

# PRIMARY SOURCE – BRINGING CHINA TO NEW ENGLAND K-12 SCHOOLS

## A DECADE OF PROGRESS



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*“Not only did I learn content from Primary Source, but I became a better teacher and learned how to advocate for China studies.... Meeting other people interested in teaching about China changed my life.... I think of Primary Source as my ‘professional family’ ....” Diane Mammone, Chinese language and culture teacher*

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# highlights of the impact of Primary Source's China programs



Primary Source is a New England based nonprofit organization that promotes history and humanities education by connecting educators to people and cultures throughout the world. Since 1989, Primary Source has partnered with teachers, scholars, and the broader community to provide learning opportunities and curriculum resources for kindergarten through 12th grade (K-12) educators.

In 1995, Primary Source began focusing significant amounts of time and resources on integrating China studies into the K-12 curriculum. With major financial backing from the Freeman Foundation and some additional support, Primary Source has used a multi-level educational strategy that is having a major impact on teachers, administrators, and students in New England, especially in the Boston area.

Primary Source's strategies over a 10-year period have produced significant results.

The recent program evaluation conducted by InSites shows that in the past decade:

- ❁ An estimated 330,000 students have been taught content about China by teachers who participated in Primary Source core programs (seminars, institutes, and study tours).
- ❁ More than 2,250 teachers and administrators from 150 school districts in New England participated in the core China programs and more than 2,000 others attended conferences, meetings, and workshops on China.
- ❁ Teachers responding to InSites' survey increased their teaching about China from an average of 14 to an average of 36 hours per year once they became involved in Primary Source. Eighty-seven percent incorporated new China content into existing curriculum, 74% created new curriculum units on China, and 30% developed new courses about China.
- ❁ Eighty-eight percent of these teachers reported sharing information at staff meetings or informally with other teachers and providing materials and resources about China to other teachers.
- ❁ Twenty-nine districts in a partner relationship with Primary Source moved from a situation where two-thirds had little or no coverage of China in the curriculum to the point where 73% report having reached Primary Source's goal of having integrated significant study of China in at least three places in the K-12 curriculum.

With ongoing support, these programs are positioned to reach additional school districts in and beyond New England.

To understand how these changes have occurred, let's look more closely at Primary Source's strategy and further examine details about its impact.



## Students Taught About China by Primary Source Participants in Four Core Programs: 1995-2004

### Teachers

169 teachers who started China programs in 2004 taught  
 174 teachers who started China programs in 2003 taught  
 223 teachers who started China programs in 2002 taught  
 163 teachers who started China programs in 2001 taught  
 180 teachers who started China programs in 2000 taught  
 126 teachers who started China programs in 1999 taught  
 141 teachers who started China programs in 1998 taught  
 45 teachers who started China programs in 1997 taught  
 27 teachers who started China programs in 1996 taught  
 27 teachers who started China programs in 1995 taught

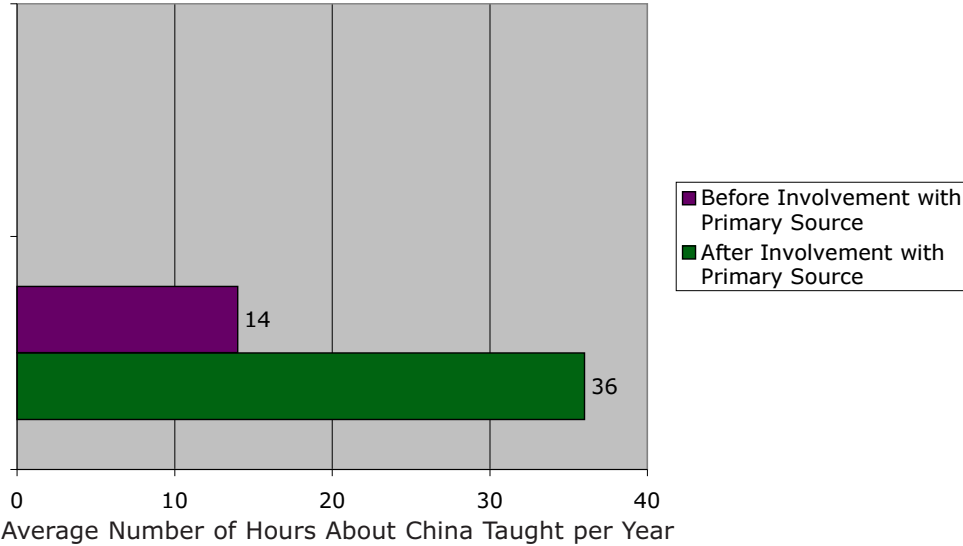
### Students

18,000 students over 1 year  
 20,000 students over 2 years  
 51,000 students over 3 years  
 42,000 students over 4 years  
 48,000 students over 5 years  
 33,000 students over 6 years  
 75,000 students over 7 years  
 16,000 students over 8 years  
 11,000 students over 9 years  
 16,000 students over 10 years

### **Total Estimated Students Taught About China (1995–2004) = 330,000**

Primary Source participants have taught content about China to approximately 330,000 students over 10 years. This is a rough estimate of the number of students reached by 1275 teachers who participated in at least one of the four main China programs (summer institutes, China Awareness seminars, Late Afternoon seminars, and study tours). The number is an extrapolation based on median numbers of students reported by 366 respondents to the teacher survey conducted by InSites. The number assumes similar teaching patterns among respondents and nonrespondents. This number does not include students of teachers who attended one-day China conferences or other types of meetings and workshops conducted by Primary Source, and not one of the four main programs. Other nonparticipating teachers who were given materials and training by their colleagues in the same course or grade level also taught about China but are not included in the estimate.

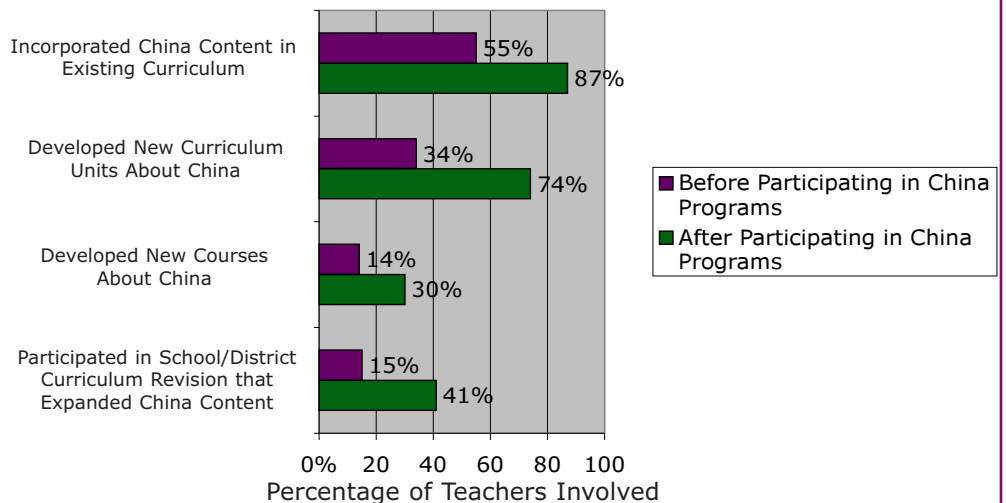
### Hours per Year Teachers Taught About China Before and After Involvement with Primary Source



Data in the chart to the left and below are based on responses to InSites' teacher questionnaire.

The chart to the right shows responses to these questions on InSites' questionnaire: Before you participated in a Primary Source program focused on China, were you involved in these types of activities related to China studies? Since you first participated in a Primary Source program focused on China, have you been involved in these types of activities related to China studies?

### Teacher Involvement in China Curriculum Work Before and After Participating in Primary Source Programs



# Primary Source's educational strategy — how it works and why it is succeeding



High-quality professional development, partner districts, networking, teacher leadership, and program deployment across multiple levels and subject areas of the educational spectrum are the cornerstones of success in Primary Source's China studies programs. Committed to the belief that all levels and subject areas in the K-12 system need to include China in their curriculum, the Primary Source staff has crafted multiple programs for teachers and school and district administrators to foster effective change.

The strategies and educational components of the China programs are purposely varied to address the unique needs at each level of the educational system — from elementary, middle and high school teachers and principals to superintendents and policymakers. Programs offer significant content and length of instruction — from 10 hours to more than 90 hours. The depth, breadth, and



## Partner Districts and the Benefits

Primary Source partners with school districts at two cost levels. It provides districts with a menu of options that include a number of reserved seats for all professional development seminars and workshops (including but not limited to ones focused on China), field study tours, Primary Source library membership for all partner teachers, and attendance at the fall conferences. Also, partner districts at the higher level receive 10 hours of in-district professional development. In return, the districts make a commitment to work toward incorporating China content in three places in their curriculum where it will reach all students.

## Primary Source Partner Districts in Massachusetts and Maine in 2005

### ▲ Recent Partner Districts Became Partners Between 2002 and 2005

Bedford, Boston (Academy of the Pacific Rim only), Cambridge, Canton, Carlisle, Danvers, Hingham, Lincoln-Sudbury, Lowell, Malden, Natick, Randolph, Sharon, Shrewsbury, Wayland, Weston, Whitman-Hanson, and Winchester, Massachusetts and Bangor, Maine.

### ■ Long-Term Partner Districts (Started Work with Primary Source Between 1995 and 2001)

Belmont, Brockton, Brookline, Burlington, Concord, Dover-Sherborn, Framingham, Lexington, Milton, Needham, Newton, Pembroke, Quincy, Wellesley (partner until 2005)

In the 32 partner districts there are currently approximately:

- 162,000 students
- 12,000 teachers
- 1,000 administrators

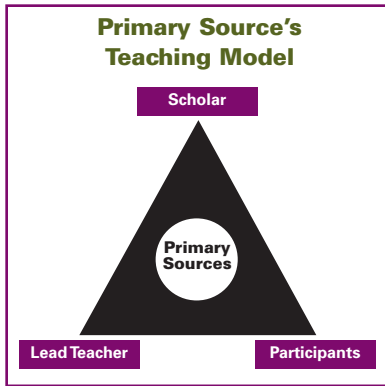
Maine

Eastern Massachusetts

At the time of the evaluation study, there were 29 partner districts. Currently there are 32.

flexibility of this multi-level strategy help teachers infuse China in virtually any area of a school's curriculum, at all grade levels, and in most subject areas. The variety of topics are geared to the interests of teachers in all subjects. While focusing on courses that will give all teachers a general introduction to Chinese civilization, Primary Source has designed courses that appeal more specifically to teachers of history, literature, geography, language, economics, science, art, and music. Primary Source collaborates with other Freeman-funded programs such as The China Exchange Initiative (which helps establish student exchange programs), the Five College Center for East Asian Studies, and several Freeman-funded Chinese language startup initiatives to encourage these programs in the schools as well.





A key to success for the China programs is the highly committed Primary Source staff. Two of them have been with the program since its inception – Dr. Anne Watt (a former teacher, elementary principal, and staff development specialist) and Dr. John Watt (who holds a Ph.D. in Chinese history). Kathy Ennis (Executive Director of Primary Source and former teacher and humanities department head) works with school leaders to develop and maintain partner districts throughout New England. Primary Source staff members design 30- to 90-hour courses and seminars on China as well as providing multiple print and non-print resources to support these programs.

The Primary Source teaching model brings together university-based scholars with lead teachers who have already translated scholarly material into classroom lessons. These teachers are carefully selected to work with Primary Source staff and scholars to help design, manage, and teach the summer institutes and awareness seminars. All are deeply committed to the need to educate Americans about China.

A high school social studies teacher and department chair said of the Primary Source staff: “The best part of the Primary Source experience is meeting and working with ... the Primary Source family. To be able to learn from these people, to be able to travel with them, to get to know them is a treasure beyond measure.”

Primary Source’s reach has been broad-based, focused, and in-depth. Teachers from 150 school districts from five New England states have participated, with the vast majority of participants (91%) coming from Massachusetts and Maine. Primary Source has a partner-district relationship with 32 of these 150 districts. Of the participants, 38% are in high schools, 26% in middle schools, 30% in elementary schools, and 5% work across two or more of these levels.



### Significant Content About China

Primary Source defines significant content about China as a unit or course that includes 10 hours or more on China, including some combination of the following topics: geography, history, literature, art, language, government, and modern life.

# partner districts — sharing commitments, combining resources, and expanding the knowledge base



Partnerships with school districts are a critical component in Primary Source’s strategy for initiating and sustaining the focus on China. By late 2005, Primary Source had formalized a partner agreement with 32 districts. Evidence shows that teachers and administrators in the partner districts are sharing information, pooling resources, and collaborating with each other to make their programs more effective for student learning. Although programs vary from district to district and classroom to classroom, this collaborative process helps educators build upon a solid base of knowledge, creates broad subject matter expertise among colleagues, and helps teachers make iterative improvements in curriculum, some of which have become required over time. The result in many districts is that all students study China several times between kindergarten and 12th grade.

Partner districts pay an annual fee and teachers choose from a menu of professional development options that include but are not limited to a focus on China. They receive support from Primary Source and access to its many resources. The districts make a commitment to work toward incorporating significant China content in at least three places in their curriculum for all students between kindergarten and 12th grade. The 32 partner districts currently have a total of 162,000 students; 12,000 teachers; and approximately 1,000 administrators.

Assistant Superintendent for Curriculum and Instruction in Canton Public Schools, Kay Scheidler, commented on the importance of becoming a partner district: “Unless you’re an actual member (partner district), I don’t think you get the full effect .... You’re aware of it, but not strongly influenced unless you become a member.”

In a 10-year period, Primary Source has worked diligently to cultivate networks and partners and connect educators with policymakers to help gain agreement about the important role China plays in world history and today's world, as well as in the K-12 curriculum. Primary Source has gained strong commitments from administrators and teachers to expand the focus on China. As a result, awareness about Chinese culture, art, history, literature, philosophy, and politics within New England elementary and secondary schools has grown measurably. Teachers and students from Boston to Maine are recognizing China as a major economic, cultural, and political force with which the United States is inexorably linked – now, and in the future. “In the early 1990s, it became obvious that China was going to be THE major 21st century player,” said Sandy Ervin, Superintendent of Bangor Public Schools in Maine. “We have to come to the larger understanding that whether we like it or not, all of our interactions are

global now... and within that context, China is the 500-pound gorilla, or the 500-pound white tiger, if you will.”

In an effort to engage K-12 district leaders, 123 school district administrators have traveled on study tours to China with Primary Source. Many of them have become so knowledgeable about China and convinced of the importance of China's relationship to the United States today that they have become advocates for including China, and even the Chinese language, in their districts' K-12 curriculum.



# professional development design



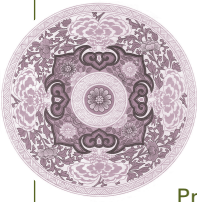
Primary Source is keenly sensitive to the schedules of teachers and administrators and understands how difficult it is to make time for continuing education and new curriculum development. It addresses this challenge by offering a wide range of programs and varied schedules to meet individual teacher needs. Programs occur at a variety of times of the day and the year – from late afternoons and Saturdays to courses during the school year, intensive multi-week summer institutes, and study tours. Many teachers get an overview from a conference or an awareness seminar series and return again and again to deepen their learning about China.



## China Professional Development

- China Awareness seminars
- Summer institutes
- China study tours
- Late Afternoon seminars
- China conferences
- Chinese Language Teachers Network
- Book and film series
- In-district China workshops for partnership districts

**What Educators Are Saying About Primary Source Programs**



“Teachers’ confidence, competence, and enthusiasm – none of that would be there if it weren’t for Primary Source.” Judy

*Boroschek, Director of Curriculum and Instruction, Wellesley Public Schools*

**STUDY OPPORTUNITIES FOR TEACHERS AND ADMINISTRATORS**

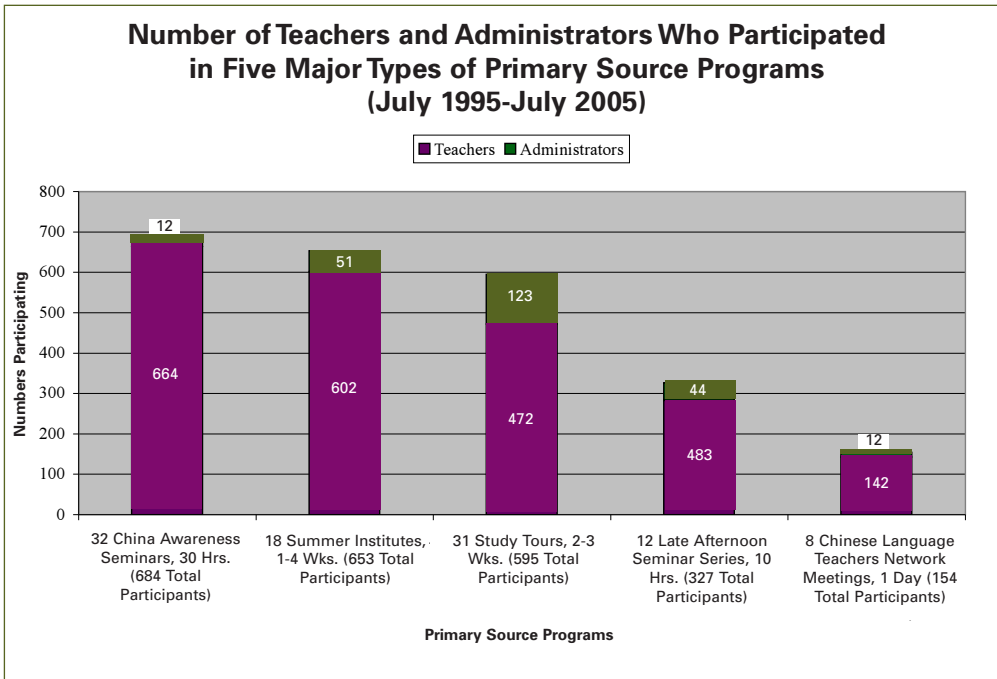
During the past decade Primary Source has conducted 28 one-day conferences about China attended by more than 2,000 educators. It has also offered 32 30-hour China Awareness Seminar Series spread out over five full days during fall and winter semesters, attended by 684 teachers and administrators. Many participants in these events became excited by China and wanted to pursue more intensive study.

Primary Source’s 18 summer institutes about China have attracted equally strong numbers of participants who committed 45 to 96 hours to studying this 5,000-year-old civilization. For attending the institutes, 602 teachers and 51 administrators earned three to six graduate credits. A comment by Catherine Doucette, an elementary school teacher, illustrates the kind of praise teachers have for the institutes: “Without a doubt, and without exaggeration, the summer institute that I attended in 2001 was the single most important impetus to improving my social studies teaching that I have experienced in over 30 years of teaching. Primary Source hires the most intellectual, engaging educators that I have ever encountered in any professional development opportunity.” Teachers and administrators interested in intensive study of focused topics attend the Late Afternoon seminar series as well. Primary Source has offered 12 of these 10-

hour series on topics like “Technology and Ritual in Early China,” “Chinese Science and Medicine,” “Music and Cultures of the Silk Road,” “Chinese Law and Society,” and “Chinese Gardens.” A total of 283 teachers and 44 administrators have attended.

People who have attended either a five-day China Awareness seminar or a summer institute are eligible to apply for travel to China. Primary Source has conducted 31 study tours to China for 472 teachers and 123 school and district

administrators. The study tours opened their eyes to China’s rich cultural and historical importance, served as life-changing experiences for many, and heightened their commitment to teaching about China. “(The study tour) brought home the imperative charge for American students to learn more about people of China since they will be living in a world with Chinese as co-leaders of economies and governments,” said Janet Buerklin, K-8 History and Social Sciences Coordinator in Newton Public Schools.



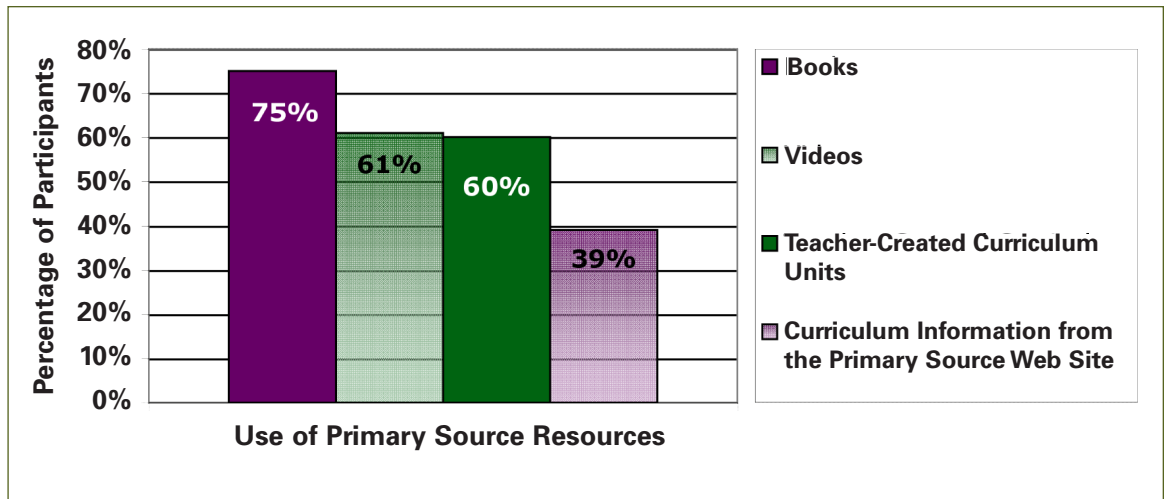
The graph does not show the sixth major program, one-day China conferences, which were attended by more than 2,000 educators. Individuals may have participated in more than one program.

## CHINA RESOURCES IN AND THROUGH THE PRIMARY SOURCE LIBRARY

Primary Source maintains a library in its office in Watertown, Massachusetts (near Boston), with approximately 3,000 books, articles, catalogues, maps, primary sources, videos, and bibliographies, along with more than 100 curriculum units on all aspects of Chinese civilization for elementary through high school teachers to borrow. In addition, Primary Source has more recently mounted a web site containing lesson plans and access to new “China Source” pages with primary sources from the vast Harvard University collection, available only through membership in the Primary Source library.

Primary Source also mails a biannual newsletter to those participating in programs and runs an annual film series and book group for teachers, administrators, policymakers, and the community at large.

In InSites’ recent study, 74% of teachers responding to the questionnaire said they have used resources in the Primary Source library in Watertown. “I am completely indebted to Primary Source for connecting me with wonderful scholars and their work,” commented Lisa Faden, high school history teacher, “and for the excellent job they do of selecting materials, especially primary sources that will work in the classroom.”



Percentages are respondents to InSites’ teacher questionnaire who used the resources.

# program impact on teachers, students, education leaders, and partner districts



Primary Source identified its 10-year goal for participating teachers as “adding significant China content” in their classrooms. It defines significant content about China as a unit or course that includes 10 hours or more about China, including some combination of the following topics: geography, history, literature, art, language, government, and modern life.

In addition, Primary Source’s 10-year goal for partner districts was incorporating and sustaining significant China content in at least three places in the K-12 curriculum for all students. The evaluation study shows that major progress has been made toward these goals. And there is continuing momentum and growth in district, teacher, and education leader involvement in China studies.

Although a number of these teachers and districts have worked with other organizations, participants in New England give a great deal of credit to the leadership and effectiveness of Primary Source for helping to bring China into the K-12 curriculum.

## IMPACT ON PARTICIPATING TEACHERS

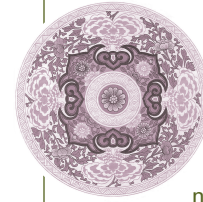
There is little question that participating teachers have gained significant content knowledge about China and are expanding and improving the quality and quantity of what they offer their students. Prior to taking their first Primary Source program, 46% of the teacher questionnaire respondents had not taught about China at all. Since their involvement in Primary Source, approximately 85% of these teachers report that they are using information about China to enrich their curriculum. Teachers’ time teaching about China increased almost 150%, with teaching time on China increasing from an average of 14 hours per year to an average of 36 hours per year. (Refer to graph on page 4.)

Approximately 90% of the teacher questionnaire respondents (330) reported a large increase in their content knowledge, teaching skills, and access to relevant resources as a result of participating in these programs. (Refer to table below.) Of these teachers, 87% incorporated China content into their existing curriculum while 74% developed new curriculum units and 30% developed new courses. Forty-one percent of respondents have worked on revising school or district curriculum that expanded China content, indicating that they are taking leadership roles in advancing China studies. (Refer to graph on page 4.)

Of teachers responding to the questionnaire, 88% have taken the initiative to share their knowledge with colleagues at staff meetings or informally and they have provided materials and resources about China for other teachers to use. They have engaged in other leadership activities such as conducting workshops or making presentations about China to educators and the community (47%) and organizing schoolwide China programs (33%). (Refer to table on page 15.) These efforts have extended the reach of Primary Source to teachers who have not attended

China programs, but who are using information and resources they received to teach about China. China content is now required for all students across grade levels in 26 partner districts. Within these districts content about China is incorporated into approximately 115 courses or curriculum units. Sloan Sable, history department chair, who took her first Primary Source course in 1995, said, “The number of students I have personally taught (since then) is probably pretty low – around 250. But the number who have been taught by curriculum I have designed would be about 700.”

### What Educators Are Saying About Primary Source Programs



“The biggest thing that’s happened is that people understand why we study China. Even faculties who are not teaching it and who are not participating – and the school committee, the central office, and the principals – understand the value. There’s no question now about whether we should be teaching it (content about China). That’s a major breakthrough.” *Katie Spinos, Assistant Superintendent, Burlington Public Schools*

### Impact of Primary Source on Participating Teachers

<i>To what extent did you gain each of the following from your participation in Primary Source programs?</i>	<i>I Gained “A Lot” (4) or “Very Much” (5) (Percentage)</i>
Increased content knowledge about China	93%
More resources relevant to my teaching about China	90%
Increased awareness of the importance of teaching about China	88%
Increased confidence in my ability to teach about China	87%
More ways to teach about China	81%
Connecting with other teachers who are interested in China	71%

Respondents to InSites’ questionnaire gave ratings on a five-point scale of 1 (not at all) to 5 (very much). The percentage who responded with either a 4 or 5 is shown in the table above.



Percentages indicate the number of questionnaire respondents who engaged in each leadership activity since they first participated in Primary Source China programs.

<b>Participating Teachers Engaged in Leadership Activities</b>	
<b>Leadership Activities</b>	<b>Percentage of Respondents Engaged in Activity</b>
Shared information at staff meetings or informally with other teachers; provided materials and resources to other teachers about China	88%
Conducted workshops or made presentations for other educators, community, or business people about China	47%
Participated in school or district curriculum revision that expanded China-related content	41%
Organized a schoolwide China program or event	33%

### IMPACT ON STUDENTS

The impact on students has been significant and can be viewed from several angles. From 1995 to 2004, teachers participating in at least one of the main Primary Source China programs (institutes, seminars, study tours) reached an estimated 330,000 students in New England with new or enriched content about China. This does not include students reached by teachers who participated in other Primary Source conferences and meetings, nor does it include students of nonparticipating teachers who were given materials and training by their colleagues and who teach about China. (Refer to table on page 4.)

There are approximately 118,000 students in 21 districts that are currently partners with Primary Source who are learning significant content about China in at



### What Educators Are Saying About Student Learning

“When students rush in to borrow materials I have on China to teach classmates in other courses they are taking, I know Primary Source has made a difference in their lives.” *June Murray, high school social studies teacher*

“Primary Source has brought a greater awareness about China, its history, its culture, the role it plays as a world power as well as a deeper understanding of the many Chinese students who attend the Quincy Public Schools.” *Kimberly Michaud, middle and elementary school art teacher*

“I went to a China exhibition at one of the elementary schools a couple of years back where the kids spoke eloquently about what they had learned about China and how interesting and fun it was. It was their first real exposure to any history other than American.” *Pat Randall, Superintendent, Pembroke Public Schools*

least three grade levels of their K-12 education.

In the 2004-2005 school year alone, 227 respondents to the questionnaire estimated that they taught significant content about China (more than 10 hours) to approximately 9,650 students. The hours of instruction per student varied as did the number of teachers who offered different levels of instruction. And as noted earlier, the increasing number of trained teachers and expanded district participation means that an increasing number of students are beginning to receive more than 10 hours of instruction and as much as 60-plus hours. Students of all ages report great fascination with learning about China, from calligraphy to Confucianism, from myths to inventions that we use in the West today. Enthusiasm has been further kindled by seven years of connection with children in a Chinese village through their teachers' visits – a high point on all Primary Source study tours.

Before joining the partnership in 2003, Sharon Public Schools had very little content about China in the district curriculum. Pat Mulcahy, K-12 Foreign Language Curriculum Coordinator, reports that in a district of approximately 3,500 students, more than 800 in grades 3-12 are now studying Mandarin Chinese and in the future, students will be able to continue their studies through the Advanced Placement (AP) level.

The district began teaching the Chinese language in 2003 partly as a result of involvement with Primary Source and the leadership of Superintendent Claire Jackson. Sharon Public Schools also requires the study of ancient China in 4th and 6th grades, in 9th grade English classes, and in 9th and 10th grade world

**Numbers of Students Learning Significant Content About China: 2004-2005 School Year**

<i>Hours of Instruction About China in 2004-2005</i>	<i>Number of Students Reached</i>	<i>By This Number of Teachers</i>
11 - 20 hours	5,074	74
21 - 40 hours	2,555	53
41 - 60 hours	547	17
More than 60 hours	1,476	17

A total of 227 teachers reported student data for 2004-2005 on the teacher questionnaire. Some reported hours of instruction at more than one level and for different groups of students.



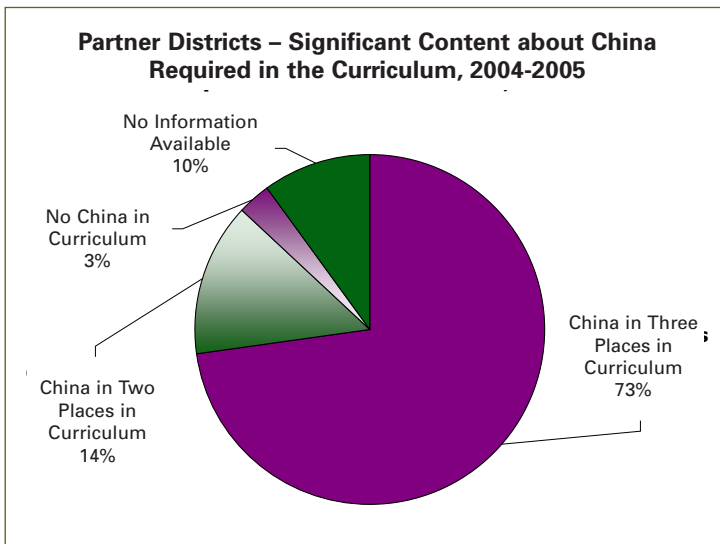
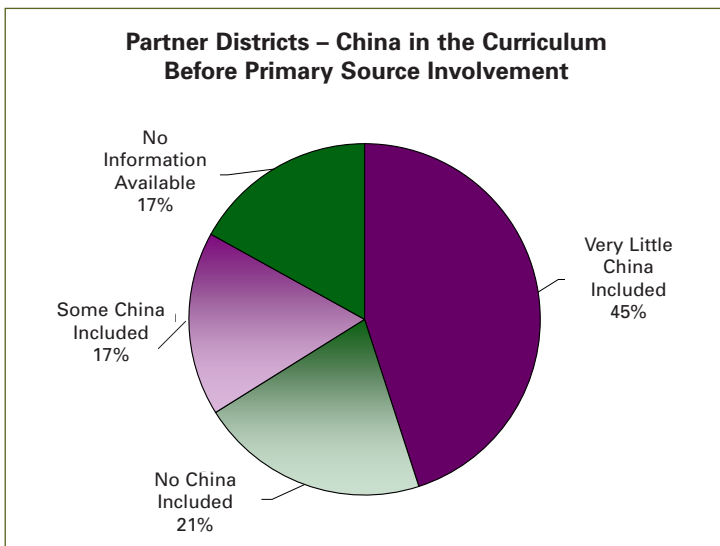
history courses – reaching approximately 1,200 students each year and many of them multiple times in their K-12 careers.

### IMPACT ON COLLEAGUES

According to administrators in participating schools and districts, Primary Source has generated expanding circles of interest in China and a growing core of teachers who seek expertise in teaching about China. As Janet Buerklin, K-8 Coordinator of History and Social Sciences from Newton Public Schools said, “In Newton, people just associate quality professional development with Primary Source. In ten years word has spread unbelievably.” Almost half (46%) of questionnaire respondents said their participation and sharing had influenced non-participating teachers to teach about China, especially since China curriculum is now required across grade levels in the elementary and middle schools and as part of two years of world history courses in the high school.

Percentages in charts below are of 29 partner districts.

Data are from responses to district representative surveys and administrator interviews.



### IMPACT ON PARTNER DISTRICTS

The level of commitment and enthusiasm is growing as more and more partner districts join with Primary Source. (Refer to map on page 6.) At the time of InSites’ study, 29 districts were committed partner districts. Almost two-thirds of these districts reported very little or no coverage of China in the curriculum when their teachers first started taking part in Primary Source programs.

Since the program’s inception in 1995, China content in partner districts’ curricula has increased dramatically. Seventy-three percent of the districts now report that they have integrated the required study of China in at least three places in the K-12 levels. Of these districts, 41% have content about China in all three school levels (elementary, middle, and high) and 32% cover China in three different grade levels (not necessarily at different school levels).

Before Primary Source involvement, only one district, Newton Public Schools, had a Chinese language program in place. Currently, one-third of the partner districts offer a Mandarin Chinese language program and five more are starting up new programs. This considerable growth is at least in part due to involvement in Primary Source programs. In addition, five

partner districts have established a student/teacher exchange program with Chinese schools and five more are taking steps to set up an exchange. Although other districts have expressed strong interest in setting up Chinese language or exchange programs, they report challenges in securing funding, finding capable Chinese language teachers, and balancing courses against competing curriculum demands. Primary Source has responded to these challenges by forming a Chinese Language Teachers Network. It has offered assistance to more than 100 participants in just three years with pedagogy, resources, program startup, and now training to teach the new AP course. It has held two conferences per year for the past three years for members of this network. (Refer to graph on page 11.)

Dover-Sherborn Public Schools is one of the districts that has achieved the requirement of China content at all three school levels. “It is infused into our history and social studies curriculum,” said Perry Davis, Superintendent. “At the elementary level, Chinese history is something every student experiences. At the middle school the geography/world cultures course has a (China) unit the teacher has developed; all of the students go through that. At the high school, it is a part of world history, which is required of all students.”

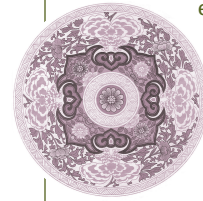
Describing how China has been incorporated into the elementary schools in Milton Public Schools, Dore Korschun, an elementary school principal, said, “Primary Source made China come alive in Milton at the elementary level. We teach ancient China when studying characteristics of an ancient civilization. We have introduced Chinese language classes. We have integrated China across the curriculum in art, language arts, social studies, and language. This could not have been done without the outstanding professional development that we all received from Primary Source.”

Commenting on how the Primary Source programs have enriched the quality of offerings at the high school level, Marshall Cohen, a department head from the Newton Public Schools, said, “Virtually all history teachers have taken courses with Primary Source, and this has made our program quite high quality. We would have done it without Primary Source, but poorly. (China studies) is now one of the jewels in the crown.”

## IMPACT ON ADMINISTRATORS

By welcoming administrators to participate in all of its China programs, Primary Source has created a group of strong advocates who have played major roles in initiating the focus on China and making the connection with Primary Source. “I think Primary Source was very, very wise to plant the seeds with leaders in the school districts who have an opportunity in their respective districts to make a difference,” noted Tony Bent, Superintendent of Shrewsbury Public Schools. In

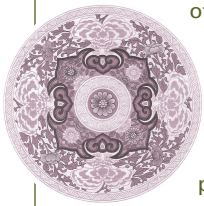
### What Educators Are Saying About Primary Source Programs



“I have a passionate interest in China! That enthusiasm infuses my teaching, whether it be in Chinese brush painting, clay dragons, poetry and painting, inventions, Chinese landscape painting, or kite making.”

*Sandra Olansky, elementary art teacher*

### What Educators Are Saying About Primary Source Programs



“My firsthand knowledge of China is irreplaceable. I brought back (from China) many artifacts and hundreds of photographs – all of which tell a vivid story. I also kept a detailed journal of every day spent in China, which allows me to retrieve details and impressions. All of this gives me credibility when I talk or teach about China. I have a genuine enthusiasm about sharing what I know and have experienced about China. None of this would have been part of my teaching without participating in the offerings of Primary Source.” *Ellen Thompson, 4th grade teacher*

all partner districts, these administrators reported their commitment to China studies and to staying involved with Primary Source.

Primary Source has used study tours to China for administrators as a key strategy to gain district commitment. Maureen LaCroix, Superintendent of Bedford Public Schools, said, “(The study tour) was very, very powerful. Not only in terms of professional development, but in terms of working with colleagues in the area who were also promoting the study of China .... I think it’s the sort of thing that grows. The trip was a highlight for all of us.”

Over the past 10 years, 123 school and district administrators have gone on Primary Source study tours to China and 127 have attended the core program institutes and seminars. They have been involved with Primary Source staff in planning district-based workshops, serving as partner district liaisons, and attending China conferences. Administrators interviewed in the study were very knowledgeable about the professional development that teachers were obtaining from Primary Source.



### Global Community Service in a Chinese Village: High Interest for Teachers and Their Students

Primary Source operates a global community service project in the Chinese village of Pang Liu. About 100 teachers and several hundred students have raised more than \$55,000 for the village, and 400 teachers and administrators have visited there. One high school social studies teacher who went on a Primary Source study tour shared his enthusiasm: “I was welcomed by a village band in 1999 and by the whole village of Pang Liu (all 2,000!) at the opening of the village library co-sponsored by Primary Source.” Students have become involved with their village counterparts as well. They have sent pen-pal letters, bilingual books, and many art projects to village children of their age.

# expanding support for China studies



Over the past decade, Primary Source’s main strategy for bringing China studies into the K-12 curriculum has been providing teacher professional development by engaging partner districts and welcoming teachers from non-partner districts. It also has built connections among educational leaders, business leaders, and state policymakers in Massachusetts to heighten awareness of the importance of China in the curriculum. These networks help to put the fast-rising importance of China as a global player in the public eye as the tides shift with regard to national and state education policy.

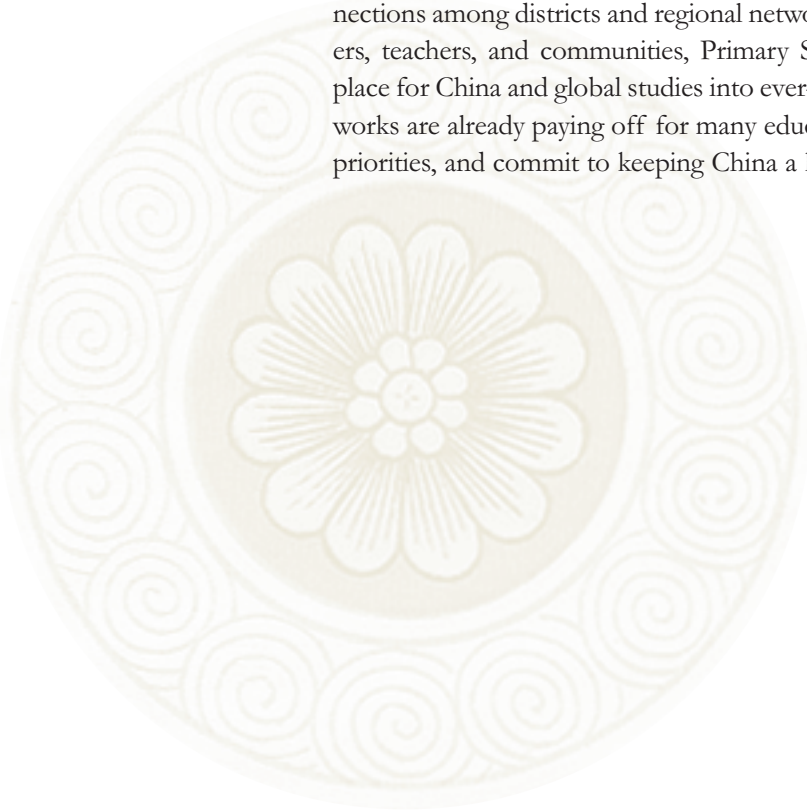


## **Conferences for Education, Policy, and Business Leaders**

Primary Source emphasized both the importance of China studies and global education at its two recent one-day conferences that brought education, policy, and business leaders from all levels together for inspiration and networking at the Kennedy Library. The conference in 2004, hosted in conjunction with the Massachusetts Initiative for International Studies and attended by 250, generated state committees focused on taking action in education, policy, and business sectors of Massachusetts.

In addition, the connections that Primary Source builds within and between districts support incorporating China in all areas of the curriculum. Sheila Dugan, a 7th grade social studies teacher, said, “There is tremendous support for the study of China in our schools. This is due in large part to the fact that so many of our teachers and administrators have taken Primary Source courses, seminars, and study tours.”

Primary Source believes that it is critical for K-12 students to gain significant knowledge about China to become effective participants in a global community. The staff is deeply committed to this goal. By creating and sustaining connections among districts and regional networks of policymakers, education leaders, teachers, and communities, Primary Source hopes to carve a permanent place for China and global studies into ever-changing state frameworks. The networks are already paying off for many educators as they offer support, reaffirm priorities, and commit to keeping China a key focus in their classrooms.



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### **How One State Has Built China Into Its State History Framework**

Massachusetts’ history/social sciences standards currently offer these opportunities to incorporate China:

- Grade K-3: Folktales and true stories
- Grade 4: Geography and optional study of one ancient civilization
- Grade 6: World geography
- Grade 7: Ancient history
- Grades 8-12: World history I and II – major developments in Chinese history

# ten successful years and the challenges ahead



Since 1995, Primary Source’s multi-level strategy has continued to connect teacher to scholar, teacher to teacher, administrator to administrator, educator to policymaker, and people in the United States to people in China. Primary Source’s work illustrates what has been found in many studies of educational change – programs that maintain a steady commitment over many years see substantial results. The passion, dedication, support, and collaboration that is the essence of every Primary Source initiative help enthusiasm grow among its participants and make the changes in curriculum memorable and measurable – for teachers and students.

No doubt substantial progress has been made regarding China studies in New England. Primary Source continues to tailor programs to meet professional development and state standards, and continues to build its networks, partner districts, and study tours.

And yet, there is much more to be done. If the organization is going to continue to meet future demands and expand its services to more schools, districts, and communities, it will need continued support and will need to face important challenges characteristic of school change initiatives. In planning for the next decade, Primary Source is considering:

- ✿ how to expand its successful work into new districts while sustaining support for new and returning teachers in existing partner districts;
- ✿ how to help policymakers and educators understand the importance of global education initiatives with China studies as a central part of that education; and



- ✿ whether and how to expand China programs and partner districts beyond New England, e.g., through electronic resources and distance learning opportunities, and still offer the same professional skills and personal touch.

The leadership at Primary Source is already exploring these issues. But thoughtful leaders, funding resources, policymakers, and progressive educators will also influence the future of Primary Source programs. Primary Source considers China and Asia studies an essential content area for bringing a broader, non-Western perspective to students. At the same time, it continues to offer a balance between China studies and an expanding menu of global offerings.

In closing, change in schools requires the collaborative, long-term, continuous attention illustrated by the work of Primary Source, partner districts, administrators, and teachers, powered by the timely vision and generous support of the Freeman Foundation. This is especially true in content areas outside the basic skills that are often not considered high priority for state funding. The results evident here show that such commitment pays off. It may well be that another decade is needed to achieve a solid presence for the study of China throughout New England. The key is continuous collaborative work among districts and Primary Source to capitalize on ever-changing conditions to achieve the high-quality teaching and learning about China that has been established over the last decade.



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### **Primary Source’s Long-Term Goal for China in K-12 Schools**

Primary Source’s long-term goal regarding China in New England schools is to maintain systemwide, high-quality teaching and learning about China that:

- reaches nearly all K-12 students;
- gives them a broad knowledge base about Chinese history, geography, culture, and language;
- prepares them for the challenges and complexities of today’s world in which China already plays a major role; and
- paves the way for exchanges and the development of East Asian studies courses at the secondary level.

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The following individuals served on the InSites evaluation team:

Carol Bosserman (assistant team leader)

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Carolyn Lupe (assistant team leader)

Beverly Parsons (team leader)

Rosemary Reinhart (writer/editor)

Kathy Wyckoff (project assistant)

Tom Scharf provided editorial support. Myra Grande provided production assistance. Kathy Wyckoff designed the report.

### **InSites' Evaluation of Primary Source China Programs**

To evaluate the accomplishments of its 10 years of China programs, Primary Source asked InSites, a nonprofit research firm, to determine the impact of Primary Source's China-focused work to the extent feasible with a limited budget. They jointly agreed to use surveys, interviews, and reviews of Primary Source database information. The database contained relatively complete information on participants' program involvement, email contacts, school and/or district affiliation, and grade level taught, but did not include data on the number of students taught. The evaluation focused on overall program impact on students and teachers and did not include a separate analysis of study tour impact. All data were collected between February and May 2005.

**Teacher questionnaire.** Primary Source and InSites invited all teachers who participated in China programs between 1995 and 2004 to respond to an online survey, realizing that the response rate would likely be low for early participants. A total of 366 participants completed the questionnaire. A comparison of the demographic profile of questionnaire respondents with that of the total population of participants in the Primary Source database showed that respondents are similar to those of the total population.

The majority of respondents were teachers who began involvement recently. Approximately 74% of respondents first attended China programs from 2000 to 2004 while 26% of respondents first attended from 1995 to 1999. Respondents represented just over half (58%) of the 150 school districts from which Primary Source's China program participants have come over the last 10 years. (Forty-nine percent of respondents were from long-term partner districts, 18% from newer partner districts, and 33% from nonpartner districts.)

**Administrator interviews.** One district administrator from 25 of the 32 partner districts was interviewed to determine the benefits of the partnership to their district. For various reasons, InSites did not interview an administrator from the other seven partner districts.

**Partner district representatives survey.** InSites contacted a knowledgeable representative (teacher or principal) from elementary, middle, and high school levels within each partner district to obtain detailed information about required and elective content on China in the curriculum. Representatives from 20 districts provided complete or near-complete information via an online survey. Information from the administrator phone interviews filled in many of the gaps.

**Primary Source leader interviews.** InSites interviewed Primary Source staff to develop an understanding of the program design and operations.



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