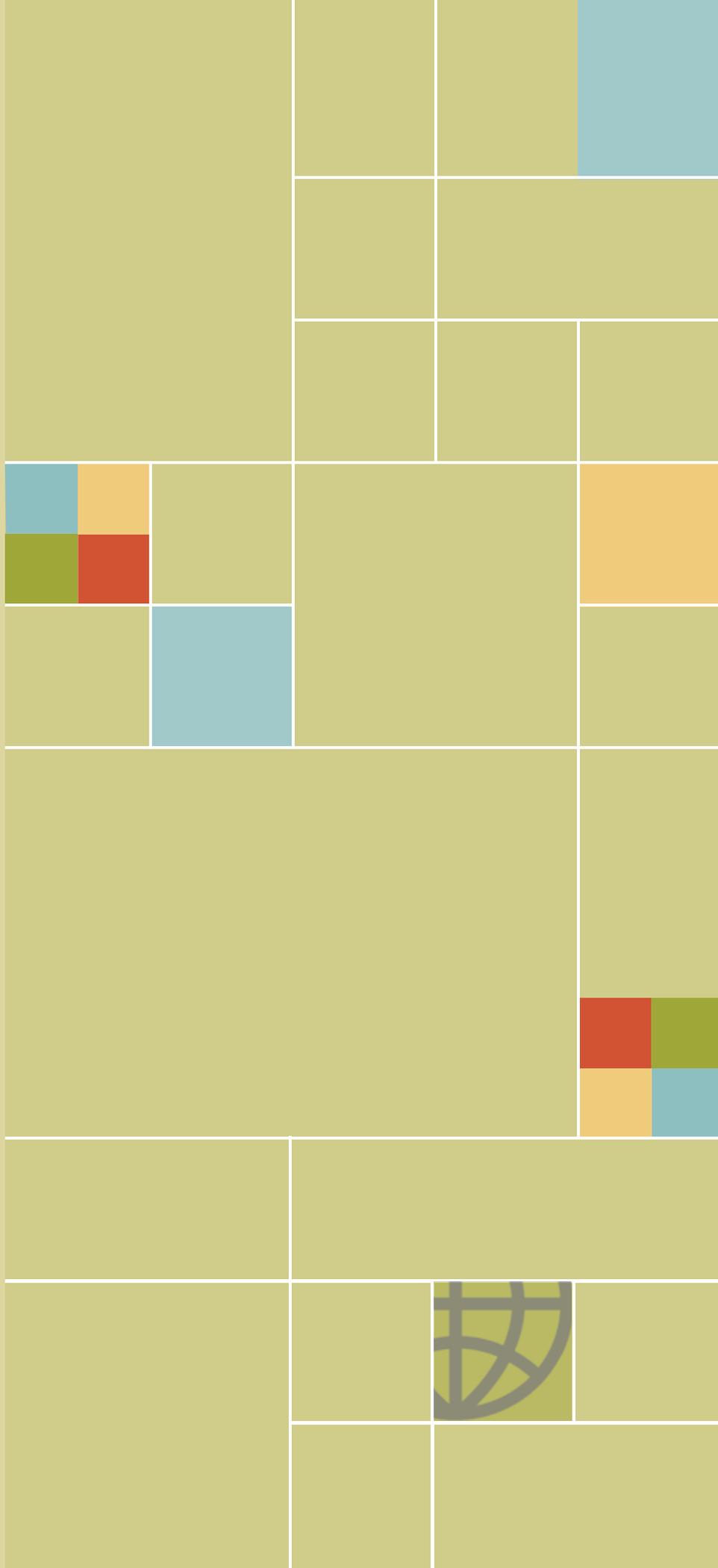
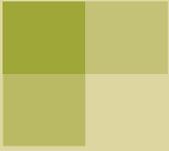




Teacher Preparation for the Global Age
The Imperative for Change

LONGVIEW FOUNDATION
for Education in World Affairs and
International Understanding, Inc.





Photos on the front cover are courtesy of Michigan State University, College of Education, Metropolitan Learning Center and M. Merryfield with Ohio State University.

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Courtesy of L. Tang

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Preface

Economic, social, and technological transformations are linking us in unprecedented ways. Today's students will need extensive knowledge of the world and the skills and dispositions to engage with people from many cultures and countries. They will need these to be responsible citizens and effective participants in the global marketplace of the 21st century. Few teachers today are well prepared to educate students for this new global context.

The Longview Foundation has been funding activities to help young people in the United States learn about world regions, cultures, and global issues since 1966. Grants have supported instructional materials, programs for students, professional development for in-service teachers, and, lately, coalition work to promote international education at the state level. Recently, world events and strategic efforts on the part of leaders and organizations in the field have led to increased visibility for international education. The critical role of teachers in internationalizing P-12 education has never been clearer, yet today's educators rarely begin their careers with the deep knowledge and robust skills necessary to bring the world into their classrooms.

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In February 2008, the Longview Foundation convened a meeting to discuss what is currently being done in schools, colleges, and departments of education around the country to prepare future teachers for this challenge and to generate momentum to do more. This report shares ideas from that meeting and subsequent discussions. The strategies suggested do not represent a consensus on the best way forward. Our

goal is to share examples and ideas and to challenge teacher preparation to embrace its critical role in educating teachers to better prepare tomorrow's citizens for their roles in our increasingly interdependent world.

We would like to thank all those who contributed their time and

expertise to the dialogue that helped

create this report and those who reviewed and commented on the text.¹ We invite others to join this conversation. Please visit the Longview Foundation website: www.longviewfdn.org, to share your reactions, ideas, and additional examples.

Betsy Devlin-Foltz, *Executive Director, Longview Foundation*

Stevenson McIlvaine, *Chair, Longview Foundation Board*

September, 2008

Courtesy of M. Merryfield

Introduction: Educating Tomorrow's Teachers for an Interconnected World

Students today are graduating into a world that is interconnected as never before. All the major challenges, whether in health, environment, poverty, or peace and security, require cooperation across borders and boundaries. Our economy is so globally interconnected that one in five jobs in the United States is now tied to international trade.²

Employers in business, government, community, and non-profit organizations who are hiring today's high school graduates recognize that it is foolhardy, if not impossible, to work in isolation from the rest of the world. Migration is changing the demographic fabric of our communities, bringing us in daily contact with people from around the globe. Immigrants from Asia and Latin America help explain why school systems in Arizona, California, Hawaii, Louisiana, Maryland, Mississippi, New Mexico, Texas, and Washington, D.C., are now "majority minority."³ And more than ever before, citizens in the United States are expected to vote and act on issues of global importance.⁴

Our education system is not preparing young people for this new reality. Recent education reform efforts have focused heavily on improving reading, math, and science education. These efforts, while important, cannot ensure that students will develop the knowledge of world regions and global issues, languages and cross-cultural skills, and values of citizenship and collaboration that are so important to living and working in an increasingly interdependent world.

Students in the United States, especially those in low-income and minority communities, leave high school without the knowledge and skills to engage in the world effectively and responsibly. According to a 2006 *National Geographic-Roper* poll, only 37 percent of young Americans could find Iraq on a map, and 88 percent could not locate Afghanistan. Many overestimate the population of the United States and underestimate that of China.⁵ Only 50 percent of high school students study a world language, and of those, fully 70 percent take only one year of introductory Spanish.⁶

Leaders from all sectors are calling for education to address these challenges.

Students in the United States, especially those in low-income and minority communities, leave high school without the knowledge and skills to engage in the world effectively and responsibly.

- At its 2008 annual meeting, the National Lieutenant Governor's Association resolved to support establishment of a national policy on international education.⁷
- The Council of Chief State School Officers' global education policy statement asserts, "Our children must be well prepared for ... [the] global society they will inhabit and create."⁸
- The National Education Association recently held a summit entitled "Broadening Global Awareness during Times of Narrowing Curriculum."
- The National Association of State

Boards of Education report, *Citizens for the 21st Century: Revitalizing the Civic Mission of Schools*, urged teacher training institutions to include global perspectives in the education of future teachers.⁹

- The Partnership for 21st Century Skills,¹⁰ a coalition of business leaders, academicians, and policymakers, has identified global awareness as a critical interdisciplinary theme.
- And in *Education for Global Leadership*, the Committee for Economic Development, a major business organization, recommends teaching international content across the curriculum at all levels, creating a training pipeline for language study—especially in less commonly taught languages—and calls for national leaders to inform the public about the importance of education in world languages and international studies.¹¹

By some accounts, the public already agrees that global competence is important. In surveys conducted by the American Council on Education in 2000 and 2002, over 90 percent of respondents of all ages, incomes, and levels of education agreed that knowledge about international issues would be important to the careers of younger generations.¹² According to a 2007 Phi Delta Kappa/Gallup poll, 85 percent of American adults said it was "very or somewhat important" for students to learn a second language, and 70 percent indicated that this instruction should begin in elementary school.¹³

Individual teachers, a few schools, and isolated programs have long provided high-quality language instruction and

a global education to some students. But too little has been done at a systemic or policy level to ensure that all students in all communities who graduate from high school are globally competent.

This is beginning to change.

Coalitions in more than 20 states, convened by the Asia Society and the Longview Foundation, are working to change policies and practices to ensure that students in all communities learn about the world and develop the skills they will need to engage with its people, cultures, and economies responsibly and effectively.¹⁴

As noted in *Putting the World into World-Class Education: State Innovations and Opportunities*, a recent report from the Council of Chief State School Officers and the Asia Society, states have created governors' task forces, legislation, policy statements, summits, and public surveys. They have supported professional development programs and world language initiatives, and revised high school graduation requirements. They have promoted the use of technology and other innovations to infuse global knowledge and skills into all curriculum areas.¹⁵ There is a slow but steady rise in world language enrollments, a resurgence of programs at the elementary level, and a rapid increase in Mandarin Chinese programs.¹⁶

A growing number of P-12 schools, many in low-income communities in diverse cities such as Hartford, Los Angeles, San Antonio, and Charlotte, are increasing the breadth and depth of what students learn about the world.¹⁷ Hundreds of internationally themed schools apply each year for the Goldman Sachs Award in International Education.¹⁸ These schools build new programs and partnerships, create real and virtual exchanges, and encourage teachers in all subject areas to integrate international knowledge and perspectives into their teaching.

Students in these schools master world languages, study global geography and world history, and learn about the literature, arts, and cultures of peoples around the globe. They begin to understand the environmental, economic, and political systems that transcend national borders. They develop cross-cultural skills to relate effectively with people from a variety of backgrounds around the corner and around the world.

The Asia Society recently collected examples of how schools around the country are integrating global knowledge, skills, and perspectives across the curriculum in a handbook called *Going Global: Preparing Our Students for an Interconnected World*.¹⁹



Courtesy of Michigan State University, College of Education

Research suggests that high-quality, engaging, internationally themed schools can improve overall student performance. A study recently found that students in the International Studies Schools Network, secondary schools in low-income and minority communities with the mission of developing college-ready, globally competent graduates, have higher test scores than those in schools with similar demographic profiles in the same districts.²⁰

As schools change, however, schools of education must respond. Vivien Stewart, Vice President for Education at the Asia Society, has pointed out, “These new internationally themed schools will remain islands of innovation unless we attack the teacher capacity issue. We need to engage teachers with the world so that they foster in their students a curiosity about it.”²¹ According to the National Research Council, “One of the key deterrents to developing a pipeline of young people prepared to develop advanced language proficiency and deep knowledge of countries and cultures is a lack of trained teachers.”²²

Ann Imlah Schneider, who has conducted extensive research on the internationalization of teacher preparation, has noted “Despite significant attention to internationalization in higher education in recent years, teacher training programs are often among the least internationalized programs on American college and university campuses.”²³ Some faculty may be involved in research outside the United States. Scholars from other countries may visit the campus. International students may take

Introduction: Educating Tomorrow's Teachers for an Interconnected World

classes alongside their American peers. Courses on comparative education, multicultural education, peace education, and international topics may be available. Some students may participate in international travel or study experiences.

These activities, however, are rarely connected or integrated in an overall strategy. And they seldom reach all students in a teacher preparation program. Course requirements and student teaching take up significant space in most pre-service teachers' schedules, leaving little room for study abroad, world language study, or internationally oriented electives. Craig Kissock, Professor Emeritus at the University of Minnesota–Morris, has pointed out that the culture of teacher education is local and therefore has advanced policies that serve the neighborhood schools but not the needs of future citizens of today's globalized world.²⁴ Hence, most teachers begin their careers with little more than superficial knowledge of the world.

Leaders in many sectors now recognize the need for more and better world language instruction, but there are simply not enough world language teachers, particularly at the elementary level, and in the languages whose global significance is growing fastest, such as Mandarin and Arabic.

A study by the North Carolina Center for International Understanding aimed at deans and directors of education in the state's higher education institutions found substantial concern about the lack of education of teachers about the world.²⁵ Schneider's research also uncovered interest in schools, colleges, and departments of education in internationalizing the curriculum, supporting faculty, and strengthening advising to encourage students to take globally themed classes and participate in international experiences. But she found few resources to do so.

Though few institutions have created comprehensive internationalization programs, more are exploring new ways to bring international elements to courses, activities, and even requirements. Visionary teacher educators have begun to recognize that the earlier teachers learn to infuse global knowledge and perspectives into their teaching, the more comfortable and skilled they will become at making this a natural and essential part of their teaching practice.

Conversations with deans of education, teacher educators, teachers, and global education professionals suggest an emerging framework for comprehensive internationalization of teacher preparation.

Framework for Internationalizing Teacher Preparation

1. Revising teacher preparation programs to ensure that:
 - General education coursework helps each prospective teacher develop deep knowledge of at least one world region, culture, or global issue, and facility in one language in addition to English
 - Professional education courses teach the pedagogical skills to enable future teachers to teach the global dimensions of their subject matter
 - Field experiences support the development of pre-service teachers' global perspectives.
2. Facilitating at least one in-depth cross-cultural experience for every pre-service teacher by:
 - Promoting study or student teaching in another country, or service-learning or student teaching in a multicultural community in the United States
 - Financial support for such experiences
 - Appropriate orientation, supervision, and debriefing to tie these experiences to prospective teachers' emerging teaching practice.
3. Modernizing and expanding programs for prospective world language teachers by:
 - Preparing more teachers to teach less commonly taught languages
 - Updating language education pedagogy based on current research and best practice.
4. Creating formative and summative assessments to evaluate the effectiveness of new strategies in developing the global competence of prospective teachers.

This report gathers promising practices from institutions around the country to provide examples of elements of the framework. None of these activities alone is enough, but together, as part of a deliberate and thoughtful plan, they can have a profound impact on the international knowledge, skills, and dispositions of our future teaching corps. By sharing them, we hope to embolden those institutions that have begun the internationalization process to continue moving forward and inspire others to take the first step.

What is Global Competence?

Ask anyone what young people need to be successful in an increasingly interdependent world, and the answers are likely to be all over the proverbial map. Considerable attention has been focused recently on math and science, but that is not the concern here. This report uses the term “global competence” to describe a body of knowledge about world regions, cultures, and global issues, and the skills and dispositions to engage responsibly and effectively in a global environment. There may be differences of emphasis; however, most who are concerned about this field describe some variation on the definition below.

A **globally competent student** has:

- Knowledge of and curiosity about the world’s history, geography, cultures, environmental and economic systems, and current international issues
- Language and cross-cultural skills to communicate effectively with people from other countries, understand multiple perspectives, and use primary sources from around the globe
- A commitment to ethical citizenship.

To help students become globally competent, **teachers** must have the knowledge, skills, and dispositions described above, as well as:

- Knowledge of the international dimensions of their subject matter and a range of global issues
- Pedagogical skills to teach their students to analyze primary sources from around the world, appreciate multiple points of view, and recognize stereotyping
- A commitment to assisting students to become responsible citizens both of the world and of their own communities.

It follows that training teachers for the global age also requires that **teacher educators**, who are preparing future teachers in our colleges and universities, need to develop the capacities noted above as well as the knowledge, skills, and dispositions to help teacher candidates acquire them.

Any institution interested in developing teachers’ global expertise may want to begin by creating or adapting a detailed list of knowledge and skills to inform practice and guide assessment. The appendix on page 33 provides some examples of competency lists for high school students, college students, and teachers developed by various organizations. These may be helpful in getting started.



Courtesy of Metropolitan Learning Center

Strategies to Prepare Globally Competent Teachers

Many resources are available within higher education to internationalize teacher preparation. Indeed, for many years, so-called Title VI centers have played an important role in educating university students in language, area, and international studies. Federal funding for these centers requires outreach to in-service teachers in K-12 and pre-service teachers and can provide examples of promising practices to the field (see box).



Courtesy of University of San Diego, SOLES

In recent years, universities and colleges around the country have embraced campus-wide “internationalization” work. The American Council on Education, which has helped higher education institutions with such efforts²⁶, defines internationalization as *the process of infusing an international or intercultural dimension into the teaching, learning, research, and service functions of higher education*.²⁷ In *Where Faculty Live: Internationalizing the Disciplines*, Madeleine Green and Robert Shoenberg point out that internationalization requires many different institutional strategies and multiple leaders.²⁸ Efforts to develop new or scale up existing activities in pre-service education programs can benefit when they are linked to campus-wide efforts.

Title VI National Resource Centers: Outreach to K-12 Education

Since 1959, the federal government has provided resources to colleges and universities throughout the country “to establish, strengthen, and operate language and area or international studies centers that will be national resources for teaching any modern foreign language. Grants support: instruction in fields needed to provide full understanding of areas, regions or countries; research and training in international studies; work in the language aspects of professional and other fields of study; and instruction and research on issues in world affairs.”

In addition to training for undergraduate and graduate students, each of the 125 Title VI National Resource Centers is expected to do outreach to current and prospective teachers to share current scholarship on Asia, Africa, Canada, Eastern Europe, Inner Asia, Latin America, the Middle East, Pacific Islands, Russia, Western Europe, and international studies.

At The Ohio State University, the Title VI area studies programs worked with the School of Teaching and Learning on the development of resources for online global education courses. These resources are available at teachglobaled.net. Many institutions have prepared kits of materials available on loan.

Indiana University’s nine Title VI Centers collaborate in different combinations with the School of Education to provide workshops that welcome all teachers. These include workshops for Indiana high school social studies teachers of the new required course, Geography and History of the World; area specific short workshops such as “Incorporating Culture in the Language”; and an International Studies Summer Institute for 7-12 grade teachers and pre-service teachers, “Integrating Global Issues in the Classroom,” jointly funded by Title VI centers, the Center for Study of Global Change, and other area studies programs on the Bloomington campus.

Title VI centers across the United States may share information on the website: www.outreachworld.org. With Title VI funding, the U.S. Department of Education also administers a program entitled Undergraduate International Studies and Foreign Language. Although not mandated to focus on P-12 training, nearly all of the projects funded through this program have had some component, such as a workshop or other short-term activity dealing with in-service or pre-service P-12 teacher training.

Engage Leadership and Faculty, and Develop a Plan

Deans and assistant deans can provide access to resources and use their “bully pulpits” to amplify messages and create a climate that supports the preparation of globally competent teachers. Indiana University is recognized nationally for its Cultural Immersions Program, which provides overseas student teaching experiences for its teacher candidates. Gerardo Gonzalez, Dean of the School of Education, established a \$100,000 incentive fund in 2007 to take internationalization to the next level.

Activities supported by this fund included grants for faculty to build international or global themes into undergraduate education courses.

Building faculty support and leadership for internationalization is critical. According to Merry Merryfield, a pioneer in global education for teachers at The Ohio State University, “Faculty need to discuss what global/international means in their programs and agree on what they expect as an end product. Then they can build assessments and teaching/learning experiences to meet those goals.”

Ensuring systemic change that will result in an international education for all teacher candidates requires vision and a plan within a school, college, or department of education, ideally one that is supported by a campus-wide strategy as described above. Developing a plan maximizes resources and helps ensure that activities are coordinated and sustainable.

At Michigan State University’s College of Education, under the leadership of Dean Carole Ames, the Department of Teacher Education is internationalizing all programs through research, teaching, service, and outreach. They will begin by defining global competencies for all students and faculty, then redesign courses within programs at all levels to develop those competencies. Strategies will include extending partnerships and networks to strengthen students’ experiences and faculty capacity, redesigning study abroad offerings and developing opportunities for research, teaching, and service across the world.

In 2006–2007, Paula Cordeiro, Dean of the University of San Diego’s School of Leadership and Education Sciences (SOLES),

Deans and assistant deans can provide access to resources and use their “bully pulpits” to amplify messages and create a climate that supports the preparation of globally competent teachers.

led the institution in a strategic planning process. One of three goals identified by the school for 2007–2012 included developing “highly effective, socially responsible, and marketable students through International Programs.” To achieve this goal SOLES identified three objectives:

1. Expand opportunities for SOLES faculty to engage in international research projects, partnerships and/or professional development activities
2. Internationalize curricula across all programs
3. Establish a requirement for all SOLES

students to engage in an international experience before program completion.

Some of the activities implemented as part of SOLES’ plan build on the institution’s previous international work; others are new. Including internationalization in the school’s five-year plan highlights the importance of these activities to the institution and makes explicit the school’s commitment to developing others.

Create a Globally Oriented General Education Program

Preparing those who will educate the next generation about the world is a vital task that must be shared by all who instruct future teachers. There is obviously a special role for Education faculty in the process, but faculty in the Arts and Sciences are also essential to developing the international knowledge, skills, and dispositions of teacher candidates. At most institutions, general education courses represent an estimated 50 percent to 75 percent of a teacher candidate’s coursework.

A. Lin Goodwin and Celia Oyler note that “Historically, general education requirements or ‘academic’ courses consume the majority of credits (as much as 75 percent) required for elementary or secondary teacher certification, and reform in university-based teacher preparation curricula over the past 50 years has consistently resulted in more academic courses and fewer education courses ... and these academic courses are offered by Arts and Sciences faculty, not those in teacher education.”²⁹

Strategies to Prepare Globally Competent Teachers

A recent report by the American Council on Education, *Mapping Internationalization on U.S. Campuses: 2008 Edition*³⁰ suggests that internationalization efforts in higher education are showing uneven progress. Despite this, many colleges and universities now require that students take at least one course on a global topic.

At the University of North Carolina-Charlotte, undergraduates are required to take at least one non-western course to graduate. Most courses approved to meet the University of Maryland, College Park's diversity requirement, including the education course, "International and Multicultural Perspectives on Education," relate to international and non-Western topics. Miami University in Oxford, Ohio, is restructuring its general education requirements into the Global Miami Plan, which will require six credit hours in globally themed courses, first year seminars with a global perspective, and a three-course sequence that includes one semester of study abroad. The university is also encouraging faculty to develop new senior capstone courses that have a global focus.

Such institution-wide requirements ensure that students who decide to pursue a teaching credential later in their undergraduate education, or after having completed an undergraduate degree in another field, will come to their professional education courses with some knowledge about the world outside the United States. In the absence of such an international requirement, advisors can encourage students to choose electives or fulfill other requirements by taking internationally themed courses.



Courtesy of L. Tang

In institutions that do not have an international course requirement, adding one for teacher candidates can be an important first step. The University of Wisconsin–Madison recently instituted a three-credit global perspectives requirement for all prospective teachers. They may choose from a list of more than 200 courses from the College of Letters and Sciences and other colleges at the university to meet this requirement. At William Patterson University in New Jersey, pre-service teacher candidates are required to take 12 credits in global or international education as part of their general education. These must include one year of a foreign language, one non-Western course, and a one-semester history course called "The West and the World."

University of Wisconsin–Madison School of Education Global Perspectives Requirement

Courses that meet this requirement encourage global understanding by examining:

- How diverse cultures and communities form, grow, change, and interact
- Approaches and obstacles to cross-cultural understanding
- Traditions and innovations in the artistic expression of cultural differences
- Multicultural perspectives on ethics, democratic citizenship, and civic responsibility
- Causes and consequences of globalization
- The role of community and cultural contexts in educational, scientific, technological, environmental, or health studies.

Nearly 100 percent of current teachers and well over half of the higher education respondents in Schneider's study supported strengthening the general education of teachers-in-training to enhance international exposure. Increasing the number of globally oriented requirements is only one way to achieve this. Integrating international modules into general education courses was by far the most popular strategy among campus interviewees, which included faculty and administrators in both Education and the Arts and Sciences. Indeed, internationalizing courses in all areas as part of ongoing course revisions would seem to be an effective strategy for the 21st century campus, with real potential impact on prospective teachers.³¹

Schneider also recommends professional development activities that bring Education faculty together with colleagues in Arts and Sciences who teach significant numbers of teacher candidates. Such activities could lead to the development of courses, such as Field Studies in the Czech Republic, team-taught by faculty from the Theater Department and the Teacher Education Department at Miami University in Oxford, Ohio. Teacher education and theater students work together in an intensive cultural immersion in the Czech Republic. Course activities includes living with Czech families, teaching conversational English in Czech middle schools, traveling with Czech peers to Prague, Cracow, and Auschwitz, and two weeks of small-group (Czech and American) travel and study.

...many practicing teachers expressed regret that they did not learn another language.

World Language Study for All Teachers

In today's multicultural communities, there are obvious benefits to increasing the number of elementary and secondary teachers able to communicate with students and parents in languages other than English. World language study provides teachers of all subject areas with a window into other cultures. Some argue that even a small amount of language study for prospective teachers is a good idea and will provide them, at the very least, with an understanding of what it is like to struggle to learn a language as many English language learners in their classrooms (and their parents) do.

Higher education institutions vary widely in language requirements, and teacher candidates are often exempt from those that do exist. Yet many practicing teachers interviewed in Schneider's study expressed regret that they did not learn another language. Some institutions are instituting language requirements for pre-service teachers. Requirements vary from an admissions requirement based on high school coursework, to taking a college-level course, to passing a proficiency test.

Miami University in Ohio is working toward a world language requirement for all teacher education students, a recommendation supported by the student advisory council. Teacher candidates at the University of San Diego must meet the College of Arts and Sciences language requirement to demonstrate "third-semester competency" through coursework or an examination in order to graduate. Oklahoma State Regents Policy, which has been in place for more than 10 years, mandates that "Teacher preparation programs at the pre-service level ... require that teacher candidates demonstrate listening and speaking

skills at the novice-high level, as defined by the American Council on the Teaching of Foreign Languages, for a language other than English, including American Sign Language." Institutions must submit an annual report as evidence that they adhere to this policy.

The Modern Language Association³² report on improving world language teaching in higher education recommends using interdisciplinary courses to enhance the linguistic skills of students who do not major in a language. The report recommends, for example, discussion groups in the students' fields of study held in the language they are learning. Indeed, the "Languages across the Curriculum" or "Culture and Languages across the Curriculum" movement promotes content-focused language and cross-cultural skills outside traditional language classes.³³

This approach holds promise for the development of language and cross-cultural skills of prospective teachers. Baldwin-Wallace College in Berea, Ohio, will soon offer a course called "Spanish for Teachers" that will be open to all education majors with a minimum of two years of high school Spanish, or the ability to read and understand at an appropriate level. The course will provide a review of basic vocabulary and phrases before moving on to language that can be used in informal conversations with students and written communication with Spanish speaking parents and guardians. "It is my hope," writes Barbara Ann Sposet, Associate Professor of Education and developer of the course, "that these students will see the value of knowing a second language and its culture and will want to pursue a second language, in this case Spanish, prior to graduation."³⁴

Strategies to Prepare Globally Competent Teachers

Recruit Students with International Interests and Experiences into Teaching

Increasing numbers of students come to today's college campuses with experience of the world and enthusiasm to learn more. The American Council on Education's 2008 report, *College-Bound Students' Interests in Study Abroad and Other International Learning Activities*, reveal that 61 percent of incoming students had traveled in another country with their families, and 51 percent have close friends or family who live in another country.³⁵ Migration and international exchanges bring students from around the world into previously homogeneous communities and classrooms. Popular culture is drawing on international influences, celebrities are becoming involved in global causes, and students from immigrant families are entering higher education in greater numbers than ever before.

Admissions officers and other advisors play a key role in helping students with these interests and experiences consider a teaching career. Recruiting such students into teaching could bring a greater variety of international perspectives into classrooms and P-12 schools. Sharing information about teaching careers with students taking internationally themed courses in the Arts and Sciences could entice those with this predisposition to take the classes required for teacher certification.

Indiana University, for example, welcomes an increasing number of native and heritage Chinese and Japanese speakers into its undergraduate teacher-education program. The interactions native speakers have with American pre-services teachers in their education courses allow for lively discussion and collaborative lesson planning.

Graduate-level preparation programs can recruit candidates who have had international experiences of undergraduate study abroad, service in the Peace Corps, or other internationally oriented careers. For example, Teachers College–Columbia University is one of several Peace Corps Fellows sites around the country. Annually, a cohort of 25 returned Peace Corps volunteers who worked in education during their service outside the country receive tuition reduction for their coursework and are hired as full-time teachers in high-need schools in New York City while they complete their certification requirements over a two- to three-year period.

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Advisors: A Critical Link

Advisors and offices of international programs outside of schools of education can identify and advise students with well-developed international interests and encourage them to consider teaching. For those who choose education early in their college careers, first-year advisors are particularly important due to the paucity of electives in teacher training programs and the importance of ensuring international exposure during the first two years.

Schneider has highlighted that training for academic and career advisors on international options for prospective teachers has the potential for increasing international exposure within the normal time-to-degree constraints. In addition to information, universities can provide opportunities, such as training and travel, to help them understand the value of study abroad and other international experiences.

Miami University in Ohio has made study abroad a priority for the Director of Student and Academic Services and the Director of Clinical Experiences. They are responsible for promoting international experiences during the recruitment process, student orientation, advising, field experience, and student teaching. The university also has supported travel for faculty and advisors to New Zealand, Australia, China, Belgium, Luxemburg, the Czech Republic, and other countries to investigate potential partnerships with schools and universities.

As part of its new Global Educators Cohort Program, Michigan State University's College of Education has created a dedicated advisor position. This advisor works with students in the program, and creates advising materials and other resources to share with all education advisors ensuring that all pre-service teachers know about international courses, experiences, and resources.

Two doctoral-level graduate assistants at the Global Center in the School of Leadership and Education Sciences (SOLES) at the University of San Diego advise students on student teaching abroad, teaching abroad as a career, and taking study-abroad courses. They identify schools and language centers in other countries, and create materials to assist pre-service teachers in designing globally oriented lessons for P-12 students.

Faculty Development for Global Teaching and Learning

Once teacher candidates begin taking professional education courses at their institutions, learning from faculty members who bring global expertise to their own teaching is key. Investing in faculty increases the long-term impact and sustainability of any new strategy. Building a globally oriented faculty requires a multi-pronged approach.

Recruiting and Rewarding Internationally Minded Teacher Educators

Seeking and hiring teacher educators who have international interests is one way to bring the world into a program. Some institutions have begun to do just this. A number of regional universities in Oklahoma have added “having global expertise” to postings for new hires. At the University of San Diego SOLES, candidates are asked what languages they speak and how their experiences and interests will assist the school in internationalizing the curriculum.

Deans of Education as well as those in Arts and Sciences have pointed out the importance of explicitly including international expertise in tenure and promotion criteria to highlight its value to the institution and the profession. This might include recognizing and rewarding contributions such as course revisions that help future teachers learn how to teach about the world, articles in international journals, international research, and promoting study or student teaching abroad.³⁶

Globally Focused Faculty Professional Development

Teacher preparation programs can also support faculty in internationalizing their teaching in order to help their students learn to do so. Schneider reports that faculty development was the top internationalization strategy for deans, professors, and others in both Education and Arts and Sciences in her survey. Virtually all respondents wanted facilitation of course revisions, and 75 percent of them liked the idea of joint Arts and Sciences and Education faculty workshops to address specific curriculum issues related to internationalization. A number of institutions indicated that such efforts are already under way, often facilitated by an institutional Center for Teaching and Learning. There also was substantial interest in team teaching among Education and

Arts and Sciences faculty, although this was found to be a more expensive strategy.

Indiana University’s Global and International Initiatives Fund mentioned earlier, invested in faculty development by offering grants for networking and undergraduate course development. Stipends were also part of the University of Maryland, College Park’s Global Awareness in Teacher Education (GATE) Fellows Program to support curriculum development for teacher preparation. The program is designed to address the “global knowledge gap” and begin building a cohort of enthusiastic faculty dedicated to the continued internationalization of the College of Education. Each of the seven Fellows in the first cohort has been awarded a \$2,500 stipend and a modest budget for curriculum development. They participate in a series of meetings and in projects developed together over the course of an academic year to support increased attention to global awareness and expertise in teacher education. Projects include integrating international perspectives into early childhood education courses, science and reading methods, and creating virtual partnerships with colleagues in other countries.

Faculty members from William Paterson University, Queens College, and Iona College participated in a three-year program to integrate information about Asia across the teacher preparation curriculum. The program supported faculty members as they modified their courses and developed new offerings to include stronger Asian and international content in order to prepare future teachers with knowledge about Asia. The group attended day-long faculty development workshops at the Asia Society and shared information with colleagues on their own campuses and at other institutions, including area P-12 teachers.



Courtesy of M. Merryfield, Ohio State University

Strategies to Prepare Globally Competent Teachers

International Experiences for Faculty

Spending time abroad helps teacher educators expand their knowledge of other countries and cultures, as well as build relationships and explore common research interests with colleagues outside the United States. Faculty involved in international initiatives often become devoted to them and maintain international connections, which can enrich the education of pre-service teachers. Instructors who travel are more likely to encourage students to do so.

At Appalachian State University, the Reich College of Education and the Office of International Education and Development collaborated to develop travel opportunities for faculty and staff with the goal of building teaching relationships and creating service-learning opportunities for students in South America. Northeastern State University in Oklahoma is strengthening a partnership with Rajamangala University of Technology in Chiang Mai, Thailand, that began when faculty and graduate students from the United States presented at a conference there. Plans are underway to develop an exchange program for students and faculty from both universities.

The American Association of Colleges of Teacher Education (AACTE), through its Committee on Global and International Teacher Education, encourages the exploration of global education, cross-cultural education, and international teacher education and faculty development in these areas. In 2007, AACTE organized a study tour to Ghana. Fifteen college of education deans and professors met with education officials, and visited schools and teacher education programs at the University of Ghana and the University of Cape Coast under the guidance of education and African history scholars. As part of its membership in the Japan–United States Teacher Education Consortium (JUSTEC), AACTE also sponsors an annual seminar that convenes Japanese teacher educators and their counterparts in the United States. This seminar aims to promote understanding and collaborative research on education topics of interest in both countries. JUSTEC seminars alternate between the United States and Japan, and participation is open to university administrators and faculty, P-12 educators, and graduate students.

At the University of Maryland, College Park, a cross-disciplinary faculty development project allowed a dozen faculty to go to the University of Maastricht in the Netherlands to study problem-based learning, and was successful in affecting curriculum change, cross-disciplinary explorations, and appreciation for international experiences for students and faculty.

The University of San Diego supported a faculty development opportunity that included travel to South Africa to enhance faculty knowledge about education there and to develop partnerships with teacher education programs and local schools. The groundwork laid by the initial USD faculty visit and subsequent visits by South African counterparts resulted in written agreements with three universities and several South African education agencies. Prospective and practicing teachers can participate in a program visit South African schools, and work with local educators for several weeks.

The Higher Education for Development Program at the U.S. Agency for International Development links colleges and universities in this country with institutions of higher learning in developing nations. When appropriate, programs such as these include activities that increase the knowledge and skills of teacher-preparation faculty.

Faculty travel overseas for many reasons. Lecturing at conferences or participating in program development and evaluation does not necessarily result in greater global expertise



Courtesy of NEA

or guarantee that courses taught on the home campus will help future teachers learn to teach about the world. For this reason, when the College of Education at the University of North Carolina, Charlotte, awards faculty international travel grants through a competitive application process, the applicant must indicate how the travel relates to the college's internationalization goals, including internationalization of the curriculum. Making course development or revision a condition of institutional support for international travel will ultimately increase the impact of faculty members' international experiences on the future practice of the teacher candidates in their classes.

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Visiting International Faculty

Most universities in the United States receive international visitors for stays of varying lengths. Visiting scholars can be excellent resources for their counterparts and relationships can continue beyond their visits. Appalachian State University's Reich College of Education, like other institutions, requires that visiting faculty members present a workshop or seminar for education students and spend some time in local schools. Such presentations can be tailored to help future teachers learn more about, and how to teach about, other countries and cultures.

Indiana University sponsors a website³⁷ from which international scholars can apply to spend up to a full academic year on campus working with a faculty sponsor. They are asked to present either their research or their approaches to education. Many of the visiting faculty enroll their children in local schools offering learning opportunities for local teachers and students. To support these partnerships, teacher-education students, many who are international students themselves, helped develop a multimedia Newcomers Kit for teachers, international parents, and children that gives them a measure of cultural, language, and social orientation to the new academic environment.

Internationalize Professional Education Courses

An important goal of any of the faculty development activities described above is to ensure that the coursework for all teacher candidates includes a global perspective, either by integrating such content into existing courses required for graduation, or by creating one or more required courses that provide an overview of key global issues.

Weaving international knowledge and skills into individual education courses, especially those that are required of all candidates, provides opportunities to address pedagogical issues related to teaching global

knowledge, skills, and dispositions as well as to teach international content. Some courses that are typically required of prospective teachers are particularly well-suited to this kind of integration.

Social Foundations of Education

Teacher candidates typically are required to take a course in the social foundations of education, which explores cultural, political, economic, technological, and other influences on the context of school. Such a course is an appropriate place to address the global forces at work and their impact on education today.

Five years ago, using specially allocated funds from their U.S. Department of Education Title VI grants, three Michigan State University National Resource Centers (Africa, Asia, and the Center for the Advanced Study of International Development/Women in International Development) worked with the Department of Teacher Education to internationalize TE 250, "Human Diversity, Power, Opportunity, and Social Institutions". This social foundations course is required of all pre-service teachers. Allocated funds are used for staff development to strengthen the international competency of doctoral student instructors, and to purchase international materials such as films, texts, and simulations.

Educators Abroad, an organization affiliated with the University of Minnesota, Morris promotes international education for teachers, by offering an online social foundations of education course called "Introduction to Education in a Global Context."

Strategies to Prepare Globally Competent Teachers

Child Development

All future teachers take at least one course in child development. These courses provide an opportunity for an examination of child rearing in different cultures and its implications for teaching practice. At the University of Maryland, College Park, international materials and perspectives are being incorporated into a course called “Exploring Teaching in Early Childhood

Education.” Resources developed for one section of the course will be available to all faculty in the department who teach related courses.

The University of North Carolina at Greensboro offers “Cultural Variations in Families and Children.” This course examines similarities and differences in families and in ways

of raising and teaching children outside the United States and in different cultural groups within the United States.

Early childhood educators around the country have been interested in the Reggio Emilia methods of pre-school education developed in Italy after World War II. The Ohio Department of Education recently sent a delegation to Italy to learn more about this approach. The group included higher-education faculty who now introduce these principles to pre-service teachers.

Working with English Language Learners

Schools of education around the country recognize that responsibility for P-12 English language learners’ language development and academic achievement is no longer limited to specialists.

Miami University in Ohio received a grant from the U.S. Department of Education’s Office of English Language Acquisition to enhance preparation of all school personnel to work with English language learners in mainstream classrooms. The program focuses on infusing competencies traditionally reserved for specialists into the existing education curriculum,

and aims to prepare teachers and other school personnel to teach their subject areas more effectively and to better understand and connect with the parents and communities of English language learners.

At Boston College’s Lynch School of Education, the Teaching English Language Learners certificate program includes coursework and field-based experiences that target bilingual students and English language learners in local schools. Marilyn Cochran-Smith notes that it is important for all teachers to understand bilingualism and biliteracy:

Worldwide, many students are bilingual, and a significant portion are schooled in a language that is not their native tongue. Part of the process of preparing teachers with a global perspective should include an understanding of the development of bilingualism and biliteracy, including knowledge of the linguistic as well as the political and sociocultural factors involved in language use in schooling. In addition, teacher candidates intending to teach diverse students, whether in the United States or abroad, need to learn effective methods and strategies that promote the acquisition of language, literacy, and content knowledge to students not yet proficient in the language of school.³⁸

Instructional Methods Courses

Courses that focus on specific content areas provide the most direct avenue for helping future teachers learn how to integrate knowledge of the world into their teaching. All subjects, not just social studies and languages, can be taught with the world in mind. Learning to do this well, to go beyond “food, flags, and festivals,” takes time, reflection, and guidance. It requires support for teacher candidates to deepen their knowledge of global issues, world regions, and cultures, and to learn new pedagogical practices they may not have experienced as students. Collaboration among faculty in Education and Arts and Sciences can be particularly beneficial for revising instructional methods classes.

Teacher educators for instructional methods courses can guide future teachers’ **pedagogical practices** so they can help their own students understand and engage with the world in

All subjects, not just social studies and languages, can be taught with the world in mind. Learning to do this well, to go beyond “food, flags, and festivals,” takes time, reflection, and guidance.

meaningful ways. These practices include:

- Seeking accurate information from a variety of sources, especially primary sources, about other countries and cultures
- Rejecting stereotyping and “exoticizing” of unfamiliar people and practices
- Exploring multiple perspectives on complex issues
- Developing meaningful real or virtual contact with people from a variety of backgrounds in schools, communities and in other countries.

There has been a recent increase in resources available to help teachers bring the world into their classrooms, and tools and opportunities are now being created to help them sift through these resources. The Wisconsin Department of Public Instruction published *Planning Curriculum in International Education* by Madeleine Uranek.³⁹ Under the Department of Education’s Title VI program, UCLA developed a website www.outreachworld.org for pre-collegiate materials prepared by the Title VI National Resource Centers. The Asia Society recently released *Going Global: Preparing Our Students for an Interconnected World*,⁴⁰ and provides a directory of teaching resources at <http://AsiaSociety.org/education>.

In addition to publications and websites, in-service teachers of all subject areas are coming together to share how they are internationalizing their classrooms. At the University of Denver, the Center for Teaching International Relations’ International Studies Schools Association holds an annual conference called “All Classes through Global Glasses.” The Asia Society’s “Putting the World into World-Class Education” conference brought together both policymakers and practitioners concerned about this field for the first time in July 2008.

As pre-service programs begin to globalize their instructional methods



Courtesy of L. Tang

courses, teacher candidates are learning about these materials and practices before they begin to teach. Michigan State University’s College of Education has created an online database of instructional materials, and is revising courses required of elementary education students in science, social studies, math, and literacy to infuse them with global dimensions. It plans to continue this process for other courses in the future.

There are few examples of systematic efforts to internationalize instructional methods courses for pre-service teachers and providing detailed information about how to do so is beyond the scope of this report. The activities and ideas below, some of which are drawn from work with in-service teachers, may be helpful to institutions embarking on such an endeavor.

Social Studies

Social studies, the traditional home of “global education,” includes many courses and topics that lend themselves readily to teaching about the world. The rapid growth of world history is just one example. High schools are offering more courses in global geography and economics. Teachers are often asked to integrate international content or comparative elements into American history and government.

However, few current teachers have received training to teach these areas in a global context as part of their preparation. Thus for many years, globalizing the curriculum has also been the province of professional development for practicing teachers. The Title VI National Resource Centers have offered a variety of in-service teacher training programs. The National Council for the Social Studies regularly offers global education resources to teachers through its annual conference and publications. The American Historical Association’s April 2008 online issue of *Perspectives on History* focuses on teaching history with a global perspective.⁴¹

Ross Dunn and his colleagues in the History Department at San Diego State University have developed two world history courses for teachers. All students preparing to teach elementary and middle school at SDSU are required to take History 411, “World History for Teachers.” Those preparing to teach high school social studies take History 412, “Modern World History for Teachers.”

According to Dunn, “World history teaching is challenging because the subject embraces peoples around the globe, not just one nation or cultural tradition, and because the conventional

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Courtesy of University of Wisconsin-Madison

chronological scope—from paleolithic times to the present—is immense.”

Among the resources available to help teachers learn to do this well is the World History for Us All web-based curriculum at <http://worldhistoryforusall.sdsu.edu>. Developed by Dunn and his colleagues, it draws from research on how children learn history to help teachers relate specific subject matter to higher and more sophisticated patterns and levels of causation and significance, a fundamental historical-thinking skill.

Online technology can promote new kinds of dialogue as teachers explore how to bring multiple perspectives and global issues into their teaching.⁴² Since 1997, Merry Merryfield at The Ohio State University has offered online global education courses for practicing teachers. Specially trained international graduate students serve as “cultural consultants.” The courses are offered through the Social Studies and Global Education Program, but are open to practicing and pre-service teachers in all subject areas around the country and the world.

As educators in this course learn to apply the pedagogical practices of global education, including perspective taking, use of primary source material from other countries and cultures, and development of cross-cultural and prejudice reduction skills, they help students learn about the world. They focus on teaching about the world as a system; putting local issues in a global context; and helping students understand how governments, non-governmental organizations, multinational corporations, and non-state actors interrelate on the world stage. The courses also stress participation in local and global communities

through service-learning projects or other collaborations, including online or videoconferencing relationships with schools, organizations, and experts.⁴³

English and Language Arts

Courses in reading, English, and language arts provide rich opportunities to bring the world to students of all ages. Increasingly, globally minded teachers use world literature, as well as newspapers and media from other countries, to reinforce universal themes and open doors to new perspectives.

The University of San Diego requires all undergraduates planning to obtain a teaching credential to take “Studies in World Literature.” At the University of Maryland, College Park, in a graduate-level course developed by Jennifer Turner, a faculty member in Reading Education, practicing teachers explore multicultural materials (books, poetry, music, popular films, and media) to learn instructional methods that are effective for teaching reading to students from diverse backgrounds. To enhance teachers’ global literacy, guest speakers from Argentina, Nigeria, Korea, and India share information about their cultures, language, and literature.

Students in this course also visited the International Children’s Digital Library. This collection of children’s books from around the world presented in their original languages is located on the University of Maryland campus but available to the public. Books are chosen for the library because they have received recognition in their country of origin. To be included in the collection, the books also must be relevant and engaging for children aged three to thirteen; promote cross-cultural understanding and tolerance; and meet professionally accepted quality standards in content, format, and presentation.⁴⁴

At the University of Arizona at Tucson, all elementary education majors are required to take a course in children’s literature. The discussions of these books focus on building intercultural understanding and challenging misconceptions about global issues and world cultures. Kathy Short, Professor of Language, Reading, and Culture has many years of experience working in children’s literature with educators outside the United States. She often hires doctoral students from other countries as instructors for the children’s literature courses. This has helped undergraduate students, unaccustomed to relating to people from Pakistan, Korea, Taiwan, or Mexico learn to appreciate and respect the knowledge and perspectives of these experienced educators.

Students at the University of Arizona at Tucson also benefit from the presence of one of the largest physical collections of international children's literature in the world. The collection is available as a resource for instructors of other methods courses, and educators outside of the area now benefit from this collection through Worlds of Words, www.wowlit.org a website that includes a database on international children's literature and two online journals. *WOW Reviews* provides in-depth critical reviews focusing on the cultural authenticity of specific international books. *WOW Stories* publishes vignettes by teachers and librarians in which they share stories about their uses of particular international books and children's responses.

In the Language Education Department at Indiana University, which includes P-16 literacy and world-language education, faculty members have developed partnerships with the African Studies Center and the French Department to help pre-service and in-service teachers use children's literature to develop literacy skills and promote understanding and action on critical social issues.

Science

It is difficult to overestimate the importance of scientific literacy to well-informed 21st-century citizenry. Teachers who bring a global perspective to the study of science help their students understand that the field is rooted in research and discovery that dates back to ancient Greece, China, and the Islamic world. Internationally minded science educators also help their students see that addressing many of today's global challenges requires international scientific cooperation.

J. Randy McGinnis, Professor of Science Education at the University of Maryland, College Park, is revising a methods course to help new science teachers learn to teach concepts that are global in scope. The current focus is on teaching about global climate change.

Beginning in the fall of 2008, Miami University science methods students will be communicating via a MySpace.com webpage with Czech university students on science issues as well as global science news. Students also will conduct research on international contributions from scientists from diverse backgrounds.

Mathematics

Students can also experience the world in mathematics, a class that is not intuitively "global." For example, they can use global data for problem solving, or art and architectural designs from various cultures in the study of geometry. As with science, students can learn about the worldwide origins of mathematics and the contributions of many cultures to the development of the field as we know it today. At Teachers College, part of a secondary pre-service students' program is the course "Teaching Mathematics in Diverse Cultures," which includes a study tour of schools and institutions in various nations.

These kinds of activities are part of what is needed to bring a global perspective to mathematics. David Molina, mathematics

consultant formerly with the Charles A. Dana Center at The University of Texas at Austin, is exploring the essential question: "How should mathematics look in a high school focused on a global environment?" Molina works with mathematics teachers in the Asia Society's International Studies Schools Network, and their conversations are leading them to reconsider the context, content, instructional experiences, and student outcomes for mathematics in internationally themed schools.

If, for example, students need to be able to understand phenomena such as growth and decay, spread of disease, and population growth, will they need to

understand exponential functions sooner than they would in a typical high school mathematics sequence? Or, if it is important for students to study trends and patterns in large populations, does this imply that some understanding of inferential statistics needs to be an integral part of the high school mathematics sequence?

Molina encourages leaders in colleges of education, together with their colleagues in departments of mathematics, to play a role in answering these questions by:

- Facilitating and aiding in the continued conversation
- Researching the appropriate content, contexts, instructional experiences, and learning outcomes
- Helping better understand how the disciplines interrelate in a curriculum focused on a global environment

Internationally minded science educators also help their students see that addressing many of today's global challenges requires international scientific cooperation.

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- Developing courses in both pedagogy and mathematics that reflect these learnings.

Visual and Performing Arts

Going Global, the Asia Society's handbook to help schools internationalize their programs, outlines key concepts to guide integration of global perspectives into the visual and performing arts classes. Teachers can use arts classes to:

- Introduce the history and culture of the world's regions
- Honor the cultures students bring to school
- Examine the functions of art in society
- Build connections with artists and cultural institutions.

Visual and performing arts methods courses can help prospective teachers include these concepts in their teaching as they learn about the variety of artistic expression of cultures around the world.

Museums and cultural performances in the community can provide resources to bring global perspectives to the classroom. Many now extend their reach by making their resources available online. At Indiana University's Department of Art Education, Associate Professor Elizabeth Vallance, incorporates the university's art museum in her teaching, instructing students how to use global cultural artifacts from museums in their instruction.

In addition to honoring the cultural heritage from around the world, prospective teachers can bring present-day art and culture into their teaching by becoming familiar with a range of cultural expressions that includes contemporary music, dance, and film. Assistant Professor Marjorie Manifold, also at Indiana University, introduces pre-service teachers to online sites where adolescents and young adults from all over the world share their extracurricular art. These works are based on stories from popular culture, created by children who suffer tragedies of war or natural disaster, and reflect themes of universal interest to children. Pre-service teachers are encouraged to incorporate online exchanges of artwork between the students in their classrooms and students around the world.

Physical Education and Health

Globally oriented physical education teachers bring into their classes games, sports, and dances from around the world, as well as non-Western practices such as yoga, tai chi, and karate. Teaching students why and how these activities developed in a



Courtesy of University of San Diego, SOLES

particular context can enrich their understanding of the world while developing their physical skills. Teachers can also engage students in interdisciplinary projects to help them learn about topics such as the global business of sports, nutrition practices in different regions, cultural influence on health practices, or the impact of global warming and poverty on health throughout the world.

To develop pre-service physical education teachers' global competence, Oklahoma State University has offered a three-week course in Japan on International Athletic Training during which students learn about Japanese techniques of injury care, participate in cultural activities, and visit with local students and families.

At Miami University in Ohio, students in physical education and health education programs have opportunities to participate in three senior capstone experiences in Nepal and Tibet, at the World Health Organization in Dijon, France, and in Olomouc, Czech Republic. All experiences focus on cultural differences related to health and physical activity as students learn about the role of health practices and education.

At Appalachian State University, health education students have participated in a month-long carbon-neutral trip to New Zealand to develop their outdoor leadership skills and to explore environmental problems facing New Zealand and the United States. Students from Appalachian's partner institution in New Zealand, Christchurch Polytechnic Institute of Technology, joined them for portions of the trip. The university purchased green energy in the United States and New Zealand, and the students planted trees to offset carbon dioxide associated with the air and ground transportation for the trip.

Many of the strategies described above currently reach a small number of students. Schools of education could make a significant contribution to helping all teachers teach the global dimensions of their subjects by systematically integrating global content and teaching practices into instructional methods courses.

Offer International Experiences at Home, Abroad, and Online

Interacting first-hand with people from another country or culture is an invaluable component of a good global education. Limited time and resources have traditionally prevented teacher candidates from taking advantage of study abroad, but this is beginning to change as the value of such experiences becomes increasingly evident. Education programs are exploring innovative ways to ensure that their students have international experiences in the course of their teacher preparation.

International Experiences at Home

Providing opportunities for prospective teachers to engage with people and cultures from other countries on the home campus or in the local community can be a time and cost-effective way to broaden horizons. Students who are unable or reluctant to leave the country can be introduced to international students, visiting faculty, or immigrants in ways that help them learn about the world and build their cross-cultural skills. As noted above, faculty on some campuses are using specially trained “cultural consultants” to accomplish this goal.

The University of Minnesota–Mankato wanted to make sure students in its Social Studies Education Program began thinking globally before they entered it, so the admissions process requires a “global experience”. To meet this requirement, students must seek out international students or other members of their communities, engage with them in a meaningful way, and write an essay reflecting on the experience.

Appalachian State University has brought together the North Carolina Teaching Fellows and international students on campus for a series of seminars and extra-curricular activities. Other institutions have created programs to partner international students who want to improve their English with education students for English conversation practice, sometimes with reciprocity built in as the American student learns about the international student’s home and some of their language.

At Ohio State, teachers in the masters program in education are required to participate in internships with local international organizations if they are unable to go abroad for study. These students often choose to work with organizations involved in refugee resettlement; they gain firsthand experiences learning what refugees go through settling into a community, its schools, and services. Others volunteer with literacy or health programs that provide services to immigrants and refugees. All these service-learning experiences add to teachers’ skills and knowledge of diverse cultures and the processes of cultural adaptation.

At Indiana University, students in an undergraduate Spanish course are given the option of participating in a community volunteer effort that includes a research component about immigration. They create and implement lessons for Spanish speakers that help develop their

language skills and the children’s knowledge of their own cultural development. The linkage of such service learning assignments to undergraduate classes encourages students to interact with international, immigrant, and other communities historically underserved and underrepresented in higher education.

Finally, pre-service teachers can participate in student teaching in globally oriented schools and classrooms. For many years, global educators in six school districts near The Ohio State University have mentored pre-service social studies teachers and team-taught their methods courses with Merry Merryfield, professor of social studies and global education.⁴⁵

As teachers and P-12 schools around the country become more internationally oriented, they provide opportunities for student teaching and other field experiences in globally focused classrooms. Schools and teachers associated with the Asia Society’s International Studies Schools Network and the University of Denver’s International Studies Schools Association

Students who are unable or reluctant to leave the country can be introduced to international students, visiting faculty, or immigrants in ways that help them learn about the world and build their cross-cultural skills.

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are potential sources of internationally oriented practicum opportunities for teacher candidates.

International Experiences Abroad

Despite time and resource limitations, colleges of education are finding ways to provide a growing number of pre-service teachers with opportunities to spend time abroad. Some programs offer study abroad experiences tailored specifically to teacher candidates and create or identify student teaching experiences outside the United States. As noted earlier, advising students about these opportunities early in their undergraduate education, even during the college application process, increases the likelihood they will be able to fit them into a tight schedule. The University of Minnesota, Morris, for example, has a policy that teacher candidates complete student teaching in a cultural setting different from the one they know. Admissions recruiters explicitly market the fact that students can fulfill their student teaching requirements overseas, so they come into the program knowing this and can plan accordingly.

Study Abroad for Pre-Service Teachers

Trends toward short-term spring or summer break experiences are attractive options for students in tightly scheduled programs such as teacher preparation, or for students for whom extended stays away from the home campus are not possible. Clearly, no one can fully appreciate the complexities of another culture during a three- or four-week visit, and many have questioned whether one can have more than superficial exposure through these kinds of experiences. With careful planning, short programs may be able to lay a foundation for longer experiences or establish relationships that can continue upon return to the home campus.

A few schools of education have arranged to teach required education courses abroad. In adopting this strategy, it is important to create other opportunities for students to engage with the local community in meaningful ways and avoid the pitfalls associated with programs that allow students to spend most of their time outside the country with American peers.

Michigan State University has offered the social foundations of education course, “Education, Society and Learning,” to students studying abroad in South Africa and Lesotho. Through its partnership with the Paedagogische Hochschule Ludwigsburg,

a teachers college, the University of North Carolina, Charlotte, takes a cohort of elementary education majors to Germany for a semester along with two American professors who co-teach with German colleagues. Both American and German students participate in classes together. Participants continue moving forward in the required curriculum while benefitting from the international experience.

North Carolina Teaching Fellows at Elon University are required to participate in specially designed study programs in London or Costa Rica that include a seminar and practicum in public schools. Teacher candidates at Baldwin-Wallace College in Ohio will soon have the opportunity to participate in a study trip to San Juan, Puerto Rico, during spring break. They will meet with education faculty and students at the University of Puerto Rico and participate in activities that fulfill the service-learning requirement for “Education in Today’s Diverse Society,” a mandatory course for education students.

Educators Abroad offers a three-week “International Practicum in Education” to students from a variety of universities. Students spend time observing in a classroom in one of 12 countries. The practicum can replace introductory courses in education or initial teacher education requirements for time in domestic schools. It can be combined with the online course “Introduction to Education in a Global Context” or be a setting for in-school work as part of a methods course.⁴⁶

Pre-service teachers in a number of institutions participate in international service-learning activities. Wheelock College offers such opportunities to faculty, students, and alumni in Reggio Emilia, Italy, as well as in Belfast, Ireland. Bowling Green State University in Ohio has been active in civic education in Morocco, South Africa, Poland, and Ukraine. Middle school teachers, who participated in this program as students, are now establishing partnerships with schools in the Western Cape in South Africa.

Student Teaching Abroad

Practice teaching in a classroom outside the United States gives future teachers opportunities for cultural immersion and a chance to hone their teaching skills. A growing number of school systems recognize the value of such experiences in helping new teachers develop both resilience and cultural competence. Such programs require many resources for their establishment, student placement and supervision, host institution coordination, and



Courtesy of Indiana University, School of Education

post-program evaluation, but they are taking place on a small scale in a variety of settings.

The Ohio State University, University of Oklahoma, University of San Diego, University of Wisconsin–Madison, and Miami University in Ohio are among those offering student teaching opportunities abroad.

The 15 colleges and universities that are part of the Consortium for Overseas Student Teaching (COST)⁴⁷ provide practice teaching opportunities supervised by teacher education institutions in 17 host countries. Placements are in host-country schools or American-sponsored overseas schools. Students majoring in teaching English as a second language at New York University can complete student teaching or an internship in China.

Boston College encourages all teacher candidates to complete one of its practicum experiences abroad. The college has established relationships with 11 sites and helps students plan their course requirements so their educational experiences abroad will support not only their personal and professional growth as teachers, but also their course of study at Boston College.

Indiana University’s award-winning Cultural Immersion Project works with the Foundation for International Education to arrange placements in local schools in Australia, China, Costa Rica, England and Wales, India, Ireland, Kenya, New Zealand, Russian Federation, Scotland, Spain, and Turkey. In countries where the language of instruction is English, students are usually

able to teach the subject matter they are preparing to teach in the United States. In other countries, if students do not know the local language, they typically work with the host schools’ teachers to provide instruction in conversational and written English. Students receive training on working with English language learners before their departure.

Students in the Cultural Immersion Project also receive in-depth academic and cultural preparation. After successfully completing this preparation, participants complete a minimum of 10 weeks of student teaching in Indiana, thus satisfying the state requirement.

Students then practice-teach for eight weeks overseas, live with a family in the placement community, identify and perform a community-based service-learning project, and complete structured reports that identify new learning and implications for personal and professional follow-up. Participants complete significant academic work both in preparation for the overseas placement and while they are abroad and, although they are undergraduates, they receive graduate-level credit for the experience.

Successful Programs Abroad for Prospective Teachers

To maximize learning for prospective teachers, study or student teaching abroad programs should include the following elements:

- Significant pre-departure orientation to clarify goals and prepare personally and academically for the experience
- Expectation and support for in-depth engagement with people from the host country through student teaching, home stays, community-based service learning, and structured activities completed on-site
- Activities in-country or upon returning that connect the experience overseas directly to the students’ teaching practice.

Strategies to Prepare Globally Competent Teachers

Financing study or student teaching abroad requires the commitment of the home institution's leadership to make the university's resources available for this purpose and to leverage other funds. Indiana University has raised funds specifically for the Jepsen International Studies Scholarship, which supports international student teaching. It also links students with individual donors who are interested in particular areas of the world. Those who are preparing for an overseas student-teaching placement can also apply for the Honors College International Experiences Grant if they meet the minimum GPA requirement.

The Gilman International Scholarship program, sponsored by the U.S. Department of State's Bureau of Educational and Cultural Affairs, is designed to increase the student population that studies abroad by supporting undergraduates who have been traditionally underrepresented and those who might not participate due to financial constraints.

Students studying certain world languages, math, science, and engineering are eligible to apply for the federal government's SMART grants. Those willing to make a commitment to teaching in a school in a high-need community may be eligible for a TEACH grant, particularly if they are preparing to teach in a high-need field. Students meeting other criteria for these grants can use them to study abroad.

International Experiences Online

As technology shrinks the globe, teachers can help their students learn about the world and develop language and cross-cultural skills through authentic communication with people in other countries. Email, videoconferencing, and other interactive technologies have begun to provide these opportunities, but they are still used relatively rarely for this purpose. Language teachers, in collaboration with their peer teachers in the content areas can help bring to the classroom through newspapers, news broadcasts, literature, and other primary sources from around the world, many of which are increasing available online. (Please see Appendix 2: "Using Technology to Learn about the World" p. 36 for examples of resources for P-12 classrooms.)

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At the University of Maryland, students preparing to teach English language learners are engaging in virtual partnerships with English teachers in other countries. TESOL teacher candidates at the University of San Diego and those in partner schools in Mexico City use videoconferencing, to engage regularly in virtual sharing of lesson plan development, and teaching strategies discussions. East Carolina University's Global Understanding Course uses technology to bring students at this university together with students in Africa, Asia, South America, and Europe. The class meets twice a week during which

time some of the students participate in a videoconference with their peers in one of the partner universities, while the others communicate via email or chats. Students complete projects with their counterparts in each of the partner countries. Plans are underway to design a course of this kind specifically for pre-service teachers.

At The Ohio State University pre-service teachers use Desire2learn to connect with experts in other world regions and share their lessons and issues with a network of global educators across Central Ohio. This online professional development community encourages beginning teachers to use primary sources from other world regions and make connections across regions and time.

Online courses are increasingly common as technology allows the classroom to expand beyond the home campus and traditional schedules. Indiana University's online courses in the School of Education have recently enrolled students from many continents and countries including Afghanistan, Brazil, Cambodia, Egypt, Germany, India, Korea, Macedonia, South Africa, and Turkey.

An increasing number of programs and resources are now available to help P-12 teachers create "virtual international experiences." Using technology to help elementary and secondary school students connect with the world requires new skills even for the "digital natives" who are currently entering the teaching profession. Developing these skills during preparation for teaching increases the likelihood that they will be incorporated into regular teaching practice.

Bringing It All Together: Global Education Certificates

Some institutions are creating certificate programs that focus on building the global knowledge, skills, and dispositions of future teachers. The programs also act as laboratories for developing materials and courses that benefit all teacher candidates.

University of Wisconsin–Madison’s School of Education is designing a certificate in Global Perspectives for prospective teachers. To earn it students must take 21 general education courses in the following areas: 3 credits in U.S. or European history; 3 credits in global cultures, world geography, or cultural anthropology; 12 credits drawn from a list of non-Western/non-European courses that focus on two world areas; a special 3-credit course on Education and Globalization. The course will include a capstone assignment, such as a teaching unit, to integrate what students have learned into their teaching practice. Credits used to fulfill the certificate requirements can also help students meet other requirements.

Michigan State University–College of Education recently embarked on a five-year process to create the Global Educators Cohort

Program (GECP). With help from an advisory board, the college will structure the program around specific learning outcomes and the strategies to achieve them. Strategies will include identifying appropriate liberal arts courses, revising teacher preparation courses, developing field experiences in the U.S. and abroad, and creating extra-curricular activities including seminars and a mentoring program with international students.

Because the program is part of a larger initiative to internationalize the entire teacher preparation program, the revised course materials, resources, and sample lessons will be available to all faculty. A new one-credit GECP seminar course will be developed to engage students from multiple disciplines in considering how to take what they are learning across their university courses and apply it to their work in education. Courses developed specifically for GECP students will be available to others if space is available.

A dedicated advisor will work with GECP students throughout the five-year program to help them prepare an internationally focused educational plan. Advising materials and tools developed for the GECP students will be shared with other advisors.



Courtesy of Metropolitan Learning Center

Prepare World Language Teachers

Whether to promote global citizenship, economic competitiveness, national security, or academic and cognitive benefits,⁴⁸ calls are increasing from many quarters for more and better world language education. Numerous studies, reports, and hearings have called attention to the shortage of speakers of languages other than English in the United States and called upon the federal government to support efforts to improve the United States' language capabilities.⁴⁹

- The National Research Council report, *International Education and Foreign Languages: Keys to Securing America's Future*, concluded, "A pervasive lack of knowledge about foreign cultures and foreign languages threatens the security of the United States as well as its ability to compete in the global marketplace and produce an informed citizenry."⁵⁰
- The Committee for Economic Development recommends "expanding the training pipeline at every level of education to address the paucity of Americans fluent in foreign languages, especially critical, less commonly taught languages."⁵¹
- The Council of Chief State School Officers 2006 Global Education Policy Statement describes world language learning as "an essential part of the curriculum for grades 3-12."⁵²

And many have noted the importance of early language instruction in mastering some of the less commonly taught, and increasingly important, languages such as Mandarin, Arabic, Russian, and Korean, which are difficult for native English speakers to learn.

A shortage of teachers and the use of outdated language teaching methods at all levels of instruction hamper our nation's capacity to meet this need. Addressing this challenge will require increased collaboration between schools of education and language departments in our higher education institutions.

Improving the Quality of World Language Instruction

Concern for the quality of language instruction is not new. Federally funded Title VI Language Resource Centers at higher education institutions, have supported materials development and training for teachers at all levels, and addressed the need for pedagogical improvements in language instruction for a number of years.

Teacher Preparation for the Global Age: The Imperative for Change



Courtesy of Michigan State University, College of Education

Recent reports by major organizations in the field have highlighted standards and practices needed to ensure that what is known to improve the quality of world language instruction is

applied broadly. A report from the Modern Language Association recommends sweeping changes to higher education's language programs. It defines the goal of world language instruction as developing students with "translingual and transcultural competence."⁵³

In 1996, with support from the U.S. Department of Education and the National Endowment for the Humanities, a task force representing a variety of languages, levels of instruction, program models, and regions published a consensus document, *Standards for Foreign Language Learning: Preparing for the 21st Century*. The document sets out standards in five areas known as the "Five C's."⁵⁴ Students must be able to **communicate** by engaging in conversations, understanding written texts, and presenting information to an audience in written or oral form. They must also gain knowledge and understanding of other **cultures**, be able to **connect** their knowledge of language with other disciplines to acquire information, **compare** the languages and cultures under study to their own to gain greater insights into both, and participate in multilingual **communities** at home and around the world.

To ensure that world language teachers graduating from colleges of education are prepared to help students achieve these higher standards, the American Council on the Teaching of Foreign Languages (ACTFL) and National Council for Accreditation of Teacher Education (NCATE) released standards for accreditation of world language teacher education programs. The ACTFL/NCATE standards highlight the importance of oral proficiency (even in higher-level courses that typically emphasize

literature), cultural competency, language teaching pedagogy (including the use of technology), appropriate field experiences, and language immersion experiences in the United States or another country.

Indiana University of Pennsylvania is one of the institutions using the ACTFL/NCATE standards to guide the preparation of world language teachers. Strategies include a requirement that teacher candidates in Spanish education, for example, demonstrate a minimum level of advanced-low on ACTFL's oral and written proficiency tests as a prerequisite for student teaching. Students become familiar with the levels as sophomores and form learning communities to engage in out-of-class practice. The university also requires a teacher work sample of all student teachers. Candidates design and teach a unit of instruction and conduct pre- and post-testing to demonstrate what students have learned.

Increasing the Number of World Language Teachers, Especially in Less-Commonly Taught Languages

There is an urgent need to address the shortages of world language teachers. Reversing the cycle created by many years of inadequate world language education at the pre-collegiate level will require new strategies. The “traditional” language teacher candidate who has studied a second language in an American high school and enters college with the intention of becoming a teacher of that language is rarer today. In addition, there is virtually no “pipeline” of students graduating from high school having studied the less commonly taught languages, such as Mandarin, Arabic, Russian, Korean, Hindi/Urdu and other languages that are increasingly important.

However, institutions can effectively address the language teacher shortage if they take advantage of the rich supply of native and heritage language speakers in the United States, and design certification programs for them. Such programs should include flexible scheduling, the opportunity to “test-out” of language courses, and credit based on education completed in other countries.

Non-traditional students bring a diversity of assets and needs to the language education classroom. Some are so-called heritage language speakers, who have attended an English-speaking school in the United States while speaking a different language with their families. They may have good skills at

ACTFL/NCATE Program Standards⁵⁶ for the Preparation of Foreign Language Teachers

1. The development of candidates' foreign-language proficiency in all areas of communication, with special emphasis on developing oral proficiency, in all language courses. Upper-level courses should be taught in the foreign language.
2. An ongoing assessment of candidates' oral proficiency and provision of diagnostic feedback to candidates concerning their progress in meeting required levels of proficiency.
3. Language, linguistics, culture, and literature components.
4. A methods course that deals specifically with the teaching of foreign languages that is taught by a qualified faculty member whose expertise is foreign-language education and who is knowledgeable about current instructional approaches and issues.
5. Field experiences prior to student teaching that include experiences in foreign-language classrooms.
6. Field experiences, including student teaching, that are supervised by a qualified foreign-language educator who is knowledgeable about current instructional approaches and issues in the field of foreign-language education.
7. Opportunities for candidates to experience technology-enhanced instruction and to use technology in their own teaching.
8. Opportunities for candidates to participate in a structured study abroad program and/or intensive immersion experience in a target language community.

bridging cultures, and may speak their home language well, but reading, writing, and grammar skills in their native language may be less well-developed. Some heritage language speakers work as paraprofessionals in the schools. Others may have little experience working in education.

Other students are native speakers trained to teach their own language or other subjects in their home countries. International students with little or no teaching experience may have come to the United States to pursue higher education in another field and decided to become language teachers. Internationally connected

Prepare World Language Teachers

businesses may bring employees from other parts of the world into a community providing a pool of family members with strong background qualifications looking for career opportunities in language-related fields. These students may be bilingual and “biliterate,” but they are often unfamiliar with the culture of schools in the United States.

The advantages of this newly diverse, world language teacher-candidate pool are significant. With courses that are designed to take advantage of this diversity, mixing non-native speakers with native and heritage language speakers raises the bar for the level of language proficiency for American teacher candidates, who can themselves be assets in helping international students understand classrooms in the United States. International students can also educate Americans about aspects of education valued in other countries. Classrooms that promote reciprocity provide excellent opportunities for all students to develop cross-cultural skills and learn about many countries, cultures, modes of interaction, and educational strategies.

New York University’s Steinhardt School of Culture, Education, and Human Development creates field experiences in various settings to help visiting world language teachers learn about popular pedagogical approaches in the United States. Visiting teachers or exchange graduate students from China, Egypt, Pakistan, and other nations study in the world language teacher certification programs. In addition to taking content and pedagogical courses, they receive 100 hours of experience visiting schools and observing classes, and completing two semesters of student teaching in public schools. Some of the students return to their home countries, and others stay to teach in the United States.

William Patterson University of New Jersey (WPUNJ) has developed a state-approved program to train license-eligible teachers of Chinese. It will serve both traditional undergraduate students and professionals who are native or heritage speakers, who hold a B.A. in another field, and who wish to enter the teaching profession. For both cohorts, the program offers flexible scheduling including evening, intensive summer,

Updating teacher preparation programs to meet the world language needs of the 21st Century will require flexibility and resourcefulness.

Saturday, and online courses. Professionals will have the option and opportunity to finish course work in just over one year. The program integrates ACTFL standards in a language program that has significant interdisciplinary components, including a requirement that students take a course on the history of East Asia and one on contemporary Asia.

In another innovative program, WPUNJ collaborated with a high school in a low-income community to help it expand world language opportunities for its students. The university provided an instructor for a college-level Japanese course, delivered via interactive TV and in person.

Students now take the university’s proficiency exam in Japanese for college credit, and WPUNJ is expanding the model to college-level Chinese and Arabic.

Indiana University offers several summer programs that are open to in-service teachers who need to retool and update their content knowledge in various subject areas, including languages, as well as pre-service teachers who want an intensive opportunity to work with practicing teachers on language and international curriculum projects. Many of the Title VI and Area Studies centers sponsor intensive language study in commonly and less commonly taught languages. The East Asian Studies Center offers a STARTALK-funded summer Chinese Pedagogy Institute for pre- and in-service teachers.

Since its inception in 2006, Rutgers University in New Jersey has accepted more than 100 native Chinese speakers into its Accelerated Chinese Language Teacher Certification Program. The program offers state-approved courses in language education pedagogy and Chinese language and literature. Taking these intensive day and evening courses, candidates can fulfill the state’s K-12 Certificate of Eligibility requirements in as little as two summers, depending on prior academic background.

Updating teacher preparation programs to meet the world language needs of the 21st century will require the kind of flexibility and resourcefulness demonstrated by these and other programs throughout the country.

Assess Impact

As institutions embrace the goal of graduating teachers with knowledge of the world and the skills to teach about it, gauging the impact of new teacher education practices becomes ever more important. Some colleges of education are developing tools specifically to measure their teacher candidates' global competence.

Kenneth Zeichner at the University of Wisconsin–Madison has worked with an international network of teacher educators led by Professor Luanna Meyer of the University of Victoria in Wellington, New Zealand, to create a global citizenship survey. He also designed observation and interview protocols for student teaching to collect information on how well teacher candidates are able to incorporate global and multiple perspectives into their teaching. Other tools under development at this institution include a survey tool based on “teaching vignettes” to measure future teachers' abilities to identify globally oriented teaching practices and a rubric to assess the global competence of teacher candidates through their portfolios.

The University of San Diego is planning to assess the global content of all elementary teaching credential courses through an examination of course syllabi. The university will also use surveys of candidates' global awareness, cultural competency, and abilities to incorporate international knowledge and skills into their teaching practice during student teaching experiences and again during the first year in the classroom.

Building assessments from the start into the process of educating teachers for the global age will ensure that promising practices become best practices and will provide a strong foundation for new teachers. Incorporating global competence into induction, mentoring, and professional development programs will help nurture these essential skills throughout teachers' careers.



Courtesy of M. Merryfield

ACE/FIPSE Project: Lessons Learned in Assessing International Learning⁵⁶

The American Council on Education (ACE) and the Fund for the Improvement of Higher Education (FIPSE) created a toolkit to assess international learning. Although it is not designed specifically for teacher preparation, the tools, listed below and available on the ACE website at www.acenet.edu, can be adapted for use in programs for pre-service teachers.

International Learning Outcomes Ranking Document

The ACE website provides information on how to develop and select international learning outcomes and includes examples of a ranking document and the learning outcomes used in the ACE/FIPSE project.

Rubrics

Rubrics developed for assessing specified international learning outcomes can be used with ePortfolios and other qualitative methods.

ePortfolios

ePortfolios are particularly helpful in assessing multiple complex learning outcomes with one assessment tool. The website includes links to different types of ePortfolio software, ePortfolio templates, how students can use ePortfolios, and exemplary ePortfolios.

Student Portfolio Information Form

This survey instrument is designed to provide student information that complements the artifacts in the ePortfolios.

Rating Process

This section includes recommendations for selecting and training a team and a handbook for ePortfolio raters.

Sample Analysis and Strategies for Data Interpretation

This page highlights questions that can be asked of the data collected and provides an overview of how the data can be used as part of a cycle of continuous improvement.

Conclusion: A Challenge to Higher Education and Its Partners

The strategies recommended in this report have focused on the roles of universities and colleges in ensuring that tomorrow's teachers begin their careers ready to teach the global dimensions of their subjects and help build their students' cross-cultural skills. However, higher education cannot do this alone. Partners are critical to meeting this urgent need to build coherent and long-term policies at the federal, state, and district levels that support new practices. Some recommendations for other stakeholders:

State departments of education and local education entities can integrate global knowledge and skills into student performance standards and graduation requirements. To support this they can include international knowledge and skills in certification and licensing for teachers by requiring international coursework and language study, and by creating options for teacher candidates to complete at least a portion of student teaching outside the United States. They can also consider alternate certification routes for world language teachers and wider recognition of international credentials to encourage native speakers of languages other than English to become certified world language teachers. Finally, they can integrate global competence into hiring, induction, mentoring, and professional development programs for in-service teachers.

National accrediting agencies can include educating about the world in the accreditation criteria for teacher preparation programs and the qualifications for teachers and education leaders.



Courtesy of M. Merryfield

Professional organizations for education leaders can fuel the demand for globally competent teachers by helping superintendents, principals, and school-board members understand the value of global competence to a 21st-century education.

Professional associations of teachers at all levels can educate their members about the value of global knowledge, skills, and dispositions; use their influence on accrediting organizations to champion the call for globally competent teachers; and act as a watchdog to ensure that policy decisions are made to support progress.

Private and public funders can support the development of future teachers' global competence with resources for planning, faculty development, and international experiences.

In the 2005 report *Educating Leaders for a Global Society*, Stephanie Bell Rose, President of the Goldman Sachs Foundation, and Vishaka Desai, President of the Asia Society, concluded: "The stakes involved in meeting the challenge of globalization could hardly be higher. For today's students knowledge of the rest of the world is not a luxury; it has become a necessity."⁵⁷

We cannot meet this need without teachers. As calls multiply to modernize our education system and to help all students thrive in this global era, the imperative to educate teachers who can help us heed these calls is ever greater. As this report has demonstrated, innovative approaches and pioneering ideas are already emerging. Teacher educators have begun charting a new course in response to the urgency for reform. Global competence cannot, and need not, remain beyond the reach of tomorrow's teachers and students.

"The stakes involved in meeting the challenge of globalization could hardly be higher. For today's students knowledge of the rest of the world is not a luxury; it has become a necessity."

Stephanie Bell Rose and Vishaka Desai

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Appendix 1: Sample Global Competencies Lists

High School Students

Global Competencies for Future-Ready Students developed by the Center for International Understanding: North Carolina in the World Project.⁵⁸

North Carolina high school graduates need to understand global issues and other cultures in order to thrive in the 21st century. Being globally aware means being prepared to interact with the world, both inside and outside our borders. Here are the competencies—skills, knowledge and perspectives—students need to be global citizens, workers, and leaders.

- 1) Cultural Awareness
 - a) Have an in-depth knowledge and understanding of one foreign culture very different than their own
 - b) Know world geography
 - c) Understand the relationship between behavior and culture
 - d) Recognize and describe cultural differences without judging
 - e) Understand the contributions of different cultures to the American way of life.
- 2) Awareness of World Events and Global Dynamics
 - a) Have an in-depth knowledge and understanding of one pressing international issue or problem
 - b) Have the ability to analyze and understand current world events, international issues, and global debates
 - c) Understand that global issues are complex and changing and have historic, political, economic, and ecological dimensions and consequences
 - d) Understand that local issues and global issues are interrelated
 - e) Be able to understand and critically evaluate world events from the perspective of different cultures.
- 3) Effective Communication Skills
 - a) Be proficient in a second language
 - b) Be able to recognize the impact of culture on communication
 - c) Can adapt their own written and spoken communication to be understood by a non-native speaker.
- 4) Cooperation and Collaboration
 - a) Are able to solve problems collaboratively with individuals from diverse cultures

- b) Are able to function effectively as a member of a multinational team
- c) Are receptive to other's views, respectful of differences in interpretation and judgment, and able to revise and expand their own views.

Presented by North Carolina in the World, the state's P-12 international education movement coordinated by the Center for International Understanding. This list of global competencies is adapted from the work of the following: Tony Jackson, International Studies Schools Network; Andy Smith, American Forum for Global Education; Partnership for 21st Century Skills; North Carolina Business Committee for Education; Darla Deardorff, Association of International Education Administrators; Michael Eskew, CEO, UPS; Committee for Economic Development.

College and University Students

The American Council on Education developed the following sample global competency list for students in all areas of higher education.⁵⁹

Knowledge

- Understands his culture within a global and comparative context (that is, the student recognizes that his culture is one of many diverse cultures and that alternate perceptions and behaviors may be based in cultural differences).
- Demonstrates knowledge of global issues, processes, trends, and systems (that is, economic and political interdependency among nations, environmental-cultural interaction, global governance bodies, and nongovernmental organizations).
- Demonstrates knowledge of other cultures (including beliefs, values, perspectives, practices, and products).

Skills

- Uses knowledge, diverse cultural frames of reference, and alternate perspectives to think critically and solve problems.
- Communicates and connects with people in other language communities in a range of settings for a variety of purposes, developing skills in each of the four modalities: speaking (productive), listening (receptive), reading (receptive), and writing (productive).

Appendix 1: Sample Global Competencies Lists

- Uses foreign-language skills and/or knowledge of other cultures to extend his access to information, experiences, and understanding.

Attitudes

- Appreciates the language, art, religion, philosophy, and material culture of different cultures.
- Accepts cultural differences and tolerates cultural ambiguity.
- Demonstrates an ongoing willingness to seek out international or intercultural opportunities.

Teachers

Profile of an Asia Society International Studies Schools Network Teacher ⁵⁷

The goal of all Asia Society International Studies Schools Network (ISSN) schools is to graduate students who possess the knowledge, skills, and habits of mind necessary to succeed and contribute in the 21st-century global environment. To accomplish this, the Asia Society ISSN believes teachers make the difference. Therefore, the following is a list of the skills and dispositions that are sought and developed in ISSN teachers.

ISSN teachers are Skilled and Knowledgeable Practitioners. Each ISSN teacher:

- Has a deep understanding of their individual content and successfully engages students through a demonstrated passion for the content by connecting it with their lives.
- Continues to be intellectually curious and demonstrates the habits of mind that lead to lifelong learning about their craft, their students, and their content.
- Has the capacity to integrate international content, issues, and perspectives into a standards-based curriculum.
- Uses an inquiry-based model of teaching that enables students to actively manipulate ideas in order to construct knowledge, solve problems, and develop their own understanding of the content.
- Asks students to analyze and reflect on their own learning.
- Uses multiple forms of assessment to evaluate ongoing student learning, moving students from below grade level to at or above grade-level performance.

ISSN teachers are Proficient Thinkers and Problem Solvers. They:

- Understand and engage complex problems; collect, analyze, and synthesize information from a range of sources; tolerate ambiguity and uncertainty; and produce potentially viable solutions as they deal with student learning.
- Use problem-solving skills to recognize and act on the needs of individual students, colleagues, and the school community.
- Ask reflective questions about their practice, use new strategies to reach every student, and find resources to maximize student learning.
- Advise students and advocate on their behalf to support their successes and to help them overcome challenges.

ISSN teachers are Culturally Aware. They are professionals who:

- Recognize, value, and respect the broad spectrum of ethnicities and cultures in the school community, and teach students to collaborate effectively with individuals from different backgrounds.
- Use instructional strategies to understand the contributions of different cultures to American life and recognize and draw upon the diverse cultural assets within their classrooms.
- Recognize the levels of students' literacy in academic and social language and help them build meaningful bridges between the two.

ISSN teachers are Aware of World Events and Global Dynamics.

These teachers:

- Understand and stay current on world events, international issues, and global debates, and help students gain understanding through daily interactions.
- Connect their content area to authentic global issues and perspectives.
- Present balanced viewpoints on global issues and assist students in viewing issues from multiple perspectives.

ISSN teachers are Literate for the 21st Century. These teachers are:

- Proficient in and model the essential skills of reading, writing, comprehending, listening, and speaking that are

necessary for student learning in their content area.

- Readers with a rich reading life for both work and pleasure.
- Familiar with contemporary culture, its music, art, literature, and trends, and seek to integrate these in relevant ways into the curriculum.
- Able to develop and present information in an articulate and persuasive manner, orally, in writing, and through digital media.
- Able and/or willing to learn to communicate in one or more languages other than English.
- Able to understand and use the arts from their own and other cultures to assist students in learning and expressing ideas and emotions.

ISSN teachers are Collaborative Team Members. These teachers are:

- Appreciative and respectful of diversity and work effectively with people from other cultures, backgrounds, and fields of expertise.
- Receptive to others' perspectives, welcome differences in interpretation and judgment, and able to revise and expand their own views.
- Committed members of the ISSN professional community, participating in ongoing professional development, including mentoring, lesson study, peer observation, critical friends groups, study groups, and collaborating with teachers locally and nationally through the network.

ISSN teachers are Effective Users of Technology and Media.

They are:

- Proficient in the use of essential computer and communications technologies.
- Users of technologies to communicate and work across national and regional boundaries.
- Able to evaluate, critically choose, and use various forms of media and technology in lesson design and implementation to maximize student engagement.

ISSN teachers are Responsible and Ethical Citizens. These professionals:

- Are committed to behaving ethically toward students and other members of the school community.
- Understand that decisions made locally and nationally have international impact and that international trends and events affect local and national options.
- Accept responsibilities of global citizenship and make ethical decisions and responsible choices that contribute to the development of a more just, peaceful, and sustainable world.

Appendix 2: Using Technology to Learn about the World

Many programs and resources make use of technology to bring the world into P-12 classrooms. Systematic research is still needed to understand the conditions that make these programs successful. Anecdotal evidence suggests that they can be effective in enriching education for young people about the world. A sampler:

Adobe Youth Voices provides financial, software, and global volunteer support to students in middle school, high school, and out-of-school-time programs in underserved communities in India, Britain, Canada, and the United States. It is designed to help them think creatively, communicate effectively, and work collaboratively to take effective action in their communities. www.adobe.com/aboutadobe/philanthropy/youthvoices/about

Bridges to Understanding enables children to share their cultures and concerns by using technologies such as digital storytelling, live videoconferencing, in-person student exchanges, and teacher-led text-based communications. www.bridgesweb.org

The Choices Program's Scholars Online series brings university scholars into secondary-level classrooms through video interviews of scholars who have helped develop Choices curriculum units or participated in Choices professional development programs. www.choices.edu/resources/scholarsonline.php

Global Nomads Group crosses cultural and national boundaries with interactive technologies such as videoconferencing, bringing young people together face-to-face to talk about their differences and similarities, and the world issues that affect them. www.gng.org

Global Learning and Observations to Benefit the Environment (GLOBE) is a worldwide, hands-on, Earth science and education program for primary and secondary schools that uses technology to unite students, teachers, and scientists for study and research about the dynamics of the Earth's environment. www.globe.gov

Epals provides a safe, secure, easy-to-use online network that connects students, classes, and school districts worldwide. www.epals.com

International Children's Digital Library is an online collection of books, many in their original languages, from around the world. www.icdlbooks.org **International Education**

and Resource Network (iEARN) uses the Internet and other technologies to help teachers and young people collaborate on projects through its international network of classrooms and schools. www.earn.org

International Studies In Schools is a videoconferencing program that links P-12 classrooms with 5,000 international students and academic specialists. IU Title VI centers fund these free programs and series, each tailored to the teacher's curriculum needs. For example: "Daily Life in South Korea" for grade 3 social studies, "Living Under Apartheid" for grade 6 English, "Growing Up in Russia" for grade 12 family development, "Kazakhstan's Steppe Biome" for grades K-2 science, and "Planning Trips to Mexico and Spain" for high school Spanish. www.indiana.edu/~isis

LinkTV brings international perspectives to Americans through satellite TV broadcasts and online streaming video. It is developing tools to help young people and teachers learn about the world through their programs including: Global Pulse Moments, three- to five-minute episodes that compare TV news clips about a single news event from several countries, Mosaic: World News from the Middle East broadcasts news from 30 stations in the Middle East, Latin Pulse/Pulso Latino, an English/Spanish program. www.linktv.org

TakingITGlobal is an online community connecting youth around the world and is designed to educate and inspire them to take action in their local and global communities. Many features on the site can be accessed in several languages. www.takingitglobal.org

ThinkQuest provides support to student teams to help them build innovative and educational websites to share with the world. Along the way, they learn research, writing, teamwork, and technology skills and compete for prizes. www.thinkquest.org

Worlds of Words includes a database of information on international children's literature and two online journals. WOW Reviews provides in-depth critical reviews focusing on the cultural authenticity of specific international books. WOW Stories publishes vignettes by teachers and librarians in which they share stories about their uses of particular international books and children's responses. www.wowlit.org

Appendix 3: Federal Resources

U.S. Department of Education International Education Programs Service

www.ed.gov/about/offices/list/ope/iegps/index.html

Offers grants to individuals and institutions of higher education for overseas and domestic international programs, including Fulbright-Hays programs and other language and area studies activities.

- Undergraduate International Studies and Foreign Language: Provides seed money for course development and related activities
- National Resource Centers: Fosters university course development, language instruction (including summer institutes) and provides outreach services such as in-service workshops and materials
- Language Resource Centers: Offers in-service training for world language teachers and develops resource materials
- Fulbright-Hays Group Projects Abroad (an institution-based program): Funds groups of American teachers, students, and faculty for short- to medium-length overseas programs focusing on curriculum development in modern foreign languages and area studies
- Fulbright-Hays Seminars Abroad (an individual-based program): Funds groups of U.S. educators, primarily P-12 teachers, in social sciences and humanities to participate in short-term study and travel overseas to improve their understanding of other cultures
- Fulbright-Hays Faculty Research Abroad: Provides grants for faculty to maintain and improve area studies and language skills abroad
- Foreign Language and Area Studies Fellowships: Provides U.S. institution-based financial aid for graduate students who combine world language with area or international studies
- Fulbright-Hays Doctoral Dissertation Research Abroad: Provides institution-based funding for graduate research in modern foreign languages and area studies for periods of six to 12 months
- International Research and Studies: Funds research, surveys, evaluations, and materials development in a variety of international fields.

U.S. Department of Education, SMART and TEACH Grants

SMART grants are for the study of critical foreign languages
<http://studentaid.ed.gov/PORTALSWebApp/students/english/SmartGrants.jsp>

TEACH grants are available for students who make a commitment to teaching in a school in a high-need community, particularly if they are preparing to teach in a high-need field.
<http://studentaid.ed.gov/PORTALSWebApp/students/english/TEACH.jsp>

U.S. Department of State, Agency for International Development Higher Education for Development Program

This program supports higher education in developing countries, including large USAID-funded Presidential Initiative for Latin America/Caribbean teacher training institute development.
www.hedprogram.org or email: HED@HEDprogram.org

U.S. Department of State, Bureau of Educational and Cultural Affairs Exchange Programs for Teachers and School Administrators

<http://exchanges.state.gov/index.htm> or phone: 202-453-8897

U.S. Department of State, Bureau of Educational and Cultural Affairs National Security Language Initiative

This initiative sponsors Intensive Summer Language Institutes, Gilman Scholarships for Study Abroad, and Fulbright U.S. Student Program Enhancement grants.
<http://exchanges.state.gov/NSLI/progs1.htm#grad>

U.S. Peace Corps Fellows/USA Program

United States universities can apply to become a Peace Corps Fellows site to engage returned Peace Corps volunteers to participate in teacher preparation and other programs.
www.peacecorps.gov/index.cfm?shell=learn.whyvol.eduben.fellows.partner

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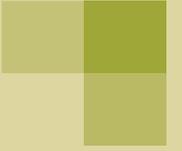
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