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# **Preparing Globally Competent Teachers**

**Background Paper for CAEP Commissioners**

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# Preparing Globally Competent Teachers

## Educating for Global Competence: Integrating Global Learning across the Curriculum

To prepare students for fulfilling and productive lives in the 21<sup>st</sup> century, schools are integrating global learning across the curriculum, enabling students to gain global knowledge while learning essential 21<sup>st</sup> century skills and developing as engaged citizens.

Global education is more than learning about other countries; it promotes self-reflection regarding one's own community and culture. Teachers play a critical role in promoting reflective thinking and civic engagement through the values and messages they convey about cultural norms.

Successful programs leverage global learning as the vehicle for meeting core standards. Global learning should not be considered an add-on or prioritized against other important education outcomes. Rather, an integrated approach to global education supports and enhances student achievement *across all* content areas and levels.

For example, students learn more about US history by exploring the global narrative of immigration and the varied countries and cultures that are inexorably connected to it. By learning an additional language, they learn new ways of approaching the world that will improve their analytical range when wrestling with important issues in their work and communities.<sup>1</sup>

Second language learning can also improve learning overall. Research indicates that second language learners score higher on both verbal and quantitative portions of standardized tests and suggest that graduation rates are significantly higher for students in rigorous foreign language programs.<sup>2</sup>

### What is Educating for Global Competence?

An approach to teaching and learning that provides students with the skills, knowledge, and attitudes necessary to understand how the world works and prepares them to participate in an interconnected society.

Learning outcomes include:

- Understanding of one's own cultural identity
- Valuing diverse cultures and learning from them
- Understanding the world as one interdependent system
- Understanding prevailing world conditions, process of change, and emerging trends
- Developing skills for constructive participation in a changing world

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<sup>1</sup> Adapted from Global Washington (2012), *Global Education in Washington State*. We are indebted to Bookda Gheisar, Executive Director, Global Washington, for sharing a draft of the publication.

<sup>2</sup> National Education Association (2007). The Benefits of Foreign Language Study. National Education Research: Regarding World Language Education. Retrieved from: <http://www.ncssfl.org/papers/BenefitsSecondLanguageStudyNEA.pdf>. Cited by Global Washington (2012), *op cit*.

For students who are non-native English language learners, it is also important that their first language and culture be seen as valued in their school environments. Enhanced self-image and the security of acceptance result from foreign language learning that capitalizes on the cultural diversity of the classroom and community.<sup>3</sup>

### **Global Learning for the Global Era**

The US economy depends increasingly on economic interdependence with other countries. For the jobs of today and tomorrow, employees must be conversant with the languages of our economic partners. Communicating effectively with partners from all corners of the globe requires at least a basic knowledge of the partner's language and culture, both as a courtesy and as sustainable business practice.

There is broad agreement that globally educated graduates will be better prepared

- to work in today's global economy and work force, while contributing to their individual growth and to their society's economic growth;
- to play a role as knowledgeable citizens in an increasingly global society.

### **Articulating the Competencies of K-12 Students in Global Education**

The EdSteps framework and the *Educating for Global Competence*<sup>4</sup> report, authored by the Council of Chief State School Officers and the Asia Society, identified four core competencies that K-12 students gain when receiving quality global education: (1) the ability to “investigate the world,” (2) “recognize their own and others’ perspectives,” (3) communicate their ideas effectively,” and (4) “take appropriate action to improve conditions.”<sup>5</sup>

The parallel between competencies and the skills targeted by corporate and public sector leadership development programs underscores the practical 21st century value of global education.<sup>6</sup> An education infused with global learning, new languages, and cross-cultural experiences allows students to recognize diversity as an asset. Young people who realize this are more open to gaining fluency in other languages, exploring the cultures of their community, and taking advantage of learning opportunities around the world.<sup>7</sup>

### **Preparing Teachers for Globally Competent Teaching**

Teachers who have learned how to embed global perspectives and issues into their curriculum can facilitate a learning environment that encourages students to be engaged in their own

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<sup>3</sup> National Education Association (2007). *op. cit.* Cited by Global Washington (2012), *op. cit.*

<sup>4</sup> <http://asiasociety.org/files/book-globalcompetence.pdf>

<sup>5</sup> Council of Chief State School Officers: *EdSteps*. Retrieved from: <http://www.edsteps.org/ccsso/SampleWorks/matrix.pdf> . Cited by Global Washington (2012), *op. cit.*

<sup>6</sup> Goleman, Daniel (2004). What Makes a Leader? Harvard Business Review (January). Language Corps with Jed Willard (undated). Global Competency. Retrieved from: [http://www.nafsa.org/File/global\\_competency\\_2.pdf](http://www.nafsa.org/File/global_competency_2.pdf) . Cited by Global Washington (2012), *op. cit.*

<sup>7</sup> The preceding paragraphs are paraphrased from Global Washington (2012), *op. cit.*

education while preparing for their global future. Many teachers are ready to embrace the challenge of educating for global competence, but others feel less prepared. What do accrediting agencies and colleges of education need to do to prepare teachers of tomorrow to integrate global competence into their thinking and teaching?

Today's teachers live and work in a multicultural society. The skills, knowledge, and dispositions to help students acquire the perspectives necessary for their roles in a globally interdependent world are requisite for successful teaching today.

### **What does Teacher Preparation for the Global Age Look Like?**

The US Department of Education has made broader global skills for college students a priority<sup>8</sup> – this is a part of an integrated effort by the department to make global competency a benchmark for learning for today's students. To accomplish this goal, much work still needs to be done at institutions across the country.

Understanding the needs for educating young people for an interconnected world, it is critical for colleges, schools, and departments of education to provide new learning opportunities and course work to develop successful teacher candidates.

Basic to their development are these elements:

- Coursework that has integrated global competence into both content and pedagogical development.
- Clinic and field placements in schools that model effective global education.
- Professors and mentors who value global competence and seek out global contexts in all aspects of the teacher preparation curriculum.
- Application of theories of cross-cultural learning, communication, and adjustment across the program.
- Learning about other regions of the world and global current events.
- Reflection on one's own culture and its impact on daily choices and classroom practice.
- Opportunities for experiential learning in other countries and cultures through study abroad, teaching practicums, and/or internships.

### **Growing Success in Teacher Education Programs**

Many schools, colleges, and departments of education in US universities have embedded global competence into their curricula and programs. Leaders include such institutions as the University of Connecticut, Kent State University, University of Maryland, Michigan State University, the University of North Carolina system, and the University of San Diego, to name just a few. But much work remains to be done, and encouragement to move in this direction is critical.

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<sup>8</sup> *U.S. Will Make Broader Global Skills for College Students a Priority*. Chronicle of Higher Education, August 7 2012, Karin Fisher

## **Implications for Institutional Accreditation and Teacher Licensure**

Large-scale progress in transforming the approach of teacher education programs in the United States to prepare globally competent teachers depends in large part on acceptance of this goal in *both* institutional accrediting and teacher licensure philosophies and processes.

We encourage an ongoing and thorough conversation within the CAEP community on the importance of preparing globally competent teachers and articulating elements of global competence in revised standards. This is a matter of utmost urgency—the pace of change in the global community will leave US children behind if our education system does not embrace and prepare them for constructive global engagement.

Following are key questions for consideration:

- What are the over arching implications of internationalizing teacher education for institutional accreditation?
- In what ways are teachers who have matriculated from universities that have internationalized programs better prepared to address issues of globalization?
- What sources of data are necessary to document and measure the impact of internationalizing teacher education on student achievement?

***The community of teacher educators committed to preparing globally competent teachers is eager to contribute concepts and language to the development of future CAEP standards.***

To reach NAFSA and other organizations and schools of teacher education working on the development of programs to prepare globally competent teachers, please contact Betty Soppelsa, [bettys@nafsa.org](mailto:bettys@nafsa.org), tel. 202.495.2513.

## **Opportunities for Further Discussion and Exploration**

A discussion of current work in preparing globally competent teachers will take place at the CAEP Conference, September 13, 2012, in Crystal City, VA.

To learn more about internationalizing teacher preparation programs:

- Download the report *Teacher Preparation for The Global Age*  
<http://www.longviewfdn.org/122/teacher-preparation-for-the-global-age.html>
- View video case studies for internationalized courses:  
<http://sites.sandiego.edu/globaleducation/home/>
- Review resources at  
<http://www.longviewfdn.org/251/resources+for+teacher+preparation+programs.html>