

MAKING THE MOST OF K-12 EDUCATOR STUDY TOUR PROGRAMS TO ASIA

A WORKING DOCUMENT ON PHASE I OF AN
EVALUATIVE INQUIRY



SEPTEMBER 2006

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Orientation of the Evaluative Inquiry of K-12 Educator Study Tour Programs

The Freeman Foundation

The Freeman Foundation's major objectives include strengthening the bonds of friendship between the United States and the countries of East Asia through educational endeavors.

Orientation of Inquiry

Over the past decade the Freeman Foundation has contributed substantially to the accelerating interest and knowledge about Asia among educators in kindergarten through twelfth grade (K-12). The Foundation's goal is to build and sustain high-

quality teaching and learning about Asia in the vast majority of K-12 schools throughout the nation. Professional development for K-12 educators, especially teachers, is the Foundation's predominant strategy for reaching this goal. Study tour programs are a key type of professional development that has received extensive funding from the Freeman Foundation. They are the most costly on a per person basis of the various forms of the Foundation's funded professional development and thus worthy of a close look at their nature and impact.

Number of Programs Included in Inquiry	
Number of teacher study tour programs ¹	13
Number of study tour programs for administrators and mixed role groups	4
Approximate number of K-12 study tours offered through Freeman Foundation funding (1996-2005)	147
¹ NCTA is considered one program in this chart.	
Educators Served by Study Tour Programs from 1996-2005	
Approximate number of teachers served ²	2650
Approximate number of administrators/mixed role members served	450
² These are estimates of the total number of teachers served. Some teachers have participated in two or more of these study tour programs.	

In May 2005 the Freeman Foundation funded InSites (a non-profit research, planning, and evaluation firm) to conduct a two-year investigation of the study tour programs it funds for K-12 educators. The Foundation provided InSites with a list of the programs to include in the study. These programs were primarily for teachers but a few were for administrators or mixed-role

groups of teachers, administrators, policymakers, and others.¹ The collective set of study tour programs funded by the Foundation has not been studied previously.

This study is not a traditional "program evaluation" where the evaluator looks to see if each program met its stated objectives and/or seeks to determine which program

¹ The "mixed role group" study tour programs included in this study are called "key actors" tours by their sponsoring organizations. Such a designation may imply that teachers are not key actors since their study tour programs are not so named. Consequently, to avoid confusion about which programs or groups we are referring to, we are using the more generic term "mixed-role group" for tours whose participants come from multiple role groups.

among several is “best.” For this evaluative inquiry, we are using an evaluation method that looks for themes and patterns across programs and considers multiple perspectives to give a broad picture of Freeman-funded study tour programs to the Foundation, program leaders, and teachers.

InSites’ inquiry was designed to explore many aspects of the study tour programs to determine important patterns and relationships that may help the Foundation refine its future approach to building and sustaining high quality teaching and learning about Asia in U.S. elementary and secondary schools. The inquiry also was designed to raise issues that may be worthy of further investigation at a later time.

Recognizing that the programs exist within complex and dynamic situations, we look for patterns and relationships primarily in three places: (a) across the programs themselves; (b) among the actions of teachers following participation in the study tour programs; and (c) within the settings where the teachers teach about Asia.

This type of evaluation tends to be more flexible and interactive than traditional evaluations and more in keeping with the purpose of the inquiry. It delves deeply into patterns and potential patterns that can be amplified or dampened by program leaders, participants, and funders to accomplish a desired goal. Our intention is to call attention to both obvious patterns and patterns that may only become apparent as we look more deeply at the activities individually and collectively within their context. (See below and Appendix A for more details on the design of the study.)

What Educators Are Saying about Study Tour Programs

“You can read as much as possible about a country, but you have no true sense of place until you are there, present, hearing the sounds, observing daily life, jostling through the urban megacities or contemplating tranquility in the temples. These tours bring Asia to life and that seeps into one’s consciousness in ways that are permanent and immeasurable.” — teacher

First Phase of Inquiry

Through interviews with study tour program leaders, we focused first on determining the general goals and objectives of the programs, the key features of each program, and the relationship of the study tour programs to other work of the sponsoring organizations. We then concentrated on the study tour programs for teachers. In surveys of a selected group of

participants,² we asked questions designed to obtain their perspectives on the benefits and impact of the programs on themselves, their classrooms, schools, districts, and beyond as well as conditions affecting their teaching about Asia.

We used these data to develop descriptions of the programs, identify the benefits and impacts of the teacher study tour programs, and understand the complex context within which teachers work on a daily basis and its impact on their ability to teach and learn about Asia.

² See Appendix A for description of how survey participants were selected.

After determining major patterns and relationships, we sought to determine what general strategies are likely to be especially effective in supporting teachers who have been through study tour programs as they teach long term in their regular settings. In doing so, we drew on what we have learned about how the study tour programs are positioned among other work the sponsoring organizations undertake to support high quality teaching and learning about Asia. We also drew on information from professional development programs for teachers in other content areas to see what ideas may be informative to the Foundation in this regard.

Next Phase of Inquiry

This report is now ready for further discussion with the various role groups involved in and affected by the study tour programs. The next phase of our work is to have conversations with program leaders, teachers, administrators, and others who provide leadership for sustaining Asia in schools and classrooms. We specifically want to engage teachers who are interested in moving beyond their current level of involvement to greater leadership roles. Our syntheses of these conversations will present multiple voices to the Foundation not only about what is happening but about possibilities for the future.

Caveats

We offer the following to explain our orientation to several aspects of this report, how we approached the study, and how we expect to use the data we have collected.

1. We are *not* comparing programs to each other to determine if one is “better” than another, but seeking to discover the multiple ways that activities/programs are contributing to the Foundation’s goal and/or can do so in the future.
2. Program examples given in the text are meant to illustrate points made rather than to showcase certain programs. In many instances we could have used several different programs to illustrate a point. We recognize that more programs may be conducting a particular type of activity than we have room to mention here. Additionally, the citation of a program in no way implies that this is its major or only activity.
3. In this type of report, we cannot convey the complexity and substance of each study tour program. We provide a step in that direction through a separate document that contains short (usually two-page) descriptions of each program. This document can be accessed at www.insites.org/projects. Further detail also is available directly from the various programs.
4. Data from a survey of a sample of participants in the teacher study tour programs are used throughout this report. Summary data across programs for all but the open-ended questions in the survey are available at www.insites.org/projects.

Additionally, we provided the program leaders with summary data for all questions for their particular program.

5. Programs differ vastly in size. The National Consortium for Teaching about Asia (NCTA) has reached approximately 850 teachers through 45 study tours and is guided by five national coordinating sites. None of the other programs discussed here are close to this size. For purposes of this report, however, we have treated the NCTA as one program although we interviewed each of the five national directors and selected a study tour from each of their coordinating areas.
6. We are not seeking consensus as we proceed to have conversations about the topics in this report. We are seeking the wisdom of the multiple perspectives that can lead to new possibilities for helping teachers who have participated in K-12 study tour programs and their colleagues to maintain high-quality, substantial, and sustained attention to teaching and learning about Asia in U.S. classrooms and schools.

What Educators Are Saying about Study Tour Programs

"[T]he trip raised more questions than it answered. I have followed news sources more closely and have had extensive conversations [with] friends living in Asia ... to gain a better understanding of various issues. I am extremely interested in learning more. I have plans to return on my own." — teacher

Organization of Report

The remainder of this report is organized in the following way. After a brief summary of the highlights of the report, we provide a description of the study tour programs included in this investigation— teacher, administrator, and mixed role group study tour programs. After that point we focus

primarily on the study tour programs for teachers. Certain data about the other programs will not be gathered until the next phase of this inquiry. Thus we will save attention to those programs until later. This also keeps a clearer focus on work with teachers.

After describing the study tour programs, we discuss the design and benefits to teachers of their study tour programs. We then move on to the contributions of the participants in teacher study tour programs to classrooms, schools, and beyond. Before moving to a section on how to continue to build and support sustained attention to Asia in the vast majority of K-12 U.S. schools, we discuss the daily conditions surrounding the work of teachers who have participated in these programs. Their daily context is an important consideration in determining how to proceed with study tour programs.

Acknowledgements

We are very grateful for the time and attention of program leaders throughout this study. They have been generous with details and insights in their conversations with us and have helped facilitate our contact with teachers to participate in the survey. We wish to especially thank those program leaders who were able to review the preliminary draft of this report and the summaries of individual programs. Their comments and answers to our questions have helped us clarify our understanding of their important work and sharpen the focus for this report. Equally important to the success of this study was the time nearly 250 teachers gave to complete a comprehensive survey. To them we extend deep gratitude.³

3 The InSites team members for this study were Jessica Germain, Pat Jessup (co-team leader), Carol Lingenfelter, Carolyn Lupe, Beverly Parsons (team leader), Rosemary Reinhart, and Kathy Wyckoff. Lee Tyson and Sonya Wytinck of the National Research Center, Inc. (NRC) programmed and hosted the online teacher survey, managed the survey data collection, and conducted the computer analyses of the quantitative data.

Report Highlights

This report contributes to our ultimate aim of providing the Freeman Foundation with insights and approaches that will help the Foundation achieve its goal of having the vast majority of K-12 schools in the U.S. provide high-quality teaching and learning about Asia on a sustained basis for years to come.

In this first phase of our study, we emphasized the thirteen study tour programs for teachers. These programs offered participants learning opportunities that were complex, intense, and experiential, and evoked in their participants a passionate commitment to learning and teaching about Asia. Participants returned home with changed perspectives about Asia and an understanding of the importance of sharing their learning with students and colleagues. The study tour programs also built motivation and commitment among many participants to take action beyond their classrooms even though this was not necessarily a stated purpose of the program.

All study tour programs accomplished their primary purpose—increasing content knowledge of teachers for classroom application—as well as having an impact on participants in other ways. To illustrate,

- Ninety-seven percent of teachers who responded to our survey reported that they have gained in content knowledge about Asia that has enhanced their teaching.
- Eighty-seven percent of teachers reported a great impact on their confidence in teaching about Asia.
- Eighty-five percent said that the study tour program had broadened their international/global perspective to a great extent.
- Eighty-three percent reported a great impact on their awareness of the importance of teaching about Asia in K-12 education.
- Seventy-three percent said that their credibility with teachers and students in regards to Asia had increased to a great extent.

Although teachers returned to their schools with increased enthusiasm, confidence, and knowledge for teaching about Asia, they face competing responsibilities and an education system that often considers Asia a low priority. Two-thirds of teachers surveyed identified issues largely shaped by state, district, and/or school administrative practices and policies as constraints on embedding Asia more extensively in their schools and classrooms.

Despite these challenges, 50 percent of respondents said that the study tour programs had increased their confidence in taking leadership roles related to teaching about Asia and 43 percent reported a great interest in promoting attention to Asian studies in their school, district, community, and/or state. Teachers discovered support for

increased teaching and learning about Asia both within and without the education system.

The patterns we see concerning teachers' daily teaching situations and the nature of the study tour programs have led us to posit that multiple strategies are necessary to support teachers in using what they learn through the study tour programs if they are to build and maintain attention to Asia in their classrooms and schools on a sustained basis. The three strategies we offer here for further conversation are (a) enhancing existing study tour programs for greater impact; (b) developing administrative support for teachers to teach and learn about Asia; and (c) developing peer-to-peer networking and coaching that builds incentives for teacher leaders to help maintain a focus on Asia and expand the numbers of teachers being reached through the programs.

The next step in this evaluative inquiry is to engage representatives of at least three role groups—study tour program leaders, alumni of teacher study tour programs who have expressed a strong interest in promoting teaching about Asia, and administrators—in structured conversations to explore the benefits of this collective set of strategies and determine possible ways to pilot test configurations that seem worthy of consideration.

We are interested in gaining perspectives about how the Freeman Foundation can ensure that their investment in these teachers has the biggest possible return for reaching their goal. This report will serve as the basis for framing those discussions.

Description of Study Tour Programs

Usage of Terms “Study Tour Program” and “Study Tour”

For clarity in the report, we use the term “study tour program” to designate the on-going programs operated by the sponsoring organizations and the term “study tour” to designate specific study tours held in a given year. Each study tour offers a rich educational experience that includes three major components: preparation, travel with in-country programming, and follow-up.

Thirteen of the K-12 educator study tour programs funded by the Freeman Foundation are for teachers. Additionally, two organizations offer administrator study tour programs and two have offered special study tour programs for mixed role groups. The mixed role group programs include teachers, administrators, and people who can influence policy at various levels (e.g., legislators, newspaper staff

members, state education leaders, and deans of university schools of education). See a brief description of each study tour program we reviewed in Appendix B. For more detailed program summaries, see our web site at www.insites.org/projects.

The study tour programs are embedded in the context of broader programs operated by the sponsoring organization. For some, the study tour program is one of a few K-12 professional development activities related to Asia. For others, it is one of numerous professional development offerings and/or cultural activities related to Asia which have been developed as part of a multi-pronged strategy for building attention to Asia within K-12 schools and districts. Although a few of the teacher study tour programs serve teachers nationally, most serve teachers in a more limited geographical area.

All of the sponsoring organizations have a strong focus on Asia. Some are non-profit organizations dedicated to a specific country such as the Japan Society or the China Institute or to a range of countries (e.g., the East-West Center and Primary Source). Some (e.g., many of the sites of the National Consortium for Teaching about Asia) operate out of a university-based East Asian studies outreach center that provides teacher professional development. Some also are allied closely with statewide efforts to connect to Asia such as the Asian Studies Outreach Program in Vermont and Bringing China to Arkansas Program in Arkansas, and others are working with a designated group of school districts to expand attention to China (e.g., China in Missouri of the International Education Consortium). The focus of the sponsoring organization and each program’s role within an organization affect the program director’s decisions about the location, content, and theme of each study tour.

Study Tour Programs for Teachers³

Asian Studies Outreach Program (University of Vermont)

AsiaPacificEd Program (East-West Center)

Bringing China to Arkansas (University of Arkansas)

China in Missouri (International Education Consortium)

China Teacher Leadership Project (East Asia Resource Center, University of Washington)

East Asia Program (Primary Source)

Educators' Study Tour (Japan Society)

National Consortium for Teaching about Asia (over 30 sites throughout the U.S.)

5 National Coordinating Sites:

- Asia for Educators, Columbia University
- Five College Center for East Asian Studies, Smith College;
- East Asian Studies Center, Indiana University
- Program for Teaching East Asia, University of Colorado
- East Asia Resource Center, University of Washington

Program for Teaching East Asia (University of Colorado)

Teach China Program (China Institute)

The China Project (The American Forum for Global Education)

U.S.- China Teachers Exchange Program (National Committee on U.S.-China Relations)

Washington-Hyogo Teacher Institute (East Asia Resource Center, University of Washington) in collaboration with the Washington State Council for Social Studies, the government of Hyogo Prefecture in Japan, and the Hyogo Business and Cultural Center in Seattle.

³ See Appendix B for brief program descriptions and websites.

Study Tour Programs for Teachers

Ten of the study tour programs for teachers schedule one or more study tours every year (with occasional exceptions due to outside influences such as SARS). Three programs—China Teacher Leadership Project (East Asia Resource Center, University of Washington), Program for Teaching East Asia (University of Colorado), and Washington-Hyogo Teacher Institute (East Asia Resource Center, University of Washington)—sponsor study tours every other year. The National Consortium for Teaching about Asia sponsors its study tour programs through five national coordinating sites and over two dozen partner and regional sites. The frequency of the study tours programs through these sites varies. In some cases partner sites work together to sponsor a particular study tour.

While a few programs such as The China Project (The American Forum for Global Education), Asian Studies Outreach Program (University of Vermont), and the U.S.-China Teachers Exchange Program (National Committee on U.S.-China Relations), have been operating for eight years or more under Freeman Foundation funds, most began receiving Freeman Foundation funds around the year 2000. Some of these programs were already in existence. Typically, about

twenty teachers participate in a study tour, but the number has ranged from twelve to twenty-five.

The study tour programs for teachers consist of three major components: preparation, travel with in-country programming, and follow-up. Study tour programs typically require more than 20 hours of preparatory study, but they vary in the number of hours

and delivery of that preparation. After completing the preparation component, teachers typically travel overseas for two to three weeks in the summer. Primary Source also offers study tours over spring break. The U.S.-China Teachers Exchange Program is unique in offering U.S. teachers the chance to live in China and teach English for a year.⁴

The programs hold follow-up sessions of varying types to reinforce teachers' learning and help them apply what they have learned in their classrooms, schools, or districts.

Study Tour Programs for Administrators and Mixed-Role Groups

Study Tour Programs for Administrators and Mixed-Role Groups⁴

Asian Studies Outreach Program for Leaders (University of Vermont)

Primary Source for Administrators (Primary Source)

Key Actors Study Tour (Center for East Asian Studies, University of Kansas)

Key Actors Study Tour (Oklahoma Institute for Teaching East Asia, University of Oklahoma-Tulsa)

⁴ See Appendix B for brief program descriptions and websites.

The Foundation requested that we include the study tour programs for administrators (two programs) and mixed-role groups (two programs) that they fund in this study along with the thirteen study tour programs for teachers.⁵ For the most part, the Foundation funds professional development delivered directly to teachers. Less frequently, the Foundation funds programs for

administrators or mixed role groups. When it does so, the programs tend to be strategically selected at a particular time for a particular group of people well

positioned to assist teachers in bringing content about Asia into their classrooms.

What Educators Are Saying about Study Tour Programs

"[The mixed role group tour participants] have stayed dedicated. China is mesmerizing! It casts a spell that causes something to happen in your genetic makeup and people come home changed – truly, they do.... These were pretty sophisticated, middle-aged folks and they came back different and very dedicated to helping improve education in [our state] when it comes to Asia". — study tour program leader

Administrator and mixed-role group study tour program participants typically come from districts with which the sponsoring organization has an ongoing relationship regarding Asia. After completing orientation sessions, participants in administrator and mixed-role group tours travel overseas for ten to fourteen days in the spring or summer.

4 Although some may argue that this program is not a study tour program, it has been included at the request of the Foundation. From the perspective of our study, it is helpful to have such variation within the full set of programs studied.

5 The administrator study tour programs that are included here are those that are designed specifically for administrators. Some organizations have included administrators on an irregular basis in their study tours for teachers and some (e.g., Japan Society) are considering the inclusion of one or two administrators along with classroom teachers from a specific school as a way to maximize the impact in the school. Such programs that have a primary focus on teachers are included in this report as teacher study tour programs.

After travel, participants are expected to advocate for inclusion of Asia in classrooms, schools, or districts. Program personnel provide support to participating schools and districts prior to, and following travel to Asia.

In this first phase of the study, we interviewed program leaders but have not yet gathered information from the participants in the study tour programs for administrator and mixed-role groups although we have some information from participants from previous studies. Further information on these study tour programs will be included in subsequent reports.

Administrator Study Tour Programs

Advocacy for teaching about Asia is a specific focus of the study tour programs for administrators. Although the programs may encourage administrators' support for a particular aspect of a district's work related to Asia (e.g., Asian language classes), they more generally encourage administrators' support for enhanced teaching about Asia, and an increased role for teachers who have experienced the study tours or other professional development about Asia.

In Vermont (the Asian Studies Outreach Program), the administrators' overseas group is primarily made up of principals, but some teachers also participate to help implement the goal of incorporating Asia into the curriculum. These programs include structured times for Vermont administrators to share information with their Asian counterparts on selected educational topics. A central part of this program is the seminar with Chinese educators during which educators from both countries talk together as part of an educational community and recognize their common goal to help all students learn.

Primary Source includes mostly district administrators and a few principals. Those selected come from districts that are already partner-districts or from districts interested in developing partnerships with Primary Source. The study tours build district commitment to infusing China in the curriculum and solidify partnerships between the districts and Primary Source. After their overseas travel, administrators are expected to do work toward the goal of incorporating significant content about China into the curriculum. The goal is to introduce China to all students in the district in at least three places from kindergarten to 12th grade.⁶

6 Partner districts are ones that have made an agreement to incorporate China into the curriculum in at least three places for all students between kindergarten and 12th grade. Primary Source agrees to provide certain professional development for these districts.

As of 2005, 73 percent of the 29 partner districts had integrated the required study of China in at least three places in the K-12 grades. This is not due solely to the study tour programs; the study tour programs are one part of their overall partner-district approach.

The Asian Studies Outreach Program (University of Vermont) arranges one overseas program per year for administrators. Primary Source’s administrator programs are offered every three years.

Mixed-Role Group Study Tour Programs

The Kansas Key Actor Tour and the Oklahoma Key Actor Tour are examples of study tour programs for mixed-role groups. The Kansas Key Actor Tour was designed as a first step in launching and building a sustained commitment for school-to-school exchange programs between U.S. and Chinese schools. The Oklahoma Key Actor Tours had already matched U.S. secondary school principals with schools in China to establish school exchanges. During their travel in China, principals met their Chinese counterparts, visited schools, and, in some cases, attended official signing ceremonies to establish the exchange. As a result of these study tours, 12 schools in Oklahoma and four in Kansas have formal relationships with schools in China. A number of the Oklahoma schools also are building a Chinese language program.

What Educators Are Saying about Study Tour Programs

“I was amazed at how well this works. The people from the communities were some of the strongest supporters on these teams and continued to be at the core of how the communities are going to sustain not just the school-to-school exchanges but also the entire language program.” — study tour program leader

Participants in the study tour programs for mixed-role groups tend to come from districts that are located in communities with strong support—either because they have a high population of Asian descent and/or there is a strong business community interest.

Administrators, teachers, policy makers, and business and community members who travel

to Asia on the mixed-role group study tours are expected to work collaboratively on getting Asia into the curriculum and/or identify a specific action they will take. For example, some principals involved in the Oklahoma Key Actor Tours realized that to legitimize the school exchange program, they needed a Chinese language program in their schools and they began to advocate for one.

Design and Benefits of Study Tour Programs for Teachers

Purposes of Study Tour Programs for Teachers

Extent of Program's Impact on Educators⁵	
<i>To what extent has participating in the study tour program had an impact on you in the following areas?</i>	<i>Percent of respondents saying "To a great extent"</i>
Increased my interest in traveling in Asia in the future	95%
Increased my interest in and awareness of current events/issues related to Asia	91%
Increased my confidence in teaching about Asia	87%
Broadened or altered my international/global perspective	85%
Increased my awareness of the importance of teaching about Asia in K-12 education	83%
Increased my awareness of the importance of global or international education in the K-12 curriculum	83%
Increased my credibility with teachers and students in regards to Asia	73%
Increased my confidence in taking leadership roles related to teaching about Asia	50%
Increased my awareness of the importance of connecting with students and teachers in other countries (e.g., electronically, through exchanges)	34%

⁵ Respondents gave a rating of 1=To no extent, 2=To a minimal extent, 3=To a moderate extent, or 4=To a great extent.

Leaders of the teacher study tour programs design their programs to increase teachers' knowledge of Asia and provide a first-hand experience that will generate enthusiasm and strengthen teaching about Asia and thus increase student learning and understanding. Leaders expect teachers to directly influence students through the application of their new knowledge and their experience in their own classrooms.

In addition to providing participants with increased content about Asia for classroom application, some programs balance this focus on content/classroom application with (a) building school and/or district leadership for incorporating Asia in the curriculum, and/or (b) building long-term relationships with Asians. This balance of emphases serves to differentiate the programs from each other and helps fine-

tune the program design in areas such as content, recruitment, preparation, travel itinerary and programming, and follow-up.

What Educators Are Saying about Study Tour Programs

"Without this tour I would have lacked the interest and the deep understanding that it takes to teach this region well and to be able to establish a purpose for studying it." — teacher

Common Purpose: Increasing Content Knowledge for Classroom Application

Study tour programs are very successful in reaching their stated goals. Program directors talk about the need to "improve

and enrich teaching and learning about Asia...by enhancing teachers' knowledge and understanding of Asia." Topics covered include Asian history, art, and literature as well as current information on the Asian economy, education system, and the importance of Asia to the U.S. and in the global community. The heavy emphasis on building content knowledge is based on reports that teachers do not have adequate

current knowledge about Asia, are not comfortable teaching about Asia, and/or are teaching outdated information.

What Educators Are Saying about Study Tour Programs

“The tour allowed me to have a complex view of China today. I now view anything I read or hear on the radio regarding China with this complexity in mind. — teacher

Extent to which Educators’ Experience Was “Transformative”

<i>To what extent was participation in the study tour program a “transformative experience” for you?</i>	<i>Percent of respondents</i>
To a great extent	78%
To a moderate extent	20%
To a minimal extent	3%

What Educators Are Saying about Study Tour Programs

I read everything I can about Asian art, literature, culture, current events, even business. I daily scan the New York Times online and other publications for articles concerning Asia. Reading an article about the Silk Road, I recalled Xian and the Muslim market near our hotel, and shared my experiences there with my students.” — teacher

want teachers to be “motivated to continue to teach about Asia” and to infuse their classroom teaching and presentations to colleagues with personal stories, artifacts, and photos that make it “more believable and more interesting.” Teachers report gains in interest and confidence in teaching about Asia. The camaraderie and support that teachers gain from traveling with a group of their peers who share their passion and interest also builds their commitment to teaching about Asia.

Interest in Professional Development Related to Asia

<i>Where would you place your level of interest in continued professional development related to Asia?</i>	<i>Percent of respondents</i>
It is clearly my top priority	17%
It is one of my top priorities	70%

The goals for content and classroom application include:

- **Changing teachers’ perceptions about Asia and Asians.** Program directors want teachers to gain a greater sense about Asia’s role in the world and about the diversity that exists in Asia. They want to “reset the way” teachers and administrators think about Asia, and develop a “more nuanced understanding” of Asia. For example, participants are particularly impressed by modernization, the industrious economy, and the rigor and high standards in the schools. One teacher said, “I was able to witness China in the midst of the fastest economic transformation in the history of the world. I share that sense of awe with my students and colleagues.”

- **Assisting teachers to gain legitimacy, credibility, and confidence to teach and/or advocate for teaching about Asia.** Directors

- **Motivating teachers to continue learning about Asia.** For most teachers, the study tour program is not a culminating activity, but an experience that generates ongoing interest in Asia. Eighty-seven percent of respondents placed continued learning regarding Asia as one of their top professional

development priorities. Their high level of interest in continuing professional development about Asia has led 77 percent of respondents to engage in 20 hours or more of professional development since completing the study tour program. As one teacher said, “I feel a need to learn as much as I can about Asia so that I can continue to share that knowledge accurately with my students.”

What Educators Are Saying about Study Tour Programs

“Prior to my first study tour to Japan, I was really unaware that the people of other cultures might view the world and life essentially differently than I did.” — teacher

What Educators Are Saying about Study Tour Programs

“Going to China for me was like going to another planet. It was incredibly eye-opening, exciting, and informative on so many levels. I came back like a missionary wanting all the other teachers to realize how incredible it was. The next summer I went to Japan. Since then I have developed two dozen PowerPoints on China alone, lots of lessons and organized many of my artifacts to turn into lessons for my students and for others. I have gone as a guest teacher to many other classes to teach about China and Chinese culture.” — teacher

• **Assisting teachers to develop cross-cultural competencies and appreciation leading to an understanding of the importance of global education.** Study tour programs broaden and alter participants’ views of other cultures and the place of the U.S. in the world. As one participant noted: “I no longer think of the U.S. as the center of the universe.” The programs impress upon participants the importance of providing students with a global understanding. After traveling to Asia a teacher said, “I have a sense of urgency. Our students have very little understanding and little is currently being taught in our curriculum to make them more global[ly] oriented.... The study tour awakened within me how I

must adjust my teaching to include an authentic context to include content on Asia...and contrast it with our own community.” A director noted: “The young people obviously are going to be the ones to lead this country. I want to...establish strong, good, productive, and useful relationships that will hold us in good stead for the future.”

Two Purposes that Differentiate Study Tour Programs: Building School/District/State Leadership and Building Relationships with Asians

To some degree, all programs focus on building leadership for increased attention to Asia and building relationships with Asians. However, some programs have a particularly strong focus on these purposes.

What Educators Are Saying about Study Tour Programs

"This was my first travel experience to Japan, and inspired me to become the school district's representative on the city's Sister City Committee. I traveled with a group of city officials, citizens, parents, and students to Japan again in 2003, and was able to help prepare students for the experience and guide the group on our independent trip to Hiroshima on the bullet train." — teacher

districts developing plans for the inclusion of Asia in their curricula. In recognition of the leadership that teachers can provide in these areas, some program directors speak of creating a cadre of teacher "specialists" who are able to "speak with authority" about Asia. These teachers can "enhance the depth of teaching and serve as a resource for others" by sharing curriculum with other teachers within one's school and across schools. Some programs, such as the China Institute, facilitate this process by making leader-approved curriculum available to teachers on their websites.

Other programs, such as the China Teacher Leadership Project, build leadership by selecting teachers who have shown leadership in other areas and providing them with knowledge and encouragement to take leadership in promoting Asia in their schools. The Asian Studies Outreach Program focuses on building the capacity of teachers (as well as district administrators) to lead efforts in their districts to include Asia in the curriculum.

What Educators Are Saying about Study Tour Programs

"Before the study tour I had learned Chinese, taken Asian studies, and led two high school tours to China.... In China, we made many lasting friendships with local people. Through them we had a true glimpse of what it is like to be a member of Chinese society today." — teacher in year-long study tour program

encourage the building of individual relationships with Asians and also give some attention to organizational connections. For example, U.S.- China Teachers Exchange Program teachers teach in China for a year, giving them an ample opportunity to connect with Chinese colleagues and students—connections that many maintain over a period of years. These relationships enhance their understanding of China, enrich their personal lives and make an impact on their schools. Some U.S.- China Teachers Exchange Program teachers come from districts that host Chinese exchange teachers on a regular basis. This provides an opportunity for teachers to build personal and school-to-school relationships that benefit their schools' Chinese language and culture programs.

Building School, District, and State Leadership

In order to effectively sustain the interest and work that begins in the study tour programs, it is important for districts to support teachers in applying and sharing what they have learned. This is aided by schools and

Building Relationships with Asians

Relationships with Asians can enhance the work of bringing Asian content into schools. By design, some study tour programs such as the U.S.- China Teachers Exchange Program, the East-West Center program, and the Washington-Hyogo Teacher Institute,

The East-West Center encourages teachers to maintain relationships they make during homestays and other “in-country” activities with students, teachers, scholars, and community members. Teachers share curriculum and projects with their colleagues in Asia and foster friendships through electronic means.

The reciprocal nature of the Washington-Hyogo Teacher Institute study tour program allows teachers from Washington to build connections with Japanese teachers, as many of these Japanese teachers also visit Washington. In addition, some organizational connections are built between Japanese and Washington schools. Those relationships provide an opportunity for individual teachers to connect with their Japanese colleagues.

Another example of an organizational connection is that which Primary Source has with Pangliu, a village in China. Over the years, teachers on the study tour programs have visited this village and have had an opportunity to connect with Chinese villagers in this setting.

Sister-city or sister-state activities, student exchanges, teacher exchanges, and organizational relationships are structured opportunities for teachers, students and community members to build relationships with Asians. These activities often increase parent and community support for attention to Asia. As such, these types of relationships help to keep the momentum for Asia going in ways that classroom activities alone might not.

All in all, the study tour programs are successful across the board for the common and primary purpose of getting content into the classroom. Additionally, some programs focus on facilitating teacher leadership and relationships with Asians—both important elements for sustainability.

Recruitment and Selection of Teachers

Because all study tour programs aim to increase the content knowledge of teachers and the application of knowledge in classrooms, they look for teachers who teach in content areas that can include Asia, demonstrate an interest in Asia, and can show how they will use their new knowledge in their classrooms. They also look for teachers who can reach out to colleagues in their schools. As one program director noted, “We want committed people who have a real interest in making changes in the curriculum.” Another said, “If the teacher has no opportunity to teach it, why should we spend all those resources on them?”

Each program varies in its approach to targeting teachers. The most common recruitment approach focuses on teachers who teach specific courses/disciplines that are likely to cover Asia such as social studies, geography, history, humanities, and arts. Programs also select English/language arts teachers, art teachers, and media

specialists, since these teachers can include Asia in their curriculum and work collaboratively with other teachers. Other programs, (e.g., the Japan Society’s program), give priority to inter-disciplinary teams from a school in order to broaden the impact in the school.

Although most programs select middle and high school teachers, some programs recruit elementary teachers. The East-West Center and the Bringing China to Arkansas Program are interested in elementary teachers who can integrate content across the curriculum. The Program for Teaching Asia (University of Colorado) has a study tour program for K-12 teachers as well as its NCTA study tour program that is for secondary teachers.

Subjects of Primary Teaching Assignment	
	<i>Percent of respondents</i>
Social studies, history, government, economics, cultures	56%
Elementary grades (multiple subjects)	11%
English, language arts, literature, communication	9%
Other	7%
Art, art history, music, theater, other fine arts	5%
Science, math, technology/computers	3%
Foreign/world language	3%
Library/media	3%
Special education	2%
English as Second Language	1%

Grade Levels Taught by Educators	
	<i>Percent of respondents</i>
Elementary (K-5, K-6)	15%
Middle (6-8, 7-9)	27%
High (9-12, 10-12)	54%
Other	5%

Programs with a focus on leadership such as the China Teacher Leadership Project look for evidence of leadership skills in and beyond the classroom. Other programs select teachers who are well positioned to introduce or strengthen Asian studies in a school or district. For example, Primary Source, which engages its partner districts in continuing discussions about ways to build a presence for Asia, cooperates with the district in selecting teachers who are situated to extend or strengthen Asian studies in specific grades or subject areas.

The Washington-Hyogo Teacher Institute, which operates a reciprocal exchange program for teachers from Washington state and Hyogo, Japan, wants teachers who are willing to build an interest in Japan in their schools and communities. The U.S.-China Teachers

Exchange Program selects U.S. teachers who commit to teaching English in a Chinese school for one school year. Because the teachers will be making a year-long commitment, the program director looks for teachers who can adapt to life in China for a year, interact appropriately with Chinese students and teachers, and work independently.

Preparation, Travel with In-Country Programming, and Follow-up in Teacher Study Tour Programs

The knowledge, care, insightfulness, and commitment that program leaders have demonstrated in their preparation, in-country programming, and follow-up are largely responsible for the programs' success.

Content of Preparation Sessions

Preparation sessions are tailored to the study tour. They typically include:

1. content about the history, literature, arts, educational system, and/or economic system of the Asian country
2. information about current events or contemporary issues that are pertinent to the topic addressed by the study tour
3. information about electronic resources related to Asia
4. language lessons
5. travel logistics

Preparation

The preparation phase for every program includes learning content about the country and its culture, potential applications of the experience upon returning home, travel logistics, and opportunities for participants to connect with one another.

The emphases in preparation vary from program to program. Some programs require a teacher to participate in extensive professional development regarding Asia before applying. For example, the largest of the study tour programs, that of the National Consortium for

Teaching about Asia (NCTA), requires completion of a 30-hour seminar, written assignments, and a follow up meeting to be eligible to apply for their study tour programs. Additional preparation is provided specific to the country being visited and the focus of the particular study tour.

Programs that do not require a seminar/institute for eligibility such as China in Missouri or the Japan Society, include 30 hours or more on content during preparation for the study tour. Programs also often have weekend or after-school orientation sessions that include language lessons, establishing group norms, discussion of readings, and a focus on how the study tour activities can be applied to the classroom. For example, the Japan Society requires all applicants to take a 30-hour professional development course on the early history of Japan, contemporary issues of relevance in both the U.S. and Japan, and teaching about Japan, and a four-day intensive language session, as well as other orientation sessions prior to departure.

Preparation sessions are tailored to the nature of the study tour. The East-West Center, which draws nationally, connects people electronically, requiring electronic introductions and instructing teachers in the use of technology during orientation. Leadership programs such as the China Teacher Leadership Project use the orientation to stress the importance of teachers taking a leadership role in promoting Asia in their schools when they return. The Bringing China to Arkansas Program

includes a rigorous walk during its orientation session to ensure that participants are prepared for the strenuous travel portion of the program.

Programs such as the U.S.-China Teachers Exchange Program that encourage relationships with Asians provide advice for building those relationships. During orientation, the U.S.-China Teachers Exchange Program emphasizes issues that will crop up in daily life and traditions that are important in building relationships and living day to day in China. This program also provides some introductory Chinese language instruction.

Selection of Travel Sites

Program leaders select sites that:

- 1) fit with a particular theme;
- 2) expand teachers' understanding of Asian history, culture, or religion;
- 3) shed light on U.S. relations with a country or region;
- 4) offer the opportunity to meet or stay with Asians and/or
- 5) offer the opportunity to learn from in-country experts.

Travel with In-Country

Programming

Program leaders set the content and travel itinerary to reflect the program's purposes. Most programs schedule some free time for participants and/or encourage teachers to remain in Asia

following the study tour. Teachers in the year-long U.S.-China Teachers Exchange Program have time in their year in China to travel, often joining program participants living in other parts of China.

Strategies for Encouraging Participants' Thinking and Sharing

Various strategies to encourage participants' thinking and sharing of ideas while traveling include:

- 1) debriefing sessions on the bus, over meals, or at the end of the day;
- 2) questions for meal-time discussions to encourage "meaningful" conversations:
- 3) time for individual research of the teacher's selected topic;
- 4) reflection journals;
- 5) rotation of roommate assignments to encourage networking;
- 6) support for e-mail sharing;
- 7) "Teaching Implications" sessions; and
- 8) "free" time with no pre-set curriculum agenda to allow teachers time and space to absorb as much as possible.

Generally, program leaders select sites with historical, cultural, and/or religious significance that will contribute to teachers' understanding of the country. Some select sites to fit a particular theme of the study tour. For example, each American Forum for Global Education study tour has a specific theme to give coherence to the travel experience (e.g., minority issues in China, the periphery of China, the Silk Road). The 2005 NCTA in Texas study tour exposed teachers to the diversity of two different countries—Korea and China—so teachers can compare and contrast the cultures.

The NCTA at the Five College Center for East Asian Studies travel itinerary includes places of historical and cultural importance,

which are chosen for their connection to the theme of the study tour. For example, a study tour that focused on capitals or primary cities of China included Beijing, the government capital; Hong Kong, the financial capital; and Shanghai, the "western" hub. Many organizations invite an academic who is an expert on the theme of a

particular study tour to accompany the group and provide ongoing information to the teachers (e.g., China Institute and the Program for Teaching East Asia).

Various means are used to encourage teachers to consider how to apply their experience in their classrooms. Programs are designed to maximize the input from all participants and encourage the expression of a variety of ideas and viewpoints. The NCTA study tour program of Indiana University includes a curriculum specialist (a master teacher) in all aspects of the program. He assists teachers with developing their plans and helps make connections to the classroom while in Asia. Most programs hold regular debriefing meetings and discussions on the teaching implications during the time in Asia.

Home stays, home visits, and school visits are included in a number of programs as a way to give participants opportunities for interactions with Asians. The Program for Teaching East Asia provides teachers with multiple opportunities for interactive visits with local educators, students, families, business professionals, college faculty, writers, artists, government representatives and other professionals. The Japan Society arranges for each participant to spend about a week with a family. Some of the families are traditional, some contemporary; some speak English very well and some do not. They also arrange for visits to kindergarten, elementary, middle and high schools. On a recent East-West Center tour, home stays were arranged in six different communities across three provinces in southern Thailand. When the teachers got together again, they were able to share their experiences and teach one another about the different lifestyles they had experienced.

Content of Follow-up Sessions

To reinforce teachers' learning and application, follow-up sessions may provide opportunities for teachers to:

- reflect on the travel experience
- share photos and stories
- share lesson and dissemination plans
- explore resource materials
- listen to content lectures

Follow-up

All of the programs follow-up with their teachers to reinforce teachers' learning and help them apply what they have learned in their classrooms, schools, or districts. The variation across the programs is in the degree to which certain aspects of the follow-up are structured and formalized. Follow-up meetings take various forms including one weekend in the fall, a fall

and spring meeting in the year following the study tour, and/or an annual spring meeting for all past participants. Most typical is the one weekend follow-up session.

The content focus of all programs is reflected in the follow-up sessions and the various post-travel requirements. All of the programs expect or require teachers to apply their experience in Asia in the classroom. The intent is for teachers to develop lessons or plans that will be useful to them in their classrooms and schools, and in the process think critically about their experience and consolidate their learning. The actual product required varies. Examples include curriculum projects or units,

reflection papers, action research projects, plans for how Asia will be integrated into the curriculum, and curriculum change portfolios that include documentation of new lessons or units and resources included in teaching about Asia.

China in Missouri requires teachers to write reflection/action research papers that explain how they will include China and use resources in their classrooms. China Institute teachers are expected to produce and implement curriculum projects that incorporate their experiences in China. The China Institute makes selected curriculum units available on its website. The Japan Society also considers teachers' units for inclusion on the *Journey Through Japan* web site.

In addition to applying their experience in the classroom, teachers in all of the programs generally are expected, but not required, to share their experience with colleagues in their school, district and/or professional organizations, and to members of the community. Some programs, such as NCTA at the Five College Center for East Asian Studies, NCTA at the Program for Teaching East Asia (University of Colorado), and Bringing China to Arkansas make dissemination a requirement of participation. Dissemination activities include providing a professional development session to colleagues, presenting at a conference, assisting with state outreach events, and giving talks at community organization meetings.

Other expectations of teachers vary from program to program. For example, participating in the selection and preparation of the next group of study tour teachers (e.g., Japan Society), serving as chaperones for the program's student study tours (e.g., The American Forum for Global Education), advocating for regular, institutionalized instruction about Asia (e.g., U.S.-China Teachers Exchange Program), promoting the study of China through leadership activities at the local, state, and/or national level (e.g., China Teacher Leadership), participating in sister state relationships (e.g., Washington-Hyogo Teacher Institute), and developing collaborative projects with teachers in Asia (e.g., East-West Center).

All programs maintain continuing contact with program alumni in some way during the year following the study tour, although the means and the degree to which contact is formalized vary. Email communication and updates on program activities are common means of contact. Some programs send out newsletters on a regular basis. Others set up email discussion groups or web logs for the study tour participants. And other programs such as the Asian Studies Outreach Program and Primary Source have embedded contact into their ongoing relationships with schools and districts.

For many of the study tour programs, the follow-up specific to the study tour does not extend beyond the year following the study tour. Follow-up is an area where a number of program leaders and teachers indicated a desire for ongoing connections beyond the year following the program. Such continuous follow-up appears necessary to encourage long-term involvement of program alumni and to sustain the high quality teaching and learning about Asia in the schools. (More about this later.)

Contributions of Teacher Participants to Classrooms, Schools, and Beyond

Knowledge/Ideas Gained through Participation in Program			
<i>To what extent did you gain the following through participation in the study tour program?⁶</i>	<i>Percent reporting moderate extent</i>	<i>Percent reporting high extent</i>	<i>Total of moderate and high extent</i>
Content knowledge about Asia that has enhanced my classroom teaching	12%	85%	97%
Ideas for incorporating Asia into the curriculum	28%	60%	88%

⁶ Teachers chose one of these options as a response: 1=To no extent, 2=To a minimal extent, 3=To a moderate extent, 4=To a great extent.

Introduction⁷

The study tour programs are—as one program leader describes them—“complex and intense experiential learning opportunities.” Many teachers respond to them with a passionate commitment to learning and teaching about Asia. How does this interest in Asia translate into sharing their knowledge and experiences about Asia and promoting attention to Asia within the education system?

A primary purpose of the study tour programs for teachers is to increase content knowledge and the application of that knowledge in classrooms. The survey data indicates that the study tour programs are fulfilling their commitment to provide valuable content about Asia. Ninety-seven percent of respondents reported a gain in content knowledge about Asia that had enhanced their classroom teaching and 88 percent had gained ideas for incorporating Asia into the curriculum. To varying degrees and with varying amounts and kinds of support, some programs also encourage teachers to be involved in promoting Asia in their schools, districts, states, or other locations.

In this section, we look at the contributions of teachers in their classrooms and in their regular work in the schools. As one program leader noted: “In our experience, most of the teachers with whom we have worked leave a substantial legacy above and beyond their own students—in curriculum changes, in lessons they have developed and shared, in books they were instrumental in purchasing, in setting expectations [about] courses and course content....”

We also look at other contributions teachers may be making to bringing Asia content into their school, district, or other arenas beyond their classrooms. By asking teachers about these other activities, we were seeking to discover what happens of its own accord without specific requirements. The impact of a program often goes beyond its specific requirements and design. In this report we are identifying some of those results and plan to further explore how some might be expanded.

⁷ This section primarily draws on the survey data of the teachers who participated in the selected study tour programs.

Application of New Knowledge and Experience in Classrooms

Proportion of Content Related to Asia	
<i>Since participating in the study tour program I have modified approximately the following proportion of the total content that I teach to include more or different content about Asia</i>	<i>Percent of respondents</i>
Three-fourths or more	34%
Between one-half to less than three-fourths	12%
Between one-fourth to less than one-half	14%
Up to one-fourth	29%
None	11%

The vast majority of teachers augmented and expanded their own teaching about Asia with what they learned in the study tour programs. As one teacher said, “The chief transformation was in my classroom teaching. I do not claim to be expert by any means, but my enthusiasm for the study of China and

Japan allows me to present lessons on these areas of Asia that are meaningful and interesting. I have a ‘feel’ for these topics, which students and colleagues recognize and respond to.” In teaching about Asia, teachers are attempting to address standards in their districts and states. A teacher commented, “I have become very adroit at sliding enhanced Asian lessons into the curriculum whenever there is mention of Asia in World and U.S. history.”

Activities Since Participation in the Study Tour Program	
<i>To what extent have you used the following since participating in this study tour program?</i>	<i>Percent of respondents reporting moderate or high extent</i>
Used artifacts and photos acquired in Asia to enhance my teaching	91% (28,63) ⁷
Used resource materials provided to study tour participants to enhance my teaching	83% (36, 47)
Used online resources to gain knowledge about Asia when preparing lessons	77% (38,39)
Had students use the internet to obtain information about Asia	63% (34, 29)
Used resources created by other study tour participants	44 % (32, 12)

Teachers chose one of these options as a response: 1=To no extent, 2=To a minimal extent, 3=To a moderate extent, 4=To a great extent.

⁷ The first number in parentheses is the percent who selected “moderate extent” and the second number is the percent who chose “high extent.” The sum of the numbers is the total percent presented.

Ninety-one percent of respondents used artifacts and photos acquired in Asia to enhance their teaching. One teacher said, “I have created a presentation of photographs and keepsakes from my trip, and I have used those as a framework for my narration. I also have used art lessons to introduce both children and adults to Asian customs and ideas. I continue to refine my

presentation and to add layers of information along with the images and artifacts I share.”

Teachers also use resource materials provided by the sponsoring organization and access online resources or have their students do so. To a lesser extent, teachers use resources developed by other participants.

Contributions to the School, District, Community, and State

Primarily, study tour programs want teachers to apply what they have learned in their classrooms. However, some respondents described a willingness to contribute in other

ways as well. Some reported having undertaken additional activities. In this section we share some of the survey results about these additional contributions.

Of the teachers in the survey, 82 percent reported a great (43 percent) or moderate (39 percent) level of interest in promoting attention to Asian studies in their school, district, community, and/or state. The activities undertaken by teachers outside the classroom are highly varied and dependent on the particular situations from which participants come, and the participants' own interests, time, and other commitments.

Sharing with Immediate Colleagues

Teachers report that they return from their time in Asia eager to share their new knowledge and experiences with colleagues and to help promote and support an ongoing interest in Asian studies. Ninety-eight percent of respondents report that they shared information about Asia in informal conversations with colleagues. Other dominant ways of sharing information are during grade-level and department meetings as well as via email. Formal, scheduled events such as conferences, workshops, and faculty meetings typically take more preparation and may be a less familiar activity than classroom applications and informal conversations; about half of the teachers reported sharing through these means. Study groups, a more intensive form of sharing and learning, were rarely done.

Actions in Schools and District

Eighty-five percent of respondents had encouraged their colleagues to participate in Asia-related professional development and provided resources on Asia for use in their school (e.g., artifacts, websites). Approximately fifty percent had incorporated Asia into the curriculum of a course that all students in their school will take and had given presentations on Asia to students beyond their own classroom.

Approximately one-third to one-fourth had (a) initiated special Asia-related events for students that involve multiple grade levels or subject areas; (b) encouraged school and/or district administrators/policymakers to support a focus on Asia; and/or (c) provided professional development sessions(s) for educators in their own (or neighboring) schools and/or districts. A teacher who had engaged in outreach activities said, "I have always felt that these study opportunities raise my instruction to a higher level. I always share curriculum materials that I develop with teachers across [the] state. Consequently the quality of instruction about Asia is rich and meaningful to students in a variety of schools."

A few respondents had taken leadership positions in the school or district or built relationships with Asians. Among the activities they had engaged in were (a) building community support; (b) building new links to Asian schools, (c) expanding or developing Asian language programs or sister school or exchange programs; and (d)

moving into a district position that has influence on Asia in the curriculum. Five to ten percent of respondents were involved in one or more of these activities.

Actions in the Community and Beyond

About 40 percent had taken some action to promote Asia in professional organizations at a local, state, or national level. About one-quarter of respondents had taken at least one action in their community to promote Asia. About 15 percent of the teachers had been involved to a great or moderate extent in one activity outside of their school, district, and community. Somewhat less than 15 percent were involved in activities with state departments of education.

In Summary

These patterns suggest that there is a strong interest among a good many of the study tour participants in sharing what they have learned with others. The study tour programs have firmly positioned them to add content about Asia in their classrooms and to share it with immediate colleagues. In addition, some teachers express interest in moving beyond their classrooms. Some have begun doing so while others are simply interested at this point. We will consider how to support teachers who indicate the willingness or capacity to undertake leadership roles around Asia in a later section. Before we do so, let's look at the context in which teachers work to see what supports and challenges exist that may affect their ability to continue to contribute in their classrooms and with their colleagues.

Daily Conditions Surrounding Teacher Participants

As we saw in the last section, participation in the study tour programs has raised teachers' capacity to learn and teach about Asia and teachers are using many avenues to share their learning with students and colleagues. In response to questions in the

Composite Picture of Schools from Which Surveyed Teachers Come	
	<i>Percent of Respondents</i>
Teaching staff: 50 or more	63%
Teaching staff: 49 or less	37%
Asian language classes offered (primarily Chinese or Japanese)	27%
Suburban area location	38%
Urban area location	37%
Small town/city (not part of a metro area) location	15%
Rural area location	10%

surveys, teachers also described the general conditions in their classrooms and schools. These responses indicated the extent to which teachers are able to focus attention on Asia and the nature of the support they have for doing so. We'll look first at the school context, then move to the classroom context, and finally consider various support structures within and outside the K-12 education system. The sidebar provides a composite picture of the schools from

which these teachers come. Most teachers surveyed come from urban or suburban schools where the staff numbers more than fifty.

Conditions in Teachers' Schools

In the survey, we asked a number of questions about schools' readiness to sustain the addition of Asia-related content. Teachers' responses indicate that schools possess a modest but fairly low level of preparedness to sustain attention to Asia.

All schools are facing requirements to emphasize literacy and mathematics, ensure highly qualified teachers, and engage in extensive student testing under the No Child Left Behind (NCLB) legislation. Teachers cited the focus on basic skills and testing as a major challenge. One teacher noted that the focus on testing "overshadows the possibility of teaching about Asia in any kind of depth." This also can translate into little support, and at times some resistance, from administrators for teachers to incorporate Asia into their courses or disseminate information about Asia to colleagues.

About two-thirds of teachers identified issues largely shaped by state, district and/or school administrative practices and policies as challenges to their using and sharing their new knowledge. "As much as I wanted to present information and develop curriculum with my fellow staff members, I was consistently foiled by the administration's lack of interest and support... Support for this kind of curriculum building needs to be supported by the 'Powers that Be' or only small individual inroads can be developed," one teacher said.

Expectation of Instruction about Asia from State/Community	
<i>Has there been a change in the expectations from your state or community to provide instruction about Asia over the past three years?</i>	<i>Percent of respondents</i>
No change	47%
Yes, an increase in expectations to teach about Asia	31%
Yes, a decrease in expectations to teach about Asia	4%
Don't know	19%

Capacity to Maintain Asian Studies	
<i>To what extent do teachers in your school (collectively) have adequate knowledge, commitment, motivation, and/or access to resources to maintain a long-term significant presence for Asian studies in your school?</i>	<i>Percent of respondents</i>
To no extent	7%
To a minimal extent	50%
To a moderate extent	33%
To a great extent	10%

access to resources to maintain a significant presence for Asia in their school long term.

Number of Staff with Knowledge About Asia	
<i>What is your best estimate of how many teachers and/or administrators at your school (including yourself) have participated in a study tour program to Asia, have taken a class offering at least 30 hours of professional development about Asia, and/or have an equivalent background about Asia?</i>	<i>Percent of respondents</i>
1-2	44%
3-5	33%
6-10	9%
None	8%
More than 10	5%

to Asia. In the open-ended questions, teachers cited colleagues' lack of interest in Asia as one of the challenges they faced in getting Asia-related content into the schools. Reasons for colleagues' indifference included misconceptions about Asia and its importance in the world.

For most teachers, including content about Asia in their courses is not a priority of the school or district where they teach. This may be changing for some teachers; 31 percent reported an increase in expectations from their state or community to provide instruction for Asia.

Teachers did not express much satisfaction with students' opportunities to learn about Asia. (The average response was halfway between "somewhat dissatisfied" and "somewhat satisfied" on the survey.) Less than half said that teachers at their school had the level of knowledge, commitment, motivation, and/or

We asked respondents to estimate how many on the staff had participated in the equivalent of 30 hours of professional development about Asia. Five percent reported that more than ten staff members possessed this level of experience. Eighty-five percent reported five or fewer had experienced this level of professional development related

Conditions in Teachers' Classrooms

Over three-fourths of survey respondents teach subjects such as social studies, history, government, economics, and/or culture (56 percent) that tend to have less priority in the school than subjects emphasized in the NCLB legislation. When asked if they had been able to incorporate Asia into the curriculum of a course that all students in the school take, the average response was midway between a minimal and moderate extent.⁸

Classroom Hours Spent Teaching about Asia	
<i>Approximately how many classroom hours did you spend teaching about Asia last semester (Fall 2005 or Spring 2005 for a Spring-only class)?</i>	<i>Percent of respondents</i>
None	2%
1-5 hours	13%
6-10 hours	12%
11-20 hours	21%
21-30 hours	13%
31-40 hours	10%
41-50 hours	7%
More than 50 hours	20%
<hr/>	
Average Classroom Hours Teaching about Asia ⁷	28
<hr/>	
⁷ Average calculated with the midpoint of the ranges ("More than 50 hours"=62.5).	

Seventy-one percent of survey respondents reported that they had spent more than 10 hours teaching about Asia in the previous semester. The average number of hours spent was 28. Eight-three percent reported that this was more time than they had spent before participation in the study tour program. Since participating in the study tour program, 46 percent had modified more than half of the total content of courses they teach to include more or different content about Asia. Their

Time Spent Teaching about Asia	
<i>The amount of time I am spending teaching about Asia as compared to before the study tour program is:</i>	<i>Percent of respondents</i>
Much more than before	51%
Somewhat more than before	32%
Somewhat less than before	4%
Much less than before	4%
About the same as before	8%

responses to various survey questions indicate that the quality of content is greatly enhanced even if the quantity doesn't change.

Asked about challenges they faced in sharing what they know about Asia, participants said it was difficult to select materials from the wealth of information they had, connect the topics to state standards, create age-appropriate lessons, obtain adequate supplies,

and communicate cultural differences. And, not surprisingly, teachers found it difficult to find time to develop lessons and provide professional development to colleagues.

⁸ The average rating was 2.6 on a scale where 1 = to no extent; 2 = to a minimal extent, 3 = to a moderate extent, and 4 = to a great extent.

Support Structures for Teachers' Sharing Content about Asia

What Educators Are Saying about Study Tour Programs

"Many people in the community and the students themselves see China as a rising political and economic superpower. In the last five years, I have seen an increase in interest every year. China is in the news more frequently and students and their parents are eager to understand more about China and the role it will play in their lives." — teacher

General public awareness of the importance of understanding Asia is growing rapidly. And diverse forces—the U.S. federal government, the Chinese government, and the College Board to name a few—are encouraging and/or funding greater attention to teaching the Chinese language in the U.S. The College Board also is focusing attention on the Japanese language through its new Advanced Placement (AP)

course and exam in Japanese. To varying degrees, teachers are receiving support for sharing from organizations outside the K-12 education system and from colleagues, administrators, and collegial networks within the K-12 education system.

Support Structures outside the K-12 Education System

Respondents gave high marks to the level of support from the organizations that sponsor the study tour programs. The surveyed teachers' average response to a question regarding effectiveness of assistance from the program was 4.5 on a five-point scale (with 5 indicating "Very Well"). Sixty-three percent contact the sponsoring organization when seeking additional information. Many of the organizations provide other valuable activities or services for teachers who have participated in the study tour programs including additional professional development sessions, cultural activities, resource materials, and web based curriculum materials. For example, the Asian Studies Outreach Program (University of Vermont) provides curriculum units that are aligned to the Vermont Framework of Standards and Learning Opportunities. Some of these are created by teachers who have been on study tours, some by other educators, and some are purchased materials. The program's Consultant for Curriculum and Instruction has provided a teaching guide, assessment ideas, and rubrics to align the units with the state standards.

Sponsoring organizations encourage and often facilitate collegial networks among study tour program alumni. In spite of this, networking within the study tour group following the program is not extensive (average response halfway between "minimal" and "moderate" level of participation). It appears that the more consistent connections are those that teachers make within their own schools or districts, or with two or three other program alumni.

The survey data indicates also that often teachers are unaware of other programs funded by the Foundation. Of the 16 professional development programs listed on the survey, respondents were aware of an average of two programs and, on the average, had participated in one.

Sponsoring organizations also help teachers get involved in making presentations to their colleagues in professional organizations. (More than half belong to at least one professional organization.) Most connections to professional organizations seem to be arranged by the organizations sponsoring the study tour programs.

The U.S.-China Teachers Exchange Program’s Returned Teacher Conference (held annually in most years) helps alumni from all program years focus on how they can influence the curriculum or other opportunities for students at a district or school level.

Improvements in technology and greater familiarity with technology are expanding the avenues for educators and students to learn about Asia and make connections with Asians. Ninety percent of teachers use email on nearly a daily basis and 86 percent use web browsers to access web sites at least weekly. Seventy-one percent reported using web sites as one of their top two means of gaining knowledge about Asia for their teaching.⁹ Sixty-three percent had students use the Internet to obtain information about Asia. Respondents said that participation in the study tour program had increased their awareness of the importance of connecting with students and teachers in other countries (e.g., electronically, through exchanges) to a moderate extent.¹⁰

Active Group Support of Asian Studies	
<i>Does a core group of people (formal or informal) actively support Asian studies in your school and/or district?</i>	<i>Percent of respondents</i>
No such group exists	47%
A moderately strong group exists	31%
A very strong group exists	10%
Don't know	12%

Support Structures within the K-12 Education System

Although the schools may be giving lackluster support and priority to Asia, there are opportunities for connections with colleagues. About 40 percent of

participating teachers report that there is a strong to moderately strong core group of people in their school or district who help support Asian studies. Of these, all include teachers and a few include administrators, students, parents, and/or community members. These groups often focus on classroom application, sharing resources, and curriculum development.

Teachers in the two programs that also sponsor administrator study tour programs and build support at the district level had a noticeably higher percentage of teachers who said their school or district had a strong core group that supported Asia. As one teacher said, “I have a small group of colleagues from the middle school and high school that make up our ‘China Alliance.’ Since our superintendent has been to China

9 To put this number in perspective, note that 63 percent reported the organization sponsoring their study tour and 51 percent reported fellow participants among their top two means of gaining knowledge about Asia for their teaching.

10 The average rating was 2.9 on a rating scale where 1 = To no extent; 2 = to a minimal extent, 3= to a moderate extent; and 4 = to a great extent.

in the past year, she is much more invested in developing more connections in the curriculum.”

Teachers pointed to school and district budget constraints that limit the development of courses, programs, and specific activities related to Asia. Some teachers said that they lack the time, preparation, support, and proper equipment to advance the study of Asia.

Relationships Gained through Participation in Study Tour		
<i>To what extent did you gain the following through participation in the study tour program?</i>	<i>All study tour programs</i>	<i>U.S.-China Teachers Exchange Program</i>
Relationships with teachers, students and others living in Asia that I have maintained	2.5 ⁸	3.7

⁸ Average rating where 1=To no extent, 2=To a minimal extent, 3=To a moderate extent, 4=To a great extent.

The relationships with Asians that are developed in some programs can be a major support for teachers. Teachers in the year-long U.S.-China Teachers Exchange Program tend to maintain relationships with Asians on their return to a much greater extent than those in other programs. Programs such as East-West Center and Washington-Hyogo Teacher

Institute also encourage relationships that continue over time by building connections with Asian teachers during the travel that are reinforced through visits by Asian teachers to the U.S.

In Summary

Looking across the programs, we see that nearly all the programs have strong follow-up during the year following the travel and in-country programming part of the study tour program. Survey responses, however, indicate that teachers want connections that extend well beyond the year-long follow-up. In the tension between conditions favoring and constraining attention to Asia, we see evidence that it will be very difficult for teachers to continue to renew their knowledge about Asia and keep focused on Asia without continued support over time. In the next section, we take into consideration the above challenges and teacher patterns of involvement and present possible enhanced and/or additional strategies for sustaining attention to Asia over the long term.

Strategies to Support Teachers in Bringing Asia into Classrooms and Schools:

Topics for Conversations and Further Investigation

Introduction

Three Sustainability Strategies

1. Enhance existing teacher study tour programs for broader impact.
2. Develop administrative support for teaching and learning about Asia.
3. Develop teacher-led networking and coaching for in-school leadership for teaching about Asia.

The focus of this section of the report is on how the accomplishments of the teacher study tour programs and their future work can most contribute to the Foundation's overall goal of having high quality teaching and learning about Asia

occurring on a sustained basis in the vast majority of K-12 schools. We pose three complementary and closely related strategies for how this might be done.

These strategies build on the findings thus far of this investigation. In particular:

- There is very strong evidence that the study tour programs for teachers are successful in increasing teachers' enthusiasm, understanding, and knowledge about Asia and helping them apply it in their classrooms. Essentially all educators served by these programs have gained considerably from the programs to enrich their teaching.
- The program leaders are very capable and committed people who are doing high-quality work.
- In addition to their classroom application, teachers are connecting with their colleagues about their study tour experiences especially those with whom they have regular contact.
- A good number of teachers involved in the programs are eager to be more actively involved in promoting attention to Asia in their schools and/or beyond.
- A supportive environment within the school and district for teachers to teach about Asia enhances their work.

We are posing strategies that collectively appear likely to support teachers who have participated in study tour programs in increasing their content knowledge and classroom applications as well as their ability to assist other teachers to accomplish the goal of the vast majority of K-12 schools in the U.S. supporting teaching and learning about Asia.

Each of these strategies builds on work already done by some of the programs. The intention here is to consider if and how these approaches may be used more broadly.

The strategies are designed to sustain and renew the work of teachers on a long-term basis and continually reach new teachers whose teaching could be enriched by learning more about Asia.

These strategies are intentionally presented in general terms as possible avenues for pursuit rather than fully formed ideas. The next step in our evaluative inquiry is to have conversations about these strategies with leaders of study tour programs, teacher alumni of these programs who have expressed a strong interest in promoting teaching about Asia, as well as administrators, policymakers, and others who have participated in study tour programs and/or shown strong support for teaching about Asia. We expect to be able to refine these strategies by drawing on their knowledge and experience.

The three strategies are:

1. enhancing existing teacher study tour programs for broader impact;
2. developing administrative support for teaching and learning about Asia; and
3. developing teacher-led networking and coaching for in-school leadership for teaching about Asia.

The first of these strategies addresses how program leaders can enhance study tour programs to strengthen the sustained impact in the classrooms, schools, and districts of program alumni. The second topic shifts the focus to creating a supportive environment for teachers when they return to their schools and districts. The third topic looks at how to continually develop leadership among teachers specific to the focus on Asia and expand the number of teachers who have sufficient knowledge and commitment to teaching and learning about Asia to sustain attention to Asia in schools over many years. Research has shown that in a complex environment such as the education system, both redundancy and variety can be assets because success will not then depend on a single strategy. We note that many program leaders believe that the combination of “top-down” and “bottom-up” strategies offers the most hope for change in a complex environment.

Here is further information on each strategy and questions around which we would like to have conversations. The conversations are designed to clarify/enrich the possible strategies and identify related topics that need further study.

Regarding the conversations, we expect that we may receive quite different responses to the questions from different roles groups. Some conversations will include people from the same role group while others will have people from several role groups. Each conversation provides an opportunity to understand the differing perspectives of the multiple groups and enrich the sustainability strategies.

Enhancing Existing Teacher Study Tour Programs for Greater Impact

Topics for Conversation and/or Further Investigation: *How can the value of existing study tour programs be enriched for the teacher participants, their students, and their colleagues?*

Ways to Enhance Teacher Study Tour Programs For Broader Impact

1. Explicitly position the program to have a district or school impact.
2. Provide guidance to participants on enhancing communications about their study tour experiences.
3. Provide opportunities for teachers to play a leadership and/or advocacy role within the study tour program.
4. Enhance the follow-up component of study tour programs through links to other programs.

As we have said before, the current programs are having a very positive and strong impact on their participants. Our raising this question of enriching the programs in no way diminishes the importance of what has already been accomplished and what is currently occurring. Also, some program leaders already are taking some of the actions described below. The question focuses on how each program can enhance its program from whatever point it is at currently.

Some programs currently have features that participants and/or program leaders have identified as ones that are especially important in sustaining a program's impact in classrooms and schools. At this point we have not done controlled studies of these particular features to determine the specific or relative impact of them. We need to learn from program leaders which of these (or other) features would be worthwhile to investigate in a more rigorous way.

1. **Explicitly position the program to have a sustained district or school impact.** The following are ways that some programs are using to increase alumni impact both within and beyond their immediate classroom, thus multiplying the programs' influence:
 - Build sufficient relationships between the program and key leaders in the schools and districts from which participants come to encourage a productive role for program alumni when they return to their own school and classroom situation.¹¹
 - Ensure that materials about the program clearly identify the benefits, costs, and responsibilities for both participants and their schools/districts and set out

¹¹ Whether the appropriate administrative commitment is at the district or school level(s) depends on the size and decision-making structure of the district and school. For example in very large schools, department administrators may have a more influence on the issue than the principal. In a large district, a curriculum director rather than superintendent may be more appropriate.

expectations for teachers to contribute to school and/or district efforts to build greater attention to Asia as well as make changes in their classrooms.

- Require participants to prepare a plan for working with colleagues that will help colleagues benefit from the participants' involvement in study tour programs.
- Recruit teachers who have a plan (specific to their unique situation) for playing a role in expanding the emphasis on Asia beyond their own classrooms.
- Require school and/or district administrative commitment to support participants not only to participate in the study tour programs but also to carry out their plan.
- Help teachers access support and follow-up to assist in enacting their plans.

2. **Provide guidance to participants on enhancing communications about their study tour experiences.** This may involve helping them develop products that will allow them to share their experiences easily with various audiences. When attempting to communicate their experiences, teachers report being overwhelmed by the extent of the information and experiences they have acquired and by the lack of time to organize and prepare materials. They are interested in tools and resources that easily help them communicate the depth and complexity of their experience.

Here are examples of how this is currently being done or being considered by some programs.

- During the preparation phase, participants are given tips on targeting content to different audiences (e.g., the types of pictures to take, artifacts to gather, interviews to conduct, and the kind of journaling that would enhance communication with various audiences).
 - Some programs help teachers enhance their use of current technology to develop products (e.g., PowerPoint presentations, videos) that would enrich communications.
 - Another option is providing participants with basic facts about the country in formats that easily can be incorporated into teachers' materials (e.g., PowerPoint slides) and/or into articles for local newspapers (e.g., adaptable press releases).
 - Still other programs emphasize strengthening teachers' skills in curriculum development to ensure strong links to state and district standards.
3. **Provide opportunities for teachers to play a leadership and/or advocacy role within the study tour program.** Some teachers have expressed a desire to be more involved in shaping the design and operation of programs. Although most programs obtain feedback from individual participants and many programs have

leaders who have teaching experience, it is a different matter to have current teachers involved in shaping the design and operation of the program. Ideas that have surfaced through the study that more strongly bring the voice of current teachers into the program operations and build their leadership capacity include:

- Provide alumni with well designed materials and specific activities so they can play a strong role in recruiting other teachers.
- Establish program advisory or governance structures that include program alumni, providing them with an outlet for their leadership interests as well as enriching the links to classroom teaching.
- Involve alumni as co-leaders of subsequent study tour programs.
- Involve alumni in orientation and follow-up sessions for subsequent study tour programs with a focus on their use of the experience in their school or district.

Educators' Awareness of Freeman Foundation Programs	
<i>Are you aware of any of the Freeman Foundation sponsored programs related to Asia listed below? (A list of the relevant programs of the organizations sponsoring study tour programs included in this study were given along with the option "other Freeman-funded program specific to your district/state/region".)</i>	
Average number of programs respondents are aware of	2
Average number of programs respondents participated in	1

4. Enhance the follow-up component of study tour programs through links to other programs. A common recognition among program leaders is the need for teacher study tour program alumni to have means of ongoing professional development and

networking with content experts and likeminded teachers. The teacher survey revealed that a good number of program alumni are not familiar with other Freeman Foundation teacher professional development programs. This raises the question of whether more can be done to ensure teachers' familiarity with these and other programs that provide professional development that may support their continued attention to Asia. (This is less of an issue for organizations that sponsor multiple professional development programs.)

Developing Administrative Support for Teachers to Teach and Learn about Asia

Topic for Conversation and/or Further Investigation: *What administrative actions and perspectives (at school, district, and/or state levels) help support alumni of teacher study tour programs to teach and learn about Asia?*

The majority of challenges alumni of teacher study tour programs say they face in using what they have gained through the programs relate to issues largely shaped by state, district and/or school administrative practices and policies. This finding suggests that it is important to look further at what strategies administrators (and those who work with administrators) can effectively use to support the teacher study

tour program alumni in their teaching and learning about Asia. We are looking at this in terms of supporting teachers both in teaching their students and sharing what they have learned with other teachers.

The organizations that sponsor study tour programs for administrators and mixed role groups and the participants in those programs are likely to have experiences related to district efforts to build and sustain attention to Asia in the schools that will help answer this question. These sponsoring organizations do not limit their work with administrators to the study tour programs; these programs are nested within more extensive work with school, district, and/or state administrators and policymakers. Study tour programs for such leaders are but one means of building the administrative support that would enrich teachers' attention to Asia in their classrooms. Kansas and Oklahoma used a combination of education for teachers through NCTA seminars and study tour programs, work with the China Exchange Initiative,¹² and sponsorship of mixed-role group study tours to develop school-to-school exchanges. Additionally, in Oklahoma, the schools use Chinese exchange teachers through the U.S.-China Teachers Exchange Program to help establish Chinese language classes. This coordinated effort is intended to assist teachers in applying new knowledge in their classrooms and build support and leadership for promoting Asia at the district level and in the community. The effort also builds relationships with Asian administrators, teachers, and students.

More specific questions that we expect to address in conversations and further investigation around this topic include:

1. What approaches are used in schools, districts, and states where teachers feel well supported in their teaching and learning about Asia individually and collectively?
2. What conditions in schools, districts, and states particularly affect how they support teachers in their teaching and learning about Asia?
3. What strategies are used to keep a steady administrative focus on supporting teachers in their teaching and learning about Asia during times of personnel changes, policies changes, budget constraints, and community pressures affecting such work?

12 The China Exchange Initiative is another Freeman Foundation-funded program. The program leaders advise schools and districts on how to build a school exchange with a Chinese school and help facilitate the process.

Developing Teacher-led Networking and Coaching for Sustainability

What Educators Are Saying about Study Tour Programs

"I think it is vital that [people] like me who are no longer teaching are encouraged to find a way to continue to promote and advance the program. Although I am no longer teaching, I still want to help and share what I learned." — teacher

Introduction

Before addressing this topic we want to call attention to the number of teachers who have been reached over the past decade or so through participation in Freeman Foundation-funded programs and emphasize the importance of strategies that connect teachers

with one another and encourage program participants to contribute to the learning of their colleagues to multiply the effect of these programs.

About 2650 teachers and about 450 administrators have participated in Freeman Foundation-funded study tour programs for K-12 educators. Based on information from the various programs, we estimate that roughly 15,000 other K-12 teachers have received rich content-focused professional development (30 hours or more) about Asia through other programs funded by the Foundation. (Most of these programs are operated by the same organizations that sponsor the study tour programs.)

Although this is a significant number and we by no means want to diminish its importance, we want to note that there are about 2.6 million teachers in the U.S.¹³ Regardless of whether a program focuses on all teachers or on secondary teachers in selected subject areas, if only a quarter or half of these teachers could teach about Asia, it is apparent from these figures that many more teachers could benefit from these programs. Yet having the programs reach all such teachers directly is unrealistic if nothing else on a cost-basis alone.

An infrastructure is needed that creates growth in the numbers involved and maintains steady movement toward the goal of becoming a sustained feature embedded close to the daily lives of teachers. Long-term peer-to-peer networking and coaching is a strategy that could have both a multiplier effect and a sustaining effect as it becomes “indigenous” to the teacher culture.

Our survey data show that teachers are making contact with other teachers about their study tour program experiences. Participants in these programs report that, on the average, they talk with about 20 other teachers about their study tour experience and have about 60 teachers in their school. Thus there is already a basis on which to build this strategy. Additionally, several of the programs encourage teacher networking.

13 About 57% of these teachers are in elementary schools and 43% in secondary schools, i.e., middle, junior and senior high schools. (Data are for the 2003-04 school year, www.ecs.org.) About 40% of secondary teachers teach English, social studies, or art—subjects where Asia can be especially well incorporated. (2001 figures, www.ecs.org.)

Topic for Conversation and/or Further Investigation: *What additional means of encouraging peer-to-peer networking and/or coaching would (a) sustain and build the involvement of study tour participants in teaching and learning about Asia and (b) expand their ability to engage more teachers in teaching and learning about Asia?*

Core Components of Successful Peer-to-Peer Networking and Coaching Programs

Although educational institutions are bombarded by pressures from many directions, some teachers, schools, and districts maintain a long-term focus on a particular topic through peer-to-peer teacher networking and coaching. Research indicates that participation in networking and coaching opportunities gives teachers a way to build ongoing commitment to a content area that becomes a source of professional identity. Several features characterize sustained networks for K-12 teachers that become an ongoing part of teachers' professional lives and culture. In this section, we discuss the core features of these types of peer-to-peer networking and coaching.

The guidance of networks is collaborative. Content experts (usually through universities) collaborate with district leaders and teachers to guide the network. In this collaborative group, teachers have the lead voice. Content experts serve as resources to the network and provide concentrated learning opportunities for lead teachers and others. District leaders ensure that opportunities are available for peer coaching and learning. They support and encourage the networks and coaching but do not dominate the work. Lead teachers build and maintain meaningful relationships with peers in the ongoing flow of their work over many years.

Before taking on the lead role in networking and coaching, teachers enrich their content knowledge and deepen their own teaching practice through intensive summer institutes over multiple years or similar learning opportunities. Lead teachers become continual learners in the content area and often undertake collaborative research. With the guidance of content experts, lead teachers serve as coaches to their peers within a network of schools/districts in a geographic area. Coaching includes demonstrating or explaining well-developed and tested lesson plans about specific content; helping a teacher develop plans for how to incorporate new content into the curriculum; showing how to be a continual learner in the content area; and to varying degrees, providing content knowledge. It is in regard to content knowledge that teachers work closely with content experts, often from universities.

Participation has specific advantages. Networks bring in new teachers through personal contact. They also provide teachers with introductory lessons to assist them in bringing in new content. Coaching provides outstanding teachers with opportunities for leadership without their moving out of their teaching practice.

Underlying these programs of networking and coaching is the understanding that all participants are continually learning from and teaching each other. But the programs also recognize the need for incentives and supports to smooth their operation. Thus, teachers (practicing or retired) who serve as coaches receive payment for this work. Also, programs arrange for a paid facilitator to handle the logistical arrangements of connecting teachers appropriately with one another.

At their core, these programs are designed as teacher-to-teacher networks for learning and application on a long-term basis. They intersperse intense learning institutes and informal teacher-to-teacher learning opportunities with teachers' regular duties. This structure of building long-term relationships among teachers who can contact one another conveniently around a shared purpose appears to have a strong sustaining power. Examples of programs with some or all of these characteristics can be found among the National Writing Project sites, the Math-Science Partnerships funded by the National Science Foundation, and the Teaching American History grantees funded through the U.S. Department of Education.

Years of Teaching	
<i>How many years have you taught including this year (not including time off for family, graduate school, etc.)?</i>	<i>Percent of respondents</i>
1-9 years	25%
10-19 years	33%
20 or more years	44%

Appropriateness of Teacher-to-Teacher Networking and Coaching for Sustaining Attention to Asia

Although some teachers do not have an interest in working beyond their

own classroom, a substantial number of teachers who have been on study tour programs are eager to do so according to our teacher survey results. Combining their level of teaching experience with the learning garnered on the study tours and through sustained opportunities for ongoing content development and development of coaching skills, many of these teachers are well qualified to help other teachers increase their knowledge of Asia and use it in the classroom. Although many are doing this informally, they point to the need for support to make better use of their new knowledge and commitment. Those who are retiring also are a valuable resource, as there are numerous ways in which they can continue to support and coach other teachers through sustained relationships.

What Educators Are Saying about Study Tour Programs

"This type of program re-energizes teachers' spirits. Those spirits do not leave the profession." — teacher

Additionally, teacher-to-teacher networks and "communities of practice" provide longer-term support and encouragement for more extensive application efforts such as district curriculum changes.

Most study tour programs are not designed to provide much assistance to teachers for peer-to-peer networking or coaching. Operating such a program may require different skills, interests, and organizational structures than those for operating a study tour program.

By encouraging structures (perhaps new structures or programs) that support teacher-to-teacher sharing of knowledge, study tour programs and the Foundation can leverage their investment in teacher learning, and outstanding teachers can flex their teaching muscles to provide specially tailored professional development experiences for their colleagues developed under the guidance of content experts. In the coming year we intend to explore the details of the applicability of designs for building sustained attention to Asia within schools and districts that want dynamic and up-to-date teaching and learning related to Asia.

What Educators Are Saying about Study Tour Programs

“I just want to add a huge thank you to the Freeman Foundation for opportunities such as these. They not only feed our intellect and curriculum, but also our souls. And that final element, so long ignored in good teaching practices, is a big part of where I draw my strength and creativity for the challenging and rewarding job of educating youth. The results of these are difficult to measure, but nonetheless powerful.” — teacher

Concluding Comments

This report has been labeled as a “working document” because it is designed to be a tool for stimulating interaction between the evaluative inquiry team and the stakeholders of these study tour programs. It is designed to present our general findings to date and to serve as the basis for conversations about patterns that have surfaced through our investigation that may be worthy of further consideration by the programs, the Foundation, and others who are interested in this work.

Our completed phase of work has involved broad and wide ranging data collection and analysis. We have focused on a range of benefits and results of the programs, major patterns among the programs, and a deeper understanding of the situations in which teachers work. Throughout it all, our major area of attention has been on how the work of the programs is sustained back in the schools and classrooms of the participating teachers. For those programs that work with educators and others outside the classroom, our focus has been on how their participation supports the teaching and learning about Asia within the classroom.

The major focus of our continuing work over the next few months is to engage in focused interviews and conversations with various stakeholders around the information and ideas presented in this report and thus refine the strategies identified in the “Topics for Conversation” section. Those conversations hopefully also will provide guidance on priorities among the many possible further studies that could be done related to this topic. It is important that any further study contributes in the most useful way to the Foundation’s goal of having high quality teaching and learning about Asia occurring on a sustained basis in the vast majority of K-12 schools in the U.S.

Appendix A. Design of InSites' Investigation of Study Tour Programs

Purpose

The purpose of InSites' exploratory investigation of study tour programs is to help the Freeman Foundation refine its overall strategy to infuse Asia into the K-12 curriculum as the Foundation moves into its second decade of work in this area. No previous study of the Freeman Foundation funded study tour programs collectively has been undertaken. Thus, in this investigation, we are engaged in understanding the multiple ways that project leaders combine their beliefs, time, energy, and understanding of the local or regional context to design study tour programs related to the Foundation's goal. We take the position (based on what we have learned through past evaluations of the Foundation's programs) that a variety of strategies can work to accomplish the goal of making Asia a regular part of the learning experiences of K-12 students. The results of this inquiry are intended to help the Foundation and its programs understand how variations in strategies shape diverse outcomes, how programs and strategies complement one another differently in dissimilar settings, and what strategies to consider to leverage the influence of the study tour programs for even greater impact.

Process

InSites began its study by interviewing the directors of the study tour programs and leaders of at least one specific study tour for each program. Each director identified two or three of their annual study tours that they considered representative of the study tour programs they sponsor. Of the study tour programs focused on teachers, InSites selected the participants in one year's study tour from each organization to survey about the impact of the program on their continued attention to Asia in their setting.¹⁴ (Although we treat the National Consortium for Teaching about Asia (NCTA) as one program for reporting purposes, we interviewed all five of their national directors and selected one study tour from each of the five's coordinating area. NCTA operates by far the largest study tour program.)

Over the next year we will continue to investigate other aspects of the study tour programs, in particular, further inquiry into the impact of the administrator and mixed role group study tour programs. Other areas that emerge from conversations related to this report also will be investigated as appropriate.

¹⁴ The exception was the USCTEP for which we selected two years.

Survey of Teachers

InSites constructed online surveys for the 315 teacher participants in the selected study tours. Teachers were surveyed in January and February 2006 with 242 responding to the survey, resulting in a response rate of 77 percent. Unless otherwise noted, data provided throughout this report comes from the survey of teachers who have participated in a study tour program. Eighty-five percent of the 206 respondents are currently teaching in an elementary and/or secondary school. Thirty-six respondents (15 percent) are retired or have moved into other non-teaching positions. A complete report of the survey data is available through the InSites website. Additionally, InSites provided each study tour program with a survey report of its study tour.

In keeping with the orientation of the evaluation study, we did not design the teacher survey to provide information for a comparison of study tour programs. If that had been the goal of the survey, we would have needed to gather much more data and used a more structured approach to selecting survey participants. We want to emphasize this point because we don't want program leaders to view the survey as a comprehensive source of information about teachers' views of the study tour programs or to use the survey to compare programs. We do want to thank program leaders for their cooperation in helping us get in touch with their participants. The high rate of return (77 percent) on the teacher survey reflects both the value of the program to participants and the efforts of the program leaders in encouraging teachers to respond.

Analysis of Data

In analyzing this exploratory survey data, we considered various potential influences on the data including year of the study tour and the number of teachers from each study tour who responded and the number currently teaching. We conducted extensive analyses on clusters of programs by year of the study tour and the primary focus of the study tour to explore possible effects of time and the nature of the study tour. We also took into account that the study tour programs are embedded in the context of broader programs operated by the sponsoring organizations.

Use of Cumulative Knowledge and Experience in Articulation of Strategies

In previous years, InSites has conducted evaluations of other professional development programs funded by the Freeman Foundation and offered through the National Consortium for Teaching about Asia (NCTA), Primary Source, the U.S.-China Teachers Exchange Program, the Asian Studies Outreach Program at the University of Vermont, Japan Society, and The American Forum for Global Education. We also are familiar with the work of the Asia Society focused on state leadership and the China Exchange Initiative. For this report, we have drawn not only

on our current work with the study tour programs but also on our accumulated knowledge of the sponsoring organizations and their programs.

Collaboration with Other Researchers and Evaluators

We have considerable data and possible research issues that derive from our work that are too extensive to include in this report. We welcome inquiries from other researchers and evaluators who might want to collaborate on other studies.

Appendix B. Descriptions of Study Tour Programs Funded by Freeman Foundation

Introduction

We provided each program director with a summary description of the program for review and revised the summary description based on comments received. These summary descriptions form the basis of the brief descriptions in this appendix. The full summary descriptions are available on InSites' web site, www.insites.org.

Study Tour Programs for Teachers

Asian Studies Outreach Program of the University of Vermont offers study tour programs to China, Japan, or Thailand, and an Advanced Institute that alternates between China, Japan, and Thailand. The study tour programs are for Vermont K-12 teachers whose participation could introduce or strengthen Asian studies in their schools. Study tour programs include: three-day preparation, three weeks of travel with in-country programming,, and follow-up. The overseas component includes both lecture and field experience. Teachers are required to develop an action plan/research project for use in the classroom or presentation in district/community. (See www.uvm.edu/~outreach/about/about.html.)

Bringing China to Arkansas Program (BCAP) of the University of Arkansas Little Rock (UALR) offers study tour programs to China for Arkansas teachers of grades 5-12. The study tour programs include three pre-travel weekend workshops, three weeks of travel with in-country programming, and post-travel outreach to classrooms, colleagues, and communities. The travel with in-country programming component includes various regions of China, visits to schools, visits with Asians, and a visit to an Arkansas-based operation in China. Following their time in China, teachers are encouraged to incorporate China across the curriculum, create Internet linkages with schools in China, apply for grants to extend their work, and present at professional conferences. BCAP does extensive outreach work throughout Arkansas through presentations in schools and community organizations; sponsorship of an annual China Symposium at UALR; booths at state teaching conferences and Asian and International Festivals; a website that includes curriculum materials; and a traveling China culture exhibit. (See www.ualr.edu/arkansasglobalprograms/china.)

The Teach China Program of the China Institute offers annual study tour programs to China for NYC teachers who have taken one or more China Institute courses. Typically, social studies teachers at grades 3, 6, 9, and 10 are included, as state standards incorporate Asia at those grade levels. The study tour program includes

orientation, three weeks of travel with in-country programming connected to a theme, and post-tour workshops to develop curriculum projects and presentations. During travel with in-country programming, an expert on the theme provides information on the sites being visited. The group debriefs regularly. After their return from China, teachers are expected to produce and implement curriculum projects that incorporate their experiences in China. The curriculum projects are discussed in post-tour workshops and The China Institute posts selected curriculum units on its website. (See www.chinainstitute.org.)

The China in Missouri Program of the International Education Consortium offers annual study tour programs to China for primarily high school teachers in the greater St. Louis area, although some teachers from other areas of Missouri, such as Columbia and Springfield, also participate. The study tour program includes approximately a 30-hour pre-travel seminar, three weeks of travel with in-country programming, and three to four follow-up sessions. The travel with in-country programming includes school visits and meetings with government officials and students in Nanjing, St. Louis' sister city. On their return, teachers write reflection/action research papers that explain how they will include China and use resources in their classrooms, and engage in some type of dissemination activity. (See www.csd.org/csdrpdc/IEC/iecchinainmissou.html.)

The China Teacher Leadership Project of the East Asia Resource Center offers study tour programs to China that are conducted every other year. The study tour program selects K-12 teachers from across the U.S. who have demonstrated leadership skills, proposed a plan for incorporating Asia into their curriculum, and completed previous study of China. For many this has included a two-week East Asia Summer Institute at the University of Washington. The study tour program includes an orientation weekend, twenty to twenty-one days of travel with in-country programming, and a follow-up weekend. Teachers are expected to develop and implement lesson plans, share their knowledge of China outside the classroom in venues at the local, state, and/or national level, and provide leadership in their schools to promote interest in studying Asia. (See www.depts.washington.edu/earc/studytours.shtml.)

The AsiaPacificEd Program of the East-West Center (EWC) offers annual study tour programs to Vietnam, Thailand, Laos, and Cambodia (optional) that serve teachers from Hawaii and across the U.S. The study tour program selects teachers in grades 3-12 and K-12 librarians. The programs include pre-travel preparation via the Internet and three days of orientation; three to four weeks of travel with in-country programming; and a follow-up session. Teachers post their reflections and photos online in the group's web log. Following the travel with in-country programming, teachers are expected to maintain their professional dialogue, share resources/ideas with their travel colleagues on the web, and incorporate their experience into the classroom by developing new instructional strategies and thinking about teachable

moments. In order to have local support for teachers upon their return, the EWC encourages two or more teachers from the same school/district to participate.

(See www.eastwestcenter.org.)

The Educators' Study Tour of the Japan Society offers study tour programs to Japan that have been conducted annually since 1995 except for years 1999 and 2005. The study tour program selects middle and high school teachers and librarians primarily from Metro New York City but also from Connecticut and New Jersey. Priority is given to inter-disciplinary teams of two to four educators from the same school. The study tour programs include three types of preparation sessions (30 hours on history, contemporary events, and teaching about Japan; two weekends on Japanese language; and one weekend on travel logistics and development of a teaching topic); three weeks of travel with in-country programming; and a reunion meeting. Each study tour program focuses on a contemporary social issue and includes a home stay and school visit. Teaching units for classroom that were developed by study tour participants are considered for inclusion on the *Journey through Japan* web site. Also, alumni are expected to serve on an advisory committee to the Japan Society and to help select/prepare candidates for the next study tour program and to speak to this new group about incorporating Japan in their classrooms.

(See www.japansociety.org.)

National Consortium for Teaching about Asia (NCTA), a consortium of five national organizations where the five national directors are based, one regional site, and 27 partner sites, offers study tour programs to China, Japan, and Korea. Study tour programs primarily select middle and high school teachers of world history, geography, social studies, and literature; all those selected must be alumni of a 30-hour NCTA seminar. Study tour programs include orientation, three weeks of travel with in-country programming, and follow-up. The specific content and focus of the study tour programs vary from site to site and year to year. For additional detail on study tour programs from the sites, see the longer summaries available at the InSites web site. The summaries give links to the five national coordinating sites. Links to national, regional, and partners sites are also available through the NCTA website.

(See www.NCTAsia.org.)

The East Asia Program of Primary Source offers four study tour programs per year to East Asia. The study tour program selects New England K-12 teachers who have completed a Primary Source seminar series or a summer institute. Partner districts select teacher participants who are dedicated to changing curriculum to include China; teachers in non-partnership districts apply directly to Primary Source. Study tour programs are designed around specialized topics. They include a pre-travel orientation session, fourteen to twenty days of travel with in-country programming in the spring or summer, and follow-up. During every study tour program, participants visit village schools outside Xi-an in addition to their opportunities for home stays and school visits. Primary Source has begun offering curriculum products to teachers

including *The Enduring Legacy of Ancient China*.

(See www.primarysource.org.)

The China Project of the American Forum for Global Education offers annual study tour programs to China (primary), Vietnam, Korea, Mongolia, and Tibet for Metro New York City secondary teachers of various subject areas who can incorporate China into their curriculum. The study tour program includes 45-hour preparation sessions; three to four weeks of travel with in-country programming connected to a theme; and an eighteen-hour follow-up seminar to develop lesson plans and prepare for classroom implementation. Each study tour program has a specific theme to give coherence to the travel experience and the specific cities, sites, and lectures included on each study tour program are related to that theme (e.g., minority issues in China, the periphery of China, the Silk Road). In visiting multiple countries on a single study tour—for example, China, Korea, and Tibet—the study tour program strives to promote awareness of the historical significance of the Chinese Empire, as well as the commonalities and diversity within and across countries.

(See www.globaled.org.)

The Program for Teaching East Asia (TEA) of the University of Colorado offers study tour programs to China every other year. Teachers must complete a summer institute on China at the University of Colorado, complete a full year of follow-up requirements, and show significant change in their own teaching about Asia to be eligible for the study tour. The study tour program builds on the institute content and includes three days of orientation, twenty-one days of travel with in-country programming in China, and a two-day follow-up workshop. In China, teachers have multiple opportunities for interactive visits with local people. They also visit schools, homes, and historical and cultural sites; and listen to lectures and briefings by local experts and traveling scholars. Participants are required to conduct a two-hour in-service education for other teachers, submit a curriculum change portfolio that includes documentation of new lessons, units, and resources that they have incorporated into their teaching, and complete an extensive impact study questionnaire and interview. A program staff member regularly follows up with individual participants during the post-travel year.

(See www.colorado.edu/cas/TEA/index.html.)

The U.S.-China Teachers Exchange Program (USCTEP) at the National Committee on U.S.-China Relations is unique in offering U.S. teachers the chance to live in China and teach English there for a year. To prepare for their year in China, teachers participate in a six-day summer orientation that includes Chinese language instruction; lectures on Chinese philosophies, history, education, family life, and current issues; sessions on pedagogy, etiquette, and traditions; and guidelines for living in China. USCTEP hosts a mid-year conference in China for the teachers. This conference also includes Chinese teachers who have taught in the U.S. through the program thereby encouraging these relationships. Upon return, U.S. participants are

expected to share experiences with colleagues and advocate for institutionalized instruction about China. USCTEP's Returned Teacher Conference held annually in most years affords participants a venue for meeting all alumni, not just those from their year in China. The conference focuses not just on application in the individual classroom but also on building a sustained presence for China in teachers' schools/districts. Professional development on China is also provided during the conference.

(See www.ncuscr.org/TeachersExchange/TEP.htm.)

The Washington-Hyogo Teacher Institute at the East Asia Resource Center, University of Washington conducts a reciprocal study tour program between teachers from Hyogo, Japan and K-12 teachers from Washington State every other year. The study tour program selects teachers who are willing to build an interest in Japan in their schools and communities. The study tour program includes a weekend orientation; twenty to twenty-one days of travel with in-country programming; and follow-up. Teachers spend a week in Hyogo visiting schools, government offices, and sites of historical and cultural significance. While in Hyogo, each teacher also has a three-day homestay with a Japanese teacher that includes time in the Japanese teacher's school. On their return, participants complete reflection assignments and implementation plans. They are expected to continue to learn about Asia and contribute to the sister state relationship, for example, by hosting Japanese teachers and/or students in subsequent years.

(See www.depts.washington.edu/earc/studytours.shtml.)

Study Tour Programs for Administrators

Asian Studies Outreach Program of the University of Vermont conducts an annual study tour program to China for Vermont school administrators (and one to two teachers to give administrators a teacher's perspective). In addition to increasing their knowledge of China, administrators have an opportunity to connect with their Chinese counterparts and other Vermont administrators. A central part of the program is a seminar where Chinese and American educators talk about common educational issues. Administrators prepare a 20-30 minute presentation on an agreed-upon topic to present at this seminar. Upon their return, administrators are expected to build support for Asia in their schools/districts.

(See www.uvm.edu/~outreach/about/about.html.)

Primary Source offers a study tour program for New England administrators that occurs approximately every three years and aims to build a cadre of leaders positioned to influence support for Asia in significant ways (e.g., support for Chinese language and school-to-school exchanges). The study tour program includes a one-day orientation briefing; fourteen days of travel with in-country programming, and

three follow-up sessions. The overseas component includes meetings with leaders in government and education, and visits to elementary and middle schools. (See www.primarysource.org.)

Study Tour Programs for Mixed-Role Groups

We use the term “mixed-role group” to refer to participants in the type of study tour program that includes participants from a variety of roles – teachers, legislators, community members, business representatives, and/or school and administrative representatives – who are well-positioned to bring sustainable content about Asia into their schools. Although the “mixed-role group” study tour programs described in this report are called “key actor” tours by their sponsoring organizations, we are aware that many organizations prefer to reserve the term “key actors” for teachers because they regard teachers as the key actors in bringing Asia into the classrooms and schools and that some tours carrying the “key actor” name have a different focus than the study tour programs studied here. To avoid confusion, we use “key actor” in this report only as part of the name of the Kansas Key Actor and Oklahoma Key Actor study tour programs and refer to the participants in the type of study tour program they offer as a “mixed-role group.”

The Key Actors Study Tour of the Center for East Asian Studies at the University of Kansas, (partner site of NCTA-Columbia University) offered a one-time study tour program for Kansas and Western Missouri Key Actors, “go-to” leaders (teachers, state-level leaders, superintendents, principals; school, district, university administrators; and business leaders), to launch a sustained commitment for school-to-school exchange programs between Asian schools and schools in Kansas and Western Missouri. The study tour program included a one-day orientation; ten days of travel with in-country programming; and two follow-up meetings. The travel portion included meetings with government and school officials in China and visits to high schools and village schools. Follow-up sessions provided opportunities for U.S. leaders to discuss their progress on activities related to developing exchange programs and, more generally, in making the study of Asia a high priority in their communities. In addition, program leaders encouraged participants to network with each other after their travel, and advocate for Asia in their various organizations, institutions, and communities.

(See www.ceas.ku.edu.)

The Key Actors Study Tour of the Oklahoma Institute for Teaching East Asia, University of Oklahoma (a partner site of NCTA-Columbia University), offered two study tour programs for Key Actors (teachers, principals, school/district administrators, state legislators, governor, and deans of schools of education in Oklahoma, and a newspaper editor). The study tour programs included a one-day

orientation; travel with in-country programming, and support from the program director for establishing exchanges and handling visits from Chinese exchange school representatives. Each principal had an opportunity to meet with the principal of the selected exchange school. Daily briefings on economic and education issues provided background for visits to historical and cultural sites and lectures on university campuses. Following the travel, the program director continued to work with the schools that were establishing exchanges, helped with visits from administrators from sister Chinese schools, and encouraged further development of exchanges and attention to Asia in the schools. Participants continue to support Asia in the schools through their various roles, for example, through newspaper articles and proposed legislative action.

(See www.tulsagrad.ou.edu/okitea.)