

BALTIMORE COUNTY PUBLIC SCHOOLS

DATE: September 19, 2006

TO: **BOARD OF EDUCATION**

FROM: Dr. Joe A. Hairston, Superintendent

SUBJECT: **REPORT ON CHINA**

ORIGINATOR: Lyle Patzkowsky, Principal, Dulaney High School

**RESOURCE
PERSON(S):** Lyle Patzkowsky, Principal, Dulaney High School

INFORMATION

To provide an update to the Board of Education on the trip to China.

Attachment I – Executive Summary
Attachment II – Exchange Program Proposal
Attachment III - PowerPoint™ Presentation

Why China?
Report to the Board of Education
September 19, 2006
Executive Summary

Each year the world becomes “smaller” with the onset of rapid technological change. China is in the midst of economic and educational transformation. China is an emerging power and is quickly becoming one of the top five economies in the global marketplace. In this rapidly changing world, the success of China and the success of the United States appear to be inextricably linked. Today’s students must possess the requisite knowledge and skills that will enable them to successfully interact and compete anywhere in the world. In his address to administrators and supervisors on August 18, 2006, Dr. Hairston shared these observations regarding the challenges facing our school system.

“Students cannot use yesterday’s skills to compete in tomorrow’s world.”

“All students must be internationally competitive.”

“We must do in our time what is necessary to prepare them for their time.”

Establishing partnerships with China will enable us to better serve and prepare our students for their emergence into this new world order.

This summer, Dr. Hairston provided Lyle Patzkowsky and Kelly Smith with an extraordinary opportunity to participate in the Fulbright-Hays Study Abroad Program. They joined eighteen educators from Virginia and Kentucky under the direction of Dr. David Alexander from Virginia Tech University and Dr. Jian Wang from Western Kentucky University. During the four-week program, the Fulbright participants visited three cities – Beijing, Xi’an, and Chengdu – and visited many cultural and historical sites. They attended several lectures on topics ranging from economic, societal, and cultural issues to educational reform initiatives. However, the bulk of their time was spent visiting primary schools, secondary schools, and universities where they interacted with students, teachers, administrators, curriculum specialists, and national education leaders. Chinese educators and government officials were candid and honest in discussing their vision and the challenges they face in creating a China that is able to educate all students so they are able to achieve success in the global marketplace.

The economic transformation occurring in China is staggering. Economic growth is the fundamental focus in today’s China as evidenced by these facts: since 1999, China has enjoyed 6% to 8% annual growth in GDP as compared to 1% to 4% in the U.S. during that same time period; foreign investment has increased from 40 billion to 60 billion a year; since 1980, oil consumption has increased from 2 million barrels a day to over 12 million barrels a day; since 1996, retail sales have increased from 250 billion dollars to over 600 billion dollars; Americans purchased 196 billion dollars of Chinese goods last year; cities have become a sea of high rises and skyscrapers. The last 17 years since the massacre at Tiananmen Square in 1989, China has enjoyed the most stable leadership and prosperity than anytime in the last 150 years. During that time period, their open-door policy has resulted in a thriving market economy. These are truly the good times in China. As the Fulbright participants walked through the cities, the impact of globalization and westernization could be seen at the turn of each corner. Economic stability before political reform has become the Chinese mantra. It is a precarious balance because they recognize that economic instability could lead to social and political instability. So far, the formula has worked and worked masterfully.

Of all the changes that are occurring in China – religious freedom, demographic shifts from rural to urban areas, women’s rights, and human rights as related to this economic transformation --it is educational reform that is probably the most profound and significant. The Chinese are keenly aware of the relationship between educational reform and economic success as evidenced in these two statements:

“We must invest in students if we want to sustain economic growth”

Dr. Zhang, Vice Minister of Education

“Industry is the father, education is the mother”

Luo, Xiaoming, Vice President, China Geely Automobile Group

There are 260 million Chinese students to educate. Considering that the total population of the United States is 290 million within a land mass approximately the same size as China, the enormity of their challenge is sometimes overwhelming. Yet, in the last twenty years they have experienced considerable success. In 1990, compulsory education was established through grade nine. In 1980, only 40% of their students completed grade nine. Today, 92% finish grade nine. Beginning in 2001, English became a required language beginning with grade three. There are over 150 million Chinese now taking English. This quote appears in Xi'an No. 1 High School as you enter the main entrance: "Master English, Success in the World." Over 20 million students are now attending college in some of the finest universities in the world. Many talented and highly motivated young Chinese adults are well prepared and motivated to enter the world job market.

Educators and government officials candidly discussed the need for reform; as well as, the challenges they face in creating a China that is able to educate and prepare all students for success in the global marketplace. As educators, the visiting team could relate to their issues – curriculum alignment, moving from passive to active learning, preparing highly qualified teachers, conflicts between teaching and testing, increasing investment in education, conditions of facilities, the negative effects of college entrance exams. The Chinese realize that their present methodology creates excellent test-takers, but not creative and innovative thinkers. As they shared their approaches to reform with the Fulbright participants, the words and phrases they used were alarmingly familiar to the American educators: authentic assessment, summative and formative assessment, multiple intelligences, sound research to drive educational reform, engaging students in real-life solutions and application of ideas. The Chinese admire and respect American education - our methodologies, the manner in which we engage and motivate students, interactive classrooms focused on critical and creative thinking, and the resources that we provide to our students. They want to engage American educators in dialogue.

Economically, through exports and competition for vital resources; geopolitically, as we grapple with world issues important to both countries; educationally, as we face many of the same issues and challenges—it is clearly evident the future of China and the United States are linked. Investing in our children and their education is absolutely vital to the future success of our respective countries. Recognizing that we want the same things, doesn't it make sense to invest in one another by communicating, cooperating, and collaborating? There is much that we can teach one another. More importantly, there is much that we can learn from one another that will lead to a brighter and better future for our students.

Lyle Patzkowsky and Kelly Smith are working with Dr. Hairston to establish guidelines for a partnership and an exchange program that will focus on two areas. The first is an exchange of ideas among educators that will enable us to better prepare our students for the global marketplace. The second is an exchange of students and teachers so that they better understand and are better prepared for success in the global marketplace. Three outcomes are envisioned as a result of this partnership:

- Participants will value, understand, and respect cultural differences and similarities
- Participants will acquire effective communication skills that will enable them to successfully interact with people from other cultures
- Participants will acquire greater understanding of the knowledge and skills necessary to compete in a rapidly changing world economy.

A new China is quickly emerging – a China where freedom of thought and expression is valued and supported and where openness to ideas is welcomed and nurtured. The door has been opened to forging new partnerships based on trust and mutual respect. It is recommended that Baltimore County Public Schools seize this opportunity to better prepare ourselves for the future, and-- most importantly, to better prepare our students "for their time."

China Exchange Program Proposal Dulaney High School

Rationale: Why send students to China?

In the last ten years, the world has become “smaller” with the onset of rapid technological change. China is in the midst of economic and educational transformation. China is an emerging power and is quickly becoming one of the top five economies in the global marketplace. In this rapidly changing world, the success of China and the success of the United States appear to be inextricably linked. Today’s students must possess the knowledge and skills necessary to compete and interact with individuals anywhere in the world. As stated by Thomas Friedman, the world truly is flat.

Goals of the Student Exchange Program:

1. Students will value, understand, and respect cultural differences and similarities.
2. Students will acquire greater understanding of the knowledge and skills necessary to compete in a rapidly changing world economy.
3. Students will acquire effective communication skills that will enable them to successfully interact with people from other cultures.

Selection of Students:

1. Each school identifies 8-10 students from grades nine through eleven.
2. Application and interview are completed one year in advance.
3. Students identified will serve as ambassadors for our country/county/school
4. Criteria for Selection:
 - Maturity
 - Motivation
 - Course work in Chinese (private or public) for one year
 - Outstanding academic performance in a rigorous academic program
 - Support from family

Selection of Teachers:

1. One teacher per site will be selected each year to travel to China as a chaperone for the students. Our teachers will participate in or be responsible for the following duties/activities:
 - teach English to students in the host school
 - sponsor an after-school club or sport
 - chaperone students on all travel experiences.
 - provide counseling as needed.

- deliver presentations to the host school staff and classes on subjects familiar to the teacher.
- provide tutoring as needed for Chinese and American students.

The teacher visiting from China will participate in all of the above activities and accept the above responsibilities when appropriate.

2. Teacher will commit one year in advance.
3. Teacher will accept an adjustment in a teaching schedule so that they can leave the school for an extended time with minimal impact to student learning.
4. Teacher will act as a school/site host for the visiting Chinese students and the accompanying teacher/s. (Program Co-Coordinator for one year).

The Exchange Program:

Program Co-Coordiators

1. The program co-coordinators will possess the following qualities:
 - must be extremely dedicated and pay attention to details
 - must be able to build relationships
 - must be proactive and able to respond to emergencies and concerns with a calm demeanor
2. As co-coordinator responsibilities will include:
 - finding host families for visiting students from China
 - arranging weekly meetings for students involved in the exchange program
 - arranging field trips: DC, Philadelphia, New York City, local sites
 - conducting weekly orientation/interaction sessions

One of the co-coordinators would be a permanent position and would require 0.4 staffing allotment.

Student Exchange Committee:

The purpose of the committee is to assist the co-coordinators in creating a cohesive exchange program for students and visiting teachers. The committee will be comprised of students, parents, teachers, and administrators. Long term committee members will include: Lyle Patzkowsky, Heather Lageman, and Kelly Smith (co-coordinator).

Program Specifications:

1. Cost: All airfare, fees for large tourist attractions, and spending money (estimate \$3000.00)
2. Baltimore County will provide a \$10,000 budget for weekly support/ orientation sessions, and field trips. The schools in Xian and Beijing will also host students from America in a similar manner.
3. Chinese students will come to the Dulaney at the beginning of March and stay six to eight weeks.
4. Dulaney students will travel to Beijing or Xian in Mid-May and stay until mid-July.
5. Scheduling: Each student will be given a class schedule comparable to their present schedule and interest/ability level.
6. American students will visit the sites listed below. Students will fly either to Beijing or Xian depending upon their “home” school. Parents and students are responsible for the cost of this airfare and the fees for admittance to each tourist attraction.

Students will visit:

The Terra Cotta Warriors (X)
The Wall—only existing walled city in China (X)
Muslim Market (X)
The Great Wall (B)
The Forbidden City (B)
The Summer Palace (B)
Tiananmen Square (B)
-Various local sites.

B= Beijing
X= Xian

Living Accommodations/ Host Family

1. Students will stay with a host family.
2. The host family will involve the exchange student in the normal family routines.
3. The host family will organize trips to local sites that are not included in the program.
4. The host family will make arrangements for the exchange student to attend weekly support/interaction sessions.

*American students and teachers will have a choice of living with a host family in China or living in the dormitories.

Support System:

1. American Students
 - Preparation in Chinese language for one year
 - Orientation sessions about the cultural norms and customs
 - Awareness of safety issues
2. Host Family Preparation:
 - Discussion of food preferences for Chinese students
 - Use of household appliances for Chinese students
 - Familiarity with cultural norms and customs
3. Host Family for the Visiting Teacher
 - Provide transportation to and from school
 - Familiarity with cultural norms and customs
4. Student Profile: Have all students in the program complete a student profile of interests.
5. Encourage students to participate in clubs and sports.

The planning of the 2006-2007 exchange program with high schools in Beijing and Xian has been made possible through the Fulbright-Hays Study Abroad Program under the direction of Dr. Jian-Liang Wang, Western Kentucky University.

China "Summer Camp" Proposal

Rationale

Awareness of and sensitivity to other cultures is critical in this new age. A two-week summer camp would provide an opportunity for students and staff to acquire this awareness without committing to several weeks in an exchange program.

Organization

- Jian Wang has agreed to sponsor and lead a two-week summer experience in China for any interested students and staff. It would not have to be limited to students and staff from Dulaney High School.
- Late June to early July
- Huairou (Wye-roo) High School located 50 miles outside of Beijing could serve as the base for the summer camp experience.
- To minimize expenses, school dormitories could be used to house students and staff. There are also hotels in Huairou.
- College/high school students would also serve as camp "counselors."
- Participants would travel to Beijing to see the Forbidden City, Temple of Heaven, Tiananmen Square, the Summer Palace, and other local sites. The Great Wall is located about 90 minutes outside of Beijing and unrestored portions of the wall are located just outside of Huairou. Participants would also travel to Xian to see the Terra Cotta Warriors and other historical/cultural sites.
- Twenty (20) participants per year

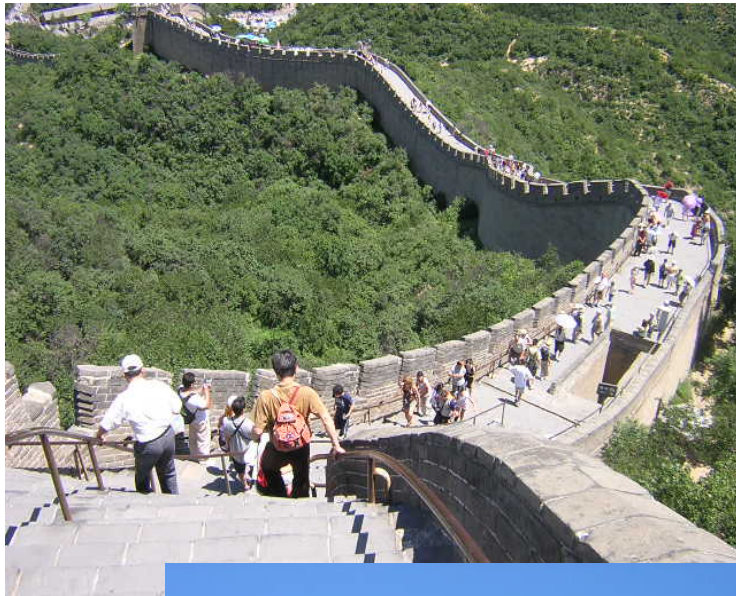
Expenses (estimate \$3,000.00)

- Airfare
- Admission to historical sites
- Hotels (?)
- Bus transportation in Beijing and Xian (?)
- Personal expenditures

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The China that was



The China that is



1978



1989





VICHY 薇姿

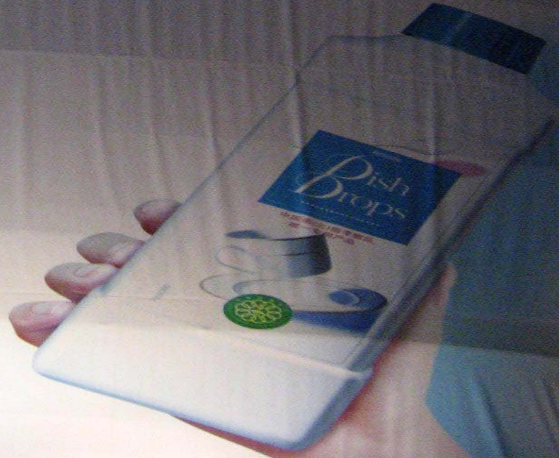
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*Foreign investment has increased
from 40 billion to 60 billion*





*Private car ownership
is up 140 %*

*Since 1999, car ownership has
increased from 10 million to
over 25 million*





*Since 1996, retail sales
have increased from 250
billion to 600 billion*







In 1985, there was one skyscraper in Shanghai, today there are over 300





China is under construction



*Economic stability before
political reform*



***“We must invest in students if we
want to sustain economic growth.”***

Dr. Zhang, Vice Minister of Education

***“Industry is the father;
education is the mother.”***

Luo, Xiaoming, Vice President, China Geely Automobile Group



260 million students



42 % urban

58% rural

Since 1990, compulsory education through grade 9



In 1980, 40% finished grade 9, today 92% finish



堂堂正正做人
BEHA E WELL

认认真真读书
STUDY HARD

*Of 48 million high school students,
50% go to college*







Educational Reform Issues

Alignment

Rote Memorization vs. Critical Thinking

Active vs. Passive Learning

Qualified Teachers

Teacher Shortage

Conflict between teaching and testing

Lack of investment in education

Condition of facilities

Negative effects of college entrance exam

Focus of Reform

Which do you recognize ?

From teacher-centered to learner-centered

Text as a resource- “Not the Bible.”

Assessment- Authentic, Formative, Summative

Multiple Intelligences

Real-life Application

Engaged, Stimulate, Motivate

Learning as construction—not transmission

Solid, sound research drives reform

“I see too many examples of academically excellent students who cannot function in work or life.

Employers are beginning to demand more creative graduates.”

2300 Public Colleges
250 Private Colleges















“Master English, Success in the World”



Since 2001, English is required beginning in grade 3



150 million Chinese are now taking English – Why ?

Preparing Students for Success in the Global Marketplace





Teaching

Learning

Exchange of Ideas



Exchange of Students and Teachers















Do you recognize this ?





The door has been opened.

“What impressed us most is the friendly atmosphere between the students of the two schools...Their intimate communications and interaction have wiped off the distance and overcome the language obstacles...I myself want to express our willingness to establish a long-term cooperation with your school to build a bridge over which teachers and students from our two schools can learn from each other.”

**Mr. Jiaqi Wang, Principal
No. 1 Railway Middle School, Xi'an
August 18,2006**



*Do we walk through
and into ?*

“Cannot use yesterday’s skills to compete in tomorrow’s world.”

“Diplomatic skills... and respect in an interdependent world.”

“All students must be internationally competitive.”

“Do in our time what is necessary to prepare them for their time.”

It is *time to seize* this opportunity
to prepare them *“for their time.”*

