3 World Project.

The C3 World Project Teachers and Director have given presentations on the importance of their international education experiences in school classrooms and

impacts on student learning to Washington State government Senators and Representatives and the Office of Lieutenant Governor of International Relations & Economic Development Specialist.

The iEARN-USA director and staff have not only followed and provided support for the C3 World Project, but have also used this project to inform ongoing iEARN Teacher Professional Development in other states and nationally.

IEARN will have a website where educators and policy leaders can learn about the C3 World International Education Teacher Professional Development Model including the full report, examples of classroom projects in text, digital photos and video, plus video of iEARN Country Coordinators, C3 Project Teachers and Students communicating the value, importance and invitation for others to participate in international education global collaborative teaching and learning.

B. State Government and Regional International Education Organizations and Individuals

As the C3 World Project developed over a year's time, local community organizations, state and national organizations and programs, as well as individuals with expertise in international education and technology came forward to collaborate with the project teacher professional development including:

1. Washington State Coalition for International Education (<http://internationaledwa.org/>) Annual International Education Summit in Olympia, Washington, October 2004: Preparation for the summit included meeting with and inviting with state legislators to understand the importance of international education in schools and participate in the Summit. At the Summit, C3 World Project Director led the opening session with a panel of C3 World teachers presenting and led an afternoon session that included leaders from government, business, organizations, university and K-12 educators and students. In January 2005, the State Superintendent of Public Instruction, Dr. Terry Bergeson, presented a scholarship from the Coalition to the Washington State 2005 Teacher of the Year at the annual Washington State Office of the Superintendent of Public Instruction Conference. The scholarship funds are to support her integration of international education into her classroom. The scholarship includes informing her about the C3 World professional development model and opportunities for her students to connect with peers globally through iEARN.

2. Washington State House of Representatives Education Committee Hearing on Cultural Competence, December 2004:

Committee members were informed about valuable experiences and

importance of C3 World Teacher Professional Development Project, including iEARN curricular projects in schools by First Place School Executive Director, Doreen Cato and by Washington State Coalition on International Education spokesperson, Michele Anciaux-Aoki with Kristi introduced at the hearing as an International Education/iEARN resource person in Washington State.

3. Support and Collaboration with State Executive and Legislative Leaders: State Representative Don Cox (House Education Committee) who provided a letter of support for International Education to be shared at the Coalition Summit and who supports teacher professional development in education as a member of the House Education Committee

State Representative Dave Upthegrove (House Education Committee) who, upon learning about how technology supports international education at the House Education Hearing on Cultural Competence presentation, requested more information for an education bill he is introducing to provide international online curricular courses for high school students

Office of Lieutenant Governor of International Relations & Economic Development Specialist, Juliette Schindler Kelly (who supported our efforts of international education as a panelist at the International Education Coalition Summit in Olympia, October 2004)

4. OneWorldNow! International Education program for Urban High School Students in Seattle (<http://www.oneworld-now.org/home.html>)
High School student intern with C3 World Project

5. Asia Society (<http://www.internationaled.org/education>) Staff, Grace Norman and Joe Gotchy have followed the C3 World Teacher Professional Development Project with the goal of using this model of teacher professional development (Support for implementing iEARN Curricular Projects and Teaching for Understanding with Technology for designing and implementing curricula) for their new International High Schools in Los Angeles, New York City and Charlotte, North Carolina.

6. Seattle Software Designer, Howard Rose, (<http://www.imprintit.com/hrose/hroseBody.html>) has offered to collaborate on developing computer applications for the iEARN curricular project pedagogy

8. International Education and Fund Raising Consultant, Greg Tuke, has brought his international education work with schools in the Puget Sound area to the C3 World project to extend this model of professional development beyond the initial teachers in the project and is providing expertise on taking the C3 World project to scale regionally

9. Around-n-Over Global Education Expedition of Seattle Resident, Erden Eruc by bicycle, boat and mountain climbing (which includes REI, Inc. as a sponsor) has followed the C3 World model of teacher professional development and iEARN design of curricular projects. As Erden travels the world, he will visit iEARN schools to share his global journey and be a resource for iEARN students on human-powered endeavors, water habitats, meeting challenges, reaching your dreams and achieving your goals.
(<http://www.around-n-over.org/>)

10. Bridges to Understanding Program, Phil Borges, Founder, Mercer Island, Washington (www.bridgesweb.org). Photographer Phil Borges program teaches students in the Seattle area, as well as Kenya, Peru, India and Nepal to use digital photography to document and share their community with one another. Phil Borges and C3 World Project Director, Kristi Rennebohm Franz, collaborated to bring together the connections and experiences of iEARN and Bridges to Understanding.

CONCLUSIONS

I. Overall Impact of the C3 World Project

The C3 World project has generated commitment to and understanding of how to implement international education throughout curricula with technology from the classroom level to levels of school, district, state and national education administrations, organizations and programs. From an initial 20 teachers in 11 schools in King County, more schools in King County and around the state have learned what is possible and are asking to also receive teacher professional development. These requests come forward from individual teachers, school faculty teams, principals, and administrators.

The funding this project at a scale that has made it successful provides opportunity to invite ongoing grant and philanthropic funding to take the C3 World Model of International Education Teacher Professional Development from being a demonstration project to sustainability as an ongoing program in the State of Washington and throughout the country.

II. Essential Ingredients

A. Local and Global Mentoring by Experienced Classroom Experienced Teaching Colleagues

The C3 World Project teachers consistently identified that a major factor of successful professional development for integrating international education into their classroom curricula was the opportunity to be mentored by experienced iEARN teacher colleagues both locally and globally. They identified the critical component as a combination of having: 1) a project director/mentor teaching alongside them who was a classroom teacher experienced in iEARN and integration of technology for educational gain; and 2) the opportunity to build relationships online and face-to-face with iEARN teachers worldwide whose experiences provided real classroom examples and who enthusiastically informed and invited their participation in the journey of teaching and learning in a global community. This collaborative mentoring identified by teachers, as essential and valued by them as learners is supported by the social context theory of teaching and learning that what the learner can do with a more knowledgeable peer today, he/she can do alone tomorrow. (Vygotsky, *Mind in Society*, 1978)

B. Opportunities to Learn Through Ongoing Real Classroom Examples of International Education

The C3 World Project teachers consistently identified that being able to learn from real classroom examples – both archived examples work of teachers and

students doing international education curricular projects and current work of classrooms locally and globally – provided a grounded and real context for inspiring and guiding both their professional development in learning about possibilities *and* their implementation of meaningful global projects into their classroom curricula. These examples helped them realize not only what was possible but were credible in helping them realize what they and their students could do.

C. Build Integration of International Education Within Current Classroom Curricula

C3 teachers identified that one strength of professional development was the realization that they could begin to build international education collaborations from the already existing curricular content and student work of their current classroom teaching and learning. Knowing they could start with what they were doing now in their classrooms rather than have to create whole new curricular units or generate whole new realms of student work, was significant in shortening the timeframe for becoming involved in global iEARN online curricular project-based education.

D. Powerful Combination of Real-time Face-to-Face Collaboration with Synchronous and Asynchronous Online Collaborative Community

In one year, the C3 World project has generated a collaborative community of classroom teachers in King County who have international education experiences that they can and are already using to mentor colleagues. What started with one project director and 20 teachers, now has exponential reach to bring international education to more classroom teachers, students in schools and districts. It is, indeed, the building of collaborative community locally and globally that brings about teaching and learning where all teachers integrate international education across the curricula and all students have opportunities to learn with global peers across continents and cultures. The following technology tools supported experiences of collaborative community for teachers and their students international education: email, interactive websites (i.e. iEARN online forums), video documents, and videoconferencing.

E. Classroom, School and District Infrastructure for Technology

As C3 World teachers realized how technology could be used to build global education collaborations, they began to realize the full potential for the existing technology infrastructure in their schools and classrooms. They began to make greater use of the hardware, software and connectivity with new purpose and understanding of how the technology tools could make a difference in teaching

and learning. They built stronger collaborations with the building and district technology support staff, including becoming advocates for additional equipment, connectivity and software programs needed to enhance their global collaborations. The school and district technology staff responded positively to further request for support and were appreciative that the teachers were enthusiastic about taking their technology tools in the classroom to greater educational use and benefit. Within the C3 teacher group, several teachers took initiative to plan workshops and share their growing technology expertise to improve student learning with building and district colleagues.

**Most Essential Ingredients for Connecting Classroom Communities in the World:
Opportunities for school learning to include collaboration with global peers
across cultures and continents. Opportunity for students to make a difference in
the world through connections with global peers.**

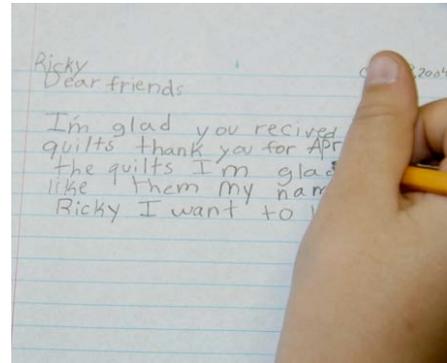
C3 World Example: The iEARN Comfort Quilt Project: Integrated Social Studies, Visual Arts, Language Arts and Service Learning Curriculum



Comfort Quilts made by students in classrooms of C3 World teachers Donte Felder and Katherine Law, at Orca Elementary, Seattle arrive in the hands of a child in Bam, Iran who experienced the devastation of an earthquake.



Upon receiving a digital image and email message saying the quilts have been given to children in Iran, an Orca Elementary student writes an email message to his global peer in Bam.



A friendship is established, making a difference in the lives of children and youth - student by student, class by class, school by school, country by country - making a difference in the world of today with hope for the world of tomorrow.

III. Recommendations for Scalability

Immediate recommendations for scalability includes providing a combination of U. S. Department of Education grant funds and matching funds from Washington State foundations and philanthropists and fees from participating schools to support:

A. Continue Building International Education in C3 World Schools

Replicating the professional development provided for the first C3 World teachers (initially only one or two teachers per school) for their schools as a whole in response to interests of their school faculty and principal to continue building the integration of international education into their curricula with technology

B. Disseminate the C3 World Model to Additional Schools

Providing dissemination of the C3 World model to additional schools that have requested professional development and made a commitment to integrating international education into their school curricula.

IV. Final Comments

During the twelve months of the C3 World Teacher Professional Development Project, participating teachers have gained experience and developed diversity expertise for implementing international education curricular collaborations in their classroom teaching and learning. Additionally, their experiences are also generating further interest for involvement in international education by colleagues in their schools, across their districts and at the state level.

In summary, C3 World Teachers have gained international education experience and expertise with:

1. Opportunities for teacher professional development in international education:
 - a. using the Internet to connect with teaching colleagues around the world
 - b. meeting face-to-face with global colleagues through participation in the iEARN International Teachers Conference
 - c. taking iEARN online courses, and
 - d. having a local collaborative community of teachers across a diversity of schools in their district with whom they can develop their expertise and support one another's teaching
2. Opportunities for their students to learn in collaboration with global peers around the world through technology in ways that not only support

but also significantly enhance student learning in social studies, science, literacy, world languages

The C3 World Project teachers understand how active involvement in a network of teachers worldwide transforms their educational practice and purposes for education. They understand that their classroom becomes a dynamic place of learning for students, families, community and teachers through connections to the world. The C3 World Project teachers are actively communicating and teaching with worldwide colleagues with a commitment to connecting their students globally. This commitment and global collaboration comes from experiencing and knowing first hand that:

- a. when students learn with global peer using technology, they are motivated to work hard on skills and curricular concepts so that they can actively participate in iEARN project collaborations, and
- b. students understand the importance of learning in school when they are given the opportunity to make a difference in their world locally and globally with the knowledge and communication they experience in collaboration with global peers

At each of these 11 schools, there are now teachers who understand what's possible in international education with new technologies to integrate international teaching and learning experiences into the curriculum. They know an Internet and human relationship pathway for bringing their classrooms to the world and the world to their classrooms.

The experiences of these teachers are setting an example for their school communities. Increasingly, their teaching colleagues are asking about bringing international education with technology into their classrooms. Their principals, who have been following and supporting their C3 World teacher professional development, can now build on the experiences of these teachers to lead school-wide involvement in global curricular collaboration with technology.

School and district education technologists have now had experience in supporting teachers' uses of Internet technologies to connect schools globally. Prior to the C3 World Project, teachers were primarily using only email in local, regional or national communication and accessing websites for information, not as a tool for interactive collaboration. Now C3 World teachers are using email to collaborate with their colleagues worldwide. The C3 teachers understand how classrooms, schools, and countries globally are using interactive websites, digital images, video and videoconferencing as tools for today's teaching and learning. Their C3 World project classroom teaching experiences are providing an example for school colleagues, principals, district technology leaders, parents

and school communities on how international education with technology makes a difference in student learning.

As the C3 World teachers continue to share their experiences at school faculty meetings, district meetings, school wide events and state conferences such as the Coalition Summit and the Social Studies conference, they are generating interest in having international teaching and learning with technology become opportunities for all teachers and students.

The C3 World Project has demonstrated how teaching and learning in the classrooms can become transformed for today's world. As teachers and students connected their school work to the school work of teachers and students globally, they realized how they can be active participants in building understandings across continents and cultures. School no longer was business as usual – school became a place where learning takes place the world of today and is preparation for the world of tomorrow.

V. Acknowledgements

The C3 World project was made possible through a grant from the U.S. Department of Education. Special thanks to Ray Myers for his vision, leadership and support for having a international education teacher professional development project to demonstrate how our classrooms today can be environments where K-12 students and teachers are teaching and learning important curricular topics in collaboration with global peers.

The C3 World project was possible because of the leadership of iEARN-USA. Special thanks to Ed Gragert for his leadership and support of educators and students worldwide. And to the entire staff of iEARN-USA, who, along with Ed, provided ongoing expertise, support and inspiration for teacher professional development in international education.

Special thanks to Dr. Martha Stone Wiske, Harvard University's Graduate School of Education, who is one of the designers and authors of the Teaching for Understanding Framework (TfU) and who's scholarship, depth of experience, and wisdom in mentoring educators has brought forward TfU as a process for ongoing design and implementation of iEARN curricular projects.

The C3 World project was successful because of the school classroom teachers and students who's participation and contributions in iEARN curricular projects informed the C3 World Model of Professional Development. Special thanks goes to each and everyone of these teachers and students as well as to their principals, colleagues, and technology support staff who were enthusiastic about the project.

The C3 World Project was strengthened by the enthusiastic endorsement by the Washington State International Education Coalition, especially Michele Anciaux-Aoki and by the leadership of the Washington Office of Superintendent of Public Instruction, especially Social Studies Leader, Caleb Perkins, Education Technology Leader, Mardale Dunsworth, and State Superintendent, Dr. Terry Bergeson.

SUMMARY OF 2004 C3 WORLD PROJECT ACTIVITIES

I. January & February 2004 Highlights

A. Announcement of the C3 World Project

The project announcement and invitation to apply for participation were made by the Washington State Office of the Superintendent Social Studies Program and the Washington State Coalition on International Education. Additionally, announcement of the project was sent to individuals and schools who had previously indicated interest in having teacher professional development on international education after learning about the opportunities of iEARN at the 2003 Washington State Coalition Summit on International Education held at the University of Washington.

As principals and teachers indicated an interest in the project, meetings took place at their schools so they could learn more about the project, about iEARN education opportunities, and how to make the best decisions on which teachers would apply to be in the project. Schools submitted applications to have 1 or 2 teachers from their building in the C3 World Project.

B. Selection of C3 World Project Participants

The schools selected to participate in the project were notified and introductory meetings were held at their school site to begin planning the process of integrating international education curricular project collaborations into their classroom teaching and learning. Each participating teacher was asked to identify classroom curricular focus for global collaboration and international education goals. With mentoring by the project director, each teacher then began to identify an iEARN project that matched his or her curricular focus and goals. In addition, key people in each school were identified to be continually informed about classroom iEARN curricular project participation and provide support for teachers doing the C3 World Project. Key people included school principals and technology support providers.

The C3 Project Participating teachers represent diversity in years of teaching experience, experiences with technology, school curricular expertise, and diversity of cultures, languages and ethnicities:

Jill Read, Hamilton Middle School
Lynn Potthoff, Hamilton Middle school
Jasmine Riach, Aki Kurose Middle School

Carol Bradley, Aki Kurose Middle School
Kosta Kyriacopoulo, Summit K-12 School
Maryamu Eltayeb-Givens, First Place School
Irene Hrab, First Place School
Karma Sawka, Kimball Elementary School
Connie Lawrence, Kimball Elementary School
Mihoko Tsang, John Stanford International School
Majorie Lamarre, John Muir Elementary School
Sage McCotter, John Muir Elementary School
Joana Choi, Loyal Heights Elementary School
Rosa Guerrero, Loyal Heights Elementary School
Patti Magnussen, Loyal Heights Elementary School
Jennifer Geist, John Hay Elementary School
Paula Fraser, Stevenson Elementary School
Katherine Law, Orca Elementary School
Donte Felder, Orca Elementary School

II. March, April, May, June 2004 Highlights

A. C3 World Seminars

Seminars were held for the entire group of teachers in the project. The seminars focused on:

1. Building a collaborative international education community among the C3 World teachers, their schools, regional international education organizations and resources while also building global collaborations.
2. Identifying initial and ongoing perspectives/goals of international education and continually building understandings of why/how international education is important in today's schools.
3. Introductions to iEARN curricular projects including examples of project design, classroom lessons, student work, assessments, and how these projects are enabling students to simultaneously meet academic goals and to be global citizens making contributions in their communities locally and communities worldwide.
4. Connecting teacher's classroom international education curricular projects with district and state social studies education goals, standards and classroom-based assessments. This included a presentation and ongoing communication with Caleb Perkins, Office of Superintendent of Public Instruction Program Director for Social Studies and International Education.

5. Understanding how new technologies support international education curricular collaborations including uses of desktop publishing with digital images and video for documenting and sharing project work, email, websites, and videoconferencing as a way for teachers to connect with and collaborate with colleagues across a multicultural/multilingual world

7. Introduction to resources that can support curricular design and implementation of international education in the classroom including:

a. iEARN online resource documents, online courses, and collaborative forums

b. Harvard University Teaching for Understanding Framework for designing curricular projects
(Resource: *Teaching for Understanding with Technology* by Martha Stone Wiske with Kristi Rennebohm Franz and Lisa Breit, Jossey-Bass, Publisher)

c. Opportunity to communicate with iEARN-USA staff via videoconferencing and email

d. *Better Teaching and Learning in the Digital Classroom* Edited by David Gordon, Harvard Education Press, 2003

e. iEARN Publications:
2003-2004 iEARN Project Book
iEARN Connecting Cultures: Teacher's Guide to a Global Classroom
iEARN Poster for classrooms
iEARN Introduction Video

f. Logistics and benefits of iEARN School Memberships, including how to add additional colleagues within their schools

g. Classroom-based literacy assessments of student learning in iEARN projects

B. On-Site Classroom Project Planning and Project Implementation

A key component of the C3 World Teacher Professional Development is on-site mentoring and co-teaching in the classrooms of participating teachers including:

1. Collaboration with teachers in their classrooms to plan project selection and implementation

2. Presentations to students by the project director to introduce iEARN to classroom and model that introduction for teachers (including project websites, forums, examples of student project work)

3. Collaborative presentations by the classroom teacher and project director to introduce and implement a specific iEARN Project to students

4. Co-Teaching of iEARN project lessons by project director and the classroom teacher including lessons to:

- a. start project work
- b. learn the WRITE to Care/Bird Print Writing Process for project communication
- c. prepare student project documents email messages and for global peers
- d. respond to global peer project email messages, forum postings, digital images and exchanged artwork
- e. learn how to use technology for the project
- f. assess student performance in project work

C. Online mentoring of C3 Teachers

The project director and teachers used group email messages to build collaborative community and individual email communications to mentor professional development, answer questions and support for one another including:

- a. messages to plan, organize and implement project lessons in the classroom
- b. share student work documents
- b. learn to use iEARN website/forums
- c. build connections with iEARN teachers and students around the world

The C3 World Project teachers received email communication and newsletters from iEARN-USA staff to inform them of international education professional development opportunities/conferences and announcements about new and ongoing iEARN projects. The staff also communicated one-to-one with teachers to answer questions and help them build connections with global iEARN teachers, schools and projects.

Teachers were introduced to the process and content of iEARN Online Courses. Four teachers participated in online courses in the spring and ten teachers participated in courses in the fall.

III. July, August Highlights 2004

A. iEARN International Teachers' Conference, Kosice, Slovakia

In July, 2004, twelve teachers (with representation from each of the eleven schools) and the Project Director attended the iEARN International Teachers Conference in Kosice, Slovakia. At the conference they attended workshops, met with global iEARN teaching colleagues to plan curricular project collaborations for their classrooms and schools, and participated in the social and cultural events of the conference. The Washington State teachers gave a workshop on the C3 World Project to share their vision and purposes for doing International Education in their classrooms, the value of the C3 World Teacher Professional Development experiences and the value of iEARN project experiences for their students.

At the conference Gala event, the C3 World Teachers presented comfort quilts to the teachers of Iran for delivery to the children of Bam, Iran. Donte Felder led the presentation saying that the quilts were to comfort the children who experienced the earthquake devastation *and* symbolized ongoing friendship and caring for one another among school communities of Washington State and Iran.

B. Conference Reflections and Planning for Fall 2004

The C3 World Teachers returned from the conference in Slovakia inspired and motivated to implement many iEARN projects in their classrooms and to share what they had learned with their school communities.

During August, each of the teachers that went to Slovakia had a lengthy follow-up interview session with the Project Director to document each teacher's reflections on:

1. major highlights of the conference
2. what he/she learned from the workshops and conference events
3. how attending the conference has transformed understandings of international education and the world today
4. how the conference experiences are going to transform his/her teaching practice, goals and vision
5. plans to implement what was learned at the conference during the 2004-2005 school year

The overwhelming consensus of the C3 World Teachers attending the conference was that this iEARN experience was deeply valued and made a major difference in understanding how they could further integrate international education teaching and learning in their classrooms and schools.

IV. September, October, November and December Highlights 2004

A. Summary of C3 World Teachers' Professional Development Activities

1. Participation of C3 World Teachers in iEARN online Courses: Creative Arts, Creative Writing, ESL, Social Studies, and Science .
2. Application and certification from OSPI for Washington State teachers to receive state professional development clock hours for completion of iEARN online courses.
2. C3 World/iEARN Presentation to Seattle School District Educational Technologist (by C3 World Teacher, Kathy Law, and Project Director, Kristi Rennebohm Franz)
3. Meetings at Office of Superintendent of Instruction (OSPI) in Olympia with Caleb Perkins, OSPI Program Supervisor for Social Studies & International Education and Mardale Dunsworth, OSPI Director of Education Technology and Project Director, Kristi Rennebohm Franz to:
 - a. informed them of progress and positive impact of the C3 World Teacher Professional Development Project
 - b. receive their input and ideas on the project
 - c. continue building support from OSPI for the C3 World model of teacher professional development including their suggestions on sharing the project within OSPI and with school communities at statewide conferences
4. Information about the C3 World Project (including examples of teacher/student participation in international education collaboration projects) shared with Washington State Legislators and Washington State Superintendent of Public Instruction, Dr. Terry Bergeson (by Project Director, Kristi Rennebohm Franz)
5. Production of Video as a resource on International Education for schools: "iEARN Country Coordinators' Greetings and Messages on the Importance of Global Education Collaborations" (Filmed at the iEARN International Teachers' Conference in Kosice, Slovakia and Produced by Project Director, Kristi Rennebohm Franz)
6. Participation at the Washington State Coalition for International Education Summit in Olympia, Olympia, Washington, October 27, 2004:
 - a. Morning Opening Plenary Session:
 - Panel Presentation by C3 World Project Teachers Kosta Kyriakopoulo, Marjorie Lamarre, Irene Hrab, Jennifer Geist, Paula Fraser and Jill Read and the Project Director, Kristi Rennebohm Franz

Showing of the Video of iEARN Country Coordinators
Greetings and Messages on International Education.

b. Afternoon Breakout Session on Building International Education Collaboration and Support Among Schools, Community Organizations, Government, and Economic Leaders , facilitated by Project Director, Kristi Rennebohm Franz.

c. C3 World Project Display at the Summit Resource fair with examples of C3 World classroom project work, videos, and resource materials

7. Presentation on C3 World Project to the Washington State Social Studies Conference (by C3 World Teacher Paula Fraser and Project Director, Kristi Rennebohm Franz)

8. iEARN Visiting Teacher from Uzbekistan. Hosted by Orca Elementary and the classrooms of C3 World Project teachers Katherine Law and Donte Felder. The Uzbekistan teacher also made visits and presentations to classrooms at Summit K-12, Hamilton Middle School, and First Place School.

9. Project Director and Teacher iEARN Presentations and In-service for school faculty at:

Stevenson Elementary
First Place School
Summit K-12
Loyal Heights Elementary

10. C3 World Project teachers adding school colleagues to iEARN through their school building memberships

11. Washington State House of Representatives Education Committee Hearing on Cultural Competence:

Committee members were informed about valuable experiences and importance of C3 World Teacher Professional Development Project/ iEARN curricular projects in Washington schools by First Place School Executive Director, Doreen Cato and by Washington State Coalition on International Education spokesperson, Michele Ancieux-Aoki with Kristi introduced at the hearing as iEARN leader in Washington State

12. Continuation of on-site Co-teaching collaborations and mentoring of iEARN project work in classrooms of C3 World teachers.

Highlights of C3 World Teacher International Education Classroom Projects:

1. Paula Fraser and her students at Stevenson Elementary iEARN Projects:

Heroes Project: Raoul Wallenberg (students shared this project with a Washington State Legislator in Spring 2004)
New Project Collaboration with iEARN Arab and Jewish Schools in Israel: Building Bridges of Understanding which included a student and family from her classroom visiting the two schools in Israel
Art Miles Mural Project
Co-Presentations on International Education (with C3 World Project Director) to Stevenson School Faculty and at the Washington State Social Studies Conference

2. Kathy Law, Donte Felder at Orca Elementary:

Comfort Quilt Project
Daffodil Project
Water Habitat Project with Lebanon, Iran, Uzbekistan schools, plus a Spokane, Washington and two Miami schools.
School host for iEARN-Uzbekistan teacher, Sobriyan Djurayev
Malaria Project
Kathy attended iEARN/Uzbekistan Teacher Workshop in New York City
Tanisha Felder, First Grade Teacher, has joined iEARN to do the Teddy Bear Project

3. Hiromi Pingry and Mihoko Tsang at John Stanford International School:

Side by Side Project (collaboration with Japan including video)
Global Art: Images of Caring
Teddy Bear Project (collaboration with Japan including implementation videoconferencing for ongoing teacher planning and student collaborations)

4. Irene Hrab, Maryamu Eltayeb-Givens at First Place School with leadership from Education Director, Barb Bennett to have the whole school involved in iEARN:

Kindred Project
Holocaust Project
Teddy Bear project participation by the whole school with schools in Japan
All-school New Project: "Doing the Right Thing" using the Teaching for Understanding framework to design the project curriculum)
All-school faculty In-services on using digital images in project work, WRITE to Care/Bird Print Writing Process, and Teaching for Understanding
Intensive Co-teaching with Irene Hrab for her students to learn and use Bird Print Writing Process for their iEARN project communications
First Place teachers joining iEARN: Christine Nietering, Jen Hurley, Andria Lencioni
Presentation to Washington State House of Representatives Education

Committee Hearing on Cultural Competence by First Place Executive Director, Doreen Cato including description of school iEARN collaborations with Japan

5. Joana Choi, Rosa Guerrero and Patti Magnussen at Loyal Heights Elementary

WRITE to Care/Bird Print Writing presentation to faculty

Global Art Project: Images of Caring with Belarus

Comfort Quilt Project

All-school faculty In-service on iEARN WRITE to Care and Bird Print Writing Process

6. Kosta Kyriakopoulo at Summit K-12 School

New iEARN Family/Culture project "The Story of Us" designed by Kosta with iEARN-Senegal

A Day in the Life Project

Proposed iEARN Project collaboration with Molo Project in Seattle and South Africa

Visit with Sobrijan from Uzbekistan arranged by Kosta's for his class and two additional classrooms

Collaboration with principal and team leaders to plan implementation of iEARN school-wide with presentation by Greg Tuke, Kristi Rennebohm Franz & Kosta Kyriakopoulo; with twenty teachers being added to the school iEARN membership Classroom research on iEARN project impact on literacy collaboration with Univ. of Washington designed by Kosta Kyriakopoulo and Kristi Rennebohm Franz with University of Washington Doctoral Graduate Student

7. Jill Read at Hamilton Middle School

New iEARN Project proposal : Community History (based on Jill's Wallingford History curriculum)

Visit by Uzbekistan teacher to Jill Read's classroom and the classroom of Gina Gerlitz

Sue Ranney, Hamilton Middle School Director of International Education providing leadership for more Hamilton teachers to be involved in iEARN

8. Karma Sawka and Connie Lawrence at Kimball Elementary School

C3 World Project in-service on using Seattle School District Seadesk website tools organized by Karma, presented by a Seattle School District Education Technologist

Teddy Bear Project with India

Global Art Project with Russia, Croatia, United States, and Belarus

9. Marjorie Lamarre and Sage McCotter at John Muir Elementary with Technology Teacher, Liz Sims

Co-teaching classes with Marjorie and Sage on WRITE to Care/Bird Print Writing

Process

Water Habitat project

Schools Outfitting Schools in Afghanistan Project (implementation of WRITE to Care/Bird Print Writing and Email Reading Assessment in this Social Studies project)

Integration of global service learning component to writing and social studies curricula in response to current world events

10. Jennifer Geist at John Hay Elementary

Global Art Project exchange in Spanish with two schools in Argentina

Display and presentation of the Global Art Show at the school wide Arts festival

Jennifer has been introducing iEARN to other Spanish teachers as an opportunity for students to apply and develop their language learning in real world communication

Cultural Recipe Project with Spanish teachers

11. Carol Bradley and Jasmine Riach at Aki Kurose

Planning for Art Miles Mural Project (Jasmine)

Planning for Water Habitat Project in collaboration with Phil Borges Bridges to understanding Project (Carol)

B. Summary of Outreach and Collaborations of C3 World Project with Regional Organizations and Programs

1. Washington State Coalition for International Education

(<http://internationaledwa.org/>)

Participation of C3World Teachers and Project Director in the Washington State Coalition for International Education including:

Joining the Coalition list serve to learn about international education opportunities and events

Posting messages about the C3 World Project on the list serve

Presentations by C3World Teachers and Project Director at the Asia Society sponsored International Education Coalition Summit, October 2004

2. OneWorldNow! International Education program for Urban High School Students (<http://www.oneworld-now.org/home.html>)

C3 World Project High School Intern, from Seattle OneWorldNow! International Education Program has been working with the C3 World Project to provide digital image expertise and learn about the C3 World Project and iEARN Curricular Project Collaborations in Schools. As OneWorldNow! provides opportunities for urban youth to learn world languages, the director is considering having their students join iEARN projects to communicate on important topics in Arabic and Chinese with global peers.

3. Asia Society Staff, Grace Norman and Joe Gotchy have been following the progress of the C3 World Teacher Professional Development Project with the goal of using this model of teacher professional development (Support for implementing iEARN Curricular Projects and Teaching for Understanding with Technology for designing and implementing curricula) for their new International High Schools in Los Angeles, New York City and Charlotte, North Carolina.

4. Seattle Software Designer, Howard Rose, has offered to collaborate on developing a computer application for the WRITE to Care/Bird Print Writing Process that will support students' creation of iEARN project documents for global communication and collaboration with worldwide peers

5. International Education and Non-Profit Funding Support Consultant, Greg Tuke, has brought his international education/non-profit funding support expertise and work with schools in the Puget Sound area to the C3 World project to extend this model of professional development beyond the initial teachers in the project and is providing expertise on taking the C3 World project to scale regionally.

6. Around-n-Over Global Education Expedition of Seattle Resident, Erden Eruc by bicycle, boat and mountain climbing (which includes REI, Inc. as a sponsor) has followed the C3 World model of teacher professional development and iEARN design of curricular projects. As Erden travels the world, he will visit iEARN schools to share his global journey and be a resource for iEARN students on human-powered endeavors, water habitats, meeting challenges, reaching your dreams and achieving your goals.
(<http://www.around-n-over.org/>)

7. Washington State Office of Superintendent of Public Instruction

Through ongoing communication about the C3 World project, the Washington State Superintendent of Public Instruction, Dr. Terry Bergeson and two of her leading staff, Caleb Perkins, Program Director in Social Studies/International Education Programs and Mardale Dunsworth, Director of Education Technology, are enthusiastic supporters of how the C3 World Model of teacher professional development supports teachers being able to integrate international education into classroom learning using technology.

8. Washington State Government has been an important focus for this project and thus we have consistently communicated with and sought support from Washington State legislators and Government Leaders for teacher professional development on international education so that all students learn in collaborations with students, teachers and school worldwide, including:

State Senator Ken Jacobsen (who visited Paula Fraser's Stevenson Elementary

Classroom for a presentation of their iEARN curricular projects)

State Representative Sharon Tomiko Santos (House Education Committee) who attended and provided comments of support of international education at the Coalition Summit in Olympia and subsequently invited presentations on international education opportunities at the House of Representative Hearings on Cultural Competence

State Representative Don Cox (House Education Committee) who provided a letter of support for International Education to be shared at the Coalition Summit and who supports teacher professional development in education as a member of the House Education Committee

State Representative Dave Upthegrove (House Education Committee) who, upon learning about how technology supports international education at the House Education Hearing on Cultural Competence presentation, requested more information for an education bill he is introducing to provide international online curricular courses for high school students

Office of Lieutenant Governor of International Relations & Economic Development Specialist, Juliette Schindler Kelly (who supported our efforts of international education as a panelist at the International Education Coalition Summit in Olympia, October 2004)

CATALOG OF RESOURCES

Readings:

Gordon, David T. (2003). *Better Teaching and Learning in the Digital Classroom*. Harvard Education Press, Cambridge, MA.

“Building Better School-Home Connections with Technology” by Kristi Rennebohm Franz

“Global Education for Today’s World: Creating Hope with Online Learning Communities” by Kristi Rennebohm Franz

Wiske, M. Stone with K. Rennebohm Franz and L. Breit. (2005) *Teaching for Understanding with Technology*. Jossey-Bass, San Francisco, CA

Wiske, M. Stone. “Using Technology to Dig for Meaning” *Education Leadership*. September 2004. Volume 62. Number 1 pp. 46-50

Perkins, David. “Knowledge Alive” *Education Leadership*, September 2004. Volume 62. Number 1. pp. 14-18

Jackson, Anthony. “Preparing Urban Youths to Succeed in the Interconnected World of the 21st Century” *Phi Delta Kappan*. November 2004. pp 210-213.

Roberts, Linda. “Harnessing Information Technology for International Education”. *Phi Delta Kappan*. November 2004. pp 225-228.

Rennebohm Franz, Kristi. 1996. Toward a Critical Social Consciousness in Children: Multicultural Peace Education in a First Grade Classroom. *Theory into Practice*, Ohio State University, Volume 35, Number 4 Autumn 1996. pp. 264-270.

IEARN Press Release 2004 “Kid-to-Kid communications Reap Surprising Rewards”

Websites:

International Education and Resource Network (iEARN) www.iearn.org

Curricular Projects: <http://www.iearn.org/projects/index.html>

Language Resource Page:

http://www.iearn.org/globe/globe_language_gateway.html

Professional Development: <http://www.iearn.org/professional/index.html>

Global Community: <http://www.iearn.org/globe/index.html>

Washington State Office of Superintendent of Public Instruction

Social Studies:

<http://www.k12.wa.us/CurriculumInstruct/SocStudies/default.aspx>

Social Studies Classroom-Based Assessments:

<http://www.k12.wa.us/CurriculumInstruct/SocStudies/CBAs.aspx>

World Languages:

<http://www.k12.wa.us/curriculuminstruct/socstudies/WorldLanguages/default.aspx>

International Education:

<http://www.k12.wa.us/curriculuminstruct/socstudies/InternationalEducation/Resources.aspx>

Archived Example of Washington iEARN Classroom Pedagogy:

<http://www.psd267.wednet.edu/~kfranz>

NCREL enGauge Pictures of Classroom Practice with T

<http://www.ncrel.org/engage/framework/efp/align/efpalisu.htm>

<http://www.ncrel.org/engage/framework/efp/environ/efpenvsu.htm>

<http://www.ncrel.org/engage/framework/efp/research/efpressu.htm>

Harvard University Graduate School of Education Teaching for Understanding (TfU) Picture of Practice: The iEARN Water Habitat Project

http://learnweb.harvard.edu/ent/gallery/pop3/pop3_1.cfm

Powerpoint Presentations:

C3 World Project Presentation

Introductory Seminar: iEAR and Global Learning

IEARN

Project-Based Learning

Washington State Social Studies Conference Workshop

SeattleSchool District Education Technology Workshop

International Education Coalition Summit October 2004

Connecting Classroom Communities in the World: The World is Our Classroom

Loyal Heights Faculty Workshop: iEARN Write to Care

John Muir Elementary Classroom Lesson: Bird Print Writing

First Place School Faculty Workshop: Teaching for Understanding/iEARN

First Place School faculty Workshop: WRITE to Care, Session 1

First Place School faculty Workshop: WRITE to Care, Session 2

Stevenson Elementary Faculty Presentation: iEARN Global Learning

Summit K-12 Faculty Presentation: iEARN Global Learning

Videos:

IEARN Country Coordinators Greetings

C3 World Project Workshop at the 2004 iEARN Conference, Slovakia

C3 World Teachers Reflections on International Education

Stevenson Elementary Building Bridges to Understanding iEARN Project

John Stanford International School Side by Side iEARN Project

John Stanford International School Intorduction to Videoconferencing

Sunnyside School Schools Outfitting Schools FtE Project

Sunnyside School Comfort Quilt iEARN Project

