Globally Competent Educational Leadership: A Framework for Leading Schools in a Diverse, Interconnected World

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Founded in 1943, ASCD is the global leader in developing and delivering innovative programs, products, and services that empower educators to support the success of each learner. Comprising more than 125,000 members—superintendents, principals, teachers, professors, and advocates from more than 138 countries—the ASCD community also includes 54 affiliate organizations. The nonprofit's diverse, nonpartisan membership is its greatest strength, projecting a powerful, unified voice to decision makers around the world. The association provides expert and innovative solutions in professional development, capacity building, and educational leadership essential to the way educators learn, teach, and lead.

The Longview Foundation

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The Longview Foundation seeks to build a more peaceful, just, and sustainable world by equipping youth with a global perspective and understanding of political, social, and environmental issues worldwide.

Founded by William L. Breese, the Longview Foundation for World Affairs and International Understanding has been helping young people in the United States learn about world regions and global issues since 1966.

At the dawn of the 21st century, knowledge of other peoples, economies, languages and international affairs has become a necessity for every child. Eliminating global poverty, solving international conflicts, working in new markets, and addressing global health and environmental problems require international knowledge and cooperation. And in our increasingly diverse communities in the United States, knowledge of other cultures is essential to strengthening our own democracy.

Globally Competent Educational Leadership

Introduction: An Urgent Call for Globally Competent Educational Leaders

Promoting thoughtful engagement among students and equipping them with skills, habits of mind, and competencies that will enable them to flourish in their lives—and be happy in their lives—is among the most important things we can do as educators. It might be job number one.

— Rick Swanson, Principal, Hingham High School, MA

Global education is just good teaching. Global education answers the "So what?" Why does what I'm learning apply to me, every day, in the world? We are charged with helping students see the "so what" of education. What's a better way to do that than global education? High schoolers know that they are pursing jobs and careers where they are expected to interact and work with other cultures. Why not start them here? Why not get them comfortable in the world?

— Chris Balga, Assistant Principal, Harris Road Middle School, NC

Why a Global Focus in Education?

The time has never been more urgent for schools to equip students with the mindset, knowledge, and skills they need to thrive in a diverse, interconnected world. Whether you believe school should prepare students for the workforce, for citizenship, or for both, students will need to develop empathy; an appreciation of diverse perspectives and cultures; knowledge of conditions, cultures, and events in their own communities and around the world; and an ability to communicate, collaborate, and problem solve with people from diverse backgrounds and in various settings. Embedding these mindsets, knowledge, and skills, or *global competence*, into everyday teaching and learning is vital for each student's overall success and well-being. The following economic, technological, demographic, and other societal trends point to why.

Career Readiness. Jobs of today and of the future require cross-cultural skills, flexibility, critical thinking, and problem solving. Globalization has redefined and reshaped the job market and how goods are produced, and services rendered. Over 40 million U.S. jobs are tied to international trade, and industry leaders share broad consensus that multilingualism,

international experience and skills, and the ability to work with people from diverse cultural backgrounds are desired employee attributes and vital to companies' bottom lines (Asia Society & Longview Foundation, 2016). A 2015 Sodexo Workplace Trends report points to a globally connected world as one of six drivers of change relevant to future work skills, and cross-cultural competency, virtual collaboration, and new media literacy are key skills for the 2020 workforce. Likewise, the *The Future of Skills: Employment in 2030* Pearson report contends that interpersonal skills and higher-order cognitive skills will be in great demand by employers due to globalization and demographic changes (2017).

Digital Connectivity. Recent technological advances connect individuals from all corners of the globe at lightning speed. Over a decade ago, Thomas Friedman predicted in his book *The World is Flat*, "Globalization 3.0 makes it possible for so many more people to plug in and play, and you are going to see every color of the human rainbow take part" (2005, p. 11). His words certainly ring true today. With more than 2 billion monthly users (Chaykowski, 2017), Facebook is just one example of the proliferation of social media sites and apps that youth and adults log into on a regular basis to upload, download, share, comment, and connect on ideas, news, jobs, pictures, videos, music, and more. Sixty-eight percent of all adults in the United States use Facebook, 28 percent use Instagram, 21 percent use Twitter, and over half of social media users engage with multiple sites. The use of messaging apps such as Snapchat and WhatsApp are also on the rise, particularly among adults under age 30 (Pew Research Center, 2016). Youth today are digital natives, and have only known a world of instant connectivity. Given these trends, a Varkey Foundation survey of youth ages 15–21 in 20 countries found that 80 percent of youth in the United States and 76 percent of youth worldwide considered "greater and easier communication between people throughout the world" a factor that made them more hopeful for the future (2017).

Demographic Diversity. Global migration is at an all-time high. In 2017, the number of international migrants reached 258 million, a significant increase from 220 million migrants in 2010 and 173 million in 2000. Two-thirds of all migrants live in 20 countries, with 58 million residing in North America (The United Nations, 2017). This migration boom has led to further diversity within local schools and communities. One in four children under the age of 18 in the United States is a first- or second-generation immigrant, the population of children under the age of 5 is majority minority, and 350 languages are spoken in homes (Child

> **KEY DEFINITIONS**
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> **Global competence.** The set of knowledge, skills, and dispositions needed to thrive in a diverse, interconnected world.
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> **Global learning.** The act of developing global competence through intentional educational activities.
>
> **Diversity.** Individuals with different perspectives and from different backgrounds, including race, ethnicity, culture, language, religion, gender identity, sexual orientation, national affiliation, and economic circumstances.

Trends, 2014; U.S. Census Bureau, 2015). These demographics don't only affect regions with long histories of immigration, such as California, Florida, and New York. States and small communities with little history of accepting newcomers have seen significant increases in migration over the past 10 years. For instance, Adams County, Washington, has the same percentage of people speaking a language other than English at home as does Dallas, Texas.

Cross-Border Challenges. Pandemic disease, climate change, political unrest, war, famine, economic inequality, bigotry, violent extremism. These problems that play out in our local communities transcend borders as well—and require global solutions. Those leading the charge will need to communicate and collaborate across cultural and national divides in efforts to solve them. Fortunately, youth today have a desire to tackle these challenges, as 71 percent of youth in the United States, and 67 percent of youth globally, consider making a wider contribution to society important or very important (Varkey, 2017).

As these trends show, each one of us is inextricably connected with our community, country, and wider world. Whether you live on a small rural farm or in a bustling urban metropolis, these globalization trends affect you, your students, and your community. Our present reality, and our foreseeable future, is one where we live, work, and cooperate with people from diverse cultures and countries. Future-ready students are global-ready students. As such, schools have an obligation to effectively equip students with the global-ready skills to thrive in our complex, interconnected world. The question is, how?

> **STUDENT-CENTERED TEACHING EXAMPLES**
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> **Culturally responsive teaching.** Teachers relate all aspects of learning to the cultural backgrounds of their students.
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> **Culturally sustaining pedagogy.** Educators sustain linguistic, literate, and cultural pluralism as part of schooling for positive social transformation.
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> **Project-based learning.** Students work on a project for an extended period of time that answers a complex question focused on solving real-world problems, and demonstrate knowledge and skills through a public product or presentation for an authentic audience.
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> **Problem-based learning.** Students learn about a subject by working in groups to solve an open-ended problem.
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> **Service learning.** Students combine curricular objectives and societal needs as they work with the community to solve real-life problems.

Globally Competent Teaching, Learning, and Leading

What is a global-ready student? A number of frameworks have identified various attributes that comprise global competence. (See, for example, Asia Society, OECD, P21, UNESCO, and World Savvy global competence frameworks). All coalesce around a combination of cognitive, social-emotional, and behavioral attributes. *Cognitive* attributes include critical thinking;

problem solving; and an understanding of global conditions, events, cultures, and interconnectedness. *Social-emotional* characteristics include empathy, valuing multiple perspectives, awareness of one's identity and culture, appreciation of diversity, openness, and adaptability. *Behaviors* include collaboration, cross-cultural communication, and agency to act on issues of local and global importance.

For students to develop global competence requires a paradigm shift in how learning takes place in schools. Rather than having educators transmit knowledge to students, globally competent teaching asks that students, alongside educators, actively construct knowledge through pedagogy that engages learners with authentic audiences addressing real-world concerns. *Global learning*, or the act of developing global competence, draws upon models of student-centered and inquiry-based pedagogy. This includes approaches such as project- and problem-based learning, culturally responsive and sustaining teaching, and service learning. Importantly, global competence should be integrated into, not added onto, existing curriculum and instruction, so that each student in every grade level across the K–12 pipeline learns content through a global lens.

Students experience social-emotional and academic benefits when educators intentionally integrate global learning into their school experience. For example, culturally responsive practices engage students of color whose identity and experiences may otherwise be marginalized from the curriculum, breaking down barriers for students to access the curriculum and providing students positive identity affirmation (Gay, 2010; Ladson-Billings, 1995). Research has proven that dual immersion programs, which promote biliteracy and bicultural development, have positive cognitive benefits for both native and nonnative English speakers (Collier & Thomas, 2004; Steele, Slater, Zamarro, Miller, Li, Burkhauser, & Bacon, 2017). Project-based learning has been associated with increases in student engagement, language growth, content knowledge, and academic achievement (Duke & Halvorsen, 2017; Holm, 2011; Kokotsaki, Menzies, & Wiggins, 2016). In sum, when educators infuse instruction with real-world contexts that resonate with students' lives, interests, experiences, and future goals, students see value and engage in what they are learning. Student engagement translates to higher grades, academic achievement, and graduation rates (Klem & Connell, 2004). Beyond scholastic success, global learning further empowers students to be change agents who make a positive difference in the world (Tichnor-Wagner, 2017).

Educational leaders play a crucial role in creating and cultivating the environments that facilitate deep, sustainable implementation of global teaching and learning. By *educational leaders*, we include all of those whose work pertains to leading schools: principals, assistant principals, and those holding other formal and informal school and district leadership positions such teacher leaders, instructional coaches, school coordinators, and curriculum specialists. When leaders take actions such as building collaborative organizational structures, distributing leadership across school personnel, setting a vision that emphasizes high expectations for success, creating a range of learning opportunities for all staff and students, using data for improvement efforts, and building trust and respect across the organization, they

positively affect student learning and success (Leithwood & Jantzi, 2006; Tichnor-Wagner, Harrison, & Cohen-Vogel, 2016). Yet, educational leadership preparation programs and professional development rarely address global competence as a critical aspect of 21st century learning (Brooks & Normore, 2010; Jean-Marie, Normore, & Brooks, 2010).

The Global Competencies for Educational Leaders Framework responds to the need for educational leaders to receive guidance and professional learning on what it takes to lead global learning in their schools. It explains how educational leaders can cultivate global competence in students and school staff so that each child is prepared for college, career, and citizenship in our diverse, interconnected world. We believe that if educational leaders create an environment that facilitates student learning and builds globally competent teaching capacity in staff, students will develop the academic, social-emotional, and behavioral outcomes that lead to individual success and a peaceful, prosperous future for all.

Methods

The Global Competencies for Educational Leaders Framework was developed in four phases. In Phase 1, a literature review of research on school leadership and global competence was conducted and analyzed, along with pilot interviews with eleven elementary, middle, and high school administrators with experience implementing global initiatives. From this, we identified an initial set of global competence tenets for school leaders and associated practices. These were then mapped onto the Professional Standards for Educational Leaders (formerly known as the Interstate School Leaders Licensure Consortium, or ISLLC, Standards) to create alignment with between this framework and recognized best leadership practices (National Policy Board of Educational Administration, 2015).
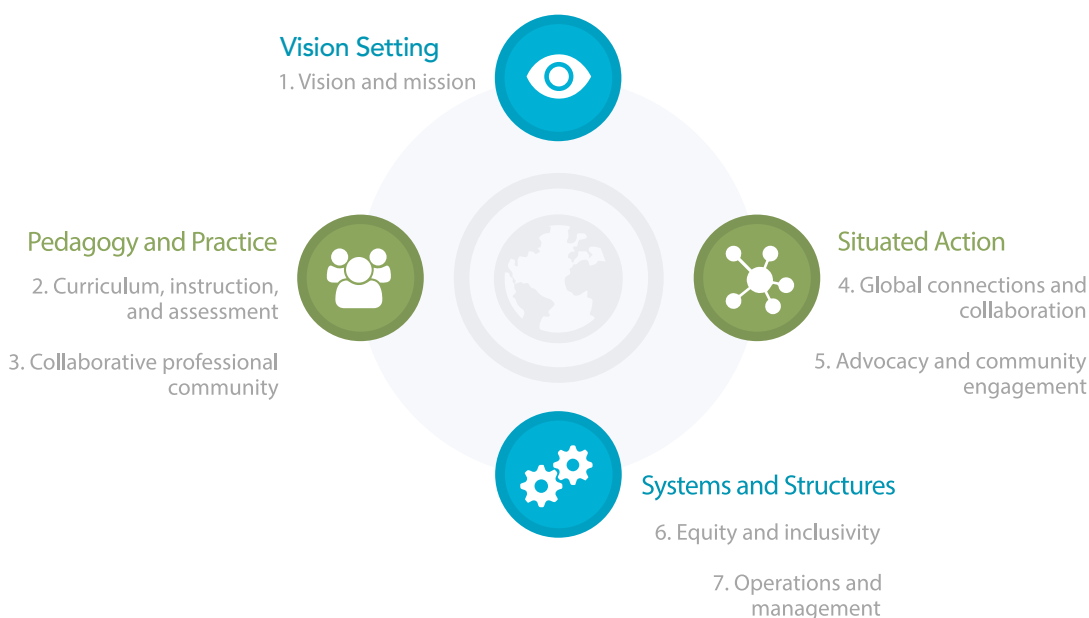
In Phase 2, focus groups were conducted with practicing elementary and secondary school administrators from the United States and abroad with varying exposure to global education. Focus groups provided feedback on the tenets and definitions developed in Phase 1, along with resources and examples of each tenet in practice. The first focus group included 45 school administrators across the United States. The second focus group included 22 school administrators from the United States, Argentina, Australia, Canada, and New Zealand.

In Phase 3, the tenets, definitions, and list of suggested activities went through a final expert review of 39 individuals working across the K–20 pipeline. This included (1) individuals in organizations that work directly with school personnel implementing global competence programs (e.g., nongovernmental organizations, university professors, education associations), (2) state and federal government programs and personnel that support global learning, and (3) teachers and administrators in schools and districts identified as already being committed to integrating global competence. Twelve experts provided feedback through a virtual survey, and 27 convened for a morning of roundtable discussions. (See Acknowledgements for a list of expert reviewers.)

In Phase 4, we interviewed nine school administrators who provided case studies that illustrate concrete, narrative examples of how each tenet has played out in real school settings. These case studies came from school administrators from urban and suburban settings in California, Massachusetts, Michigan, Minnesota, North Carolina, and Washington, D.C.; and represented one K–12 school, one elementary school, three middle schools, and four high schools that serve a range of student populations regarding socio-economic status and racial, cultural, and ethnic diversity. (See the appendix for a list of administrators, their school contexts, and the global initiatives that they lead.)

Seven Tenets of Globally Competent School Leaders

The seven tenets of globally competent school leaders fall under four domains: (1) vision setting, (2) pedagogy and practice, (3) situated action, and (4) systems and structures. These domains reflect general best practices of educational leadership, while recognizing the ways in which one's local professional context is interconnected to a broader global environment. These domains are interrelated in practice as well and can be implemented simultaneously. For example, as evidenced by many of the school administrators we interviewed, to effectively integrate global competence into pedagogy and practice requires significant groundwork in mission building and faculty buy-in and taking situated action by partnering with outside global education experts for technical support.

Vision Setting
1. Vision and mission

Pedagogy and Practice
2. Curriculum, instruction, and assessment
3. Collaborative professional community

Situated Action
4. Global connections and collaboration
5. Advocacy and community engagement

Systems and Structures
6. Equity and inclusivity
7. Operations and management

Vision Setting

TENET 1. *Shared Mission and Vision.* Educational leaders facilitate, advocate, and enact a shared mission and vision of high-quality education that includes preparing students for life, work, and citizenship in a global society. This involves personally committing to incorporating global competence as a lens in their own practice; bringing stakeholders together to collectively define and incorporate "global" into the school vision, mission, and strategic plans; connecting global competence to the needs and priorities of students and the school community; modelling the school's global competence mission and vision through daily actions, communications, and decisions; and determining what metrics to use to show how students demonstrate global competence success.

Incorporating global competence into a vision and mission that becomes meaningfully acted upon by all engaged stakeholders—including staff, students, families, and community members—takes time. As John Gabriel and Paul Farmer advise, "Don't rush the vision statement; doing so leads to skepticism, stress, and distrust, which will lead to a statement that will eventually be ignored" (2009, p. 47). It also requires leaders to make the connections between global learning and local priorities (whether those priorities are creating a more inclusive environment for an influx of immigrant students, eliminating the achievement gap, or making the school more marketable amidst other schools of choice) and building upon initiatives in which students, staff, and the school community are already invested.

Pedagogy and Practice

TENET 2. *Curriculum, Instruction, and Assessment.* Educational leaders implement and support curriculum, instruction, and assessment that incorporate and promote the development of each student's global competence. This involves supporting courses, instructional programs, extracurricular programs, and special events that embed global competence; providing resources and ongoing training to help all staff integrate global competence and student diversity into daily instruction across all content areas and grade levels; and providing staff with summative and formative assessments to monitor student global competence development and improve instruction.

School leaders can help embed global competence across curriculum and instruction in many ways: providing books and classroom resources that represent the diversity of the student population and cultures and countries around the world; supporting critical world language and language immersion programs; promoting extracurricular activities such as Model UN, world language clubs, and international clubs; and working with external partners who offer professional develop on integrating global competence, to name a few. Because assessing global competence strays from multiple-choice tests, school leaders can provide the infrastructure and supports for teachers to use authentic assessment—for example, project rubrics within the content areas that embed global competence, digital portfolios, performance outcomes, and global competence certificates.

TENET 3. *Collaborative Professional Community.* Educational leaders foster a professional community where school personnel work together to build capacity in developing global competence for each student and staff member. This involves exposing staff to information on global learning opportunities; providing staff time for leading collaborative, innovative work; providing job-embedded professional development focused on global competence that allows for teacher innovation, experimentation, differentiation, and leadership; providing opportunities for nontraditional professional development that focuses on global competence, such as educator exchanges, microcredentials, and certificate programs; and allowing staff, students, and administrators to lead their own global learning and learn from and with each other.

Forging this professional collaborative community calls for leaders to embrace a distributed leadership model that allows educators take the lead on integrating global content in their classrooms and across the school. Equally important is providing teachers ample time and space to share their professional global learning experiences and best practices from their classrooms with each other.

Situated Action Connecting Local and Global

TENET 4. *Global Connections and Collaboration.* Educational leaders connect and collaborate globally to promote and support each student's academic success, well-being, and global competence development. This involves building a global professional learning community; developing partnerships with schools in other regions and countries; participating in local, national, and international cross-cultural learning exchanges; forming and maintaining relationships with local, national, and international colleagues; providing a technology base that allows for global connections; and promoting digital citizenship.

Experiencing connections with people from other parts of the world, and even different regions of one's own state or country, can transform students', teachers', and administrators' learning. Currently, global connections can take place through face-to-face exchange programs *and* without even leaving school. For schools with diverse student populations, cross-cultural learning should begin among the students. In addition, virtual exchanges through Skype, Zoom, Google hangout, social media, and other synchronous and asynchronous virtual platforms can be a more cost-effective, equitable, and scalable way to engage with people in other parts of the country and the world. Virtual exchanges do require Internet connection and the technology tools for students and staff to equitably and frequently access it. Fostering meaningful global connections also requires a time investment in upfront groundwork. But once those relationships become established, students find it easy to make instant connections.

TENET 5. *Advocacy and Community Engagement.* Educational leaders encourage student success by advocating for global competence and engaging families, community members, and policymakers for support. This involves promoting global learning to key stakeholders, including staff, students, parents, district leadership, school boards, and state policymakers; gathering input on global initiatives from families, business leaders, and community leaders;

engaging all families as partners in global learning; and connecting to local businesses, universities, community organizations, and cultural initiatives that support global learning.

Advocating for global learning can take many forms: from making the case to parents in newsletters, family nights, and ad-hoc conversations to presenting the benefits of global learning to boards of education. Leaders can engage families in global initiatives by creating communication channels for them to share their perspectives, ideas, questions, and concerns, as well as their own global experiences and expertise. To form relationships with community partners does steer time and energy away from the school building, but the impact is rewarding when measured by the global learning opportunities that can be reeled back in for students and staff, whether that be fiscal or political support, effective professional development, or inspiring guest speakers with varied cultural and global experiences.

Systems and Structures

TENET 6. Equity and Inclusivity. Educational leaders strive for equity of access to high-quality global learning opportunities for all students. This includes committing to deep, ongoing integration of principles of diversity, equity, and inclusion in their leadership and organizational infrastructure; ensuring that every student has equitable access to high-quality coursework, programs, and resources that emphasize global competence; and seeking to hire and manage a diverse staff dedicated to preparing each and every student—regardless of academic ability, disability status, language proficiency, or personal background—for life, work, and citizenship in a global society.

Educational leaders also cultivate an inclusive, caring, and supportive school community that values the cultural and linguistic diversity of each student. This requires supporting staff to be reflective and action-oriented about building a culture that includes, cares for, and supports the unique needs of each student and their family; creating an environment that welcomes and accommodates students, families, and staff from culturally and linguistically diverse backgrounds; utilizing the diversity of students, families, and staff as learning assets throughout classroom and schoolwide programming; and establishing an ethos of tolerance and civility so that all students, families, and staff feel safe expressing personal opinions, beliefs, and perspectives, including open dialogues when intolerance or prejudice occurs.

This tenet recognizes the impact of the diverse cultural and linguistic backgrounds of students and the local community on teaching global competence. Global learning begins right at home with an understanding of oneself, community, and nation to better realize personal and local connections to the broader world. As one leader articulated in a focus group, "Many of the strong learning can and should take place right at home, because that is often where the barriers to empathy and understanding may be strongest." In addition, educational leaders include "dominant" and "nondominant" cultures in their understanding of diversity and view the uniqueness of each child as an asset. Each student and staff member contributes to the plurality of perspectives, experiences, and cultures within a classroom, school, and

community, regardless of whether someone just immigrated or is a fifth-generation immigrant. They also recognize, accommodate, and celebrate the differences that exist within and across subgroups. Finally, leaders understand that equity is not the same as equality (Mann, 2014). Where equality suggests the same for all, equity recognizes that some students need more resources and supports to arrive at the same finish line as their peers. For example, a school may need to provide programs and staff training to targets recently arrived immigrant students that other students would not receive.

TENET 7. *Operations and Management.* Educational leaders manage school operations and resources to support staff and student global competence development. This includes allocating existing resources towards professional learning and development, instructional materials, and staff positions that support global competence; supporting the development of new resources to enhance global competence efforts; providing staff financial support when they travel abroad for professional teaching, research, and learning (e.g., offering continued insurance coverage, sabbaticals); and reviewing and revising school and district policies to support global learning opportunities.

Yes, the challenges of building a substitute bank that allows teachers to travel abroad and having the budget to pay for meaningful global professional learning experiences can be dictated by forces outside of the control of school leaders, such as state legislatures or local tax streams. However, school leaders still have agency in providing sufficient resources for global learning by finding creative external sources of funding, such as grants from local foundations, and courageously advocating for policy changes that facilitate global competence development.

Common Themes

Common elements weave throughout these seven tenets of globally competent educational leadership. First, all are grounded in an ethic of care for individual human beings and the planet. Care in this sense means listening to and acting upon needs that others articulate, rather than assuming what others' needs are. As Nel Noddings writes in her seminal book *Caring*, "When we see the other's reality as a possibility for us, we must act to eliminate the intolerable, to reduce the pain, to fill the need, to actualize the dream…When the other's reality becomes a possibility for me, I care" (1984, p. 14). Second, the tenets make explicit the connection between the local and the global. Learning with and about the world not only connects us with countries and cultures outside of our national borders, it also understands that the plurality within our borders is a microcosm of the wider world, and that local issues our communities face—natural disaster relief, job scarcity, access to clean water—shapes and is shaped by events and circumstances all over the world. Third, these tenets embody a spirit of continuous improvement, focused on using data and reflection to drive decision making and taking measured, incremental steps toward desired changes and outcomes.

High-leverage Practices

A number of cross-cutting practices emerged from our interviews with educational leaders. These point to immediate actions that educational leaders should consider first as they begin integrating global competence into schools.

- *Localize the global.* These tenets all played out differently in different school contexts, which highlights that there is not "one way" to achieve them. Instead, school leaders contextualized their efforts to fit the needs and circumstances of their students and the school community. Nearly all school administrators we interviewed clearly articulated why global competence mattered for their students, whether that was a means of celebrating the diversity within their school setting, engaging students in ways that would make school relevant, or getting students to see beyond the homogenous bubble where they lived. They also connected global competence to the standards, curriculum, and content areas that staff already had to teach by supporting global competence integration into existing content areas.

- *Include everyone in the process.* Most of the school administrators we spoke with brought stakeholders together to come up with a shared definition of global competence and a collective agreement on how to incorporate it into the school mission and vision. They also handed the reins over to staff to lead global learning within their classrooms and across the school. Furthermore, they included families, local businesses, universities, and other community organizations in global learning activities, and included themselves by participating in the global competence learning process alongside students and staff.

- *Take time.* Turning schools into playgrounds for global learning does not happen overnight. It is a process that takes months and years. The school leaders we interviewed made time to engage staff, students, families, and community members as they sought stakeholder buy-in and voices when they introduced global competence to the school. Leaders also built sustained relationships with external organizations to provide professional development and resources for global activities. Finally, they understood that the changes they hoped to see in students might not materialize until after they graduated, as developing global competence is a lifelong endeavor.

Implementing the Global Competence Leadership Tenets

The Global Competencies for Educational Leaders Framework provides a starting point for educational leaders to embark upon their own professional global learning journey. It is both a catalyst for reflection and a springboard for implementing new global initiatives and improving upon existing ones. The framework also serves institutions and organizations that provide educational leadership training and professional development to structure professional learning experiences that foster these seven global competence leadership tenets.

This framework applies to all educators who lead schools in some capacity. While this most directly pertains to principals and assistant principals, it also applies to those who occupy other formal and informal school leadership positions such as teacher leaders, instructional coaches, school coordinators, and curriculum specialists, along with district leaders who work directly with schools. Policymakers and nongovernmental organizations may also find this framework useful in shaping policies and programs aimed at educating students to thrive in a globalized, diverse society.

The seven tenets of globally competent educational leadership are *aspirational*, not prescriptive. They are a gold standard for what educational leaders have the potential to achieve, no matter their level of experience or expertise in this area. Furthermore, they are meant to *integrate with*, not added onto, the professional standards and best practices to which educational leaders already adhere to support students' academic success and overall well-being. As such, they directly align with the Professional Standards for Educational Leaders, specifically the domains of *mission, vision, and core values*; *equity*; *curriculum, instruction, and assessment*; *community of care and support for students*; *professional capacity of school personnel*; *professional community for teachers and staff*; *meaningful engagement of families and community*; and *operations and management*. (See Table 1.)

Table 1. Alignment Between the Global Competence Leadership Tenets and the Professional Standards for Educational Leaders

Domain	Global Competence Leadership Tenet	Professional Standards for Educational Leaders
Shared Mission and Vision	Tenet 1. *Educational leaders facilitate, advocate, and enact a shared mission and vision of high-quality education that includes preparing students for life, work, and citizenship in a global society*	Standard 1. Effective educational leaders develop, advocate, and enact a shared mission, vision, and core values of high-quality education and academic success and well-being of *each* student.
Curriculum, Instruction, and Assessment	Tenet 2. *Educational leaders implement and support curriculum, instruction, and assessment that incorporate and promote the development of each student's global competence.*	Standard 4. Effective educational leaders develop and support intellectually rigorous and coherent systems of curriculum, instruction, and assessment to promote *each* student's academic success and well-being.

Domain	Global Competence Leadership Tenet	Professional Standards for Educational Leaders
Collaborative Professional Community	Tenet 3. *Educational leaders foster a professional community where school personnel work together to build capacity around developing global competence for each student and staff member.*	Standard 6. Effective educational leaders develop the professional capacity and practice of school personnel to promote *each* student's academic success and well-being. Standard 7. Effective educational leaders foster a professional community of teachers and other professional staff to promote *each* student's academic success and well-being.
Advocacy and Community Engagement	Tenet 5. *Educational leaders promote student success by advocating for global competence and engaging families, community members, and policymakers for support.*	Standard 8. Effective educational leaders engage families and the community in meaningful, reciprocal, and mutually beneficial ways to promote *each* student's academic success and well-being.
Equity and Inclusivity	Tenet 6. *Educational leaders strive for equity of access to high-quality global learning opportunities for each student and cultivate an inclusive, caring, and supportive school community that values the cultural and linguistic diversity of each student.*	Standard 3. Effective educational leaders strive for equity of educational opportunity and culturally responsive practices to promote *each* student's academic success and well-being. Standard 5. Effective educational leaders cultivate an inclusive, caring, and supportive school community that promotes the academic success and well-being of *each* student.
Operations and Management	Tenet 7. *Educational leaders manage school operations and resources to support staff and student global competence development.*	Standard 9. Effective educational leaders manage school operations and resources to promote *each* student's academic success and well-being.

In the following "Tenets in Action" section, we provide concrete examples of what each tenet looks like during implementation through suggested activities checklists, case studies, and additional resources:

- **Case Studies.** Case studies provide examples of how practicing school administrators are leading global initiatives in their schools. Representing a cross-section of schools in the United States, these leaders show what is feasible in a variety of school contexts (e.g., urban, suburban, elementary schools, middle schools, high schools, low socioeconomic status, high socioeconomic status, homogenous student populations, diverse student populations).

- **Suggested Activities Checklist.** Whether you have just begun to think about the importance of global education or have been doing this work for decades, the suggested activities checklist provides a personalized starting point on actions to help improve leadership skills for each tenet. The suggested activities are broken into three segments: "First Steps" for those who have not yet taken action in that particular tenet and are looking to get their feet wet, "Deeper Dives" for those ready to plunge a little deeper, and "Full Immersion" for those who feel most advanced in that tenet. Understandably, not all suggested activities are feasible for everyone given context-specific constraints (e.g., state policies that do not allow bilingual instruction, budgetary constraints for professional development). As such, suggested activities should be read as just that—suggestions, rather than a fidelity checklist.

- **Resources.** These include books, articles, websites, and organizations to help you implement each tenet. Note that some are free, while others have a fee. This is not a comprehensive list but a place to get started, and we encourage you to continue to find additional resources that will help you on your global learning journey.

As you read through each tenet in action, we encourage you to ask yourself: What am I doing already? What next steps can I take to expand my practice? How might these examples pertain to my own school context?

Remember, context matters greatly in education, Therefore, there is no single way to enact these tenets. They are designed to spark ideas that make sense for you to implement based on the needs of your students, staff, and community.

Conclusion

The Global Competencies for Educational Leaders Framework provides a common framework for leading schools that support global competence, as well as concrete steps and resources for leading schoolwide efforts that prepare all students for citizenship and work in today's diverse, interconnected world.

This is a living, breathing document, which we expect will continuously change to adapt to the needs of the students and communities we serve and to address revelations of what happens when we begin to implement these tenets in local contexts. As this framework focuses on leading global learning efforts at the *school* level, future work can address what globally competent leadership looks like for district administrators and local, state, and federal government officials, along with what leading globally-minded schools looks like across different countries.

We invite you to use the Global Competencies for Educational Leaders Framework to start or enhance your personal professional learning journey and to ignite conversations in your school community about how to effectively and sustainably cultivate globally competent students and staff for students' individual and collective well-being.

Tenets in Action:
Shared Mission and Vision

Educational leaders facilitate, advocate, and enact a shared mission and vision of high-quality education that includes preparing students for life, work, and citizenship in a global society.

Globally competent educational leaders:

✓ Commit to incorporating global competence as a lens to their own practice.

✓ Bring stakeholders together to collectively define and incorporate "global" learning into the school vision, mission, and strategic plans.

✓ Connect global competence to the needs and priorities of students and the school community.

✓ Model global competence mission and vision through daily actions, communications, and decisions.

✓ Include global competence as part of school definition of student success, and determine what metrics to use to show how students demonstrate global competence success.

Suggested Activities: Shared Mission and Vision

First Steps

❑ Conceptualize global competence definition, vision, and mission with staff, students, and other community stakeholders so that they reflect the needs and priorities of students and the school community

❑ Create a global task force or global action team that includes advocates and stakeholders across the school community, including teachers, administrators, support staff, students, parents, and community members

❑ Identify existing practices, programs, and policies in the school that support global competence and areas where there are gaps to determine where to focus capacity-building efforts

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Suggested Activities: Shared Mission and Vision (*continued*)

Deeper Dives

❑ Facilitate regular meetings of global task force or global action team to oversee implementation of global mission and vision

❑ Include global mission and vision as part of communications plans to staff, students, parents, and community members

❑ Include global competence as part of student learner profiles (e.g., portrait of a graduate)

❑ Establish a set of schoolwide metrics to measure successful implementation and outcomes of the school's global mission and vision

Full Immersion

❑ Require all students to take global courses or participate in a diploma certificate program

❑ Regularly measure and report progress in meeting implementation and student outcome metrics of global mission and vision, and utilize data for continuous improvement efforts

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Case Studies

Committing personally to incorporating global competence.

Mr. Julian Hipkins, Global Studies Coordinator, Theodore Roosevelt High School, Washington, DC

When Mr. Hipkins took on the role of global education coordinator of the District of Columbia Public Schools' (DCPS) first global studies high school (one of three global studies schools in the district), he drew on his personal experience to articulate what a global studies school offers to the school community, and to grow understanding for leadership and faculty. He explains, "Travel and living abroad taught me to appreciate different cultures, and it gave me a new understanding and respect for differences. Roosevelt is my neighborhood school, and I want my students and peers to have their global experiences sooner. I want them to go into college with a global mindset, so they can travel, work abroad, and come to understand and respect differences at a much younger age than I did." Mr. Hipkins started utilizing the Global Competence Framework adopted by DCPS and facilitated conversations with students, staff, and community stakeholders on the topic of global education. Mr. Hipkins believes that because global education asks students to be vulnerable by expressing themselves, it is

important to create a cohort of educators who also feel comfortable being vulnerable; therefore, leadership must also be willing to put themselves in a vulnerable space so they can learn along with the students and staff.

Bringing stakeholders together to collectively define and incorporate global competence into the school vision, mission, and strategic plan.

Mr. Chris Balga, Assistant Principal, Harris Road Middle School, Concord, NC
Mr. Balga oversees three different committees that help support the global initiatives at Harris Road Middle School. Each committee includes multiple stakeholder groups, and while some members overlap, the distribution of global work across three committees allows different voices to be heard. First, a Global Committee meets every other month. This committee created the school's vision and shared mission that defined global education. This was important because, as Mr. Balga says, "You google 'global education' and get 20,000 definitions. It all depends on the institution." The Global Committee came up with the following definition for their school: connect, investigate, and collaborate. *Connect* emphasizes connecting with other cultures and understanding yourself and people around you. *Investigate* focuses on examining our local impact on the world. *Collaborate* emphasizes working together to bring positive solutions to global issues. After the committee arrived at the definition, the staff agreed upon it, and the definition was hung up in all classrooms. Along with creating the school definition of global education, the committee provides resources, tools, and professional development opportunities to assist teachers in this work, including onboarding new staff.

Second, the School Improvement Team, which includes teachers, parents, administrators, and community members, meets monthly to implement the state-mandated school improvement plan and set SMART school improvement goals. One of their school improvement goals focuses explicitly on global education. Third, the Aligned Instructional Leadership Team, which includes school administrators, professional learning community (PLC) liaisons, and lead teachers for each subject area, meets weekly to reflect on teacher progress and bring forth feedback for PLCs regarding global competence integration.

Connecting global competence to the needs and priorities of students and the school community.

Dr. Kimo Carter, Principal, Watertown Middle School, Watertown, MA
When Dr. Carter first became the principal of Watertown Middle School in 2005, he introduced a framework to articulate a shared understanding of global competence, looking at definitions from Primary Source and Fernando Reimers at Harvard, and ultimately settled on the Asia Society Framework. Once they decided upon the framework, Dr. Carter led a team of staff to catalogue what they were already doing as a school and as a district that fit under the Asia Society global competence framework. He shares, "Just as you're teaching to standards,

you have to walk teachers through the process of, 'Here's what I'm doing already and how I'm reaching the components of the framework.' Maybe a grade level has done a traditional report on a country, now we have them look at it in light of the Asia Society framework to reflect on what areas they do well in and where they can improve."

Staff also identified service-oriented activities to be a strong component of global education. For example, the school has community service hours they recommend students complete and multiple annual drives such as Coats for Kids, Pennies for Patients, and a Thanksgiving Basket Drive that provided baskets to newcomer families and families in need. The team also found that the school focused on understanding the world via traditional social studies, but needed to grow in understanding perspectives and communicating with diverse audiences.

Dr. Carter also believes that activities related to global competence have helped address friction between students from Irish, Italian, and Armenian backgrounds and newcomers from Middle Eastern countries. One teacher had a connection with Bernard LaFayette, a Martin Luther King supporter, who spoke at an assembly with teachers and police officers. According to Dr. Carter, "That professional development was transformative and yielded a lot of energy afterwards. Kids, teachers, and police wanted to take action. Now we have a student enrichment class on the principals of nonviolence and effecting peaceful change, have developed parent classes, and are partnering with Brandeis (a local university) to study this."

Modeling global competence mission and vision through daily actions, communications, and decisions.

Mr. Rick Swanson, Principal, Hingham High School, Hingham, MA

Hingham High School recently revisited its core values when it went through the accreditation process, and added "global citizenship" and "environmental stewardship" to the list. Mr. Swanson explains, "Amending the core values went through a process of leadership meetings along with focus groups with students and parents. During these discussions, people asked why the environment and global citizenship weren't already a core value as our school is deeply engaged with them and that's what we're known for."

For the school to reach a place where global citizenship became an obvious choice as a core value did not happen overnight. It required bottom-up and top-down support that developed over the course of a decade. Mr. Swanson explains, "The vision comes from the ground up with effective leadership of administrators and core teachers directing it. There's a contagion around it. When a passionate group people get organized, they pull in other allies, the momentum builds and ripples out. As an assistant principal, global citizenship and environmental stewardship were issues I was involved with. We garnered a lot of allies among faculty, students, and parents over the past ten years, which was aided by the high school's Green Team and Global Citizenship Program becoming the biggest and most visible student groups.

At this point, the infrastructure had built itself, so it was clear to everyone that global citizenship and the environment had to be on the core values list."

Mr. Swanson intentionally makes the mission and core values come alive. The physical space of the school illuminates a global commitment. Murals and a display case in the hallways memorialize the school's exchange program with a baseball team in Osaka, Japan. Posters advertising school trips abroad are prominently displayed in the hallways. The Global Citizenship Program club has a huge bulletin board to advertise upcoming events. Even Mr. Swanson displays photos in his office of the global exchanges he participated in, clearly indicating his personal commitment to global learning. Mr. Swanson also models a global mindset so that students, teachers, and parents believe global learning makes the school special. This is evident through professional development that teachers participate in, international trips that the school runs, and the enthusiasm around their homegrown Global Citizenship Program. He shares, "If you stop and talk to students and teachers and ask what this school is good at and what we're about, they will say global awareness, the environment, and welcoming people."

Additional Resources

Books and Articles

Battelle for Kids and EdLeader21. *Portrait of a graduate* [online].

Gabriel, J. G., & Farmer, P. C. (2009). *How to help your school thrive without breaking the bank: Chapter 2: Mission and vision.* Alexandria, VA: ASCD.

Gallagher, A., & Thordarson, K. (2018). *Design thinking for school leaders: Five roles and mindsets that ignite positive change.* Alexandria, VA: ASCD.

Goodwin, B., & Cameron, G. (2015). *Balanced leadership for powerful learning: Tools for achieving success in your school.* Alexandria, VA: ASCD.

Mansilla, V. B., & Jackson. A. (2011). *Educating for global competence: Preparing our youth to engage the world.* New York: Council of Chief State School Officers and Asia Society.

North Carolina Department of Public Instruction. (2017). *NC global ready schools.*

OECD. (2018). *Preparing our youth for an inclusive and sustainable world: The OECD PISA global competence framework.* Paris, France: Author.

Owens, B. (2017, November). Do you know your school's vision? Tips on making a meaningful vision statement. *Education Week.*

Primary Source. (2017). *Building global schools toolkit* [online].

Reimers, F. (2017). *Empowering students to improve the world in sixty lessons.* Seattle, WA: CreateSpace Publishing.

Sheniger, E. C., & Murray, T. C. (2017). *Learning transformed: 8 keys to designing tomorrow's schools, today*. Alexandria, VA: ASCD.

U.S. Department of Education. *Framework for developing global and cultural competencies to advance equity, excellence, and economic competitiveness.* Washington, DC: Author.

Wiggins, G., & McTighe, J. (2007). *Schooling by design: Mission, action, and achievement.* Alexandria, VA: ASCD.

World Savvy. (n.d.). *Global competence matrix* [online].

Tenets in Action:
Curriculum, Instruction, and Assessment

Educational leaders implement and support curriculum, instruction, and assessment that incorporate and promote the development of each student's global competence.

Globally competent educational leaders:

✓ Support courses, instructional programs, extracurricular programs, and special events that embed global competence

✓ Provide resources and ongoing training to help all staff integrate global competence and student diversity into daily instruction across all content areas and grade levels

✓ Provide access to summative and formative assessments that monitor student global competence development and improve instruction

Suggested Activities: Curriculum, Instruction, and Assessment

First Steps

❑ Work with staff to align current standards, curriculum maps, and assessments with global competence outcomes

❑ Make digital and print resources easily accessible to staff to incorporate into classroom instruction

❑ Incentivize teachers to develop global courses and classroom resources

❑ Host events that promote global learning (e.g., an international night or world culture day to celebrate local and global diversity, a global career fair)

❑ Provide access to world language classes for all students in elementary, middle, and high schools

Deeper Dives

❑ Use existing courses across all subject areas to embed global perspectives and themes

❑ Support staff and students in developing and implementing project-based units that focus on global topics

❑ Incorporate global competence into service learning programs, by encouraging opportunities for students to identify local examples of global issues and take action with community members to solve them

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Suggested Activities: Curriculum, Instruction, and Assessment (*continued*)

Deeper Dives (*continued*)

❑ Support the creation and use of rubrics to assess content areas with a global competence lens

❑ Support the creation and use of assessments that measure global competence

❑ Invest in world language instruction as a core content area required for all students

Full Immersion

❑ Support staff in implementing interdisciplinary project-based units that focus on global topics

❑ Develop and implement a schoolwide global scholar recognition (e.g., diploma, micro-credentials badge) that includes global coursework, service learning, and an inquiry-based capstone project

❑ Support student participation in global experiential learning, including virtual and face-to-face school exchanges and trips, to support content area and interdisciplinary instruction

❑ Use global competence assessments to identify learning gaps and create learning plans for filling those gaps

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Case Studies

Supporting courses, instructional programs, extracurricular programs, and special events that embed global competence.

Dr. Tom Buffett, Principal, Lewton Global Studies/Spanish Immersion Magnet School, Lansing, MI

Dr. Buffett sees global competence habits of work and habits of mind as a lens through which to look at curriculum, and supports teachers to incorporate these global competence habits into instruction through project-based learning. His elementary school students learn through projects with a global theme. This school year, the students' first project focused on the schoolwide theme of global citizenship. For the second project, teachers picked the theme their class investigated individually or as grade-level teams. To showcase students' projects, Dr. Buffett orchestrates "World Wednesdays" on a quarterly basis. He emphasizes that there is not one right way to incorporate global projects into classroom instruction: "Leaders have interesting choices to make around this. This year we shifted from four to two projects to do deeper work. You can choose between schoolwide and/or year-long versus quarterly themes that vary by individual classrooms and/or grade levels. We used to have overarching questions

for each grade level that helped shape the projects—fourth grade was 'Who am I?', fifth grade was 'Who are they?', and sixth grade was 'How do I show up in the world?' Global themes will look different in depending on the context."

In addition to embedding global project-based learning in the curriculum, Lewton offers Spanish immersion, where half of the day, students are taught exclusively in Spanish. All of the school's preK–3 classrooms are Spanish immersion, as are three of the upper elementary school classrooms. Dr. Buffett shares, "There's no better way to learn about culture than through language. Spanish immersion has been amazing in helping students understand culture and cultural perspectives. Language learning is the jet fuel of global citizenship."

Dr. Kimo Carter, Principal, Watertown Middle School, Watertown, MA

Dr. Carter and his staff revamped the curriculum so that global competence, project-based learning, and inquiry learning have become a part of everyday instruction. For example, the school overhauled the humanities curriculum to emphasize the Universal Declaration of Human Rights to focus on social justice issues and actions, refocused aspects of the science curriculum on environmental work, and incorporated virtual conversations with other countries into foreign language instruction. To start this work, teachers at Watertown Middle School worked together in grade-level subject teams to meet the standards in ways that simultaneously develop global competence. Dr. Carter shares, "Global competence is really integrated. It's not its own little island. It's a mindset more than a discipline. You can teach anything with a global competence mindset, and it will make whatever you teach richer."

Dr. Carter also promoted a similar global realignment for special programs and events. The school adjusted the curriculum of their annual eighth grade trip to Washington, D.C., to incorporate a global perspective. Similarly, the annual sixth grade geography class World's Fair shifted from "an understanding of other countries as American tourists understand that country" to "presentations from the perspective of a person living in that country, which addresses perspective-taking and empathy."

The middle school has introduced new projects as well. For example, all eighth grade students complete a group capstone project where they examine a social justice issue in their community, country, and world; find and connect to ally organizations; make a presentation; and engage in an action component. The topics that students select address local and global concerns, such as male stereotyping in advertisements, water shortages in Africa, girls' access to education, nutrition in the school lunch program, and privacy invasion with a focus on school security cameras. Dr. Carter takes a flexible approach to introducing these projects by testing out new ideas and discarding them if they don't work.

Mr. Cliff Hong, Principal, Roosevelt Middle School, Oakland, CA

As principal of Roosevelt Middle School, Mr. Hong has experimented with different curricula as the school works towards integrating global competence into their instruction. The school

has brought in globally oriented curricula such as Engage NY for humanities subjects, which includes readings on international topics like water and migration. The leadership team also brought in World Savvy programming to intentionally consider how they weave global topics into instruction in a way that helps teachers think with the students in mind. World Savvy helps facilitate staff and students to discuss topics that interest them, and supports teachers as they build units based on student interest. As Mr. Hong describes, "It's a continual iteration around curriculum. We do want to do well on state tests, but that's not the most important thing. Curriculum is always in flux and we're trying to nail it down."

Providing ongoing training to help all staff integrate global competence into daily instruction.

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

As chief academic officer, Mr. Wozniak supports schoolwide learning in global competence from elementary through high school. He states, "Global competence belongs in every content area and every grade level. It's not a novelty, it's not a fun project to do after the state tests are over or an international fair that you host once a year. It's core. It's the lens through which the learning happens." He has applied various pedagogical frameworks for global learning, including project-based learning and Understanding by Design® framework as a model for building teachers' proficiency with developing an essential question and using backwards planning to structure a global unit from the ground up.

To help staff integrate global competence into their instruction, his school partnered with Asia Society's International Studies School Network (ISSN) for intensive coaching and support for both administrators and teachers. The ISSN coaches worked with teachers multiple times a year to help them focus on core instructional issues such as developing a unit of study, using a pacing planner, and considering essential questions to shift the teaching lens to weave global competence into the content areas. At first, this practice was applied at Vaughn's high school campus, and now this opportunity is available for small teacher teams representative of the K–12 span. At the beginning, teachers simply developed one unit with one essential question and big idea that tied into a component of global competence, and added to that repertoire on an annual basis.

Dr. Tom Buffett, Principal, Lewton Global Studies/Spanish Immersion Magnet School, Lansing, MI

Dr. Buffett recognizes the importance of training and supporting teachers in project-based learning with a global slant: "Some teachers are naturally there. For others, it's harder. There is a range in comforts of teaching through projects. It's a different instructional approach where teachers aren't providers of knowledge, but rather facilitators of knowledge creation and

development. Students learn through inquiry focused on a global issue, a radically different learning experience than passively receiving information. Teachers also have different levels of exposure to the world, how much they pay attention to what's going on in the world. For some teachers, it's easy for them to identify alternative perspectives and incorporate them into projects. Other teachers haven't had those experiences."

Therefore, Dr. Buffett enlisted the Buck Institute for Education as the foundation for summer professional development and ongoing training on project-based learning. He also connected with nearby Michigan State University, where professors in the college of education were researching project-based learning to better understand what makes such programs successful. He realized that leaders have to build that time into teachers' ongoing training and planning to thoughtfully scaffold the development of global project-based learning units. He shares, "Projects are key to incorporating global competence. We've learned a ton about the importance of scaffolding teacher learning and support with our plan for implementing projects, which includes connections to a global issue, an entry event to engage students, and authentic audiences to engage students with. Yet those plans are still short of 'So, what do I do on Monday?' Answering this question is critical. Because there's not a global project catalogue, it takes a lot of time and energy for teachers to develop curriculum they can implement in the classroom on Monday morning."

To fill the implementation gap, he and his team developed a lesson plan template, which has evolved over time to ask teachers to connect one or two core science, social studies, or writing standards to a global project. To get teachers on board with developing this lessons, he begins with the simple questions: *What are you excited to teach? What are students excited to learn?* From there, teachers identify a global issue that they're interested in learning more about and connect that issue with the content area they're teaching.

Providing access to summative and formative assessments that monitor students' global competence development.

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

Middle school and high school students track their growth in global competence through a digital portfolio developed by the Vaughn leadership team. Mr. Wozniak explains, "It's a compendium of the work they've done." Each semester, students create a presentation that demonstrates how they have grown as a global citizen in one or more of the four key pillars of global competence. All prospective Vaughn graduates are required to defend their portfolio, and each 12th grade student invests time throughout the spring semester developing a High School Retrospective speech. Through this speech, each student reflects on their growth through the lens of global competency while presenting their findings, backed by artifacts (e.g., projects, experiences, and other evidence of growth), to a public audience.

Additional Resources

Books and Articles

Jacobs, H. H. (2010). *Curriculum 21: Essential education for a changing world*. Alexandria, VA: ASCD.

Larmer, J., Mergendoller, J., & Boss, S. (2015). *Setting the standard for project based learning*. Alexandria, VA: ASCD.

Mansilla, V. B. (2016). How to be a global thinker. *Educational Leadership*, 74(4), 10–17.

Reimers, F. (2017). *Empowering students to improve the world in sixty lessons*. Seattle, WA: CreateSpace Publishing.

Westerberg, T. (2016). *Charting a course to standards-based grading: What to stop, what to start, and why it matters*. Alexandria, VA: ASCD.

Wiggins, G., & McTighe, J. (2005). *Understanding by design* (2nd edition). Alexandria, VA.

Classroom Resources

Framework for High-Quality Project-Based Learning. Describes six criteria of a project that must be present in a project to equip educators and organizations to provide all students high-quality project-based learning experiences.

International Baccalaureate Primary Years Program (PYP). Nurtures and develops students ages 3–12 as caring, active participants in a lifelong journey of learning and challenges them to explore local and global issues and opportunities in real-life contexts.

Project Zero Global Thinking. Describes thinking routines that foster understanding and appreciation of today's complex globalized world that can be implemented in preK–12 classrooms.

Teachers for Global Classrooms (TGC) Global Education Guides. Offers curriculum and resources developed by TGC fellows, organized by state and subject area.

Global Certificate Programs

Global Education Certificate. Toolkit to help establish new and strengthen existing global education certificate programs at the school, district, state, and community levels.

Hingham High School Global Citizenship Program. Example of a schoolwide certificate and club program that increases students' global competence through interdisciplinary academic study, community service, and international travel.

Illinois Global Scholars Certificate Program. A statewide program that allows districts to recognize high school students who demonstrate global competence through coursework, service learning, global collaboration, and a capstone project.

Professional Learning on Global Integration

ASCD Teaching for Global Competence Videos. These videos take viewers inside elementary and secondary schools to observe how teachers integrate global perspectives and themes into standards-based lessons and daily classroom discussions. Videos include closed captioning and study guides.

Asia Society ISSN. The ISSN offers professional development, tools, resources, and coaching to support performance-based and globally focused instruction, curriculum, and assessment.

World Savvy. A nonprofit that partners with educators, schools, and districts to integrate global competence and project-based learning and teaching and learning into K–12 classrooms.

Tenets in Action:
Collaborative Professional Community

Educational leaders foster a professional community where school personnel work together to build capacity in developing global competence for each student and staff member.

Globally competent educational leaders:

✓ Expose staff to information on global learning opportunities

✓ Provide staff time for leading collaborative, innovative work

✓ Provide job-embedded professional development focused on global competence that allows for teacher innovation, experimentation, differentiation, and leadership

✓ Provide opportunities for nontraditional professional development that focuses on global competence, such as educator exchanges, microcredentials, and certificate programs

✓ Allow staff, students, and administrators to lead their own global learning and learn from and with each other

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Suggested Activities: Collaborative Professional Community

First Steps

❑ Assist staff in reflecting on where they are already integrating global competence and where they can expand their work

❑ Share information on global learning opportunities and resources with staff via email blasts, newsletters, faculty meetings, and social media

❑ Encourage staff to participate in nontraditional professional development that focuses on global competence

❑ Block out shared planning time for staff within and across departments to share best practices for global learning and to develop lessons and units that incorporate global perspectives and themes

❑ Establish norms and expectations for interacting in a professional learning community that models global competence (e.g., valuing diversity and multiple perspectives, active listening) and effective collaborative learning strategies (e.g., lesson study, critical friend, book studies)

Suggested Activities: Collaborative Professional Community (*continued*)

Deeper Dives

❑ Include global competence integration into templates for lesson plans and classroom observation protocols, and provide feedback on global competence components of lessons

❑ Ensure that staff meet regularly throughout the school year during shared planning time within and across departments to share best practices for global learning and to develop lessons and units that incorporate global perspectives and themes

❑ Develop pathways for teachers to lead global competence capacity-building efforts

❑ Celebrate educators who participate in nontraditional professional development focused on global competence, and have them to share lessons learned with all staff

Full Immersion

❑ Personalize professional learning by providing teachers choices on aspects of global competence to delve into

❑ Allow opportunities for staff to regularly collaborate on both disciplinary and interdisciplinary lessons and units that incorporate global perspectives and themes

❑ Support teachers in leading professional learning focused on global competence

❑ Schedule time for teachers to observe one another implement global lessons and provide constructive peer feedback

❑ Devote allocated professional development days in the summer and throughout the school year for the entire staff to create a whole-school model for global competence teaching and learning

Case Studies

Providing job-embedded professional development focused on global competence that allows for teacher innovation, experimentation, differentiation, and leadership.

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

When Vaughn's leadership team first introduced global competence to the high school staff, the focus immediately rested with protecting time during professional development days that would allow staff to engage in collaborative planning alongside Asia Society's ISSN instructional coaches to integrate global competence into their lessons. Mr. Wozniak looked for early adopters who could effectively model global integration and "who could teach with the backing of both strong theory and practice—teachers who, early on, were able to clearly

demonstrate the nitty-gritty of the entire process from ideation to planning to implementa-tion." Giving teachers the opportunity to consistently model global teaching for their col-leagues was crucial in helping apprehensive teachers step out of their comfort zone. Today, many of their high school staff have been doing this work for a decade, so Mr. Wozniak has shifted to a bifurcated professional development model with two cohorts that emphasize teacher leadership: one focused on building capacity and the other on mentorship. New staff work on the fundamentals of incorporating global projects into course content, while veteran teachers coach new staff on integrating global competence. Further, when Vaughn introduced global competence to the middle school campus, they facilitated meetings of teachers grouped by content areas across grades 6 through 12, so that the middle school teachers could learn from colleagues who had already done this work.

For the elementary school teachers, professional development looked a little different. Mr. Wozniak explains, "The toughest part was teachers saying, 'I'm responsible for all of the content areas. How do I globalize everything?' So we asked them to pick just one content area where they felt comfortable inserting global competence, with the understanding that everyone was going to do it. Teachers began to come out of their 'this is science or history or math' boxes and saw that bits and pieces of what they were trying to teach kids could be addressed in multiple contexts. The license of teachers to be creative within any program or model is the only way integrating global competence works because teachers have owner-ship. A culture that leadership espouses of being able to experiment and make mistakes is extremely important."

Providing staff time for collaborative, innovative work.

Dr. Aimee Fearing, Principal, Wellstone International High School, Minneapolis, MN
Dr. Fearing firmly believes in building in time for teachers to collaborate on global learning. She shares, "As an administrator, my number one rule is that the schedule allows for it. As a former teacher, [I understood] it was difficult to find times to meet if it wasn't in the schedule as an expectation." She builds time into the schedule by giving each grade level team a com-mon collaborative time to meet. Secondly, she reorganized the leadership structure so that the teachers who led the collaborative grade-level meetings also serve on the school leadership team. "Every team has representation on the leadership team, and it empowers teachers hav-ing them be a part of the team," Dr. Fearing explains.

Not only has this streamlined communication, but the new leadership team meetings have led to deeper staff learning and more collaboration across grade levels. Dr. Fearing elab-orates, "These meetings are deeper than check-ins, because we do curriculum review and classroom observations together. There's a sense of, 'Yes, I teach in the Senior Institute, but I'm going to observe the Junior Institute to see where students are coming from.'" Instilling a cul-ture of collaboration also helps her and her staff take on the challenge of infusing global learn-ing: "It's hard work and challenging work, but it's the right work. I've found you have to be

surrounded by educators who are focused on this work, because its often very daunting. To have teachers, staff, and people like our World Savvy partners who you can bring in to reflect and have conversations about where the school needs to be makes working within the scope of the world less overwhelming. Having a support network is huge."

Allowing staff, students, and administrators to lead their own global learning.

Dr. Aimee Fearing, Principal, Wellstone International High School, Minneapolis, MN
Beyond managing the logistic aspects of time, scheduling, and resources, Dr. Fearing underscores that one of the most important aspects of managing global learning is loosening the reins on staff who are dedicated to it. She explains, "If I have a teacher who says, 'I have this really cool project' or 'We want to do a World Savvy program,' my management perspective is to say, 'Go for it and let me know what you need.' It's about trusting teachers that they will get to the endpoint of where they'd like to be, and being okay that, with global projects, sometimes the destination isn't as clear as you'd want it to be. It's about believing in my staff to do the work and not micromanaging it."

Mr. Christopher Huff, Principal, Waverly High School, Waverly, MI
Teacher leadership has been key to Mr. Huff's approach to integrating global competence into the school. His approach is simple: "I just say yes. A teacher has an idea, and I say yes. I'm really a fly on the wall. I encourage teachers to tell me about opportunities, and if I can be involved I am. It usually turns out to be an amazing opportunity."

Additional Resources

Books and Articles

Goodwin, B., Gibson, T., Lewis, D., & Roleau, K. (2018). *Unstuck: How curiosity, peer coaching, and teaming can change your school*. Alexandria, VA: ASCD.

Hall, P., & Simeral, A. (2017). *Creating a culture of reflective practice: Capacity-building for schoolwide success*. Alexandria, VA: ASCD.

Sterrett, W. (2015). *Igniting teacher leadership: How do I empower my teachers to lead and learn?* Alexandria, VA: ASCD.

Venables, D. (2017). *Facilitating teacher teams and authentic PLCs: The human side of leading people, protocols, and practices*. Alexandria, VA: ASCD.

Professional Development

ASCD Globally Competent Learning Continuum. Online self-reflection tool for K–12 educators to self-assess their level of global competence and find resources to further their professional growth.

Digital Promise Global Microcredentials. A suite of eight microcredentials for teachers to examine practice in elements of global competency and global citizenship.

Global Competence Certificate. Premier online graduate level certificate program in global competence education for inservice educators.

Global Education Conference Network. An online community dedicated to globally connected teaching and learning, which virtually hosts an annual global education conference and global education fairs.

Global Fluency Institute. Trainings provide professional development that equip educators with the skills to communicate with, understand, and leverage cultural diversity.

Participate. An online continuous learning platform for educators that provides opportunities to engage in conversations from educators around the world, collections of global competence resources, and courses with digital badges.

Primary Source. A nonprofit organization that works to advance global and cultural learning in schools by providing educators seminars, online programs, free webinars, partnerships, and custom services for districts and schools.

World View. Public service program at the University of North Carolina at Chapel Hill that brings experts to contribute year-round professional development on best practices for integrating global education into curriculum and across all grade levels, through symposium, seminars, workshops, webinars, and international study trips.

Tenets in Action:
Global Connections and Collaboration

Educational leaders connect and collaborate globally to promote and support each student's academic success, well-being, and global competence development.

Globally competent educational leaders:

✓ Seek to build their own global professional learning community

✓ Develop partnerships with schools in other regions and countries

✓ Participate in local, national, and international cross-cultural learning exchanges

✓ Form and maintain relationships with local, national, and international colleagues

✓ Provide a technology base that allows for global connections

✓ Promote digital citizenship

Suggested Activities: Global Connections and Collaboration

First Steps

❑ Join professional networks and organizations that have a global reach

❑ Use technology tools to search for and establish partnerships with schools in other regions and countries

❑ Offer professional development on how to effectively use technology tools to connect students and staff locally, nationally, and internationally

❑ Connect with leaders in other schools, districts, states, and countries to solicit ideas and advice about global initiatives

Deeper Dives

❑ Host delegations of school leaders from other countries and share lessons learned

❑ Use technology (e.g., social media, video chat) to initiate conversations and learning activities with colleagues in other regions and countries, using best practices of virtual exchange and digital citizenship

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Suggested Activities: Global Connections and Collaboration (*continued*)

Deeper Dives (*continued*)

❑ Provide the equipment, space, and time for students and staff to regularly utilize digital learning for globally focused research, communication, and project-based learning

❑ Review promising practices on global integration from other countries

Full Immersion

❑ Sustain exchange programs for students and staff with partner schools or cities from other countries

❑ Visit schools and school leaders in other regions and countries to learn best practice on topics important to your school community and participate in problem-solving activities.

❑ Host teachers and delegations from other regions and countries

❑ Adapt promising practices on global integration from other schools, districts, states, and countries

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Case Studies

Developing partnerships with schools in other regions and countries.

Mr. Rick Swanson, Principal, Hingham High School, Hingham, MA

Mr. Swanson has helped to create a school culture that embraces international travel. The school has provided opportunities every year for students to travel all over the world, including the Dominican Republic, Peru, Italy, Spain, France, China, India, Vietnam, and Japan. Trips, the majority of which are run through the organization Education First (EF), have specific themes. For example, the trips to the Dominican Republic were focused on service learning; trips to Italy and Spain were hosted by the school's Latin and Spanish clubs; and trips to India, Vietnam, and Peru were World Challenge Trips that included a mix of tourism, adventure, and community service that deeply engage students in the planning process. Mr. Swanson touts the importance of international exchanges for students *and* school staff: "For kids who go on trips, it's such an impactful experience. The students make connections to the Global Citizenship Program and want to sign up after returning home to learn more about the world and even more about where they visited. The camaraderie that forms is incredible as well. The chaperones who attend really bond with one another and want to promote global citizenship when they return."

The most memorable and sustainable cross-cultural learning exchange at Hingham High School has been a homegrown partnership that has flourished between the Hingham

community and a baseball team from Osaka, Japan. The exchange came out of a webinar where Global Citizenship Program students spoke with the filmmakers of *Kokoyaku*, a documentary about a Japanese high school baseball team. Through the filmmakers, the school connected with the Japanese coach who wanted to take his team to the United States. Mr. Swanson, a baseball aficionado and the school's baseball coach at the time, made it happen. Thirty-five high school baseball players from Osaka came to Hingham for a week, where they stayed with Hingham High School students' families and attended school with them. Mr. Swanson explained, "The whole school experienced the exchange because the Japanese students came to class, so all students were able to interact with them." Hosting the baseball delegation from Osaka further opened up Mr. Swanson's and his students' eyes to the connections that their local community had to Japan. When the group took a field trip into Boston, they visited Fenway Park—and realized that a famous Red Sox pitcher was from Osaka as well. They visited the John F. Kennedy Presidential Library, which meant a lot to the Japanese students because Caroline Kennedy was the Ambassador to Japan at the time. Finally, their tour guide of Harvard just happened to be an international student from Japan. The exchange trip culminated in an exhibition game between Hingham High School and the Japanese baseball team, which was featured in a *Boston Globe* story by a Pulitzer Prize–winning journalist.

The following year, with the help of Envoys, a global education organization based in Cambridge, MA, Hingham High School sent a delegation of 40 students to Osaka. They reserved half the airplane seats for baseball players, and the rest were opened up to anyone in the school. Mr. Swanson describes how the baseball focus opened up the world to certain students: "When we went to Osaka, some kids who went wouldn't have ever considered traveling. For example, one student loved baseball and was a good player, but wasn't necessarily considering college. He wound up going to Japan and it meant more to him than anyone. Sports can be that hook. This kid wouldn't have applied for anything academic, but traveling to Osaka was a big moment for him." Students spent time with hosts during two afternoons and evenings. In addition to playing a baseball game in a historic stadium and attending the *Koshien* tournament (Japan's annual two week–long national high school tournament), students toured Tokyo, Hiroshima, and Kyoto.

As a school leader, Mr. Swanson visibly demonstrates his commitment to forging global connections by actively participating in international exchanges as well. He has chaperoned trips to the Dominican Republic and Japan, and participated on a tour to China through EF with a group of 25 teachers and administrators passionate about global education, and reflects on the impact that travel opportunities have on him as an educator professionally and personally. He shares, "Traveling to the Dominican Republic made me want to learn Spanish, read about Dominican history, and understand how they're now just going to a full day of education and how that inequity existed for so many years." Regarding the Osaka exchange, Mr. Swanson formed a personal relationship with the Japanese head coach, who, on a whim, ran a practice for his son's baseball team. Mr. Swanson shares, "Fun, unique things have come out this exchange both for our school and for me personally."

Participating in local, national, and international cross-cultural learning exchanges.

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

Mr. Wozniak demonstrates the importance of international and national exchanges for promoting global learning. He helped lead his school's effort to set up sister school programs in China, because he sees world languages as key to exposing students to diverse cultures. Each year, a group of 14 to 20 students travel to Beijing and Shanghai for ten days, where they live with homestays and attend Chinese public schools. The Chinese exchange program is one of many ways that students at Vaughn interact with peers from all over the world. Mr. Wozniak states, "In this day and age, you don't have to travel. Kids are easily able to interact across boundaries. One of our students was writing a research paper on the education system in Uzbekistan, and he interviewed a student from there in the classroom, right there on his phone."

Mr. Wozniak also emphasizes the importance of joining a network of likeminded educators focused on schoolwide global competence initiatives. His school joined the Asia Society's ISSN to help achieve their global vision. The ISSN not only provided technical support in helping build the school's model for global learning from the ground up, but connected 40 schools across the United States seeking to support one another's global mission. For example, when his school was setting up digital portfolios to monitor students' global competence development, Mr. Wozniak's students observed portfolio defenses presented by students at another school that had already established such a system.. Vaughn also welcomes schools from around the country to observe how their global programs operate. Mr. Wozniak sees the value in making teachers at his school aware that other schools are doing this work, and explains, "Support from other schools and other colleagues is not promoted enough in the mainstream of education. Even though global competence is sometimes looked at like at a novelty overall on the national scale, considering how much smaller the world is and the ease of communication across borders, our kids will be left behind if they don't learn this." Connecting with colleagues already doing this work has helped make global learning actionable for Vaughn's staff on a broader scale, and builds morale so that teachers don't feel isolated and see themselves as being alone at the forefront of an important trend in education.

Forming and maintaining relationships with local, national, and international colleagues.

Mr. Chris Balga, Assistant Principal, Harris Road Middle School, Concord, NC

Mr. Balga actively participates in discussions with colleagues across his district, state, and country to share best practices around leading global initiatives. Mr. Balga works with schools across his district on how to begin implementing global education, and serves on the global committee focused on the districtwide global education strategy. He also shares best practices on going global with schools across his state. He regularly receives phone calls and school

visits with schools seeking advice on how to pursue North Carolina's Global Educator Digital Badges for staff and apply for North Carolina's Global Ready School Designation, and coaches them on how to go about it so they can learn from Harris Road's growing pains. In addition to his participation in their global leaders program, Mr. Balga serves on the advisory board of World View, a public service program at the University of North Carolina that provides global education professional development.

Mr. Balga also intentionally connects his school staff with colleagues he meets at conferences. For example, after his principal, Raymond "Tripp" Aldredge, attended a conference session on global music, Mr. Aldredge and Mr. Balga reached out to the presenter, Melissa Morris, and asked if she would come down from New York to share her work with his school staff. Within a day, Ms. Morris responded, and for the opening staff meeting that next school year, she led a school drum circle focused on music, students' feelings, and making classrooms a criticism-free zone. The drum circle left a great impression on staff, who also played an educational game, Mystery Skype, with their one of Ms. Morris's colleagues. Ms. Morris also assisted one of their teachers to develop a World Music class for students which has been very successful.

Additional Resources

Books and Articles

Anderson, S. (2014). *The tech-savvy administrator: How do I use technology to be a better school leader?* Alexandria, VA: ASCD.

Stewart, V. (2012). *A world-class education: Learning from international models of excellence and innovation*. Alexandria, VA: ASCD.

International Exchange Programs

Education First. Organization that offers study abroad, student exchange, and language programs for middle school and high school students and educators.

Fulbright Distinguished Awards in Teaching Program. This U.S. Department of State exchange program offers short-term and semester opportunities for K–12 educators to study, teach, and research abroad.

NEA Foundation Global Learning Fellowship. A 12-month professional development program that includes in-person workshops, online coursework, webinars by leading experts, peer learning, and an international field study experience.

Teachers for Global Classrooms. A year-long, fully funded professional development opportunity for U.S. elementary, middle, and high school teachers to become leaders in global education, which includes an online course, a global symposium, international field experience, capstone project, and alumni support.

Virtual Exchange Tools and Programs

ePals. A community of collaborative classrooms engaged in cross-cultural exchanges, project sharing, and language learning.

Empatico. A free tool that connects classrooms around the world for students aged 7–11 through live video and research-based activities.

Global Nomads Group. Videoconferencing, virtual reality, and other interactive technologies bring young people together across cultural and national boundaries to examine world issues and to learn from experts in a variety of fields. Website includes lesson plans, videos, and other resources.

Global Read Aloud. Classrooms around the world read books together every October.

International Education and Resource Network (iEARN). A global network that facilitates online project-based collaborative learning in classrooms around the world.

Level Up Village. STEAM curriculum that connects students to partners around the globe.

Stevens Initiative. Funds online, international, and collaborative virtual learning exchanges to build global competence for young people in the United States and the Middle East.

Professional Networks

#globaledchat. A weekly Twitter chat covering topics related to teaching with a global perspective, with rotating guest hosts of education experts and influencers. Hosted by the associate director in the Center for Global Education at the Asia Society (@HSingmaster) and sponsored by @AsiaSocietyEDU.

Global Schools Network. A community of schools committed to inclusive and equitable quality education for all with a focus on global awareness, global competence, cultural competence, and linguistic development.

Tenets in Action:
Advocacy and Community Engagement

Educational leaders promote student success by advocating for global competence and engaging families, community members, and policymakers for support.

Globally competent educational leaders:

✓ Promote the importance of global learning to key stakeholders, including staff, students, parents, district leaders, school boards, and state policymakers

✓ Gather input on global initiatives from families, business leaders, and community leaders

✓ Engage all families as partners for global learning

✓ Connect to local businesses, universities, community organizations, and cultural initiatives that support global learning

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Suggested Activities: Advocacy and Community Engagement

First Steps

❑ Survey parents and community members to learn about their cultural backgrounds, global experiences, and attitudes towards global competence initiatives

❑ Host parent and student town hall meetings to share information, answer questions, and gather feedback on global competence initiatives

❑ Host community forums that invite strategic business and community leaders

❑ Invite families to participate in world cultures days or international nights

❑ Conduct a community audit of cultural and global resources (e.g., businesses with global ties, religious institutions, languages spoken) that might support students' global competence development

Deeper Dives

❑ Invite parents, community members, and local business leaders as guest speakers on cultural and global topics

❑ Help staff and students who participate in global learning experiences (e.g., exchange programs, project-based learning investigations) present what they have learned to school assemblies, PTA meetings, district administrators, and school boards

Suggested Activities: Advocacy and Community Engagement (*continued*)

Deeper Dives (*continued*)

❑ Create digital and print collateral to share with staff, students, and families that makes the case for why global learning matters to their local context and addresses concerns voiced by community members

❑ Reach out to local individuals and community groups to become partners in students' global learning

❑ Encourage families and community members to serve as hosts for exchange students

❑ Ensure that school documents intended for community dissemination are translated into languages commonly spoken in the community

❑ Invite family members and strategic business and community leaders to serve on global task forces or advisory boards

Full Immersion

❑ Organize student-led conferences and exhibitions that highlight students' global work and interests that are open to the public

❑ Work with existing sister city, rotary and other local civic relationships so that they include educational exchanges for students and/or staff

❑ Serve on town, city, state, or national commissions that advocate for global learning

❑ Engage in global learning experiences with local community groups (e.g., student internships with multinational businesses, service learning projects with religious institutions, investigating diversity of language and culture within the community)

Case Studies

Gathering input on global initiatives from families.

Mr. Cliff Hong, Principal, Roosevelt Middle School, Oakland, CA

To engage families, Mr. Hong hosts parent engagement groups where the group talk about curriculum and topics. He shares, "We would like to have a curriculum topic night where the community can share what they hope students will learn about. We have an international school population: 548 students are students of color and two students this year are Caucasian; most are children of recent immigrants or long-term English learners. So what we want to do is not force what the state or federal government says is official curriculum down to them. We want to co-construct the curriculum based on the topics that are important to them. Memorizing facts isn't most important. Empowering people who can make their community better is."

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

One element of Vaughn's teacher evaluation matrix includes the extent to which it includes parents in instructional programming. As a school leader, Mr. Wozniak encourages parent involvement in many different forms. He shares, "There are multiple ways to involve parents that allow them to be engaged in authentic ways. It can be as simple as asking kids to interview their parents about a critical issue. We also have a great art teacher who asks students to put social justice messages into their artwork, then hosts an art exposé where she invites all of the parents in the school community to serve as both an authentic audience for the students' work and as judges on the social message of the artwork."

Connecting to local businesses, universities, community organizations, and cultural initiatives that support global learning.

Mr. Rick Swanson, Principal, Hingham High School, Hingham, MA

Mr. Swanson has reached out to an array of financial and cultural resources in his town and surrounding area to support global initiatives. He shares, "We have a lot of advantages being in a community that is very supportive of our schools. Once you start to look, there's all kind of support out there." Foundations have been one fruitful source of financial support for new projects. For example, to start the school's Global Citizenship Program (GCP), Mr. Swanson and two teachers applied for a grant from the local Hingham Education Foundation, which provides seed money to support school, teacher, and administrator ideas. When the high school began planning the Osaka, Japan, exchange, a GCP teacher wrote and received a $50,000 grant from the United States Japan Foundation. Partnerships with local organizations and universities in and around the Boston area have further supported staff and student global learning. including Primary Source for professional development, Education First for international trips, and Harvard University for speakers on timely global topics.

Mr. Swanson also calls upon the business community in creative ways. He explains, "There is something in it for businesses to be associated with innovative educational initiatives. Many pride themselves on being good corporate citizens and are eager to help." Local businesses have underwritten the reusable hydration stations located throughout the school and have paid for speakers. Many local businesses also supported the Osaka exchange, including the baseball boosters club, a car dealership, a water company, and a local bank. Local celebrity chef Paul Wahlberg hosted dinners at his restaurant for the coaches, a jeweler donated gifts, the Little League donated baseball caps and shirts, the Boston Red Sox gave the students a free tour of Fenway Park, and the Boston Celtics gave away 100 basketball tickets to host families and their exchange students. Mr. Swanson advises: "When you're passionate, you can find the time to make calls to reach out. It's well worth it. It's one of the most exhilarating parts of my work, the most rewarding, and the most fun. Plenty of businesses did say, 'No thanks.' But plenty of others were super enthusiastic."

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

Mr. Wozniak works hard to find authentic experiences for students to apply global competence skills and knowledge. He reached out to the World Affairs Council in his city, a nonprofit that brings in world leaders to ticketed dinner events to give speeches to their members. Since making that first call to ask if his students could attend, Mr. Wozniak has taken students to 75 of these events. Students have interviewed presidents, ambassadors, and other foreign officials from Tanzania, Ghana, Egypt, Pakistan, China, and more.

Mr. Wozniak explains the process: "I take four kids who will interview the world leader for 20–30 minutes. To select the students, I'll go to teachers and say, 'Here's this opportunity. If anyone in your class is doing a project that relates to something that the World Affairs Council speakers could address let me know.' Then I open the invite, so everyone has an equal stake in this. When the students are chosen, we brief them on the critical issues and assist them in developing questions that they may wish to ask of that particular world leader. For example, when Mr. Wozniak publicized that the president of Ghana would be speaking at the World Affairs Council, three students came forward and said, 'We want to ask about LGBTQ rights to the president of Ghana.' In preparation for the interview, Mr. Wozniak taught them skills in diplomacy, tact, researching, creating questions, and public speaking. He shares, "Instead of starting with the statement 'that's not fair,' we teach students ways to ask question so that the other person actually listens to you. As a result, when the students conducted the interview, they made the president of Ghana dance around their questions. They didn't ask a softball question. World leaders aren't expecting that. Kids see in themselves that they can interact with leaders on a global stage. To do that effectively takes preparation, understanding, and actualizing what they're learning."

Dr. Tom Buffett, Principal, Lewton Global Studies/Spanish Immersion Magnet School, Lansing, MI

Dr. Buffett actively seeks partnerships with local university and community organizations that "have their heart in global education." He recognizes that even though Lansing, Michigan, is a sanctuary city with some efforts to be open to world cultures, that doesn't mean their students and families get exposed to them. Therefore, he identifies community resources that bring the world to students. For example, he connected with the Michigan State University (MSU) professor who directs their school of education's global education program for potential hires. He shares, "We have one graduate of the MSU program as a first-year teacher and she's absolutely fantastic. She's already there, and makes my job so much easier. She loves learning about the world and taking that to kids." Other examples include engaging a local church group to facilitate activities for the school's African Heritage Night and asking his wife, a professor at MSU, to recruit international students for Asian Heritage Night. For Dr. Buffett, inviting partners to visit the school is key. He advises, "So much is about inviting partners into our school, understanding what they hope they'll get out of the work, seeing what our students are capable of,

and explaining our hopes and vision for the partnership. When community members come to our school who have never been before, it opens more doors."

Additional Resources

Books and Articles

Campos, D., Delgado, R., & Huerta, E. S. (2011). *Reaching out to Latino families of English language learners.* Alexandria, VA: ASCD.

Cashman, J., Linehan, P., Purcell, L., Rosser, M., Schultz, S., & Skalski, S. (2014). *Leading by convening: A blueprint for authentic engagement.* Alexandria, VA: National Association of State Directors of Special Education.

Ridnouer, K. (2011). *Everyday engagement: Making students and parents your partners in learning.* Alexandria, VA: ASCD.

Advocacy

Mapping the Nation. Online mapping resource and toolkit from the Longview Foundation and Asia Society to promote international education at the national, state and county levels.

Community Organizations and Resources

National Resource Centers. Title VI under the Higher Education Act has created centers to study different regions of the world, language centers to expand instruction of "uncommon languages," and language institutes to train foreign language teachers, most of which are housed at universities.

TakingIT Global. A global online community that seeks to inspire, inform, connect, and empower youth to take action to improve communities locally and globally.

World Affairs Councils of America. Located in 40 states, including Washington D.C. and Puerto Rico, the 90 World Affairs Councils across the United States offer programming and educational initiatives focused on engaging communities to better understand the world.

Tenets in Action:
Equity and Inclusivity

Educational leaders strive for equity of access to high quality global learning opportunities for each student and cultivate an inclusive, caring, and supportive school community that values the cultural and linguistic diversity of each student.

Globally competent educational leaders:

✓ Commit themselves to deep, ongoing integration of principles of diversity, equity, and inclusion in their leadership and organizational infrastructure

✓ Help staff to be reflective and action-oriented about building a culture that includes, cares for, and supports the unique needs of each student and their families

✓ Create an environment that welcomes and accommodates students, families, and staff from culturally and linguistically diverse backgrounds, and utilize the diversity of students, families, and staff as learning assets throughout classroom and schoolwide programming

✓ Establish an ethos of tolerance and civility so that all students, families, and staff feel safe expressing personal opinions, beliefs, and perspectives, and engaging in dialogue when instances of intolerance or prejudice occur

✓ Ensure that every student has equitable access to high-quality coursework, programs, and resources that emphasize global competence

✓ Seek to hire and manage a diverse staff committed to preparing each student for life, work, and citizenship in a global society

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Suggested Activities: Equity and Inclusivity

First Steps

❑ Create space to engage with staff in critical self-reflection to examine personal perceptions of diversity and how that affects their own practice

❑ Gain awareness of cultural biases in staff hiring processes and the benefits of investing in staff diversity

Suggested Activities: Equity and Inclusivity (*continued*)

First Steps (*continued*)

❑ Reach out to community agencies to learn about changes in area demographics and what that means for student and family needs

❑ Ensure that school communication is easily accessible in all languages spoken by families in your school community (e.g., through interpreters, document translation), and that all languages are visible to students, families, and staff in the school building

Deeper Dives

❑ Create a space for ongoing dialogue with family and community members that allows diverse perspectives to be heard, and which accommodates unique needs of individual families and cultural groups

❑ Incorporate into staff hiring criteria a commitment to global competence so that all students have access to teachers who integrate global competence into daily learning

❑ Seek to hire staff with diverse backgrounds and experiences

❑ Embrace multilingualism by incorporating programs that support learning in multiple languages (e.g., dual immersion)

❑ Provide staff with resources and professional learning opportunities that focus on integrating culturally responsive teaching strategies, including engaging families as assets to student learning

❑ Support classroom activities, clubs, and electives that leverage the cultural diversity of students, family, and staff as learning assets, ensuring that each student has the opportunity to participate and see their culture represented

Full Immersion

❑ Integrate the perspectives and feedback of families into school decision-making processes

❑ Adopt whole-school global competence frameworks from external organizations or state frameworks that require all staff to incorporate global competence into their teaching

❑ Partner with local teacher training programs to develop and retain new teachers committed to global competence

❑ Conduct and report out on ongoing evaluations of family support and engagement opportunities and on audits of resources and programs that reflect the diversity of the school community

❑ Offer rewards and recognition for students who achieve biliteracy (e.g., Seal of Biliteracy)

Case Studies

Committing to deep, ongoing integration of principles of diversity, equity, and inclusion.

Mr. Christopher Huff, Principal, Waverly High School, Lansing, MI

Waverly High School has one of the most diverse student bodies in Michigan, yet this hadn't always been the case. Mr. Huff explains, "20, 15, even 10 years ago our students didn't look like this. With that change came a lot of negative imagery around our community. We would hear community members who had spent their whole lives here say, 'Waverly's changing' in a negative way. We wanted to spin 'Waverly is a diverse place' positively." As principal, Mr. Huff committed himself to putting the diverse student demographics on a pedestal, so that when people say, "Waverly's changed," it has the positive connotation of "a diverse place where people learn about different cultures and different language." Mr. Huff shares, "We made a conscious decision to flip diversity to be a point of pride and a point of honor. Schools are ranked by test scores, but there's no measurement for having a diverse school experience. We don't want to be judged solely on one day of testing, so we decided to highlight our diversity and multicultural programs. We offer a valuable, culturally rich experience when you come to school here."

Mr. Huff believes that the school's focus on equity and inclusivity has led to a lot of harmony among students and a lack of bullying based on race, religion, ethnicity, or sexual preference. "Students see the value and take pride in going to a school like this," he says. "There's no way to quantify that this is what our school is about. It's more than a feeling of test scores and attendance, though it is also true that those have been on the rise the past few years, too. The atmosphere has become more harmonious. Thirty to forty percent of our kids are school choice. Because diversity and differences are valued at our school, this helps us absorb and acclimate new students who didn't come here the year before."

Creating an environment that welcomes and accommodates students from culturally and linguistically diverse backgrounds.

Dr. Aimee Fearing, Principal, Wellstone International High School, Minneapolis, MN

All of Dr. Fearing's students are immigrants or refugees who qualify for English language learner services. About 55 percent speak East African languages, 35 percent speak Spanish, and the other 10 percent are proficient in a range of languages. Dr. Fearing does not assume that because her students are from other countries that they have a high level of global awareness. She explains, "Many people will think that because our kids are from all over, of course they understand the world. But that's not the case. Most students are coming from homogenous cultures, and often with a jaded perspective. It's not unusual for them to have not seen someone of a different race or have had to interact with someone from a different religion. Then they come to our school, and they are placed in a classroom with a lot of heterogeneity.

Many who have come from a survival environment haven't had the time or the need to look elsewhere. It's a stretch to have them look at things from a different lens, especially a lens that they think is biased."

Dr. Fearing leads her staff to scaffold global learning to accommodate her students' needs. The school focuses on placing students on the pathway of social-emotional learning and cultural understanding so that they can recognize their own biases and identify biases in others. Students first garner an understanding of themselves and their relationships with others in the building, before moving towards the global piece by examining issues and events external to the school: their local neighborhood, city, state, and country. She elaborates, "It takes a long time to have students examine their sphere of influence and understand who they are. At the same time, this is the time of life when many adolescents are developing identity, so it takes on a whole new meaning for them to realize they are a part of something larger than themselves. It's important for us as a staff to affirm that our students are really just starting this global competence journey, and when they graduate they might not yet be at this superb place. But when they run for state office we can say we've made a difference."

Establishing an ethos of tolerance and civility so that all students, family, and staff feel safe to express their opinions and beliefs and engage in dialogue.

Chris Balga, Assistant Principal, Harris Road Middle School, Concord, NC

Mr. Balga has provided bimonthly, culturally responsive training for the teachers at Harris Road Middle School on how to approach various cultures and confront cultural biases. Training activities have focused on staff unpacking their personal beliefs; examining different ways to approach students of different races, religions, and creeds; and acknowledging students' identities (rather than being the teacher who says, "I don't see race"). Staff have also attempted to document what they know about students outside of school, which prompted some teachers to realize that they needed to build better relationships with students. As Mr. Balga emphasizes, "Relationships are so key. You have to know students and take an interest in them. If you build that relationship, they will work for you because you show that you care."

Additional Resources

Books and Articles

Davis M. (2015, October 29 updated). "Restorative Justice: Resources for Schools." *Edutopia*.

Smith, D., Frey, N., Pumpian, I., & Fisher, D. (2017). *Building equity: Policies and practices to empower all learners*. Alexandria, VA: ASCD.

United Nations Educational, Scientific and Cultural Organization. (2017). *A guide for ensuring equity and inclusion in education*. Paris, France: Author.

Instructional Resources

District of Columbia Public Schools Seal of Biliteracy Program. Recognizes the commitment of students who persevere in language education to achieve high levels of proficiency and highlights the rich linguistic and cultural expertise of the district's many international and immigrant students.

Facing History and Ourselves. Engages students of diverse backgrounds in an examination of racism, prejudice, and antisemitism to promote a more humane and informed citizenry.

Internationals Network for Public Schools. Supports schools in providing high-quality public education for recently arrived immigrants, sharing proven best practices, and influencing policy for English language learners on a national scale.

Professional Learning

Global Fluency Institute. Trainings provide professional development that equip educators with the skills to communicate with, understand, and leverage cultural diversity.

National Equity Project. Designs and provides professional learning experiences for educators and other leaders to support them in transforming their systems to dramatically improve educational experiences, outcomes, and life options for students and families who have been historically underserved by their schools and districts.

Tenets in Action: Operations and Management

Educational leaders manage school operations and resources to support staff and student global competence development.

Globally competent educational leaders:

✓ Allocate existing resources towards professional learning and development, instructional materials, and staff positions that support global competence

✓ Support the development of new resources to enhance global competence efforts

✓ Provide staff financial support when they travel abroad for professional teaching, research, and learning (e.g., offering continued insurance coverage, sabbaticals)

✓ Review and revise school and district policies to support global learning opportunities

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Suggested Activities: Operations and Management

First Steps

❑ Budget existing professional development money towards professional global learning experiences (e.g., in-house professional development, teacher exchange programs)

❑ Schedule at least one global competence professional development into schoolwide professional learning calendar

❑ Support the research of grant and other opportunities to fund global competence initiatives (e.g., through foundations, universities, local business)

Deeper Dives

❑ Support the application of grants and other opportunities to fund global competence initiatives

❑ Build partnerships with businesses and universities to connect staff and students with global experts, mentors, internships, and externships

❑ Solicit financial and in-kind support for global learning experiences for teachers and students through local parent-teacher associations, philanthropy, foundations, businesses, and chambers of commerce

❑ Schedule consistent global competence professional development throughout the school year

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Suggested Activities: Operations and Management (*continued*)

Full Immersion

❑ Build a substitute bank to allow staff to take extended leaves for exchange programs abroad

❑ Financially support travel opportunities for teachers; for example, by creating study abroad scholarship opportunities or conference stipends

❑ Create a global coordinator position within the school

❑ Actively recruit other school leaders in your PLC and mentor their efforts to integrate global perspectives into their school environment

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Case Studies

Allocating existing resources towards professional learning and staff positions that support global competence.

Mr. Brent Wozniak, Chief Academic Officer, Vaughn Next Century Learning Center, Pacoima, CA

Mr. Wozniak intentionally uses existing fiscal resources to carve out time to better support teachers' global competence development. He shares, "When we first started the global work at the high school, we were sending people out to conferences and bringing coaches in. Myself and the school director came together and asked, 'How can we provide more time for collaboration beyond one and a half hours on a Tuesday? If we're going to expect our teachers to do this work, how much time would they truly need and in what ways would it be well spent?' Teachers told us, 'Give us the time, and we will give you great units aligned to global competence.' So, we determined what it would cost us to pay for subs to provide more time for our department or grade level teams to meet internally. We took those early adopters and gave them a room and food for a day. The tradeoff for the day was when they walked out the door, they had to show us a unit of study that they were trying to implement that semester. That was nine years ago, and we're still doing that."

To this day, every semester, teachers have a full planning day where they bring their laptops and units of study, and get to work. Mr. Wozniak shares, "It's magic. They work the entire time." Mr. Wozniak brought this model to the middle school and elementary school as well; because the elementary school has so many more teachers, however, they created a capacity-building cohort (the same people over a couple of years) and exposure cohort (with ten new people each time to keep the costs manageable.

Mr. Wozniak emphasizes that this planning day isn't a heavy financial burden. It's a matter of choice. His school puts a line item in their curriculum development and professional development budget for substitutes while teachers develop global units. He shares, "Other school leaders I talk to have the capacity to do that, and have control of the budget at least on a small scale. There's obviously lots of strategies and standards, and there's always something you have to do. But there are only certain things we prioritize and hold up as sacred." Mr. Wozniak believes the pay-off is well worth it: "Nothing will frustrate a teacher more than not giving teachers the time to do something you tell them to do. When you give teachers that time, they will be more likely to get on board and dig deeply into the work." He concludes, "It's about making strategic choices with what you have. For example, you make the choice to forgo building a virtual reality lab versus paying for subs to get teacher planning time. You can get as much equipment as you want, but if you aren't preparing educators to effectively use it, then it doesn't matter."

Dr. Tom Buffett, Principal, Lewton Global Studies/Spanish Immersion Magnet School, Lansing, MI

Dr. Buffett strategically uses federal grant and Title I money to support global learning. Using monies from his district's federal magnet grant, he created two "focus teacher" positions for global studies and Spanish immersion. These focus teachers concentrate on instruction, modeling lessons, coaching teachers, maintaining community partnerships, and organizing school events so that teachers don't see global learning as "one more thing to do" but as a way to teach the curriculum that places global competence at the center of instruction. When the magnet grant ended he subsequently cobbled together Title I and II money and general funds to continue the work. He uses that same pot of money for global professional development for teachers as well. With the magnet grant money, he budgeted to pay his teachers to stay after school a few days a month for collaborative professional development, and now uses Title I money for a summer institute focused on global project-based learning.

Supporting the development of new resources to enhance global competence efforts.

Mr. Cliff Hong, Principal, Roosevelt Middle School, Oakland, CA

Mr. Hong has dedicated a lot of effort into finding grants to redefine and develop programs to meet the school's innovative mission. He points out that the Bay Area hosts many community-based organizations and foundations that have money to give to schools. He explains, "What I've discovered in being a school leader is that there are funders out there looking for schools to contribute funds where they think their contributions will lead to success. The question for us was whether our school was ready to access those funds." Under the leadership of Mr. Hong, Roosevelt Middle School linked up with the Next Generation Learning Challenges Network, which provides funding and technical support to

help schools become more innovative. The school put together a grant development team and won a planning and launch grant through the network, which helped them refine the work at their school. Since then, the school has continued to raise money via grants through other funders in that network.

Mr. Hong provides tips to successfully accrue external funding: "Because all that grant money is very limited and short term, the goal is to use the grant money to do the thinking and development behind a new program, and to run the program using public funds." He also put himself in charge of the grants for strategic reasons. "As the principal, I do the grants, because I have all of the information around our school to see what we can and can't do given capacity. I'm the initial filter, then it goes to strategic people on our team, or our school design team and school leadership team, which includes teachers." Finally, he points out that having a stable team and a consistent staff and faculty has attracted financial supporters.

Advocating for and utilizing district policies that support global learning opportunities.

Mr. Julian Hipkins, Global Studies Coordinator, Theodore Roosevelt High School, Washington, DC

DCPS has a robust global education program, and Mr. Hipkins has leveraged the district's support of global education to enhance global learning at Roosevelt. Among his other responsibilities, Mr. Hipkins supports teachers across the school so that they have what they need to teach with a global perspective, provides professional development to colleagues in and outside his building, and schedules and regularly welcomes international guests to the school. Mr. Hipkins recognizes multiple dimensions of the students' interactions with visitors, stating, "As a global studies school, we receive many visitors throughout the year. These guests provide different points of view for our school community while giving us an opportunity to share our story."

Mr. Hipkins also makes sure that Roosevelt High School students take advantage of the various global initiatives that the district's Global Education unit oversees, including DCPS Study Abroad, which gives 8th and 11th grade students studying a world language the opportunity to apply to an international exchange program. "The opportunity gap is one of the biggest areas I think about every day. If we continue to provide opportunities for our students, and show them the value of those opportunities, they will take advantage of them and thrive in the process." Early outcome data on the study abroad program supports his theory. He also participates in the Global Studies School Network, consisting of an elementary school, a middle school, and Roosevelt High School, that works with Harvard University's Project Zero to connect content and teaching to global issues and serves on an advisory panel for the Global Education unit.

Additional Resources

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Acknowledgements

Appendix:
Case Study Leader and School
Key Practice Summaries

Dr. Tom Buffett, Principal

Lewton Global Studies/Spanish Immersion Magnet School, Lansing, MI

Grades: preK–6

School Type: Urban, Public

Enrollment: ~300

Key Practices

Mission and Vision

- Led school's effort to develop their own "Habits of Work and Habits of Mind" framework for defining global studies.
- Models a global mindset for his staff by sharing articles, videos, and podcasts that offer international perspectives.

Curriculum, Instruction, and Assessment

- Ensures that each classroom completes global projects throughout the school year, and orchestrated quarterly "World Wednesdays" to showcase students' work.
- Invests in professional learning to help teachers incorporate global competence habits into instruction. Enlisted the Buck Institute for Education as the foundation for summer professional development and training on project-based learning, which the school adapted to incorporate their habits of mind and work and connections to global issues. Connected with MSU professors to learn about the project-based learning programs they researched and what leads to success.
- Gets teachers interested in a local perspective by using simple questions to help them connect an issue that excites them and the content area they're teaching.
- Offers Spanish immersion, where half of the day is taught exclusively in Spanish.

Global Connections and Collaboration

Runs an international exchange trip to Costa Rica for graduates of the Spanish immersion program, and has creatively fundraised to make the costs as low as possible for families.

Operations and Management

Created and funded two focus teacher positions, focused on supporting teachers in global studies and Spanish immersion, through federal grants the school already received.

Why Global Education?

"Our world is smaller because of globalization. From an economic standpoint, you need to be globally competent to be marketable, given that so many jobs don't even yet exist. That's part of the imperative. One of my graduate school advisors was an economist. His research showed that being able to work with people different than yourself is as important to employers as reading at a 9th grade reading level. Globally competent people don't see others as less than, just different. Helping students develop a nonjudgmental stance towards those who are different is so critical. Global competence also makes the world a much more interesting place, which is part of what we try to do in developing curiosity."

Mr. Brent Wozniak, Chief Academic Officer
Vaughn Next Century Learning Center, Los Angeles, CA

Grades: preK–12
School type: Urban, Public Charter
Enrollment: ~3,000

Key Practices

Shared Mission and Vision

- Adopted Asia Society's global competence framework and worked with Asia Society to build the model of the high school
- Worked with staff to move their understanding of global competence from geographic boundaries and towards an issue-based approach.

Curriculum, Instruction, and Assessment

- Focuses on schoolwide learning on global competence as the core method for learning. Instituted global competence work in the high school, and then brought the same model down to middle school and elementary school. Partners with Asia Society ISSN for intensive coaching and support for administrators and teachers to build the capacity to integrate global competence.
- Emphasizes a variety of pedagogical frameworks for infusing global learning into the curriculum and instruction, including project-based learning and the Understanding by Design® framework.
- Developed a digital portfolio wherein students in grades 6 through 12 assess and track their global competence growth.
- Runs a Mandarin language program.

Collaborative Professional Community

- Supports a bifurcated professional development model: one cohort focuses on building capacity for incorporating global projects into course content for teachers who are new to the school, while the other focuses on developing veteran teachers as coaches for integrating global competence. ISSN coaches have helped train instructional leaders as well.

- Facilitates meetings of teachers grouped by content areas in grades 6 through 12. Elementary school teachers start by inserting global competence into just one content area, then address the cross-curricular piece.

- Gave "early adopters" the space to effectively model global integration for their colleagues.

Global Connections and Collaboration

- Set up and participates in an exchange program with a sister school in China.

- Forms and maintains relationships with colleagues around the country through the ISSN, which has helped make global learning actionable for staff on a broader scale.

Advocacy and Community Engagement

- Partners with the district's local World Affairs Council to provide students the opportunity to interview world leaders.

- Helps students participate in local volunteer projects to use their global competence skills in authentic contexts, and encourages students to do community projects on their own.

- Includes parents' participation in instructional programming on the school's evaluation matrix for teachers.

- Promotes global learning to policymakers by presenting on state panels.

Equity and Inclusivity

- Seeks to disrupt his students' social capital inequities by exposing them to different languages and skillsets; for example, by offering a Spanish for Spanish speakers course and creating a foundation that pays for 85 percent of students' costs to participate in the Chinese exchange program.

Operations and Management

- Invested school funding in global competence coaches to work with teachers for the high school's first four years.

- Uses existing fiscal resources to carve out time to support teachers' global competence development, including dedicated funds for substitutes so teachers have the time and space to create a global unit of study.

Why Global Education?

"From an economic lens, social lens, diplomacy lens, world peace lens, establishing relationships lens, and friendships lens, the days of 'I grew up here, and that's all I see' is going to be gone soon, if not already a thing of the past. We have to teach schools to harness globalization rather than resist it. When we look at nativism and the fear of globalization, when we see that backlash, it's a reaction from those who have not yet had the benefit of deep and wide exposure to people from different backgrounds, to truly develop relationships and empathy. When people ask why we go on our trips to China, I point out that, if there was international conflict between the U.S. and China, the first thing our students and teachers would do is start texting or emailing their colleagues in China. We've developed relationships overseas that create a vested interest in our mutual well-being. The relationships, the similarities, and the knowledge of 'they love me and I love them' eliminates stereotypes. It's the idea of creating avenues for diplomacy and world peace."

Mr. Chris Balga, Assistant Principal
Harris Road Middle School, Concord, NC

Grades: 6–8
School type: Suburban, Public
Enrollment: ~1300

Key Practices

Shared Mission & Vision

- Brings stakeholders together through three different committees to support global initiatives: a Global Committee, School Improvement Team, and Curriculum Leadership Team.
- Connects global competence to current local and state educational climate a way to remain competitive amidst the school choice movement and by aligning it with global awareness elements on the North Carolina teacher evaluation tool.

Curriculum, Instruction, and Assessment

- Provides teachers time to review and revamp the yearlong curriculum map of state standards for each grade level and subject area annually, and asks teachers to layer global themes and concepts onto it, rather than treating it as an add-on.
- Created various problem-based learning opportunities for students focused on local and global real-world topics.
- Introduced a schoolwide theme of sustainability, focused on reducing, reusing, and recycling.
- Offers Chinese, Spanish, world music, and global studies classes for students.

Collaborative Professional Community

- Integrated global education professional development into their existing weekly PLCs, and over the course of two years, all staff completed *Participate* global competence online modules. New teachers work with veteran teachers for support as they complete the modules.

- Gives staff time to work on North Carolina's Global Educator Digital Badge, which includes completing 100 hours of global professional development and creating a unit plan.

- Places elective staff into core subject area PLCs to encourage cross-curricular global discussions.

- Provides teachers opportunities during workdays to share their global units and strategies on teaching global concepts with PLCs in different subject areas.

Global Connections and Collaboration

- Actively participates in discussions with state, district, and national colleagues to share best practices for leading global initiatives.

- Works with schools across his district to begin implementing global education, and serves on the global committee focused on the districtwide global education strategy.

- Serves as on the advisory board of World View, a public service program at the University of North Carolina that provides global education professional development.

- Connects his school staff with colleagues he meets at conferences.

- Provides a technology base by giving every class a laptop cart for global project-based learning.

- Uses social media to connect his school to the world; for example, by using Twitter and Facebook to promote global themes and concepts and sharing a YouTube video that showcases students' global competence work and perspectives on the importance of global education.

Advocacy and Community Engagement

- Created a School Improvement Team of parents and community members who provide monthly feedback on meeting school goals and contribute new ideas.

- Invites parents, business leaders, and other community members to share their experiences with global concepts, which helps students see their local impact.

- Created a global education newsletter for the community that showcases various global initiatives.

Equity and Inclusivity

- Provides staff ongoing opportunities to confront their own biases and how they care for students, including bimonthly culturally responsive training on how to approach members of other cultures.

- Asks staff to document their knowledge of students outside of school, which prompts teachers to build relationships with certain students.

- Asks candidates for hire how they will incorporate the school's global initiatives in the classroom.

Operations and Management
- Solicited financial support for global learning professional development from the school district.

Why Global Education?

"We are charged with helping students see the 'so what' of education. What's a better way to do that than global education? I read a study that high schoolers know that they are pursuing jobs and careers where they are expected to interact and work with other cultures. Why not start them here? Why not get them comfortable in the world? As educators, we are promoting our students' understanding so that they learn to understand and interact with other cultures and not be that person who's ignorant and doesn't know. My goal is for students to see both sides and then form their own opinion. The goal is to present students with the opportunity to form their own ideas and thoughts that are based on verified facts."

Mr. Cliff Hong, Principal
Roosevelt Middle School, Oakland, CA

Grades: 6–8
School type: Urban, Public
Enrollment: ~550

Key Practices

Shared Mission and Vision
- Established a team to define the school's new mission and make that mission come to life, and then published and disseminated plan to district and community stakeholders.
- Created a formal plan to meet the mission focused on three areas: academic foundation, 21st century skills, and community ethic, the last two of which embed global competence.
- Attached measurable metrics to the mission statement, which took years of testing indicators with different stakeholder groups.

Curriculum, Instruction, and Assessment
- Experiments with different curricula as the school integrates global competence into their teaching, including, for example, Engage NY in humanities subjects.
- Partnered with World Savvy to operationalize global competence for staff and students as a part of the school's learner-centered strategies, and then weave it into instruction in a way that prioritizes the students' interests.

Collaborative Professional Community

- Provides faculty the autonomy to control lesson topics and class projects.

Global Connections and Collaboration

- Hosts a high school exchange program from Thailand on their campus, where Thai students spend a semester studying in the United States.

Advocacy and Community Engagement

- Hosts parent engagement groups and coconstructs the curriculum based on topics that matter to the school community.

Operations and Management

- Seeks and maintains responsibility for grants to develop programs that meet the school's innovative mission.
- Joined the Next Generation Learning Challenges Network, which provides funding and technical support to help schools become more innovative. Uses the grant money to generate and develop new programs, then runs the program using public funds.

Why Global Education?

"It's the reaction against the common narrative of going to school to get a good job, and feed into capitalism. We are trying to help facilitate students being world changers and improving the world, however they feel like that makes sense to them."

Dr. James "Kimo" Carter, Principal
Watertown Middle School, Watertown, MA

Grades: 6–8
School type: Urban, Public
Enrollment: ~250

Key Practices

Shared Mission and Vision

- Introduced Asia Society framework to establish a shared understanding across the school of global competence, identified which school elements and activities fit into that framework, and then how to incorporate it into classrooms fully.

Curriculum, Instruction, and Assessment

- Revamped curriculum so that global competence, project-based learning, and inquiry learning is a part of everyday instruction, and provides teachers the time and space to work together in grade-level subject teams to meet the standards in ways that promote global competence.

- Adjusted existing special events and trips to incorporate a global perspective, including annual 8th grade trip to Washington, D.C. and the geography annual World's Fair.
- Introduced capstone project for which all 8th grade students research and take action on a social justice issue in their community, country, and world.

Collaborative Professional Community

- Schedules common planning time every day for teachers and organizes monthly teacher-led professional learning teams that provide the infrastructure for teachers to work on a global problem of practice.
- Provides a governance system that ensures teachers have the space to start and grow initiatives, which models global citizenship as "grassroots change that percolates upward." As a result, global work is very collaborative with many ideas (e.g., Kingian Nonviolence Training, the capstone Choosing to Participate Project, redesign of the World's Fair and the Washington Trip) coming directly from teachers.

Global Connections and Collaboration

- Invested in becoming a one-to-one technology school to help students connect globally.

Equity and Inclusivity

- Participates in a liaison program with Boston College to help the school connect with non-English speaking families from Spanish, Portuguese, Russian, Urdu, and Armenian backgrounds.
- Seventh grade team is piloting a program that partners higher-performing students with English language learners for content area and vocabulary support.
- Embeds global competence into the hiring process to ensure that all new hires can join teachers in planning, reflecting on, and adjusting curriculum.

Operations and Management

- Emphasizes that incorporating global competence isn't expensive; rather, it requires a more efficient allocation of time through common planning structures that allow teachers to dive deeply into content.

Why Global Education?

"Global competence is central. The world is more and more complex and interdependent and more and more connected where everyone has a voice in the information age. Therefore, it's important for students to have informed voices, see all sides of an issue to make an informed decision, communicate with lots of different kinds of people, and not be afraid to work collaboratively to make things better. Global competence pairs that goal with the productive worker goal (which often overlap) to design something for the high paying jobs we want our kids to have. It's all about inquiry and design, for citizenship and workers, making sense of information and creating something that makes a difference."

Mr. Richard Swanson, Principal
Hingham High School, Hingham, MA

Grades: 9–12
School type: Suburban, Public
Enrollment: ~1,200

Key Practices

Shared Mission and Vision

- Added "global citizenship" and "environmental stewardship" to the school's core values based on input from leadership, staff, students, and parents, after a decade of developing the school's global citizenship focus to result in the high school's Green Team and **Global Citizenship Program** (GCP) becoming the biggest student groups.

Curriculum, Instruction, and Assessment

- Developed the GGP to help the school's culture fully embrace global awareness. The GCP has two interconnected branches: the club and the Certificate Program. Certificate requirements include academic achievement in world history, literature, and language courses, globally focused elective courses, community service, a travel requirement (i.e., cultural immersion experience) with a reflective writing component, and independent research project, which students display during a science fair with parent, teacher and community involvement.
- Engages all teachers in cross-cultural schoolwide activities focused on global issues by requesting they link a lesson to a common issue.

Collaborative Professional Community

- Developed the GCP with a small group of teachers, and then passed the GCP advisory position to a teacher leader.
- Supports teachers' global learning by providing professional development through Primary Source and encouraging teachers to travel on student exchange programs.
- Invites thought-provoking speakers on meaningful global topics.
- Presents teachers as examples of global citizens for students, other teachers, and community members; for example, by facilitating a town-wide Hingham Public Library series that featured teachers who had lived abroad as a Fulbright teacher, Peace Corps volunteer, and a missionary.

Global Connections and Collaboration

- Provides opportunities for students to travel abroad in exchange programs run through EF Tours.
- Developed a homegrown, flourishing partnership between the Hingham High School community and a baseball team from Osaka, Japan, over the last three years.

- Participated in international exchanges as a school leader, including trips to the Dominican Republic and Japan with students and to China through EF with a group of 25 teachers and administrators passionate about global education.

Advocacy and Community Engagement

- Calls upon the business community to support global initiatives by financially supporting such resources as reusable hydration stations, school speakers, and contributions to Osaka exchange activities.
- Partners with local organizations and universities the Boston area to find speakers and other professional learning for educators on global and cultural learning topics.

Equity and Inclusivity

- Designed the GCP to broaden inclusivity by allowing all students to participate in the GCP club and accepting students into the GCP certificate program based on student interest and essays rather than GPA.
- Planned service-learning trips to heighten staff and student awareness of inequities and inspire a desire to take action, while exchange programs have helped take students out of their comfort zones and foster their appreciation for diversity and equity.

Operations and Management

- Applies for local foundation grants for seed money that support school, teacher, and administrator ideas.
- Worked with Faculty Citizens of the World to successfully lobby for more allocated professional development time on global issues.

Why Global Education?

"When you are globally aware, you appreciate and want to meet and understand others, you're curious, and you care about fellow human beings instead viewing them as The Other. Therefore, you're no longer fearful, but happy. You'll also do well economically knowing another language and being able to engage with others for employment. But for me, that's not the biggest motivator. I'll use it as an argument for others, but on a moral level, it's the right thing to do as school leaders, to try to move our students towards understanding the world and wanting to improve the world. What I hope to accomplish are really big things. First, have students understand the world and two, have students improve it. I want them to *want* to improve it. I'd like kids to graduate with deep understandings, really wedded curiosity, and desperate to go out and make a difference. Seeing the problems, wanting to do something about it, and using their own education for the benefit of others. All of that will lead to a happy life."

Mr. Julian Hipkins, Global Studies Coordinator
Theodore Roosevelt Senior High School, Washington, D.C.

Grades: 9–12
School type: Urban, Public
Enrollment: ~600

Key Practices

Shared Mission and Vision

- Seeks to understand and communicate to school leaders, staff, and students what being a global studies school means for the school community.

- Prioritizes learning alongside staff and students.

- Works with the school community to define the school's identity as a global studies school and reimagine the school's vision by meeting with all staff, community members, parents, and student focus groups.

- Regularly checks in to see how global vision and mission is enacted, met, and evolving at staff meetings and through "step backs" with staff and students.

Curriculum, Instruction, and Assessment

- Offers foreign language courses in multiple languages, including Spanish, French, and Chinese, and allows all students to take a foreign language all four years of high school.

- Provides support for all educators to intentionally teach global competence within the context of their curriculum by implementing global thinking routines.

- Requires all 11th grade students to research a capstone project where they take action on an issue of local and global importance.

Collaborative Professional Community

- Tapped a small cohort of teachers to join a monthly PLC focused on implementing Project Zero's Global Thinking Routines, as well as monthly seminars with teachers across DCPS's global studies schools.

- Dedicates time and space for all staff to share ideas and innovations for integrating a global focus into their lessons during faculty and staff meetings, summer professional development programs, and morning collaboratives.

Global Connections and Collaboration

- Utilizes the global connections within the nation's capital by forming partnerships with the U.S. State Department and various embassies.

- Provides students opportunities to interact with school visitors from all over the world, including through a partnership with a high school in France.

Advocacy and Community Engagement

- Partners with organizations to support global learning, including local universities, the U.S. State Department for visits with foreign ambassadors and dignitaries, and the Pulitzer Center for Journalism, which identifies journalists to speak to students about the international locations and stories they cover.

Equity and Inclusivity

- Emphasizes restorative justice to give students a safe space to share their feelings with one another
- Supports the school's International Academy for newcomer students in merger with the dual language program so that native Spanish-speaking students can take AP classes and cultural heritage courses in their native language, and, at their request, integrated the academy's students into the school's social-emotional learning curriculum advisory period.
- Encourages 11th graders to participate in the DC Study Abroad program, which is free of charge so all students can attend.

Operations and Management

- Petitioned the district to hire a global studies coordinator who supports all teachers in maintaining a global perspective and schedules and welcomes international guests to the school.

Why Global Education?

"Global studies changes the lives of young people. Students are thinking beyond themselves. Students now own their actions. For example, students came up with a service project to serve the community: a drive to collect toys for kids in the Children's Hospital. Students are internalizing what they are learning, and are able to relate to challenging issues and extend the conversation beyond the classroom."

Mr. Chris Huff, Principal
Waverly Senior High School, Lansing, MI

Grades: 9–12
School type: Urban, Public
Enrollment: ~1,020

Key Practices

Shared Mission and Vision

- Put global activities into an intentional and strategic framework.
- Persuaded other stakeholders that today's students need global competence to thrive in college and careers.

Curriculum, Instruction, and Assessment

- Creates collaborative time for professional development by starting school two hours late every two weeks, so that teachers can work on issues that interest them. The global learning group is the largest of the collaborative groups.

Collaborative Professional Community

- Cultivates teacher leadership as key to integrating global competence into the school by "just saying yes" to teacher ideas, encouraging motivated teachers to integrate global education into their class, and providing them a platform to share their global experiences.

Global Connections and Collaboration

- Participates in local cross-cultural learning exchanges by inviting visitors to the school to share global perspectives and seeking connections in the local community.

Advocacy and Community Engagement

- Invites community members to participate in school events and activities, including those from the Rotary Club and Michigan State University.

Equity and Inclusivity

- Emphasized the school's diverse student body as a positive, so that the school community says proudly: "Waverly's a diverse place where people learn about different cultures and different language."

Why Global Education?

"What do kids need to do when they leave high school? How do we get our kids in those types of jobs where they will be making important decisions? It's by being globally aware and being able to deal with diverse situations. The more the world becomes a smaller place, students need to be comfortable in cross-cultural, diverse situations. That is one of the most important things a kid can do."

Dr. Aimee Fearing, Principal
Wellstone International High School, Minneapolis, MN

Grades: 9–12
School type: Urban Public
Enrollment: ~350

Key Practices

Shared Mission and Vision

- Incorporated global and cultural learning into the mission statement, and ensures that staff can see, tangibly, how the mission can be implemented.

Curriculum, Instruction, and Assessment

- Supports teachers in using project-based learning, place-based learning, and problem-based learning to help students make meaning of the world.
- In addition to encouraging the use of rubrics to assess global projects, supports teachers in using informal modes of inquiry, such conversations with students, to measure students' global competence.

Collaborative Professional Community

- Builds in time for teachers to collaborate on global learning.
- Reorganized the school's leadership structure so that the teachers who lead collaborative grade-level meetings also serve on the school leadership team.
- Instills a culture of collaboration to help school leaders, faculty, and staff take on the challenge of infusing global learning into the school environment.
- Encourages global learning by loosening the reins on motivated staff, trusting them to do the work rather than micromanaging it.

Advocacy and Community Engagement

- Invites the community to school meetings and school functions to showcase students' work.
- Partners with an organization that mentors her students.

Equity and Inclusivity

- Understands that her students from other countries do not necessarily have a high level of global awareness, which allows her to scaffold global learning to accommodate her students' needs.
- Leads her staff to set students on the pathway of social-emotional learning and cultural understanding so that they can recognize their own biases and identity biases in others.
- Leads conversations about equity that extends beyond race and language to broader power dynamics that contribute to inequities that play out locally and globally.

Why Global Education?

"The mess our world is in right now is because we have people in power who never developed global competence. Our students are our next generation. If we don't like what we're seeing now we need to change some things. We are witnessing a group of people who have had the privilege to opt out of global competence and we're seeing the effects of that. I want to create a space where people can't opt out. You need to be able to embrace it. It's just a part of our future living in a global society. This idea of America First, we aren't as great as we think we are. We need to understand for being as diverse of a nation as we are, we have done our best to keep people segregated. I think it's our responsibility of those of us working in education to change that around."