

Introduction

NAFSA's Global Preparation Lens for the 2011 InTASC Model Core Teaching Standards is intended to facilitate opportunities for teacher educators and teachers to recognize and develop globally competent teaching within the InTASC framework. Consensus has been building in the field that the growing interconnectedness of the world makes it imperative to prepare globally competent PK-12 students.

For the past decade, the American Council on Education has encouraged higher education institutions to internationalize their campuses. Since 2009, NAFSA: Association of International Educators has offered programs and resources to encourage and support the internationalization of teacher education programs.¹ The Council of Chief State School Officers (CCSSO) and the Asia Society have also made the case for the urgency of preparing PK-12 students to face the challenges and benefit from the opportunities that a global future presents. In 2011, CCSSO and the Asia Society produced a seminal work defining global competence as the "capacity and disposition to understand and act on issues of global significance" needed to function well in the new globally interconnected landscape (Boix Mansilla and Jackson 2011, xi). Educators across the country quickly recognized that for students to demonstrate these capabilities there must be a conversation about the pedagogy of global competence—the dispositions teachers should strive for, the knowledge and skills they should develop, and how they should demonstrate this in their interactions with students in ways that foster the students' development of global competence.

In 2012, NAFSA brought together 65 teacher educators from around the United States, with some from other countries, at its annual colloquium on internationalizing teacher education.² Drawing on their own experiences internationalizing coursework and campuses, and their work with teachers and teacher candidates, a group of professors and researchers proposed a draft description of the knowledge, skills, and dispositions that characterize proficient, globally competent teachers.

A second group of leaders in the internationalization of teacher preparation, from allied organizations and teacher education colleges around the United States, then reviewed and revised the initial list of competencies. Through several conversations, these groups not only sharpened the focus of the document as a tool for teacher preparation programs in the United States, but improved its accessibility and applicability for all those engaged in the work of preparing teachers.

Several issues were raised and condensed to the three highlighted here:

- (1) Organizational framework. Conversations initially focused on what organizational framework should be used to overlay the characteristics of globally competent teachers: *broad categories* such as those used in NAFSA's *My Cultural Awareness* self-reflection tool (Exploring the Global Context, Learning about Different Cultures, Knowing Ourselves as Cultural, and Communication Across Cultural Differences),³ OR *knowledge, skills, and dispositions* of globally competent teachers.
- (2) Global/Local connections. The researchers then considered the importance of linking the local community to the world beyond because of the increasing cultural diversity of communities, businesses, and consequently, today's U.S. classrooms. Researchers have seen demonstrated support for integrating global awareness into coursework when the activities of the world are concretely tied to the activities within local communities.

1 NAFSA gratefully acknowledges the Longview Foundation for World Affairs and International Understanding for support of its teacher education programs.

2 Materials from the 2012 NAFSA Colloquium Toward Globally Competent Pedagogy can be accessed at <http://www.nafsa.org/resourcelibrary/Default.aspx?id=33393>.

3 My Cultural Awareness Profile. 2011. NAFSA: Association of International Educators. www.nafsa.org/mycap. Under revision; new version to appear in 2015.

- (3) Taking action. In both sets of conversations, the teacher educators agreed that the competencies should move beyond a passive view of knowledge and skills toward a disposition embracing action for a better world. This orientation toward active engagement of teachers and students made the document more closely aligned with the CCSSO/Asia Society and U.S. Department of Education’s definitions of global competence (U.S. Department of Education 2012). An added perceived benefit was the opportunity to ignite in teacher educators and teachers a sense of their own and their students’ ability to positively impact the world, and to provide a more useful framework for assessing the potential impact of teachers and teacher candidates (and eventually their students) on issues of global importance.

InTASC as a Framework: Viewing the InTASC Standards through a Global Preparation Lens

The recently revised InTASC Model Core Teaching Standards (2011) provide a cohesive, well-established set of standards that outline what teachers should know and be able to do to prepare PK-12 students for the challenges of college or the workforce in many aspects of teaching. With regard to global competency, the standards place emphasis on cultural relevance and culturally relevant pedagogy. As defined in the Glossary of Terms, “Cultural relevance is evident through the integration of cultural knowledge, prior experiences, and performance styles of diverse learners to make learning more appropriate and effective for them; it teaches to and through the strengths of these learners. Culturally relevant instruction integrates a wide variety of instructional strategies that are connected to different approaches to learning” (p. 20). Building on the definition of cultural relevance, the InTASC Standards identify cultural competence as one of the key, cross-cutting themes, thus elevating the cultural dimensions of the work of teachers.

The InTASC Standards provide a clear and compelling framework to which we have integrated the statements of knowledge, skills, and dispositions developed by NAFSA that focus on the development of global competence. In developing the “global lens” for the InTASC Standards, we have made global competence more explicit by foregrounding 1) the disciplinary/interdisciplinary knowledge of the world, current events, and issues of global significance, and 2) the necessary application of what InTASC terms *global skills* (such as *problem solving*, *curiosity*, *creativity*) to global challenges that require deeper, sustained cooperation across cultures and borders. We have emphasized the active role of teachers and students in making the world a better place.

In specific terms, we have highlighted elements in the InTASC Standards under the headings Performances, Essential Knowledge, and Critical Dispositions that speak directly to a global focus for teachers and learners, marking them with a Global Preparation Lens icon . In addition, we have inserted additional phrases and concepts that we believe are elements of performances, knowledge, and dispositions that contribute to global competence. Finally, we have developed a new theme called *Global Competence* for the Glossary of Terms and added a listing of the numbers of items that show where references to global competence can be found in the document. We define global competence in teachers as follows:

Global competence in teachers is a set of essential knowledge, critical dispositions, and performances that help foster development of learners’ global competence. A globally competent teacher has knowledge of the world, critical global issues, their local impact, and the cultural backgrounds of learners; manifests intercultural sensitivity and acceptance of difference; incorporates this knowledge and sensitivity into classroom practice; and, develops the skills to foster these dispositions, knowledge, and performances in learners. The teacher models socially responsible action and creates opportunities for learners to engage in socially responsible action.

We believe that our work supports similar views expressed by AACTE, the Asia Society, Global Teacher Education, NAFSA, AASCU, the Longview Foundation for World Affairs and International Understanding,⁴ and the U.S. Department of Education. Finally, we hope that the addition of the global lens to the InTASC Standards will provide support and guidance to teachers and teacher educators as they work to integrate global perspectives into their programs and teaching to foster the development of global competence in PK-12 students. More resources are available on internationalizing teacher preparation at www.nafsa.org/teachered, www.Globalteachereducation.org, and www.Teacheredgoesglobal.org.

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References

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U.S. Department of Education International Affairs Office. 2012. "Succeeding Globally Through International Education and Engagement." Washington, D.C.: U.S. Department of Education. <https://www2.ed.gov/about/inits/ed/international/international-strategy-2012-16.pdf>

4 In a November 29, 2012 letter to James Cibulka, President of the Council for the Accreditation of Educator Preparation (CAEP), a coalition of educators wrote: "We request that the revision and public comment period [for the CAEP Standards] are underscored with a firm commitment such that issues of global learning are not negotiable, but rather a fundamental element of the next generation standards and an example of CAEP's leadership and commitment both to our nation and to the next generation of teacher educators." For the full letter, see https://www.nafsa.org/uploadedFiles/Chez_NAFSA/Resource_Library_Assets/Networks/ITLC/Letter%20to%20CAEP.pdf