The Dwight-Bellizzi Asian Studies Academy
Redesign Proposal for School Opening in August 2010
Presentation to the Hartford Board of Education
December 1, 2009

**Design Team Co-chairs**

- Stacy McCann  
  Hartford Public Schools, Executive Principal
- John Meyers  
  World Affairs Council of Connecticut
- Betty Chang-Twillie  
  Teacher, M.L. King Elementary School; Mandarin Teacher, Chinese Language School

**Grade Levels:** Pre-K-8

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<thead>
<tr>
<th>Name</th>
<th>Affiliation</th>
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<tr>
<td>Diane Bengston</td>
<td>Senior Vice President of Human Resources, Travelers</td>
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<tr>
<td>Alita Blackburn</td>
<td>Technology Teacher at Bellizzi</td>
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<tr>
<td>Erin Cha</td>
<td>Director of Research and Development, Travelers</td>
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<tr>
<td>Vivian Chow</td>
<td>Second Vice President of Human Resources, Travelers</td>
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<tr>
<td>Josie Costa</td>
<td>Teacher at Dwight</td>
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<tr>
<td>Cynthia Cudworth</td>
<td>Vice President of Marketing and Communications, Travelers</td>
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<tr>
<td>Elizabeth Gianetta</td>
<td>Compass Learning</td>
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<td>Ivonne Haddock</td>
<td>ELL Teacher at Bellizzi</td>
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<tr>
<td>Joanne Jackson</td>
<td>Support Services</td>
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<td>Michelle Keegan</td>
<td>Special Education Teacher at Dwight</td>
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<td>Deborah Kosloff</td>
<td>Math Teacher at Bellizzi</td>
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<td>Brenda Danroff-Lopez</td>
<td>Promenade Gallery Manager, The Bushnell</td>
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<td>Zoraida Maldonado</td>
<td>FRA at Dwight</td>
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<td>Carolyn Manning</td>
<td>Language Arts Teacher at Bellizzi</td>
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<td>LaToya Martindale</td>
<td>Dwight Parent</td>
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<td>Daisy Merced-Seecharran</td>
<td>Bilingual Teacher at Bellizzi</td>
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<td>Julie Morin</td>
<td>Teacher at Dwight</td>
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<td>Marcie Morocco</td>
<td>Literacy Coach at Dwight</td>
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<td>James Mulholland</td>
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<td>Luis Oyola</td>
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<td>Elaine Pappas</td>
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<td>Carmen Rivas</td>
<td>Secondary Science Teacher at Bellizzi</td>
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<tr>
<td>Kelvin Roldan</td>
<td>Director of External Partnerships, Hartford Public Schools</td>
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<td>Lucy Savona</td>
<td>Teacher at Bellizzi</td>
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<tr>
<td>Doreen Spadorcia</td>
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<td>Tara Spain</td>
<td>Director of Human Relations, Travelers</td>
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<td>Yolande Spears</td>
<td>Vice President of Education and Community Relations, The Bushnell</td>
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<td>Nguyet Tinh</td>
<td>Math Coach</td>
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<td>Angela Thomas</td>
<td>Former Principal, Bellizzi</td>
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<td>Dr. Christina Kishimoto</td>
<td>Assistant Superintendent of School Design</td>
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<td>Kimberly Stone-Keaton</td>
<td>Assistant Director, Office of School Design</td>
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**School Themes**

- Asian Studies
- Mandarin Language Study
- World Affairs
HARTFORD PUBLIC SCHOOLS

Overview of School Model

Description of school type, accreditation & affiliation model

The Asian Studies Academy will be a Pre-K-8 school that provides Hartford’s students with a unique opportunity to explore Asian cultures and study Mandarin from grades K-8. This Academy will serve as one of two feeder schools in the K-12 world languages continuum, preparing students who are college ready and globally competent.

Key Features:

The Asian Studies Academy will be modeled after the work of Asia Society’s International Studies Schools Network (ISSN). The ISSN has identified the following major components of a global elementary school:

- A robust, engaging curriculum that seamlessly integrates district and state academic mandates with global content and competencies to foster high academic achievement and to create awareness and understanding of the world and its workings
- Language instruction, on a daily basis, from kindergarten throughout the elementary experience, with widespread exposure to native speakers
- Instruction that explores the world and how it works through constructivism, inquiry-based approaches and other best practices informed by research to pique student interest and spark ideas
- Dynamic interactions and exchanges with sister schools to enhance learning and create understanding
- A focus on skills and dispositions that are vital in a highly interdependent world
- The use of learning venues and teachers beyond the school, leveraging the knowledge and experience of parents, businesses, university faculty, museums and cultural organizations
- Faculty that brings interest and perspectives about the world into the school

Theme/Content Focus

The theme and content focus of this Academy will be the study of global affairs through Asian culture and language. The academy will produce internationally focused and global minded students.

In a global economy students need to be literate in more than one language. Through an experience-based interdisciplinary approach to teaching and learning, the Academy will prepare students to develop a global perspective and the ability to think critically and creatively about the world they live in.

Why Chinese?

- More than 50,000 students are studying Chinese in elementary and secondary schools in the United States.
- The number of Chinese Language programs around the country, from elementary school through adult programs, has tripled in 10 years.
- Chinese has passed German, French and Portuguese to become the third most popular language being taught.
Major School Partners

In collaboration with the major partners, the faculty will successfully develop curriculum aligned with meaningful applied learning opportunities. These partners will also assist in identifying community and university cultural programs that will broaden students understanding of and engagement with multiple, diverse cultural perspectives.

**The Asia Society Partnership for Global Learning** The Partnership for Global Learning is an Asia Society membership network that connects state and district decision makers, school leaders, teachers, university faculty, and other stakeholders. Its focus is to increase the number of American schools offering rigorous international studies curriculum. Through its educational resources, Asia Society aims to facilitate the intentional preparation of American students to be contributing citizens, productive workers, and competent leaders in the interconnected world of the 21st century. Asia Society offers a wealth of resources for teachers on-line including:

- Model lesson plans
- Fieldtrip ideas
- International literature collections
- Service learning ideas
- Cross school/cross country student networks

**The World Affairs Council of Connecticut** The World Affairs Council of Connecticut is a nonprofit, nonpartisan organization promoting greater understanding of global ideas and issues. The World Affairs Council of Connecticut will assist the academy by:

- Providing grant funding for informational forums on Asian Studies for parents
- Facilitating electronic linkages with schools in Asia
- Helping develop a speaker series that will bring international, national, and local experts to the Asian Studies Academy
- Facilitating the school’s relationship with Asia Society and other National organizations with an Asian focus

**Travelers Insurance Company** Travelers has had a longstanding relationship with Dwight Elementary School and has been actively involved in the design of this new academy. They are committed to supporting the school’s:

- International curriculum development
- Embedded professional development
- Technology integration

**Research Basis and Model Site(s)**

“Today's students will be the citizens and leaders of the 21st Century, heirs to a world that grows smaller and more interconnected everyday. For the United States to continue to prosper, all students must have the opportunities to learn about other world regions and languages. The world will demand it of them--we need to demand it of our education system.” *Asia Society, 2008*

“By providing relevant and engaging global content and connections, schools can demonstrably improve the required bottom line-good scores on state and local standardized assessments. In particular, *Asia Society’s International Studies Schools Network*, a national network of design driven schools in low income and minority neighborhoods with the mission of developing college ready, globally competent graduates, is showing that in comparison with schools with similar demographic profiles in the same districts, these schools have higher test scores.” *Educational Leadership. 65(8),2008:58-62*

**Connecticut**

- Connecticut enacted legislation in 2001 establishing international education as official state policy.
- In 2004 additional legislation urged the development of international initiatives including:
A task force developed two draft documents related to international school components for student learning and student attributes for a globalized workplace.

Following a state survey on international education and several international leadership conferences, the international committee for superintendents formed a task force to draft international benchmarks for school curriculum and internationally-focused student outcomes.

An active partnership has recently been put in place around international education that includes the Governor’s office, the State Department of Education, the World Affairs Council of Connecticut, the State Legislature, other government offices and private partners to maximize community support for international education statewide.

A consortium of collaborators has also been established that is capable of providing curriculum and content infusion on international affairs, world languages, geography and business/economics to district schools as they begin the process of implementing international standards in their schools.

The State Department of Education (SDE) has exchange agreements with China.

Enrollment in Mandarin in Connecticut public schools has increased from 300 students to 3000 in two years, largely due to the partnership with China. (Felicity Harley, Executive Director, CT World Affairs Council)

The Hartford Public Schools revised its high school graduation policy in 2008 to include an international studies credit requirement.

**Model Sites:**
Maloney Magnet School (K-5) Waterbury, Connecticut
Andrew Jackson Elementary Language School (K-8) Chicago, Illinois
Lasalle Elementary Language Academy (K-8) Chicago, Illinois
The John Stanford International Elementary School (K-5) Seattle, Washington

**School Mission & Vision**

**Purpose**
The Asian Studies Academy will prepare Hartford’s students to become responsible and effective world citizens in a competitive global society through a challenging international education that will focus on East Asian culture and languages.

**Vision**
The vision of the Dwight-Bellizzi Asian Studies Academy is to become one of Asia Society’s Confucius Classrooms-A national network of 100 exemplary Chinese language programs nationally that will be identified between December 2009 and December 2012.

**Student Body**

**Grade Configuration and School Size**

Target Number of Students Per Grade:

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<th>Grade</th>
<th>PK</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
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<th>5</th>
<th>6</th>
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<td>3*23</td>
<td>3*23</td>
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<tr>
<td># of Students</td>
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<td>69</td>
<td>69</td>
<td>75</td>
<td>75</td>
<td>72</td>
<td>72</td>
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Total number of students: 702
Governance Structure

School Leadership
The leaders of this school will be globally minded and have knowledge of or the desire to learn Asian cultures and language. The leadership team will include mandarin language experts including mandarin language teachers and a Dean or Director of Asian Studies. The leaders will model world mindedness and connect with the local and global community.

The leadership team will minimally consist of the following:

- Principal
- Teachers of Mandarin language and culture
- Director of Asian Studies: responsible for teaching 2 theme-based classes and leading teacher teams in the development of the Asian Studies Curriculum
- Instructional Coaches: responsible for teaching small groups of students who need reading or math intervention

School Governance Council
The Academy will have a governance council - in alignment with district policy, which includes constituent representatives including administration, parents, university partners, theme partners, an eighth grade student representative, and cluster team leaders. Some of the responsibilities of this team will be to approve an annual budget, monitor school-wide data, ensure fidelity to the school design and ensure student achievement.

Parent Leadership Development
In addition to having the opportunity to serve on the school governance council and the Parent Teacher Organization, parents will be able to participate in the academy in the following ways:

- Participation in an Institute for Asian Studies: Parents will be able to learn about Asian cultures and languages through a series of parent meetings featuring Asian films, guest speakers and theme-based workshops
- Involvement in the coordination of theme-based school-wide events, such as the coordination of an annual Chinese New Year Celebration
- Volunteer opportunities that expose parents to theme-based curriculum

Student Leadership
- Two representatives from each classroom will serve as student ambassadors. Student Ambassadors create activities around global awareness and run the school’s Global Council. The Global Council will make recommendations for monthly activities and school improvement to the leadership team.
- Students will also have opportunities to participate on a mock United Nations Council using multiple languages at grades 7 and 8.
- Students in grades 7 and 8 will read the “Book of the Month” with students in grades 1 and 2.
- Students will participate in a competitive Debate Club in grades 5-8.
- Students in grades 1 and 2 will practice Mandarin with grades 7 and 8.

Curriculum & Instruction

Curriculum Design/Course of Study
The Asia Society will be an integral resource in the planning and development of curriculum. Backwards mapping from the ISSN Graduate Profile Global will allow all students to be ready for the next step in their educational careers.

ISSN Graduate Profile The ISSN School Design begins with a definition of “what success looks like” in the form of a Graduate Profile that delineates the knowledge, skills and habits of mind needed to be
college ready and globally competent. In turn, the ISSN school design provides a comprehensive approach to school organization and culture, curriculum and instruction, teachers’ professional development and parent and community involvement that guides the implementation of practices needed to achieve the tenets of the Graduate Profile.

The following is a profile of the attributes we strive to produce in each ISSN graduate and will be used to design the student compact:

ISSN graduates are **Ready for College**. They have successfully:

- Completed a globally-focused course of study, including classes, extra-curricular activities, and international travel that has enabled them to develop interest and demonstrate expertise in a specific world culture or an important international issue.
- Earned a high school diploma with high school (and college) credits sufficient to pursue a college education in the United States or abroad or to pursue other rigorous post-secondary education.
- Learned how to identify options, evaluate opportunities, and organize educational experiences in college to enable them to pursue a career within the global economy.

ISSN graduates are **Prepared for Success in a Global Environment**. They:

- Are “literate for the 21st century” and are proficient in reading, writing, listening, and speaking in English and in one or more other world languages.
- Analyze and evaluate global issues from multiple perspectives, gather and synthesize relevant information from around the world, and draw conclusions that consider the impact from various viewpoints.
- Understand how the world’s people and institutions are interconnected and know how critical international economic, political, technological, environmental, and social systems operate interdependently across nations and regions.
- Are proficient in the use of a digital media, can evaluate the validity and integrity of information, and can identify sources of bias.

ISSN graduates are **Connected to the World**. They:

- Understand and value the opportunity to work collaboratively with individuals from cultural backgrounds different from their own and can see the world from the perspective of others.
- Are comfortable and competent in different cultural settings and know how to shift behavior and language to respectfully interact with people from different backgrounds.
- Understand that decisions and actions taken in the United States may have international consequences and that events worldwide may have national and local implications.
- Understand their responsibility to make ethical decisions and responsible choices, to weigh the consequences of their actions for themselves and others across the globe, and to act toward the development of a more just, peaceful, and sustainable world.

**Pedagogical Approach & Classroom Design**

The pedagogical approach will involve critical thinking and inquiry-based learning. All students will be challenged to think critically at their individual levels and instruction will be differentiated for all students. Assessments that are authentic and varied balance the state-required standardized testing with a greater focus on portfolios, performances, projects and targeted criterion referenced assessments. The abundant use of technology for teaching, learning, researching information and connecting and learning with others beyond the classroom, community or national borders will support the curriculum and provide greater opportunities for international communication.
Core Literacy Program
A balanced literacy approach will be used. The program will be research-based, assessment-based, comprehensive, integrated, and dynamic. A balanced approach to literacy empowers teachers and specialists to respond to the individual assessed literacy needs of children as they relate to their appropriate instructional and developmental levels. The overarching purpose of learning to read is to gain meaning, increase understanding, and develop a love of reading.

A workshop model with an emphasis on literature that explores Asian folklore, history and culture will be the method of delivery for reading instruction. Students will also have opportunities to conduct grade-appropriate, theme-based research.

The key concepts of an international approach to language arts instruction are:
- Discovering universal themes
- Hearing the voices of others
- Creating classrooms inclusive of Asian cultures
- Connecting literature to other curriculum areas
- Writing about international themes

Core Math Program
Key concepts:
- Math is a global language that transcends culturally specific symbols and constructions
- Use applied mathematics to explore global issues and collaborations
- Teaching the global history of Math
- Learning from the world; math is taught in different ways in different places.

Core Science Program
Key Concepts
- Teach the global history of science
- Engage students in science by addressing global challenges
- Learn to do science through international collaboration

Core History Program
Social Studies standards will be met through the creation of integrated portfolio projects.
Key Geography Concepts:
- Examine the patterns and processes that shape human use of the Earth.
- Show the connections between a student’s locality and the world at large.
Key History Concepts:
- Compare civilizations
- Civilizations in global context
- Major themes in world history
- Teach the present as a way to invoke study of the historical

Promoting Global Awareness

For grades K-5
Panwapa is a web-based educational program created by the Sesame Workshop. Panwapa is an imaginary floating island that travels the five oceans of the world. It is also an online community for younger children. Safe and easy to use, it allows young learners to create a virtual-self with which to explore the world and meet children from around the globe who also use Panwapa. At its core, Panwapa is a multimedia initiative that harnesses the efforts of international educators and media producers to help children gain the perspectives and competencies that form the basis of becoming global citizens.
There are five educational goals for Panwapa:

1. Increase children's awareness of the wider world around them
2. Encourage children to appreciate similarities and value differences between themselves and others
3. Instill a sense of responsibility for one's own actions
4. Encourage active community participation
5. Increase understanding of and response to economic disparity

For grades 6-8
Students will engage in comparative studies between their experiences and knowledge of the United States and those of others in the world. "East Asia in Transition" is the curriculum resource developed by the Southern Center for International Studies that will be used to map the curriculum from grades 6-8 and then backwards into the lower grades. The focus is on the issues related to countries of North East Asia, such as China, Japan, Taiwan, etc., and on countries in South East Asia such as Thailand, Singapore, Cambodia, Indonesia, etc. The following topics are discussed in the instructional guide and media:

1. **East Asia: An Overview**
   A broad overview is given of Asia's great cultural traditions as well as the development of this region throughout the twentieth century. Due to colonialism, Japanese militarism, World War II and the Cold War, particular attention is given to changes within the region.

2. **Politics in East Asia**
   Students are introduced to the political developments of the post-colonial period, with an emphasis on the rise of communism after World War II and the evolution of more Western-style democracies. Also included are discussions about the differences between Western and Asian views of democracy and society.

3. **The East Asian Economic Miracle**
   The materials give an analysis of how post-colonial countries created economic policies to promote growth. Special attention is directed at economic policies which encouraged foreign investment and the development of export-based industries.

4. **Social Issues, Human Rights, and the Environment**
   Topics such as poverty, crime, environmental degradation in the wake of economic growth, the changing role of women, the legacy of Japanese militarism, and the conflict between Western and Asian views of human rights are introduced.

5. **U.S. Interests in East Asia**
   The role of the United States in East Asia is explored from a framework of economic and military interests. Topics of interest include U.S.-Japan trade relations, the wars America fought on Asian soil, and the future of U.S. security amidst the growing economic and military power of nations such as China and North Korea.

School-wide
Museum of Asian Studies regalia will be created and sustained in order to support the curriculum and build background knowledge for the school community. The museum will be open to students, staff and parents and will also serve as a multi-function room for meetings and professional development.

Arts/Music Program
The Asian Studies Academy will ensure that all students are able to demonstrate the three artistic processes of creating, performing and responding to the arts. The arts, such as silk screening and calligraphy, will be connected to content in other core disciplines. Using the materials, music, and dance forms of Asian cultures will give students insight into the differences and similarities between Asian and Western societies. In viewing, creating and consuming arts, students can gain in-depth knowledge about a country, its people and culture.
Physical Education/Health/Wellness Program

- Instruction will be expanded to include martial arts forms such as tae kwon do, tai chi, yoga and karate
- Students will be taught to perform Asian Dance forms
- Sports from other cultures, such as wrestling and fencing will be introduced

World Language Program

Students beginning in grade K will take Mandarin as a second language. Putonghua (the common language) will be taught along with traditional writing. Curriculum will be aligned with the National Standards for Foreign Language Education and CSDE World Language Standards. Thematic planning will allow the integration of culture and other content areas, and technology will be used as an instructional tool. Multiple assessment measures will be used with language acquisition expectations set by grade level.

The FLES model allows students to acquire proficiency in listening and speaking to acquire an understanding of and an appreciation for other cultures. FLES is an acronym that stands for **Foreign Language in the Elementary School**. It is an approach to language learning that allows students to develop basic communicative skills in a language while reinforcing and enriching content in other disciplines. Research studies have indicated that the early study of a second language results in cognitive benefits, gains in academic achievement, and increases in self-esteem, creativity, and positive attitudes toward diversity. The FLES model develops students' language proficiency by providing language instruction that supports the concepts taught in the subject areas at the respective grade level. Generally, programs have 30 minutes of instruction two to three times per week, which is articulated through middle school and high school. The FLES model is based on research that shows that students become highly engaged in learning content through the target language. In addition, the culture of the target language is integrated into instruction.

The goals of the Asian Studies Academy’s FLES model for instruction in Mandarin are:

- To support academic content area instruction
- To develop increased cognitive skills
- To enhance reading development in both English and the target language
- To promote global awareness and cross-cultural understanding
- To develop increased proficiency in all aspects of the language with each year of study
- To meet district, state and national foreign language standards
- To maximize language acquisition.

English Language Learner Support Approach

A Support Services Team consisting of a Literacy Coach, Special Education staff, and an English Language Learner Instructional Coach, will provide both professional development and classroom support to increase educator capacity in instructional techniques that will support instruction for English Language Learners.

Intervention Program (2+ years behind; 1 year behind; 5-minutes behind)

A tiered instructional approach is suggested as an essential component of an intervention process to support achievement for all students. The components of this research-based model include:

- Decision-making teams that use formative assessments to inform interventions
- A reading support program such as Read 180
- Tiered levels of implementation of high quality instruction/intervention (RTI)
- Monitoring of progress
- Family involvement
- Considerations for English Language Learners
**Instructional Technology**

Students will communicate with each other and the world through the use of wireless computers, interactive white-boards, digital tablets and more. Technology will be used to increase interaction with native speakers and to improve classroom instruction.

- The use of Global Information Sources such as:
  - Web-based resources provided through Asia Society and the Cooney Center
  - Video-based language programs
  - Podcasts
  - News Organizations
  - Web-based lesson plans
  - International film
  - On-line Mandarin Language support and activities

- The Creation of classroom to classroom collaborations through:
  - Project-based learning shared through the internet
  - Audio collaborations such as pod-casts conference calls
  - Web cams and virtual partnerships
  - Video Conferencing

**Homework Expectations**

Students will be expected to be intrinsically motivated to work on the following types of projects at home:

- Participate in research projects
- Interdisciplinary projects
- Authentic performance tasks
- Data gathering through surveys
- Getting students to look at their own communities and connect social issues to the social issues in Asia

Because of the authentic nature of these assignments, students will be encouraged to express their creativity and content knowledge and share this work with their peers.

**Learning Outcomes & Assessment Design**

**Assessment Design**

Teachers will use student data from common formative assessments to inform their instruction

Students will be assessed using multiple assessments including:

- Authentic assessment
- Project-based learning
- Student portfolios
- Formative assessments
- Standardized exams

Students will use oral and written performance/presentation to demonstrate final projects in language acquisition at each grade. Rubrics will be created to include knowledge based checkpoints. These assessments will be developed by staff and aligned with CT standards.

**Performance Benchmarks**

Being globally aware means being prepared to interact with the world both inside and outside of our borders. These Global Competencies for Future-Ready Students as developed by the state of North Carolina will be adopted by the Dwight-Bellizzi Asian Studies Academy and turned into a rubric:
Culturally Aware
- Have an in-depth knowledge of one foreign culture very different than their own
- Know world geography
- Understand the relationship between behavior and culture
- Recognize and describe cultural differences without judging
- Understand the contributions of other cultures to the American way of life

Aware of World Events and Global Dynamics
- Have an in-depth knowledge and understanding of one pressing international issue
- Have the ability to analyze and understand current world events, international issues and global debates
- Understand that global issues are complex and changing and have historical, political, economic and ecological dimensions and consequences

Effective Communicators Across Cultures
- Are proficient in another language
- Can recognize the impact of culture on communication
- Are able to adapt ones own written and spoken communication to be understood by a non-native speaker

Being Collaborative Members of Multicultural Teams
- Are able to solve problems collaboratively with individuals from diverse cultures
- Are able to function effectively as a member of a multinational team
- Are receptive to others views, respectful of differences in interpretation and judgment, and are able to revise and expand their own views

Teacher Capacity

Theme-Specific Certification Requirements
All teachers must be willing to participate in theme-based curriculum writing during the Summer of 2010 and 2011.

Teachers should possess the appropriate Connecticut certification and…
- Have a deep quest to learn
- Have knowledge of Asian Culture or language or be willing to learn
- Have resourceful, engaging personalities
- Have knowledge of CT curriculum standards to develop theme based projects according to the standards.
- Have the ability to use webmail, the internet, Microsoft WORD and PowerPoint

A mandatory summer component will be planned to include the following activities:
- Professional development in cross-discipline planning for teachers
- Collaboration with college faculty to develop linking units among two or more disciplines that embed pedagogical themes
- Mandarin Language learning opportunities
- Asian Studies
- Curriculum Development
### Training and Professional Development Program

- Asia Society’s National Chinese Language Conference
- Asia Society’s International School Study Tours
- Asia Society’s World Class Education Forum
- School site visits
- Travel and study abroad opportunities
- Chinese language immersion opportunities
- PD opportunities show teachers how to integrate meaningful global content
- International Book Clubs
- Collaborative curriculum development
- Frequent opportunities for teacher reflection
- A rich body of resources will be developed
- Teachers will participate in theme-based book-clubs and film studies to expand their knowledge of Asian culture
- Teachers will be able to expand their knowledge of Asian language cultures and tradition by hosting exchange students from Asian countries

### Teaming/Collaborative Planning Expectations

Teachers will have common planning time for the following:

- The development of theme-based units of study
- Sharing and reflecting on best practices
- Looking at student work
- Analyzing data from formative assessments

### School Schedule

#### Length of School Day

This school will operate on an extended school schedule in order to provide daily instruction in the Mandarin language or other Asian language. The Academy will be a community school with a lead agency design model. Extended day activities connected to the theme of the school will be provided through the lead agency.

#### Co-Curriculum Programming

After school programs are powerful resources for global literacy, and as such they can:

- Expose young people to in-depth content about global issues as well as cultures, countries and languages
- Provide students with opportunities to develop and use media literacy and technology skills to conduct research and communicate effectively on global topics
- Enable social and emotional development critical to cross-cultural understanding, communication, and collaboration
- Develop leadership and civic participation by empowering young people to take action on issues of both local and global relevance
- Engage youth in learning about international possibilities in college and future careers

(Asia Society, 2009)

After school programs and enrichment will include the following examples of extracurricular programming:

- Calligraphy
- Asian Cuisine
- Asian Arts and Crafts
- Traditional Dance
- Martial Arts
- Asian Games
- Research on Global Issues i.e. human rights
- Instrumental Music

**Summer School/Extended Year**
A one week summer session will provide language immersion opportunities to teachers and new students.

**STARTALK**
Students and staff of The Asian Studies academy will have opportunities to participate in STARTALK during the summer. STARTALK’s mission is to increase the number of Americans learning, speaking, and teaching critical need foreign languages by offering students (K–16) and teachers of these languages creative and engaging summer experiences that strive to exemplify best practices in language education and in language teacher development, forming an extensive community of practice that seeks continuous improvement in such criteria as outcomes-driven program design, standards-based curriculum planning, learner-centered approaches, excellence in selection and development of materials, and meaningful assessment of outcomes.

**Partnerships**

**Role of Partners: Advisory/Curriculum/Embedded Activities**
To ensure integrity to a dynamic curriculum, professional development will be structured in partnership with the Academy’s major partners.

**Asia Society** will work with Academy staff and leadership to develop this elementary school model and its curriculum. Teachers will use the Graduate Profile developed by the International Schools Network to map backward to kindergarten.

**Connecticut World Affairs Council** will facilitate teacher participation in the following professional development opportunities:

- **The Connecticut Geographic Alliance** will host a multi-disciplinary professional development seminar focused on Asia, World Geography, border conflicts and Connecticut-Asian trade which will be offered the summer of 2010 at the Mark Twain House.

- **The NCTA Seminar on East Asia** offered by The National Consortium for Teaching about Asia and The Five College Center for East Asian Studies at Smith College will be hosted by the Suffield Academy. Attendees will receive a “mini-grant” for their school for attending and another for completion of the 2-year program requirements, including eligibility for a study tour to East Asia.

- **The Fulbright-Hays Group Projects Abroad Program.** This is a grant that provides support to overseas projects in training, research and curriculum development. The Hartford Public Schools in partnership with the World Affairs Council of Connecticut has applied for a Fulbright Grant.

**Community Experiences**
Families will be encouraged to participate in community-based activities that enhance their knowledge of the Asian Studies theme. These may include but are not limited to Saturday and
After School Enrichment Opportunities through The Bushnell. The Bushnell will develop enrichment programs with students and their parents including a children’s theatre, reading books, visiting the theatre, and return with storyteller. These programs will include:

- **Exhibit Art Forms** – The physical aspect of the Performance, i.e., the physical education women go through to carry a 30 lb. character headpiece or how in the theatre the face is used as a canvas or landscape.
- **Literacy** - Interpretation of art forms, from storytelling to story creation depending on the age of the students. The Bushnell can bring a strong cultural piece with a focus on Language Arts which will appeal to different age groups.
- **Makeup and Headdress** Older groups will also experience Asian Theatre vs. American Theatre and the use of hand or foot movement i.e. Kabuki.

**Education Partners**
- Central Connecticut State University Confucius Institute
- Weaver Culinary Arts Program will provide students with exposure to Asian foods.
- The Bushnell, Education and Community Relations Office

**Business Partners**
Travelers

**High School Readiness**

**Plan of Study and Transition Planning**
The curriculum will be developed in alignment with the International Schools Networks graduate profile through curriculum mapping in order to prepare students who are ready to take advantage of an international curriculum at the high school level (see curriculum).

**Career Explorations**
Through partnership with the Connecticut World Affairs Council, students will have multiple opportunities to have dialogue with diplomats from Asian Countries.

**High School Visits**
Students will be encouraged to continue their Mandarin language acquisition and “global perspective” through participation in the Advanced World Languages High School, due to open in August, 2011.

**School Culture & Climate**

**School Compact**
The school will develop a *School Compact* in which teachers, parents and students, as partners in education, sign an agreement specifying respective roles and responsibilities relevant to and integrated with the mission of the Asian Studies Academy. This agreement commits families, students, and school staff to work collaboratively to help each student reach his or her potential. The *Compact* will establish agreed targets for improving student outcomes; will identify conditions which must be created in the school and the community to enable outcomes to improve; and will specify shared responsibilities of schools and communities to create the conditions for continuous improvement.

**School Uniforms**
Polo shirts with the school logo and khaki bottoms. Shirt color variation for middle grades to distinguish them as “upper classmen.”

**Behavior Support Program**
All students in this academy will take part in a values-based character education program, through which the core values and beliefs of the academy will be taught. Students will participate in activities to develop cultural sensitivity and an appreciation of other cultures as part of the behavioral support plan for the school. Behavioral, social and emotional support will be offered to students.

### Parental Role

**In Academics**
Parents will be invited to share in the learning of Asian culture and Mandarin language acquisition through their participation in the following:
- Parent workshops in Asian Studies
- Parent Film Series
- Activities based on units of study
- Parents will have opportunities to be trained as classroom volunteers.

**In School Culture/Climate**
Parents are valued for their rich experiences and various cultures. Their participation in school events and activities is welcomed and expected.
- Parents can reach out to the community to see what cultural customs and traditions parents can share
- Parents will be invited to view Asian Art exhibitions and performances
- Parents will plan special activities involving Asian themes at PTO meetings
- Parents will plan and participate in thematic celebrations
- Parents will participate in and assist in the coordination of a school-wide Chinese New Year celebration

### Support Services

**Special Education Program**
A comprehensive support services structure will be developed by the Principal in partnership with the staff and under the expert guidance of the Assistant Superintendent of Support Services.

**Support Services Model**
To address the needs of students who do not perform at acceptable levels of proficiency on the statewide examinations, the Academy will offer an after school remediation program with the following supports:
- Students in need of remediation in academic areas will receive tutorial help through the after-school program
- Students in need of remediation will be required to attend summer school in literacy and math
- Volunteers from partnering organizations and higher education will provide additional support for students needing remediation
- Students and staff will receive language enrichment and support in Mandarin through after school, summer and virtual opportunities
- Students and families must be willing to take full advantage of support services to remain in the school.

### Application Process

**School Zone 4**
Students interested in the Asian Studies Academy should complete their application through the Hartford Schools All-Choice process. Students enrolled at Dwight Elementary and Bellizzi Middle Schools will have first preference to seats in the new Asian Studies Academy.