Fulbright-in-the-Classroom

WEBINAR – AUGUST 9, 2018
The Concept

- High School graduates are unprepared for the globalized world
- Fulbright alumni are ideally prepared to share their expertise
- K-12 education is ripe for sharing Fulbright experiences and understanding

Overall results out of 75 possible answers:
- Correct: 55%
- Incorrect: 31%
- Don’t Know: 13%

Four Chapters Piloted the Concept

- Central Virginia
- Iowa
- SF/Northern California
- Greater Los Angeles
Some initial ideas

- Focus on American Fulbrighters and their experiences
- Prepare Fulbrighters for K-12 classrooms
- Integrate curriculum with needs of the classroom teacher
- Multiple interactions with students will have greatest impact
Some initial ideas, cont.

• Develop curriculum in advance

• Work with cosponsors
  • Sister Cities International
  • National Council for the Social Studies
  • American Council on the Teaching of Foreign Languages

• Others:
  • World Affairs Councils
  • UNA-USA
The reality: Central Virginia

- Focused on a school district with a rural, homogeneous student body
- Pair international Fulbright students with an American Fulbright alumnus
- Mixed signals from school district resulted in inability to implement proposal

→ Find a Fulbright Alum who is actively working with or currently employed by the selected school system
→ Alternately, select a school system in which known Fulbright Alum relationships exist to facilitate the communication and contacts
The reality: Iowa

- Focused on international Fulbright students

- Involved
  - 3 Fulbright Association members
  - 5 Visiting Fulbright students
  - 200 middle school students
  - 8 members of the middle school staff
Iowa, continued

- Focused on global citizenship
- One Board member worked with school district and one Board member worked with the international Fulbright students
- 3-4 students were taken on each of two visits; in retrospect, one visit would have been sufficient
- All middle school students met in an assembly before breaking into groups with the visiting Fulbrighters
• Volunteer recruitment proved to be a slower process than anticipated, so only one volunteer presented.

• Curriculum focused on global citizenship, using elements of Fulbrighter’s experience and hands-on activity related to the Fulbrighter’s host country.

• Fulbrighters completed a brief training that discussed lesson structure, modeling a sample lesson, and best practices for the classroom.

• Fulbrighters were also put in touch with their host teacher and school prior to the lesson to encourage collaboration and alignment with the host teacher’s curriculum.
• **Lesson learned:**
  
  • Ensure that schools are onboard for the next academic year (three school partnerships are already on board)
  
  • Continue recruitment events to get Fulbright alumni interested and committed to the project (9 Fulbright alumni are interested)
  
  • Offer option of “virtual training”
FiC should begin at the start of the new school year in August.

One school expressed need for an inventory of volunteer interests and skills so it could match volunteers with teacher and student needs.

School representatives saw this program as a strong fit for the Advanced Placement (AP) Capstone Project, as well as the International Baccalaureate (IB) CAS project.

School reps thought creating Common Core-compliant lesson plans was too disruptive of teachers’ plans, and prefer to treat this program as a complement to preexisting classroom activity.

Volunteers must attend an orientation before visiting campus; the orientation should include an overview of American schools and processes.

Volunteers must undergo fingerprinting (around $20/person) before being allowed on campus.
Recommendations

- Participate in a way that best suits you and opportunities around you:
  - Recruit those connected to teaching: ETAs, teachers
  - Connect visiting Fulbrighters to your local school
  - Ask your child’s current or former teachers if you can visit
  - If recently returned, ask a teacher of yours from high school or middle school
  - Starting small is good!
  - Keep it simple to avoid volunteer burnout

- Follow appropriate rules like background checks
- But avoid unnecessary bureaucracy/politics
  - Generally no need to involve county/city officials
  - Principals not the best first contact; teachers can advocate for the program
  - Connecting to the curriculum may not be possible; “one-offs” are just fine
  - Chapter-based or not
Expectations for 2018-19

- Chapters are free to explore a variety of models
- Central Office stands ready to help
- Please keep us informed of your plans so we can share them with others
- This is the first Webinar
  - Please share with others in your chapter
  - Let us know what topics you’d like us to cover in the future
- Let us know what you want
  - ListServ to share experiences, problems, questions?
  - Facebook group?
  - Please take photos of your meetings, training sessions, presentations, etc. Candid shots are better than posed shots
  - Send them to us so we can share them.
• While small, Fulbright-in-the-Classroom has been a highlight in the annual report

• The FA Board is enthusiastic about your work

• The State Department supports the program

• There is the potential for foundation funding for future efforts, so your reporting and documentation is essential
Final thoughts

• Chapter Grants due September 14, 2018

• U.S. Alumni Engagement and Program Promotion
  • Focus on Community Engagement

• Expenses connected to the FiC can be included, including mileage, meals, fingerprinting, etc.

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• Read the evaluation report at
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